

ENGLISH LANGUAGE CONTEST 2026 (FORMS 9–10)

This is a short syllabus for the English Language Contest 2026 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	<p>A situationally-based writing task: a film review.</p> <p>Minimum 250 words. Maximum 300 words.</p> <p>Input material: a short film in EN (up to 10 min) viewed twice before writing.</p>	<p>Skills:</p> <ul style="list-style-type: none"> - summarising - narrating - describing - expressing and justifying opinion - evaluating 	20 points	<p>Viewing time: about 20 minutes</p> <p>Writing time: 60 minutes</p> <p>TOTAL TIME: up to 80 minutes</p>
TWO	<p>An individual long turn: a talk based on a short text in LT.</p> <p>Input: a news item (up to 100 words) in LT.</p>	<p>Skills:</p> <ul style="list-style-type: none"> - interpreting news - expressing opinion - agreeing / disagreeing - sharing experience and/or ideas 	10 points	<p>Preparation time: 2 minutes</p> <p>Speaking time: 3 minutes</p> <p>TOTAL TIME: 5 minutes per one student</p>
THREE	<p>A two-way collaborative task: a pair discussion.</p> <p>Input: a news item (up to 300 words) in EN.</p>	<p>Skills:</p> <ul style="list-style-type: none"> - identifying the topic / stating the issue / formulating the main idea - turn-taking (initiating, responding, interacting, cooperating) - expressing opinion, emotions - justifying a viewpoint - summarizing and concluding the discussion 	10 points	<p>Preparation time: 5 minutes</p> <p>Speaking time: 4-5 minutes</p> <p>TOTAL TIME: 10 minutes per two students</p>
TOTAL			40 points	

NON-FORMALLY assessed tasks / teamwork

TASK	TASK FORMAT	TASK FOCUS	TIME	ASSESSMENT
ONE	<p>Collaborative task</p> <p>The topic: <i>Navigating Alternatives</i></p> <p>The format: Exploring alternatives and their consequences through creative expression</p>	<p>Skills:</p> <ul style="list-style-type: none"> - collaboration and shared responsibility - critical thinking and ethical reasoning - creativity and symbolic thinking - decision-making and consequence awareness - communication and expressive clarity - audience awareness and impact - collaboration and shared responsibility - critical thinking and ethical reasoning - creativity and symbolic thinking - decision-making and consequence awareness - communication and expressive clarity - audience awareness and impact 	<p>Working time: exploration, research, preparation</p> <p>80 min</p> <p>Presentation time: 2-3 min per team</p>	<ul style="list-style-type: none"> - clarity and depth of explored alternatives - quality of choices and consequences presented - creativity in navigating and comparing pathways - coherence and impact of the overall expression - collaboration and balance of team roles - effectiveness of communication with the audience
TWO	<p>Knowledge Quiz</p>	<p>Skills:</p> <ul style="list-style-type: none"> - collaboration - sharing information 	<p align="center">up to 30 min</p>	<p>Team score</p>

TASK SPECIFICATIONS AND TASK SAMPLES

TASK ONE: WRITING A FILM REVIEW

Skills focus:	Summarising, narrating, describing, expressing and justifying opinion, evaluating.
Writing situation:	Students are writing a film review.
Target audience:	Students, peers, educators, parents.
Length of text:	Between 250–300 words.
Input material:	A short film (up to 10 minutes).
Viewing time:	Approximately 20 minutes. The film is viewed twice.
Writing time:	60 minutes
Score:	20 points
Assessment criteria:	Content; organisation (coherence and cohesion); range of vocabulary and structures; accuracy (vocabulary, grammar, spelling, punctuation); appropriacy of register (neutral).
Video report sample:	https://www.youtube.com/watch?v=X4EcUcoo0r4

Sample instructions for students:

You are writing a film review for a website.

You are going to watch a short film. The film will be shown twice.

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

After viewing the film, write a review. Follow this structure:

- give a short summary of the plot of the film;*
- state the main idea / message of the film;*
- respond to the idea of the film by sharing your experience / opinion;*
- give your overall evaluation of the film (characters, acting, visuals, sound, emotional impact, etc.) and explain whether you would recommend it or not.*

Please remember to give a title to your text.

Use the sheets provided for your draft and your final version.

You must write at least 250 words, but no more than 300.

Use neutral register.

You have 60 min for writing.

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 news item (up to 100 words) from Lithuanian into English (mediating); Summarising the message; Expressing and justifying opinion, commenting; Sharing experience / ideas / examples related to the topic.
Input material:	A news item in Lithuanian.
Output expected:	Interpretation of the news and expressing opinion in English.

Sample instructions for students:

You have just read a short news item in the Lithuanian online newspaper. Your task is to tell your English-speaking friend what the news is:

- summarise the Lithuanian text in English,*
- share your own thoughts / emotions / knowledge / experience related to the topic.*

Preparation time: 2 minutes. You can make notes if you wish in the space below.

You will have 3 minutes to give your talk.

Sample news item in Lithuanian:



Ne visa labdara matuojama pinigais

Kiekvienų metų rugsėjo 5-ąją minima Tarptautinė labdaros diena – proga atkreipti dėmesį į dosnumą ir jo formas. Nors labdara siejama su piniginėmis aukomis ar humanitarine pagalba, vis daugiau jaunų žmonių Europoje ją supranta plačiau.

