

THE ENGLISH LANGUAGE OLYMPIAD 2020 (FORM 11)

This is a syllabus for the English Language Olympiad 2020 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: a blog post. Between 300 – 350 words. Input material: a short video interview (up to 10 min.) viewed twice before writing.	Skills: - summarising - reflecting - sharing personal views - expressing opinion and emotions - evaluating	15	Viewing time: about 20 minutes Writing time: 60 minutes TOTAL TIME: up to 80 minutes
TWO	A two-way collaborative task: a pair discussion. Input material: a news item in the Lithuanian language (about 200 words).	Skills: - mediating (from LT to EN) - summarizing the news - turn-taking (initiating, responding, interacting, cooperating) - expressing opinion and emotions; evaluating - summarising and concluding the discussion	15	Preparation time: 5 minutes Speaking time: up to 3 minutes TOTAL TIME: 8 minutes (per two students)
TOTAL			30	

NON-FORMALLY assessed tasks / team work

TASK	TASK FORMAT	TASK FOCUS	TIME	ASSESSMENT CRITERIA
THREE	Collaborative task. Suggested topics: Places, People, Events Suggested formats: Knowledge Quiz Treasure Hunt	Skills: - collaboration; - creativity.	Knowledge Quiz: up to 60 min.	Number of correct answers
			Treasure Hunt: Working time: 30-90 minutes. Presentation time: 2-3 minutes per team.	Effectiveness of presentation

TASK SPECIFICATIONS AND TASK SAMPLES

TASK ONE: WRITING A BLOG POST

Skills focus:	Summarising; reflecting; sharing personal views; expressing opinion and emotions; evaluating.
Writing situation:	Students are writing a blog post.
Target audience:	General public.
Length of text:	Between 300 – 350 words.
Input material:	A short video interview (up to 10 minutes).
Viewing time:	Approximately 20 minutes. The video interview is viewed twice.
Writing time:	60 minutes
Score:	15 points
Assessment criteria:	Content; organization (coherence and cohesion); range of vocabulary and structures; accuracy (vocabulary, grammar, spelling, punctuation); appropriacy of register (neutral).
Video interview sample:	https://www.youtube.com/watch?v=S5t6K9iwcdw

Sample instructions for students:

You are going to write a blog post.

Before writing, you are going to watch a short video interview. The video will be shown twice.

You can take notes if you wish. Use this sheet for your notes.

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 video interview (guest(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 and the guest(s).*

Write at least 300 words, but no more than 350 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: PAIR DISCUSSION

Skills focus:	Summarising the news; mediating (from LT to EN, from written to spoken mode); Turn-taking – initiating, responding, interacting, cooperating; Expressing opinion and emotions; evaluating; Summarising and concluding the discussion.
Input material:	A news item in the Lithuanian language.
Topics:	Current 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 in Lithuanian.

You have to respond to the news and discuss it with a partner in English.

Your partner has also read the same news item.

*You have **5 minutes** to read the text and prepare for the discussion.*

*The discussion should take up to **3 minutes**.*

You are expected to:

- summarise the content / state the issue presented in the text (**Student A**);
- exchange opinions and /or emotions with the partner about the news; evaluate;
- make personal comment; relate the issue 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.



Gretai Thunberg skirta Tarptautinė vaikų taikos premija

Švedijos klimato aktyvistei Gretai Thunberg už jos veiklą kovojant su klimato kaita, kuri įkvėpė daugybę jaunuolių visame pasaulyje, skirta Tarptautinė vaikų taikos premija. Premiją nuo 2005-ųjų skiria Nyderlandų labdaros organizacija „KidsRight“.

Pati G. Thunberg negalėjo atsiimti apdovanojimo iškilmingoje ceremonijoje Hagoje, nes ji keliauja į tarptautinę Jungtinių Tautų klimato kaitos konferenciją Madride. Vis dėlto aktyvistė perdavė žinią, kad ji esanti „nepaprastai dėkinga ir pagerbta šios premijos“. G. Thunberg tapo žinoma pernai, kai pradėjo „Mokyklų streikų už klimatą“ judėjimą. Nuo tada prie judėjimo prisidėjo dešimtys tūkstančių vaikų.

