

**Item Specification Form (Level: KS3 English)**

**Title: Slogan Competition \*\***

**Code: E9EL030**

**Module: Communicating**

**Class Level: S3**

**Purpose: To assess learner’s performance/progress in the following aspects:**

<b>Strand Targets</b>	<b>Descriptions for Basic Competency</b>	<b>Language Skills</b>	<b>Forms and Functions</b>	<b>Generic Skills</b>	<b>Suggested Time</b>	<b>Suggested Answers</b>	<b>Possible Problems</b>
To give expression to imaginative ideas through oral, written and performative means such as creating simple and poems and lyrics using given models (ISb)	<p>L5-L-1-S3BC Understanding the use of language features in simple/imaginative spoken texts (ES)</p> <p>L5-L-2-S3BC Using an increasing range of strategies to understand the meaning of simple texts on familiar and less familiar topics which are delivered clearly in generally familiar accents (IS, KS, ES)</p> <p>Discriminating between words with a range of vowel and consonant sounds (KS)</p>	Listening	<p>Use the simple present tense to make general statements about the world and “universal truths” (F04)</p> <p>Use formulaic phrases to make telephone calls (F15)</p>	Communication Skills	25 mins	<p>Section 1 1 - A 2 - B 3 - B 4 - A 5 - 372049</p> <p>Section 2 1 - 13 C 2 - C 3 – 15 C 4 - C</p> <p>Section 3 1 - A 2 - C 3 - B 4 - A 5 - C 6 - A</p>	<p>Unable to understand the use of onomatopoeia in simple/imaginative spoken texts</p> <p>Unable to understand the use of alliteration in simple/imaginative spoken texts</p> <p>Unable to extract specific information from the test</p> <p>Unable to recognize, or confuse, specific consonant and vowel sounds</p>

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<b>Suggested Answers</b>	<b>Question Intent</b>
Section 1 1 - A 2 - B 3 - B 4 - A 5 - 372049	1: Understanding the use of alliteration in simple literary / imaginative spoken texts 2: Understanding the use of alliteration in simple literary / imaginative spoken texts 3: Understanding the use of onomatopoeia in simple literary / imaginative spoken texts 4: Understanding the use of onomatopoeia in simple literary / imaginative spoken texts 5: Extracting specific information
Section 2 1 - 13 C 2 - C 3 - 15 C 4 - C	1: Extracting specific information 2: Understanding the use of alliteration in simple literary / imaginative spoken texts 3: Extracting specific information 4: Understanding the use of onomatopoeia in simple literary / imaginative spoken texts
Section 3 1 - A 2 - C 3 - B 4 - A 5 - C 6 - A	1: Extracting specific information 2: Understanding the use of alliteration in simple literary / imaginative spoken texts 3: Understanding the use of onomatopoeia in simple literary / imaginative spoken texts 4: Understanding the use of alliteration and onomatopoeia in simple literary / imaginative spoken texts 5: Understanding the use of alliteration and onomatopoeia in simple literary / imaginative spoken texts 6: Understanding the use of alliteration and onomatopoeia in simple literary / imaginative spoken texts

The teacher could explain what alliteration and onomatopoeia are. Some examples are given here:

**Alliteration:**

Alliteration is the repetition of the same consonant sound usually at the beginning of some words or same vowel sound in some words throughout a sentence or a phrase.

For example, “She sells sea-shells by the sea-shore” or “Peter Piper picked a peck of pickled peppers” are both alliterative phrases.

**Onomatopoeia:**

Onomatopoeia is the use of words that imitate the sounds associated with the objects or actions they refer to.

For example, “Ding, dong, there was someone at the door”, “Quack, quack went the ducks as we threw them some bread” or “I heard a knock at the door”.