Kartais tai reiškia pasilikti po pamokų ir vesti edukacines dirbtuves apie neapykantos kalbą. Kitais atvejais – išdrįsti draugui pasakyti, kad jo pasakytas komentaras žeidžia, net jei tai sukelia nepatogumų ar nesutarimų. O savaitgaliais – rinkti informaciją apie neapykantos incidentus savo bendruomenėje, siekiant, kad kiti jaustųsi ne tokie vieniši ir labiau palaikomi.

Šios nematomos iniciatyvos retai patenka į naujienų portalų antraštes, tačiau kasdien turi realią reikšmę kuriant pagarbesnę, saugesnę visuomenę.

TASK THREE: PAIR DISCUSSION

Skills focus:	Summarising a short text; turn-taking (initiating, responding, interacting, cooperating), expressing opinion, emotions, justifying a viewpoint, summarising and concluding the discussion.
Input material:	A short opinion article.
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 **5 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;*
- *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 opinion article:

Life being stressful is not an illness



Young people today face many pressures: school deadlines, exam stress, worries about the future, social media comparisons, money problems or unstable part-time jobs.

Recently, hundreds of general practitioners (GPs) in England told the BBC that they worry mental-health problems may be over-diagnosed – especially among young people. Of 752 GPs surveyed, 442 said over-diagnosis was a concern. Many argued that “normal life stresses” such as grief, heartbreak, job or financial pressure are often medicalised unnecessarily. As one put it: “Life being stressful is not an illness.”

At the same time, doctors fear that real mental-health issues including anxiety, depression or neurodevelopmental conditions may go unnoticed, especially among young adults lacking access to proper support. What should young people and those around them take away from this discussion?

First, not all stress is illness. Feeling overwhelmed before exams, worrying about social media, or being anxious about life’s uncertainties may be hard – but these don’t always mean someone needs medical treatment. Then, persistent problems, like ongoing sadness, hopelessness, panic attacks or inability to function day to day, might need help. Research shows that heavy academic pressure is strongly linked to anxiety and depression in adolescents, especially when sleep and rest are limited. Also, support can – and should – come in many forms. Good conversations with friends or trusted adults; time off when stressed; better school and work policies; stable housing or income; and mental-health services when really needed. As some experts argue, diagnosing a “mental illness” doesn’t always help – sometimes improving support at school or in the community is what’s really needed.

Ultimately, it’s okay to feel stress and pressure, but if these feelings become overwhelming or long-lasting, talking to someone you trust can make a big difference. The goal isn’t always diagnosis – it’s support, understanding, and a balanced life.

ASSESSMENT CRITERIA

FILM REVIEW ASSESSMENT SCALE		
CRITERIA	SCORE	DESCRIPTORS
Content	5	All content points fully covered. Thorough and extensive coverage.
	4	Major content points covered with sufficient detail. Coverage is clear and relevant.
	3	Some major content points covered. Adequate and sufficient coverage.
	2	Some content points are insufficiently covered. Limited coverage.
	1	Too few content points covered. Insufficient coverage. Some irrelevant ideas.
Organisation	4	Highly effective organisation. A wide and appropriate variety of linking devices.
	3	Effective organisation. A good range of linking devices, though not always consistently used.
	2	Ideas adequately organised. Simple linking devices.
	1	Lack of organisation. Few or no linking devices.
Range of vocabulary and structure	4	Wide range of structure and vocabulary.
	3	Good range of structure and vocabulary.
	2	Adequate range of structure and vocabulary.
	1	Limited range of structure and vocabulary.
Accuracy (vocabulary, grammar, spelling, punctuation)	4	No errors / minimal errors.
	3	Occasional errors. No obscure communication.
	2	A number of errors, but they do not obscure communication.
	1	Frequent errors, some of which may obscure communication.
Appropriacy of register	3	Consistent use of register.
	2	Inconsistent use of register.
	1	Little awareness of register.
Total	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 not acceptable.

INDIVIDUAL TALK based on a news item in LT**ASSESSMENT SCALE**

SCORE	DESCRIPTORS
Content (relevance, depth, clarity)	
4	Effective summary of the Lithuanian text in English. Excellent interpretation and coherence. Highly relevant ideas and examples.
3	Good summary of the Lithuanian text in English. Good interpretation and coherence. Relevant ideas and examples.
2	Adequate summary of the Lithuanian text in English. Adequate interpretation and coherence. Some irrelevance of ideas and examples may be noticed.
1	Poor summary of the Lithuanian text in English. Lack of interpretation. Irrelevant ideas and examples affect coherence.
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 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	
2	Excellent control of simple and complex lexico-grammatical structures; no or a few minor errors in complex structures. Meaning is never obscured.
1	Good control of simple and complex lexico-grammatical structures; occasional errors in simple and complex structures. Meaning is never obscured.
Total 10	

PAIR DISCUSSION	
ASSESSMENT SCALE	
SCORE	CRITERIA AND DESCRIPTORS
Content: Opinion, comment (relevance, coherence, fluency)	
3	All ideas relevant, coherent, very well supported.
2	Most ideas relevant, quite coherent, well supported.
1	Few ideas; lack of coherence; rarely supported.
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	
3	Good use of discussion strategies / response to questions / cooperation with the interlocutor.
2	Adequate use of discussion strategies / response to questions / cooperation with the interlocutor.
1	Adequate use of discussion strategies / lack of response to questions / lack of cooperation with the interlocutor.
Accuracy	
2	Excellent control of simple and complex language structures; no / minor accuracy errors.
1	Good control of simple and complex language structures; occasional errors in complex and simple structures.
Total 10	

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