

## ENGLISH LANGUAGE CONTEST 2022 (FORMS 9–10)

This is a short syllabus for the English Language Contest 2022 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

| TASK         | TASK FORMAT  | TASK FOCUS  | SCORE            | TIME   |
|--------------|--|---|------------------|--|
| ONE          | A situationally-based writing task: <b>an article</b> .<br>Minimum 250 words.<br>Maximum 300 words.<br>Input material: a short video presentation (about 15 min.) viewed twice before writing. | Skills:<br>- summarising<br>- expressing opinion<br>- evaluating  | <b>15 points</b> | Viewing time:<br>about 30 minutes<br><br>Writing time:<br>60 minutes<br><br><b>TOTAL TIME:<br/>up to 90 minutes<br/>per group</b>  |
| TWO          | A two-way collaborative task:<br><b>A pair discussion</b> .<br>Input: a news item in English with an illustration.   | Skills:<br>- summarizing; giving the gist of a short text<br>- turn-taking (initiating, responding, interacting, cooperating)<br>- expressing opinion and emotions<br>- summarizing and concluding the discussion | <b>15 points</b> | Preparation time:<br>~3 minutes<br><br>Speaking time:<br>~4 minutes<br><br>Evaluation time:<br>~3 minutes<br><br><b>TOTAL TIME:<br/>~10 minutes<br/>per two students</b> |
| <b>TOTAL</b> |  |   | <b>30 points</b> | <b>Total time depends on the number of students</b>  |

## 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 15 minutes).   |
| Viewing time:        | Approximately 30 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 samples:       | <ol style="list-style-type: none"><li>1) The real reason why we are tired and what to do about it   Sandra Dalton-Smith 9:34 min. <a href="https://www.youtube.com/watch?v=ZGNN4EPJzGk">https://www.youtube.com/watch?v=ZGNN4EPJzGk</a></li><li>2) How to Get Up in the Morning   Zibby Lindholm 8:47 min. <a href="https://www.youtube.com/watch?v=D-RGg4puMOM">https://www.youtube.com/watch?v=D-RGg4puMOM</a></li></ol> |

#### 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: PAIR DISCUSSION

|                  |  |
|------------------|--|
| Skills focus:    | Summarising the news item; giving the gist of the text;<br>Turn-taking (initiating, responding, interacting, cooperating);<br>Expressing and justifying opinion;<br>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 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.*



### Masks rules get tighter in Europe in winter's COVID-19 wave

To mask or not to mask is a question Italy settled early in the COVID-19 outbreak with a “yes.” Now it hopes that stricter mask rules will help it beat the latest infection surge. With Italy's hospitals rapidly filling with mostly unvaccinated patients, the government announced that masks must be worn on public transport, including planes, trains, ferries and subways. Masks also must be worn at theaters, cinemas and sports events, indoors or out.

Other countries are taking similar action as the more transmissible omicron variant spreads through the continent.

Spain reinstated its outdoor mask rule on Christmas Eve. After the 14-day contagion rate soared to 2,722 new infections per 100,000 people by the end of last week — from 40 per 100,000 in mid-October — Prime Minister Pedro Sanchez was asked whether the outdoor mask mandate was helping. “Of course, it is. It's not me saying it. It's science itself saying it because it's a virus that is contracted when one exhales,” Sanchez said.

Portugal brought masks back at the end of November, after having dropped the requirement when it hit its goal of vaccinating 86% of the population. Greece has also restored its outdoor mask mandate, while requiring a mask on public transport and in indoor public spaces.

The Dutch government recommended a mask mandate for people over 13 in busy public indoor areas such as restaurants, museums and theaters, and for spectators at indoor sports events. In France, the outdoor mask mandate was partially re-instated in December. The age for children to start wearing masks in public places was lowered to 6 from 11.

Austrian Chancellor Karl Nehammer announced that people must wear masks outdoors if they can't keep at least two meters (6.5 feet) apart.

<https://www.msn.com/en-xl/europe/top-stories/masks-rules-get-tighter-in-europe-in-winters-covid-19-wave/ar-AASLgSi#image=8>

### 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<br>(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<br>(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<br>(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>PAIR DISCUSSION</b>   |  |
|--|--|
| ASSESSMENT SCALE   |  |
| <b>SCORE</b>   | <b>CRITERIA AND DESCRIPTORS</b>  |
| <b>Content: Opinion, comment (relevance, coherence, fluency)</b>   |  |
| <b>3</b>   | All ideas relevant; coherent; easy to follow.  |
| <b>2</b>   | Most ideas relevant; quite coherent; rather easy to follow.  |
| <b>1</b>   | Too few ideas; lack of coherence; may be difficult to follow.  |
| <b>Language resources (range, appropriacy, clarity of meaning)</b> |  |
| <b>3</b>   | Wide range of lexico-grammatical structures used appropriately; the meaning is always clear.               |
| <b>2</b>   | Adequate range of lexico-grammatical structures used mostly appropriately; the meaning is generally clear. |
| <b>1</b>   | Limited range of lexico-grammatical structures often used inappropriately; the meaning is often not clear. |
| <b>Interaction, cooperation, response</b>                          |  |
| <b>3</b>   | Excellent use of discussion strategies / response to questions / cooperation with the interlocutor.        |
| <b>2</b>   | Good use of discussion strategies / response to questions / cooperation with the interlocutor.             |
| <b>1</b>   | Adequate use of discussion strategies / response to questions/ cooperation with the interlocutor.          |
| <b>Accuracy</b>  |  |
| <b>4</b>   | Excellent control of simple and complex language structures; no / minor accuracy errors.                   |
| <b>3</b>   | Good control of simple and complex language structures; occasional errors in complex structures.           |
| <b>2</b>   | Adequate handling of simple language structures; problems occur with complex structures.                   |
| <b>1</b>   | Poor handling of language structures; problems occur with both complex and simple structures.              |
| <b>Pronunciation</b>   |  |
| <b>2</b>   | Accurate and clear articulation. Effective intonation.   |
| <b>1</b>   | Most text is articulated accurately and clearly. Adequate intonation.                                      |
| <b>Total<br/>(out of 15)</b>                                       |  |

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