

ENGLISH LANGUAGE CONTEST 2023 (FORMS 9–10)

This is a short syllabus for the English Language Contest 2023 for forms 9–10. Here you will find:

- General overview of the structure of the contest;
- Task specifications and sample tasks;
- Assessment criteria.

GENERAL OVERVIEW

FORMALLY assessed tasks / individual and pair work

TASK	TASK FORMAT	TASK FOCUS	SCORE	TIME
ONE	A situationally-based writing task: blog post . Minimum 250 words. Maximum 300 words. Input material: a video/podcast interview (up to 15 min) viewed twice before writing.	Skills: <ul style="list-style-type: none"> - summarising - reflecting - sharing personal views - expressing opinion and emotions - evaluating 	20 points	Viewing time: about 30 minutes Writing time: 60 minutes TOTAL TIME: up to 90 minutes
TWO	An individual long turn: A talk based on a proverb . Input: a proverb in English.	Skills: <ul style="list-style-type: none"> - interpreting a statement - expressing opinion - agreeing / disagreeing - sharing experience and/or ideas 	10 points	Preparation time: 2 minutes Speaking time: 3 minutes Evaluation time: 2 min TOTAL TIME: 7 minutes per one student
THREE	A two-way collaborative task: A pair discussion . Input: a news item in English with an illustration.	Skills: <ul style="list-style-type: none"> - summarizing; giving the gist of a short text - turn-taking (initiating, responding, interacting, cooperating) - expressing opinion and emotions - summarizing and concluding the discussion 	10 points	Preparation time: 3 minutes Speaking time: 5 minutes Evaluation time: 2 minutes TOTAL TIME: 10 minutes per two students
TOTAL			40 points	

NON-FORMALLY assessed tasks / team work

TASK	TASK FORMAT	TASK FOCUS	TIME	ASSESSMENT
ONE	<p>Collaborative task</p> <p>The topic: Questioning a claim and reasoning with evidence</p> <p>The format: PowerPoint slides with a photo collage and an oral presentation</p>	<p>Skills:</p> <ul style="list-style-type: none"> - collaboration - curiosity - observation - interpretation - creativity - decision-making - communication - digital skills 	<p>Working time: questioning the claim, finding support, taking photos, preparing a presentation</p> <p>80 min</p> <p>Presentation time: 2-3 min per team</p>	<ul style="list-style-type: none"> - illustrative photos - sound reasoning - effective presentation
TWO	Knowledge Quiz	<p>Skills:</p> <ul style="list-style-type: none"> - collaboration - sharing information 	up to 30 minutes	Team score

TASK SPECIFICATIONS AND TASK SAMPLES

TASK ONE: WRITING A BLOG POST

Skills focus: Writing situation: Target audience: Length of text: Input material: Viewing time: Writing time: Score: Assessment criteria: Video/podcast interview samples:	Summarising; reflecting; sharing personal views; expressing opinion and emotions; evaluating. Students are writing a blog post. General public. Between 250 – 300 words. A short video/podcast interview (up to 15 minutes). Approximately 30 minutes. The video/podcast interview is viewed twice. 60 minutes 20 points Content; organization (coherence and cohesion); range of vocabulary and structures; accuracy (vocabulary, grammar, spelling, punctuation); appropriacy of register (neutral). https://www.youtube.com/watch?v=vfgnHDCc-Bg https://www.youtube.com/watch?v=-M0jRaOOkT8
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Sample instructions for students:

You are going to write a blog post.
Before writing, you are going to watch a video/podcast interview. The video will be shown twice.
You can take notes if you wish. Use this sheet for your notes.
After viewing the video/podcast interview, you will have 60 minutes to write your blog post.
In your blog post, you must:

- *give a summary of the interview (guest(s); brief content);*
- *reflect on what you have seen / heard (your thoughts / emotions / knowledge / experience in relation to the video/podcast);*
- *comment on the atmosphere of the show and the communication between the host and the guest(s).*

Write at least 250 words, but no more than 300 words.
Use neutral register.
Give a title to your blog post.
Use the sheets provided for your draft and your final version.

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); Expressing opinion; agreeing / disagreeing; Sharing experience / ideas / examples related to the topic.
Input material:	A proverb in English.
Output expected:	Interpretation of the proverb and expressing opinion.

Sample instructions for students:

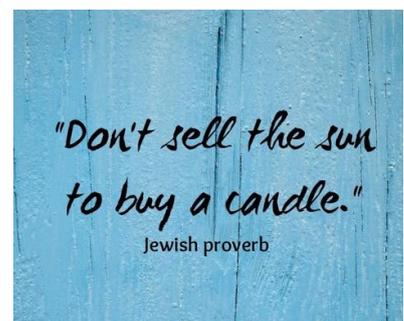
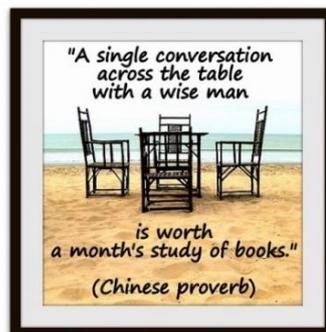
You have just read a proverb. Your task is:

- (1) to 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 is 2 minutes. You can make notes if you wish in the space below.