„Klimato krizė yra mūsų laikų taikos klausimas“, – sakė už G. Thunberg apdovanojimą atsiėmusi Vokietijos klimato aktyvistė Luisa-Marie Neubauer. „Mes išėjome į gatves veikti, nes tiesa yra tokia, kad dabar kiekvieno vaiko gyvybei šioje planetoje yra iškilusi grėsmė“, – pridūrė ji, kritikuodama pasaulio galingųjų nenorą imtis veiksmų šiuo klausimu.

Vaikų taikos premija yra susieta su 100 tūkst. eurų piniginiu prizu, kuris yra investuojamas į projektus, susijusius su laureatų veikla. Anksčiau ši premija buvo skirta Pakistano moksleivei Malalai Yousafzai, kuri pradėjo judėjimą už mergaičių teisę į išsilavinimą.

<https://www.lrt.lt/naujienos/pasaulyje/6/1118131/thunberg-skirta-tarptautine-vaiku-taikos-premija>

Instructions for assessors:

Student A and Student B have the same text.

Student A begins the discussion by giving a short summary of the news. This is NOT assessed.

Student B completes the discussion by summarising it and drawing conclusions. This is NOT assessed.

ASSESSMENT CRITERIA AND NOTES FOR ASSESSORS

BLOG POST ASSESSMENT SCALE		
CRITERIA	SCORE	DESCRIPTORS
Content	3	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)	3	Effective organization; 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 structures	4	Wide range of vocabulary and structures.
	3	Good range of vocabulary and structures.
	2	Adequate range of vocabulary and structures.
	1	Limited range of vocabulary and structures.
Accuracy (vocabulary, grammar, spelling, punctuation)	3	No errors / minimal errors.
	2	A few errors in complex structures.
	1	Frequent errors, both in complex and simple structures.
Appropriacy of register (neutral)	2	Consistent use of neutral register.
	1	Inconsistent use of neutral register.
Total	15	

NOTES

- **Length** – between 300 – 350 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.

PAIR DISCUSSION ASSESSMENT SCALE		
CRITERIA	SCORE	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		Too few ideas; lack of coherence; may be difficult to follow.
Language resources (Range , clarity, precision)		
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.
DELIVERY		
Interaction, cooperation		
2		Effective 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.
Accuracy		
4		Excellent control of simple and complex language structures; no accuracy errors.
3		Good control of simple and complex language structures; occasional errors.
2		Adequate handling of simple language structures; problems may occur with complex structures.
1		Poor handling of language structures; problems occur with both complex and simple structures.
Pronunciation		
2		Accurate and clear articulation. Effective intonation.
1		Most text is articulated accurately and clearly. Adequate intonation.
Total 15		

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

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>http://www.englishprofile.org/</p>
<p>This document consists of a core curriculum inventory for teaching English. It is based in part on CEFR and is constructed around key language points for each level, including grammar, vocabulary, discourse markers and functions.</p>	<p>http://englishagenda.britishcouncil.org/sites/ec/files/books-british-council-equals-core-inventory.pdf</p>
<p>About blogs and blogging</p>	<p>https://www.theguardian.com/teacher-network/2012/jul/17/students-should-be-blogging</p> <p>https://www.edutopia.org/blog/blogging-for-english-language-learners-rusul-alrubail</p> <p>http://www.educationworld.com/a_lesson/better-blog-writing.shtml</p> <p>https://startbloggingonline.com/get-started-classroom-blogging/</p> <p>http://www.technokids.com/blog/computers-in-schools/teach-students-new-writing-skills-blogging/</p>
<p>Sources of videos</p>	<p>http://www.bbc.com/news/video_and_audio/headlines</p> <p>http://www.bbc.co.uk/programmes/b006v5tb/clips</p> <p>http://www.tv.com/shows/category/talk-and-interview/</p> <p>http://edition.cnn.com/videos/</p>
<p>Sources of news items in Lithuanian</p>	<p>http://www.lrt.lt/naujienos</p> <p>https://www.15min.lt/</p> <p>http://lzinios.lt/lzinios/index.php</p> <p>http://www.bernardinai.lt/</p> <p>https://www.delfi.lt/</p> <p>https://www.lrytas.lt/</p>
<p>More information about the English Language Olympiad 2020</p>	<p>http://www.lmnc.lt/lt/anglu_k_</p> <p>http://www.lmnc.lt/lt/olimpiadu_grafikas</p>