

## Lokal læreplan – engelsk 8. trinn



### Læreverk: Enter Learner's Book and Basic Skills

<p><b>Number of weeks:</b> 4</p>	<p><b>Topic:</b> 1 A fresh start</p> <p><b>Language focus:</b> Capital I How to write a paragraph</p>	<p><b>Learning strategies:</b> Mindmap Read in pairs Read in groups Snake reading 1 min presentations without grade Write creative texts in groups (write 10 min, then pass your text on to the next person)</p>	<p><b>Enter Learner's book:</b> Chapter 1</p> <p><b>Basic Skills:</b> Language Writing Numbers</p>
<p><b>Competence aims:</b> <i>See below for a complete list of all the competence aims.</i></p>	<p>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 19, 20, 21, 22, 23, 24, 25, 27, 29, 30</p>		
<p><b>Learning aims:</b></p>	<p>Use words and phrases you need in English lessons. Present yourself and introduce others. Describe everyday life at school. Work with numbers in English. Know when to use capital I and be able to use it when writing texts. Know how to structure a paragraph (start with a topic sentence and then write supporting sentences. Recommended length: 5-8 lines)</p>		
<p><b>Assessment:</b> Written: Write an informative paragraph. Oral: Hold a 1 minute presentation without grade to get comfortable speaking English aloud in the new class.</p>			

<b>Number of weeks:</b> 6	<b>Topic:</b> 2 Heroes  <b>Language focus:</b> Was/were + Is/are How to write in the same verb tense.	<b>Learning strategies:</b> Mindmap Read in pairs Read in groups Snake reading 1 min presentations without grade Write creative texts in groups (write 10 min, then pass your text on to the next person) Creative writing and sharing of your texts.	<b>Enter Learner's book:</b> Chapter 2  <b>Basic Skills:</b> Writing How to create cool characters p. 88.
<b>Competence aims:</b> <i>See below for a complete list of all the competence aims.</i>	1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 19, 20, 21, 22, 23, 27, 29, 30		
<b>Learning aims:</b>	Define different types of heroes. List heroes in real life and literature. Use adjectives to describe heroes. List some differences between British and American English. Find and use verbs in the present simple.		
<b>Assessment:</b> Written: Write a creative text called "My superhero" (grade with assessment form, see appendix 1). Oral: Read your text "My superhero" aloud to the rest of the class (listen to the pupils' pronunciation).			

<b>Number of weeks:</b> 6	<b>Topic:</b> 3 Britain  <b>Language focus:</b> How to hold a good presentation. Different English accents.	<b>Learning strategies:</b> Mindmap Read in pairs Read in groups Snake reading Write creative texts in groups (write 10 min, then pass your text on to the next person)	<b>Enter Learner's book:</b> Chapter 3  <b>Basic Skills:</b> Speaking
<b>Competence aims:</b> <i>See below for a complete list of all the competence aims.</i>	1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 15, 16, 19, 20, 21, 22, 23, 24, 25, 26, 27, 29, 30		
<b>Learning aims:</b>	Place major cities on a map of Great Britain. Explain why Britain is a multicultural society. Describe typical British food and drink. Identify and use verbs in the past simple. Improve pronunciation of difficult sounds. Learn how to make a great presentation: <a href="https://www.youtube.com/watch?v=Iwpi1Lm6dFo">https://www.youtube.com/watch?v=Iwpi1Lm6dFo</a> Be aware that Britain has many different accents: <a href="https://www.youtube.com/watch?v=FyyT2jmVPAk">https://www.youtube.com/watch?v=FyyT2jmVPAk</a>		
<b>Assessment:</b> Written: Midterm test. See appendix 4 for grading sheet. Oral: Hold a presentation (about 3 minutes) about either Scotland, England, Wales or Ireland. Include history, culture, accents (example from youtube?), geography and what it is known for. Assess with assessment form (see appendix 2 and 3).			

