

## ENGLISH LANGUAGE CONTEST 2019 (FORMS 9-10)

This is a short syllabus for the English Language Contest 2019 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: <b>an article</b> . Minimum 250 words. Maximum 300 words. Input material: a short video presentation (about 10 min.) viewed twice before writing.	Skills: - summarising - expressing opinion - evaluating	<b>15 points</b>	Viewing time: about 20 minutes  Writing time: 60 minutes  TOTAL TIME: <b>up to 80 minutes</b>
TWO	An individual long turn: <b>A talk</b> based on a very short text in LT. Input: a very short text (up to 80 words) in Lithuanian.	Skills: - summarizing a short text - mediating (from LT to EN) - expressing and justifying opinion - sharing experience, thoughts and emotions	<b>16 points</b> for the monologue.  <b>14 points</b> for the dialogue.	Preparation time: 2-3 minutes  Speaking time: 1-2 minutes  TOTAL TIME: <b>up to 5 minutes per one student</b>
THREE	A two-way collaborative task: <b>A pair discussion</b> . Input: a news item in English with an illustration.	Skills: - summarizing; giving the gist of a short text - turn-taking (initiating, responding, interacting, cooperating) - expressing opinion and emotions - summarizing and concluding the discussion	The points are added up and divided by 2.  Maximum total score for speaking is <b>15 points</b> .	Preparation time: 2 minutes  Speaking time: 3 minutes  TOTAL TIME: <b>5 minutes per two students</b>
<b>TOTAL</b>			<b>30 points</b>	<b>Total time depends on the number of students</b>

**RECOMMENDED NON-FORMALLY assessed tasks / team work**

<b>TASK</b>	<b>TASK FORMAT</b>	<b>TASK FOCUS</b>	<b>TIME</b>	<b>ASSESSMENT CRITERIA</b>
ONE	Treasure Hunt and Presentation	Skills: <ul style="list-style-type: none"> <li>- information management</li> <li>- oral presentation skills</li> <li>- collaboration</li> <li>- creativity</li> </ul>	<ul style="list-style-type: none"> <li>- up to 90 minutes for the hunt</li> <li>- up to 3 minutes per team for the presentation</li> </ul>	<ul style="list-style-type: none"> <li>- Time spent on task</li> <li>- Number of items collected</li> <li>- Team presentation</li> </ul>
TWO	Knowledge Quiz	Skills: <ul style="list-style-type: none"> <li>- collaboration</li> <li>- sharing information</li> </ul>	<ul style="list-style-type: none"> <li>- 30–60 minutes</li> </ul>	<ul style="list-style-type: none"> <li>- Team score</li> </ul>

## TASK SPECIFICATIONS AND TASK SAMPLES

### TASK ONE: AN ARTICLE

Skills focus:	Summarising; expressing 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. Maximum 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; organization (coherence, cohesion); language resources; accuracy; appropriacy of register.
Video sample:	<a href="https://www.youtube.com/watch?v=T_c1gtK1MJo">https://www.youtube.com/watch?v=T_c1gtK1MJo</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 presentation, you will have 60 minutes to write your article.*

#### **You must follow this plan:**

- *give a short summary of the content of the talk;*
- *formulate the main message;*
- *respond to the message of the talk (your opinion / emotions / knowledge / experience in relation to the topic discussed);*
- *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 250 words, but no more than 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: INDIVIDUAL TALK

Skills focus:	Rendering the meaning of a very short text (up to 80 words) from Lithuanian into English (mediating); Summarising the message; Expressing and justifying opinion; commenting; Sharing thoughts / emotions / knowledge / experience.
Input material:	A very short text in Lithuanian. Written prompts / visuals may be provided.
Output expected:	Summary of and personal response to the message of the text.

