

Item Specification Form (Level: KS3 English)

Title: Connections Problem **

Code: E9EL034

Module: Technology

Class Level: S3

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

Strand Targets	Descriptions for Basic Competency	Language Skills	Forms and Functions	Generic Skills	Suggested Time	Suggested Answers	Possible Problems
To identify and define problems from given information, consider related factors, solve the problems and explain the solutions (KSd)	<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 a variety of tenses to refer to events in the past, present and future and to the frequency with which things occur (F04)</p> <p>Use modals to ask for minor favours and assistance (F10)</p> <p>Use formulaic phrases to make telephone calls (F15)</p>	Communication Skills	25 minutes	<p>Section 1 1- True 2- True 3- False 4- True 5- False</p> <p>Section 2 1- B 2- A 3- A 4- B 5- B</p> <p>Section 3 1- C 2a- 3 2b- 2 2d- 4 3- C 4- A 5- A</p>	<p>Unable to discriminate between intonation for a range of purposes</p> <p>Unable to make connections between ideas with the help of discourse markers</p> <p>Unable to identify the sequence of events, causes and effects</p> <p>Unable to recognize, or confuse, specific consonant and vowel sounds</p>

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Suggested Answers	Question Intents
Section 1 1- True 2- True 3- False 4- True 5- False	1: Discriminating between intonation for a range of purposes 2: Extracting specific information 3: Making connections between ideas with the help of discourse markers 4: Discriminating between intonation for a range of purposes 5: Making connections between ideas with the help of discourse markers
Section 2 1- B 2- A 3- A 4- B 5- B	1: Making connections between ideas with the help of discourse markers 2: Making connections between ideas with the help of discourse markers 3: Discriminating between intonation for a range of purposes 4: Discriminating between intonation for a range of purposes 5: Extracting specific information
Section 3 1- C 2a- 3 2b- 2 2d- 4 3- C 4- A 5- A	4: Discriminating between intonation for a range of purposes 2a-d: Identifying sequence of events 3: Discriminating between intonation for a range of purposes 4: Making connections between ideas with the help of discourse markers 5: Making connections between ideas with the help of discourse markers