<p><b>Number of weeks:</b> 4</p>	<p><b>Topic:</b> Reading Project</p> <p><b>Language focus:</b> Flow when reading literary texts. Understanding the content in a literary text.</p>	<p><b>Learning strategies:</b> Book talks</p>	<p><b>Basic Skills:</b> Reading: How to choose a fitting book p. 130. Creative book reports p. 131</p>
<p><b>Competence aims:</b> <i>See below for a complete list of all the competence aims.</i></p>	<p>1, 10, 11, 12, 13, 15, 16, 18, 19, 27</p>		
<p><b>Learning aims:</b></p>	<p>Understand the main content and details of texts chosen by the pupils. Discuss and elaborate on different types of English literature from English-speaking countries.</p>		
<p><b>Assessment:</b> Written: Book reports. Oral: Book talks in groups.</p>			

<p><b>Number of weeks:</b> 5</p>	<p><b>Topic:</b> 4 Action</p> <p><b>Language focus:</b> Nouns Adverbs</p>	<p><b>Learning strategies:</b> Mindmap Read in pairs Read in groups Snake reading 1 min presentations without grade Write creative texts in groups (write 10 min, then pass your text on to the next person)</p>	<p><b>Enter Learner's book:</b> Chapter 4</p> <p><b>Basic Skills:</b> Language Writing Speaking</p>
<p><b>Competence aims:</b> <i>See below for a complete list of all the competence aims.</i></p>	<p>1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 19, 20, 21, 22, 23, 27, 29, 30</p>		
<p><b>Learning aims:</b></p>	<p>Describe and compare different sports and games. Write instructions for sports and equipment. Write a blog post. Explain how to make the plural of nouns. Improve sentences using adverbs.</p>		
<p><b>Assessment:</b> Written: Write a blog post. Oral: Describe your favourite sport or game in groups.</p>			

<p><b>Number of weeks:</b> 5</p>	<p><b>Topic:</b> 5 Disasters</p> <p><b>Language focus:</b> A/an Contractions Using adjectives to compare</p>	<p><b>Learning strategies:</b> Mindmap Read in pairs Read in groups Snake reading 1 min presentations without grade Write creative texts in groups (write 10 min, then pass your text on to the next person)</p>	<p><b>Enter Learner's book:</b> Chapter 1</p> <p><b>Basic Skills:</b> Language Writing Numbers</p>
<p><b>Competence aims:</b> <i>See below for a complete list of all the competence aims.</i></p>	<p>1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 15, 16, 19, 20, 21, 22, 23, 27, 29, 30</p>		
<p><b>Learning aims:</b></p>	<p>List examples of disasters. Explain the difference between natural and everyday disasters. Write a short factual text about a natural disaster. Compare and contrast using adjectives. Explain when to use contractions.</p>		
<p><b>Assessment:</b> Written: Write a short factual text about a natural disaster.</p>			

<p><b>Number of weeks:</b> 4</p>	<p><b>Topic:</b> 6 Science</p> <p><b>Language focus:</b> Formal/informal language</p>	<p><b>Learning strategies:</b> Mindmap Read in pairs Read in groups Snake reading 1 min presentations without grade Write creative texts in groups (write 10 min, then pass your text on to the next person)</p>	<p><b>Enter Learner's book:</b> Chapter 6</p> <p><b>Basic Skills:</b> Language Writing: Formal/informal language p. 88 Numbers Digital skills</p>
<p><b>Competence aims:</b> <i>See below for a complete list of all the competence aims.</i></p>	<p>1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 15, 16, 19, 20, 21, 22, 23, 24, 27, 29, 30</p>		
<p><b>Learning aims:</b></p>	<p>Explain how some inventions work. Describe illnesses and symptoms. Read graphs and statistics. Identify reliable Internet sources. Write e-mails and letters using formal language. Identify and use verbs in the imperative form.</p>		
<p><b>Assessment:</b> Written: Write a formal e-mail. Oral: Explain how an invention works / present a statistic/table.</p>			