### Sample instructions for students:

*You have just read a short text in Lithuanian. Your task is:*

- *to summarise the text in English;*
- *to share your own thoughts / emotions / knowledge / experience 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 text:



### METŲ KNYGOS RINKIMAI

Metų knygos rinkimai vyksta kasmet nuo 2005 m. ir jau tapo svarbiu tradiciniu Lietuvos kultūros įvykiu. Akcijos tikslas – skatinti Lietuvos gyventojus domėtis šiuolaikine lietuvių literatūra. Akcijos idėja – pristatyti geriausius praeitais metais išleistus lietuvių literatūros kūrinius keturiuose – vaikų, paauglių, suaugusiųjų ir poezijos – knygų kategorijose. 2018 m. įtraukta penkta kategorija – publicistikos ir dokumentikos. Akcijos metu skaitytojai iš ekspertų komisijos pasiūlytų knygų išrenka Metų knygas. Laureatai tradiciškai apdovanojami Vilniaus knygų mugėje. Kviečiame skaityti ir balsuoti už labiausiai patikusią knygą!

### TASK THREE: PAIR DISCUSSION

Skills focus:	Summarising the news item; giving the gist of the text; Turn-taking (initiating, responding, interacting, cooperating); 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:*

- *give a short summary of the text (**Student A**);*
- *exchange opinions with the partner about the news;*
- *comment on the events / people describe in the text;*
- *relate the news item to your own experience or knowledge;*
- *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:



#### Turkish Garbage Collectors Open Library With Abandoned Books

Garbage collectors in the Turkish capital Ankara have opened a public library comprised entirely of books once destined for the landfills. The library was founded after sanitation workers started collecting discarded books. For months, the garbage men gathered forsaken books. As word of the collection spread, residents also began donating books directly.

Initially, the books were only for employees and their families to borrow. But as the collection grew and interest spread throughout the community, the library was eventually opened to the public.

Today, the library has over 6,000 books ranging from literature to non-fiction. There is a kid's section with comic books and a section for scientific research. Books in English and French are also available.

The library now loans the books to kindergartens, schools, educational programs and even prisons. The city government hired a full-time employee to manage the library.

The library is often filled with children of municipal employees and students from nearby schools. There is also a lounge area for readers and chess boards for visitors. The library is especially popular with cyclists who bike in the nearby valley and break for a quick read and cup of tea.

#### 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.

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

## ASSESSMENT CRITERIA AND NOTES FOR ASSESSORS

ARTICLE ASSESSMENT SCALE		
CRITERIA	SCORE	DESCRIPTORS
Content	<b>3</b>	All content points covered. Thorough and extensive coverage.
	2	Major content points covered. Adequate and sufficient coverage.
	1	Too few content points covered. Insufficient coverage. Some irrelevant material.
Organisation (coherence and cohesion; layout)	<b>3</b>	Effective organisation; excellent coherence and cohesion; proper layout.
	2	Adequate organization; good coherence and cohesion; problems with layout.
	1	Lack of organization; some coherence and cohesion; problems with layout.
Language resources (range of vocabulary and structure)	<b>4</b>	Wide range of vocabulary and structure.
	3	Good range of vocabulary and structure.
	2	Adequate range of vocabulary and structure.
	1	Limited range of vocabulary and structure.
Accuracy (vocabulary, grammar, spelling, punctuation)	<b>3</b>	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	<b>2</b>	Consistent use of neutral / semi-formal register.
	1	Inconsistent use of neutral / semi-formal register.
<b>Total</b>	<b>15</b>	

### NOTES

- **Length** – between 250 – 300 words. If the text is shorter or longer, the final score is adjusted as agreed by the evaluation committee.
- **Spelling** – British and American varieties are acceptable.
- **Contractions** are acceptable.