You will have 2-3 minutes to give your talk.

Sample proverbs:



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 **3 minutes** to read the text and prepare for the discussion.*

*The discussion should take up to **5 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 described 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.



World Cup: Japan fans impress by cleaning up stadium

Japan's players created a huge impression at the World Cup when they stunned Germany in their opening game and they left positive vibes off it as well by leaving their dressing room absolutely spotless at the Khalifa International Stadium. After a World Cup match, the stands are usually left with food waste, cups and wrappers scattered in the heat of the moment. Pictures shared on social media today show the floors swept, litter sorted into neat piles and even windows left open for ventilation in the Japan locker room after their 2-1 win. In a delightful touch, the Japan players and staff also left Origami swans and a thank you note in Japanese and Arabic.

The Japanese fans in Qatar also left a positive impression, picking up litter that had been left in the stands even as they celebrated a famous win. Supporters in the country's blue colours grabbed waste bags and began sweeping up discarded bottles and food wrappers in a show of respect. Japan fans also stunned Qatar by clearing up the World Cup stadium in a game later when their country was not even involved in. It led to social media jokes that Japan had well and truly 'cleaned up' on and off the pitch against Germany. Neither gesture is anything new to the Japanese. A small group of their fans stayed behind after the opening World Cup game between Qatar and Ecuador to tidy up to the astonishment of their hosts.

<https://www.dailymail.co.uk/sport/sportsnews/article-11464741/Japan-players-leave-dressing-room-spotless-World-Cup-win-Germany.html>

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

BLOG POST ASSESSMENT SCALE	
SCORE	DESCRIPTORS
Content	
4	Response to all bullet points of the task. Thorough and extensive coverage of major content points.
3	Response to the bullet points of the task is sufficient. Adequate coverage of major content points.
2	
1	No response to 1-2 bullet points of the task. Too few content points covered. Some irrelevant material.
Organisation (coherence and cohesion)	
4	Effective organization; excellent coherence and cohesion; proper layout.
3	Adequate organization; good coherence and cohesion; problems with layout.
2	
1	Lack of organization; some coherence and cohesion; problems with layout.
Language resources / Range of vocabulary and structures	
5	Wide range of vocabulary and structures.
4	Good range of vocabulary and structures.
3	
2	Adequate range of vocabulary and structures.
1	Limited range of vocabulary and structures.
Accuracy (vocabulary, grammar, spelling, punctuation)	
4	No errors / minimal errors.
3	A few errors in complex structures.
2	
1	Frequent errors, both in complex and simple structures.
Appropriacy of register (neutral)	
3	Consistent use of neutral register.
2	Inconsistent use of neutral register.
1	
Total score 20	

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.

INDIVIDUAL TALK based on a proverb

ASSESSMENT SCALE

SCORE	DESCRIPTORS
Explanation / Interpretation of the proverb and expressing opinion / ideas / relevant examples	
3	Effective explanation / interpretation of the meaning of the proverb. Excellent argumentation and coherence. Highly relevant ideas and examples.
2	Good explanation / interpretation of the meaning of the proverb. Good argumentation and coherence. Relevant ideas and examples.
1	Adequate explanation / interpretation of the meaning of the proverb. Adequate argumentation and coherence. Some irrelevance of ideas and examples may be noticed.
Language resources (lexico-grammatical structures)	
2	Wide range of language resources; always used clearly and precisely to convey the content.
1	Good range of language resources; often used clearly and precisely to convey the content, but sometimes lack of clarity and precision may be noticed.
Fluency and pronunciation	
2	Maintains a smooth flow of language with natural hesitation. Clear articulation. Effective intonation.
1	Maintains a flow of language; hesitation occurs when searching for language resources. Most text is articulated clearly. Adequate intonation.
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.
Total 10	

PAIR DISCUSSION ASSESSMENT SCALE	
SCORE	CRITERIA AND DESCRIPTORS
Content: Opinion, comment (relevance, coherence, fluency)	
3	All ideas relevant, coherent, easy to follow.
2	Most ideas relevant, quite coherent, rather easy to follow.
1	Few ideas; lack of coherence; may be difficult to follow.
Language resources (range, appropriacy, clarity of meaning)	
2	Wide range of lexico-grammatical structures used appropriately; the meaning is always clear.
1	Adequate range of lexico-grammatical structures used mostly appropriately; the meaning is generally clear.
Interaction, cooperation, response	
2	Good use of discussion strategies / response to questions / cooperation with the interlocutor.
1	Adequate use of discussion strategies / response to questions / cooperation with the interlocutor.
Accuracy	
3	Excellent control of simple and complex language structures; no / minor accuracy errors.
2	Good control of simple and complex language structures; occasional errors in complex structures.
1	Adequate handling of simple language structures; problems occur with complex and simple structures.
Total 10	

NOTE: Summary by Student A and conclusion by Student B are NOT assessed.