<b>Number of weeks:</b> 4	<b>Topic:</b> 7 India  <b>Language focus:</b> Concord	<b>Learning strategies:</b> Mindmap Read in pairs Read in groups Snake reading 1 min presentations without grade Write creative texts in groups (write 10 min, then pass your text on to the next person)	<b>Enter Learner's book:</b> Chapter 7  <b>Basic Skills:</b> Language Writing Speaking Listening
<b>Competence aims:</b> <i>See below for a complete list of all the competence aims.</i>	1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 15, 16, 19, 20, 21, 22, 23, 25, 27, 29, 30		
<b>Learning aims:</b>	Write and present facts about Indian history and culture. Explain the link between India and Britain. Identify keywords in a text. Write a variety of questions. Use verbs in the present simple correctly.		
<b>Assessment:</b> Written: Midterm test. See appendix 4 for grading sheet. Oral: Presentation about India.			



## Competence aims after Year 10

### Language learning

The aims of the training are to enable the apprentice to

1. use different situations, working methods and learning strategies to develop one's English-language skills
2. comment on own work in learning English
3. identify significant linguistic similarities and differences between English and one's native language and use this knowledge in one's own language learning
4. select different digital resources and other aids and use them in an independent manner in own language learning

### Oral communication

The aims of the training are to enable the apprentice to

5. choose and use different listening and speaking strategies that are suitable for the purpose.
6. understand and use a general vocabulary related to different topics.
7. demonstrate the ability to distinguish positively and negatively loaded expressions referring to individuals and groups.
8. understand the main content and details of different types of oral texts on different topics.
9. listen to and understand variations of English from different authentic situations.
10. express oneself fluently and coherently, suited to the purpose and situation.

11. express and justify own opinions about different topics.
12. introduce, maintain and terminate conversations on different topics by asking questions and following up on input.
13. use the central patterns for pronunciation, intonation, word inflection and different types of sentences in communication.
14. understand and use different numerical expressions and other kinds of data in communication.

## Written communication

The aims of the training are to enable the apprentice to

15. choose and use different reading and writing strategies that are suitable for the purpose.
16. understand and use a general vocabulary related to different topics.
17. demonstrate the ability to distinguish positively and negatively loaded expressions referring to individuals and groups.
18. understand the main content and details of texts one has chosen.
19. read, understand and evaluate different types of texts of varying length about different topics.
20. use own notes and different sources as a basis for writing.
21. write different types of texts with structure and coherence.
22. use central patterns for orthography, word inflection, sentence and text construction to produce texts.
23. use digital tools and formal requirements for information processing, text production and communication.
24. be familiar with protection of personal privacy and copyright and choose and use content from different sources in a verifiable way.

## Culture, society and literature

The aims of the training are to enable the apprentice to

25. discuss and elaborate on the way people live and how they socialise in Great Britain, USA and other English-speaking countries and Norway.
26. explain features of history and geography in Great Britain and the USA.
27. discuss and elaborate on different types of English literature from English-speaking countries.
28. describe and reflect on the situation of indigenous peoples in English-speaking countries.
29. create, communicate and converse about own texts inspired by English literature, films and cultural forms of expression.
30. communicate and converse about contemporary and academic topics.

Competence aims in Norwegian:

Kompetansemål direkte fra udir.no:

Kompetansemål etter 10. årstrinn

Språklæring

Mål for opplæringen er at eleven skal kunne

1. bruke ulike situasjoner, arbeidsmåter og læringsstrategier for å utvikle egne ferdigheter i engelsk
2. kommentere eget arbeid med å lære engelsk
3. identifisere vesentlige språklige likheter og ulikheter mellom engelsk og eget morsmål, og bruke dette i egen språklæring
4. velge ulike digitale ressurser og andre hjelpemidler, og bruke dem på en selvstendig måte i egen språklæring

