**Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Teacher:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Year 8 General English**

**SEMESTER 1 Task 2: My Place Poster Presentation**

|  |  |  |
| --- | --- | --- |
| **Literature** | **Literacy**  Create informative texts that raise issues, using deliberate language and textual choices including digital elements as appropriate  **ACELY 1736**  Plan deliver and rehearse presentations, selecting and sequencing appropriate content, including multimodal elements, to reflect a diversity of viewpoints  **ACELY 1731** | **Language** |

|  |
| --- |
| **Task 2:**  Students will present their etymology poster: they will inform the audience of the historical findings related to their chosen word. They will explain why they chose that particular word and give a detailed deconstruction of their chosen word. Students will also provide the audience with a short summary of the history of English and the significant events that influenced the creation of the language. Students are to use palm cards. |

**Hand in:**

Poster

Research notes

Palm cards

**Assessment will be based on: Speaking and Listening**

|  |  |
| --- | --- |
| **MY GOAL** | **What I will do to achieve this goal** |
| **Skills**  Make frequent eye contact  Speak clearly  Use an engaging tone of voice  **Knowledge**  Knowledge of poster conventions and history of the English language  **Understanding**  How to organise a speech |  |

**Comments:**

**Assessment Criteria: Score\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **A**  Excellent achievement  80-100 | **B**  High achievement  65-79 | **C**  Satisfactory achievement  50-64 | **D**  Limited achievement  30-49 | **E**  Very low achievement  Less than 29 |
| **Language and conventions** | Explains the effect of language features and devices on meaning, using a range of examples to illustrate | Describes the effect of a range of features and devices on meaning, illustrating with examples. | Identifies and defines some language features and devices, providing examples. | Identifies simple language features and devices | Lists a few language features |
| **Tone, volume and eye contact** | The speaker projects voice to add emphasis and variety in a highly engaging manner. Constant eye contact with the audience is maintained; minimal/ no use of palm cards. | The speaker is fluent, clearly audible and attempts to vary voice for audience interest. Effective eye contact is made with the audience; little reading from palm cards. | The speaker is fluent, clearly audible to all members of the audience. Some eye contact with the audience is made; palm cards are sometimes read. | The speaker is audible but makes no attempt to engage the audience. Limited eye contact is made with the audience; speech is mostly read. | The speaker is inaudible; tone and volume are monotonous. No eye contact with the audience is attempted. |

**Comments:**

**REFLECTION**

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| --- | --- | --- | --- |
| **What I need to improve on:** | **STRENGTHS:** | **WHAT I ENJOYED:** | **SPELLING WORDS: Write out the correct word three times** |
|  |  |  |  |
| **SELF REFLECTION WITH TEACHER** | **WHAT I DID WELL:** | **AREAS TO WORK ON IN MY NEXT ASSIGNMENT:** | GRAMMAR: Write out the correct grammar rule |
|  |  |  |  |