<b>INDIVIDUAL TALK</b>	
<b>ASSESSMENT SCALE</b>	
<b>SCORE</b>	<b>DESCRIPTORS</b>
<b>Summary of text</b>	
<b>3</b>	Effective summary of the Lithuanian text in English.
2	Adequate summary of the Lithuanian text in English.
1	Poor summary of the Lithuanian text in English.
<b>Opinion, comment (relevance, coherence)</b>	
<b>3</b>	All ideas relevant and coherent; easy to follow.
2	Most ideas relevant and coherent; quite easy to follow.
1	Some irrelevance or incoherence may be noticed.
<b>Language resources (lexico-grammatical structures)</b>	
<b>3</b>	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.
<b>Fluency</b>	
<b>2</b>	Maintains a smooth flow of language with natural hesitation.
1	Maintains a flow of language; hesitation occurs when searching for language resources.
<b>Accuracy</b>	
<b>3</b>	Excellent control of simple and complex lexico-grammatical structures; no errors / a few minor errors in complex structures.
2	Good control of simple and complex lexico-grammatical structures; occasional errors in complex structures.
1	Adequate handling of simple lexico-grammatical structures; problems may occur with both simple and complex structures.
<b>Pronunciation</b>	
<b>2</b>	Clear articulation. Effective intonation.
1	Most text is articulated clearly. Adequate intonation.
<b>Total (out of 16)</b>	<b>Assessor's signature and comment.</b>

PAIR DISCUSSION ASSESSMENT SCALE		
CRITERIA	SCORE	DESCRIPTORS
<b>CONTENT</b>		
<b>Opinion, comment (Relevance, coherence, fluency)</b>		
3		All ideas relevant; coherent; easy to follow.
2		Most ideas relevant; quite coherent; rather easy to follow.
1		Too few ideas; lack of coherence; may be difficult to follow.
<b>Language resources (Range , clarity, precision)</b>		
4		Wide range of lexico-grammatical structures; the meaning is always clear and precise.
3		Good range of lexico-grammatical structures; the meaning is always clear and precise.
2		Adequate range of lexico-grammatical structures; the meaning is generally clear and precise.
1		Limited range of lexico-grammatical structures; the meaning is often not clear or precise.
<b>DELIVERY</b>		
<b>Interaction, cooperation</b>		
3		Excellent use of strategies to initiate discussion and respond to questions; excellent cooperation with the interlocutor.
2		Good use of strategies to initiate discussion and respond to questions; good cooperation with the interlocutor.
1		Adequate use of strategies to initiate discussion and respond to questions; adequate cooperation with the interlocutor.
<b>Accuracy</b>		
4		Excellent control of simple and complex language structures; no / minor accuracy errors.
3		Good control of simple and complex language structures; occasional errors in complex structures.
2		Adequate handling of simple language structures; problems occur with complex structures.
1		Poor handling of language structures; problems occur with both complex and simple structures.
<b>Total (out of 14)</b>	<b>Assessor's signature and comment.</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 (CEFR).</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 English. It is based in part on the CEFR 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></p>
<p>Sources of news items</p>	<p><a href="http://www.theguardian.com/international">http://www.theguardian.com/international</a>  <a href="http://www.independent.co.uk/">http://www.independent.co.uk/</a>  <a href="http://www.telegraph.co.uk/">http://www.telegraph.co.uk/</a>  <a href="https://www.thetimes.co.uk/?region=global">https://www.thetimes.co.uk/?region=global</a>  <a href="http://www.bbc.com">http://www.bbc.com</a>  <a href="https://www.msn.com/en-us">https://www.msn.com/en-us</a></p>
<p>Sources of quizzes</p>	<p><a href="http://www.quizfactor.com/">http://www.quizfactor.com/</a></p>
<p>Information on “Scavenger Hunt” / “Treasure Hunt”</p>	<p><a href="http://www.quickhunts.com">http://www.quickhunts.com</a></p>
<p>More information about the English Language Contest 2019</p>	<p><a href="http://www.lmnc.lt/lt/olimpiadu_grafikas">http://www.lmnc.lt/lt/olimpiadu_grafikas</a>  <a href="http://www.lmnc.lt/lt/anglu_kalbos_konkursas">http://www.lmnc.lt/lt/anglu_kalbos_konkursas</a></p>