5. velge og bruke ulike lytte- og talestrategier tilpasset formålet
6. forstå og bruke et generelt ordforråd knyttet til forskjellige emner
7. vise evne til å skille mellom positivt og negativt ladede uttrykk som refererer til enkeltindivider og grupper av

mennesker

8. forstå hovedinnhold og detaljer i ulike typer muntlige tekster om forskjellige emner
9. lytte til og forstå varianter av engelsk fra forskjellige autentiske situasjoner
10. uttrykke seg med flyt og sammenheng tilpasset formål og situasjon
11. uttrykke og begrunne egen mening om forskjellige emner
12. innlede, holde i gang og avslutte samtaler om forskjellige emner ved å stille spørsmål og følge opp innspill
13. bruke sentrale mønstre for uttale, intonasjon, ordbøying og ulike setningstyper i kommunikasjon
14. forstå og bruke ulike uttrykk for tall og andre data i kommunikasjon
15. velge og bruke ulike lese- og skrivestrategier tilpasset formålet
16. forstå og bruke et generelt ordforråd knyttet til forskjellige emner
17. vise evne til å skille mellom positivt og negativt ladede uttrykk som refererer til enkeltindivider og grupper av

mennesker

18. forstå hovedinnhold og detaljer i selvvalgte tekster
19. lese, forstå og vurdere ulike typer tekster av varierende omfang om forskjellige emner
20. bruke egne notater og forskjellige kilder som grunnlag for skriving
21. skrive ulike typer tekster med struktur og sammenheng
22. bruke sentrale mønstre for rettskriving, ordbøying, setnings- og tekstbygging i produksjon av tekst
23. bruke digitale verktøy og formkrav for informasjonsbehandling, tekstproduksjon og kommunikasjon
24. kjenne til personvern og opphavsrett og velge og bruke innhold fra forskjellige kilder på en etterprøvable måte
25. drøfte leveste og omgangsformer i Storbritannia, USA, andre engelskspråklige land og Norge
26. gjøre rede for trekk ved historie og geografi i Storbritannia og USA
27. drøfte ulike typer engelskspråklige litterære tekster fra engelskspråklige land

28. beskrive og reflektere over situasjonen til urfolk i engelskspråklige land
29. lage, formidle og samtale om egne tekster inspirert av engelskspråklig litteratur, film og kulturelle uttrykksformer
30. samtale om og formidle aktuelle og faglige emner

## Appendix 1

# Assessment form: process writing 8th grade

**Goal:**

**Write a creative text in English based on the plan you made. When finished, you will get feedback from me on what to work more on. After you have worked some more, hand in the text to get a grade.**

What we look at:	High goal achievement	Medium goal achievement	Low goal achievement
<b>Structure</b>	<p>The text has a page header (“topptekst”) containing your name, surname, class, date and subject + page numbers on all the pages.</p> <p>The text has a fitting title in a larger font than the rest of the text.</p> <p>Font size is 12 for the main text. The font used is Times New Roman or Arial.</p> <p>The text has an introduction, a main part and an ending. The text is coherent (it fits together).</p> <p>The text is divided into paragraphs with 5-8 lines in each.</p>	<p>The text has some order, but could be more structured.</p> <p>What to work with in your next text:</p>	<p>The text is coherent (it fits together), but needs more structure.</p> <p>Remember this next time:</p>
<b>Content</b>	<p>The content is captivating/thrilling/exciting/sad/gripping. It gives the reader a great experience.</p>	<p>The content is interesting.</p> <p>How to make your content better:</p>	<p>The text has some content, but try to explain more and write a longer text. How to make your content better next time:</p>
<b>Language</b>	<p>Correct use of capital letters and punctuation marks.</p> <p>Uses capital “I”.</p>	<p>Capital letters and punctuation marks are used correctly most of the time.</p>	<p>Capital letters and punctuation marks are not used correctly.</p> <p>Rarely uses capital “I”.</p>

