

ENGLISH LANGUAGE CONTEST 2024 (FORMS 9–10)

This is a short syllabus for the English Language Contest 2024 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 interview (up to 15 min) viewed twice before writing.	Skills: - 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 Lithuanian proverb.*	Skills: - 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.	Skills: - summarising; giving the gist of a short text - turn-taking (initiating, responding, interacting, cooperating) - expressing opinion and emotions - proposing a solution to the problem - summarising 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	

*Ukrainian students interpret Ukrainian proverbs in English.

NON-FORMALLY assessed tasks / team work

TASK	TASK FORMAT	TASK FOCUS	TIME	ASSESSMENT
ONE	Collaborative task The topic: A group story The format: A creative presentation of the unique story of the group. Various presentation styles, such as acting out parts of the story, creating a visual storyboard, or using multimedia elements can be used. The story should include and involve every single member of the group.	Skills: - creativity - communication - collaboration - team-building - problem-solving - time-management - presentation - risk-taking - flexibility - decision making - leadership	Preparation time: Creating a group story 80 min Presentation time: 2-3 min. per team	Criteria: - creativity - collaboration - coherence of the story - engagement of the presentation (interest level, visual appeal, delivery style, interaction with the audience, uniqueness)
TWO	Knowledge Quiz	Skills: - collaboration - sharing information	up to 30 minutes	Team score

TASK SPECIFICATIONS AND TASK SAMPLES

TASK ONE: WRITING A BLOG POST

<p>Skills focus:</p> <p>Writing situation:</p> <p>Target audience:</p> <p>Length of text:</p> <p>Input material:</p> <p>Viewing time:</p> <p>Writing time:</p> <p>Score:</p> <p>Assessment criteria:</p> <p>Video interview sample:</p>	<p>Summarising; reflecting; sharing personal views; expressing opinion and emotions; evaluating.</p> <p>Students are writing a blog post.</p> <p>General public.</p> <p>Between 250 – 300 words.</p> <p>A short video interview (up to 15 minutes).</p> <p>Approximately 30 minutes. The video interview is viewed twice.</p> <p>60 minutes</p> <p>20 points</p> <p>Content; organisation (coherence and cohesion); range of vocabulary and structures; accuracy (vocabulary, grammar, spelling, punctuation); appropriacy of register (neutral).</p> <p>https://www.youtube.com/watch?v=ulGK20-7Leo</p>
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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 interview. The video will be shown twice.

You can take notes if you wish.

After viewing the video 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); host(s); brief content);*
- reflect on what you have seen / heard (your thoughts / emotions / knowledge / experience in relation to the video);*
- comment on the atmosphere of the show and the communication between the host(s) 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 Lithuanian proverb.*
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:



Ir vilkas sotus, ir avys sveikos.



Melo kojus trumpos.



Серед вовків жити — по-вовчому вити.



Цікавій Варварі на базарі носа відірвали.

*Ukrainian students interpret Ukrainian proverbs in English.

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.
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 addressed problem;*
- *relate the news to your own experience or knowledge;*
- *suggest how the given problem should/could be solved;*
- *summarise and conclude your discussion **(Student B)**.*

Note: if you start the discussion, your partner will have to complete the discussion and vice versa.

The design dilemma in tech: can we unplug the addiction?

In an era where being addicted to our phones is as commonplace as breathing, it's crucial to recognize that this constant connectivity isn't a mere accident – it's by design. Our favourite apps are meticulously crafted to keep us scrolling endlessly, seamlessly transitioning from one autoplay video to the next. But how did we reach this point, and what does it mean for our well-being?

The power of predictive tools in influencing human behaviour became apparent in the early 2000s. Google, a pioneer in this arena, initially delved into analysing search history to assist users in fixing spelling errors. However, the revelation went beyond mere assistance; it unveiled the surprising potency these tools held in predicting various aspects of our lives. The ultimate goal? To keep us glued to our screens, scrolling through their platforms for as long as possible. Unfortunately, this addictive design has long-term impacts on the users. It leads to increased rates of anxiety and depression from not being able to unplug, which coupled with the pervasive fear of missing out (FOMO), create a cycle that further entrenches us in the addictive grasp of such apps and platforms.

Reflecting on the creators of plastic bags, it's unlikely they set out with the intention to harm the planet. On the contrary, they celebrated the discovery of cheap, lightweight options to transport things. Similarly, tech companies may not have aimed to negatively affect users' well-being, but now they face the challenge of surviving as a business without resorting to designs that harm their users.

Change is necessary. While acknowledging the addictive nature of technology, we must also explore ways to protect our mental well-being. How can we secure our mental health while still using technologies that have the power to negatively affect us?

<https://video.kqed.org/show/above-noise/>

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 organisation; excellent coherence and cohesion; proper layout.
3	Adequate organisation; good coherence and cohesion; problems with layout.
2	
1	Lack of organisation; 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.