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

**Year 8 General English**

**SEMESTER 1 Task 4: Paper Bag Book Review**

|  |  |  |
| --- | --- | --- |
|  | **Literacy**  Plan, rehearse and deliver presentations, selecting and sequencing appropriate content, including multimodal elements, to reflect a diversity of viewpoints  **[ACELY1731](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/english/year-8/acely1731" \t "_blank)** | **Literature**  Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts  [**ACELT1627**](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/english/year-8/acelt1627) |

**Task 4:**

Read a novel or short story of your choice during library lessons. Present a paper bag review of the text to the class.

1. Provide the audience with an overview of the text before presenting your paper bag items.

2. Display 4-6 items that represent significant events, characters or settings within the text.

3. Explain why you picked that text and what you liked most about it.

4. Your presentation should be no longer than 3 minutes.

**Hand in:**

Plan Draft Palm cards

**Assessment will be based on: Reading/Viewing and 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:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 81-100 | 60-80 | 46-59 | 45-21 | 0-20 |
| **Volume, tone and engagement** | The speaker projects his or her voice to add emphasis and variety in a highly engaging manner. Non-verbal communication is deliberately used for effect. | The speaker is fluent, clearly audible and attempts to vary voice for audience interest. Non-verbal communication is appropriately used. | The speaker is fluent, clearly audible to all members of the audience and non-verbal is used albeit unconsciously. | The speaker is audible but makes no attempt to engage the audience. | The speaker is inaudible; tone and volume are monotonous. |
| **Eye contact** | Effective eye contact with the audience is maintained; minimal use of palm cards or script. | Regular eye contact is made with the audience; little reading from palm card or script. | Some eye contact with the audience is made; palm cards or script is sometimes read. | Limited eye contact is made with the audience; speech is mostly read from script. | No eye contact with the audience is attempted. |
| **Language choice** | Consistent use of language which is persuasive, informative and shows awareness and respect for others. | Language may sometimes influence audience. Clear evidence of self-monitoring the applicability of the content. | Language is appropriate for the audience and the purpose. | The speaker develops and stays on topic.  Language can be inadequate for the audience. | Language is  inadequate for both the topic and the audience. |
| **Structure and content** | Effectively organises ideas to enhance meaning. | Organises ideas into a logical structure. | Ideas can be followed by audience. | Presents a series of unrelated, unplanned points. | May present a few unrelated, unplanned ideas. |
| **Salutation, introduction and closure – rules/directions** | Professional, effective and draws intelligent conclusions in closure. | Standard rules are followed but opinions rather than conclusions are made. | All are attempted but not all the rules/directions are followed. | Some rules are attempted. A few opinions are given. | Not attempted. |

**Score:**

**Writing: self-assessment checklist** (complete before submission) 

**Narrogin SHS**

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Year\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| AUDIENCE AND PRESENTATION | PUNCTUATION | CAPITALISATION | SPELLING AND VOCABULARY | IDEAS |
| ⃝ My handwriting is  legible and any typed copies have no typing errors. | ⃝ I have used a full stop at the end of each sentence. | ⃝ I have used capital letters for the first word of each sentence. | ⃝ I have used the dictionary to spell the words I don’t know. | ⃝ I have used brainstorming and planning to organise my ideas. |
| ⃝ I have written the title, my name and the date on my work. | ⃝ I have used commas between words in a list. | ⃝ I have used capitals for proper nouns (the names of people, places and the days of the week). | ⃝ I have used the correct terminology for this topic. | ⃝ I have acted on suggestions from the teacher. |
| ⃝ My sentences are complete, make sense and use the key words from the question. | ⃝ I have used apostrophes to show contraction and possession. | ⃝ I have capitalised the pronoun ‘I’. | ⃝ I have used the correct homophones within my sentences:  your/you’re  there/their/they’re  allowed/aloud | ⃝ Each paragraph only has one main idea. My ideas are in a logical order. |
| ⃝ I have attempted all questions and presented them in the correct order | ⃝ I have used a question mark after a question. | ⃝ I have written the main body of the text using lower case letters. | ⃝ There is evidence of editing on my drafts. | ⃝ I have used linking words to connect my ideas. |

I have carefully checked all of the above before submitting this piece of work.

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: / / 2016

**REFLECTION**

|  |  |  |  |
| --- | --- | --- | --- |
| **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 |
|  |  |  |  |