	<p>It is easy for the reader to understand what the writer wants to communicate.</p> <p>Grammar and spelling is satisfying. You show that you “think in English” when you write.</p>	<p>Uses capital “I” most of the time.</p> <p>The reader is able to understand what the writer wants to communicate, but it could be explained more clearly.</p> <p>Grammar and spelling is satisfying some of the time. Try to think in English when you write, instead of translating Norwegian sentences into English.</p> <p>What to work on for next time:</p>	<p>It is difficult for the reader to understand what the writer tries to communicate.</p> <p>Grammar and spelling is difficult. Try to think in English when you write, instead of translating Norwegian sentences into English.</p> <p>What to work on for next time:</p>
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**Grade:**

## Appendix 2

### Explanation of how we assess oral presentations in 8th grade

**Competence aim: Give a 3-5 min presentation about Wales, Scotland, England or Northern Ireland.**

<b>What is assessed:</b>	<b>High degree of goal achievement (5-6)</b>	<b>Medium degree of goal achievement (3-4)</b>	<b>Low degree of goal achievement (1-2)</b>	<b>Comment:</b>
Content	Full answers, examples are given and explained.  Answers everything.	Some explanation.  Answers nearly all the questions.	Little or no explanation.  Short presentation, has only a few facts, some questions are left out.	
Listener awareness	It is easy for the listeners to understand and follow your presentation.	The listeners are able to understand and follow your presentation.	It is difficult for the listeners to understand and follow your presentation.	
Vocabulary	Has a broad	Has a reasonably broad	Has a limited	



	vocabulary. Uses words that he/she understands without difficulty.	vocabulary. Understands most of the words used.	vocabulary. Uses words that he/she does not understand. Some words are used incorrectly.	
Flow, coherence ("sammenheng"), communication	Speaks in a comfortable tempo (not too fast and not too slow).  The sentences are coherent and without too much pauses in between them.  The presentation is well suited to the audience (8th graders) and the task description.	Could speak a bit faster or slower to make it easier for the audience.  The sentences are coherent some of the time. There are some pauses in between them.  The presentation is somewhat suited to the audience (8th graders) and the task description.	Speaks with pauses between sentences.  The sentences are not linked together.  The presentation could be better suited to the audience (8th graders) and the task description.	
Pronunciation,	Speaks with correct	Speaks with fairly	Few words are	

<p>intonation, grammar</p>	<p>pronunciation and English sentence melody.</p> <p>Conjugates words correctly and uses different sentence types.</p>	<p>correct pronunciation and uses English sentence melody most of the time.</p> <p>Many words are conjugated correctly. The variation in sentence types is somewhat limited.</p>	<p>pronounced correctly, and Norwegian sentence melody is used.</p> <p>Conjugation of words is difficult, and only limited sentence structures are used.</p>	
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**Grade:**

## Appendix 3

### Simplified assessment form oral presentations 8th grade

**Name:**

*Competence aim: Give a 3-5 min presentation about England, Scotland, Wales or Northern Ireland.*

<b>What is assessed:</b>	<b>High (5-6)</b>	<b>Medium (3-4)</b>	<b>Low (1-2)</b>	<b>Comment:</b>
<b>Content:</b> Is the content rich, detailed and inspiring?				
<b>Listener awareness:</b> Is it easy for the listeners to understand and follow your presentation?				
<b>Vocabulary</b>				
<b>Flow, coherence</b>				
<b>Pronunciation/ intonation:</b> Does the speaker use correct pronunciation and English sentence melody?				
<b>Grammar:</b> Are verbs conjugated correctly? Does the speaker use varied sentence types?				

**Grade:**

Appendix 4

# Assessment form midterm test 8. grade autumn 2017

	<b>Low</b>	<b>Medium</b>	<b>High</b>
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<b>Task 1</b>			
Content			
Structure			
Language			
<b>Task 2</b>			
Content			
Structure			
Language			
<b>Task 3</b>			
Content			
Structure			
Language			
<b>How to improve your writing in the future:</b>			