

Item Specification Form (KS3 English)

Title: Buying a Present ***

Task Code: E9ES001

Module: Teenage Life

Class Level: S3

Purpose: To assist 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
<p>To converse and exchange points of view about feelings, interests, preferences ideas, experiences and plans (ISb)</p> <p>To identify and discuss ideas in spoken and written texts, form opinions and express them (KSc)</p>	<p>L6-S-1-S3BC Pronouncing familiar and less familiar words generally clearly and accurately (KS)</p> <p>L5-S-2-S3BC Using a range of delivery techniques (including stress, rhythm and intonation) to convey meaning generally appropriate with the help of cues (IS, KS, ES)</p> <p>L5-S-3-S3BC Expressing information and ideas (including personal experiences, feelings, opinions, imaginative ideas and evaluative remarks) with some elaboration (IS, KS, ES)</p> <p>L5-S-4-S3BC Using a range of vocabulary and language patterns with some degree of appropriacy and accuracy to convey meaning (IS, KS, ES)</p> <p>L6-S-5-S3BC Using formulaic expressions and a range of strategies for oral communications to establish and maintain relationships/interaction in familiar situations (IS, KS)</p> <p>L6-S-6-S3BC Using organizing techniques generally appropriately to convey meaning (KS)</p>	Speaking	<p>Use adjectives, adverbs, formulaic phrases, etc., to make comparisons and give descriptions of processes and situations</p> <p>Use adverb phrases and adverb clauses of reason, concession, result, etc., to justify one’s behaviour and point of view in simple situations</p> <p>Use modals and formulaic expressions to express obligation, prohibition, agreement and disagreement</p>	<p>Communication;</p> <p>Problem solving</p> <p>Self management</p>	2 minutes	See Speaking Marking Scheme	<p>Difficulty meeting the Descriptions for Basic Competency, in particular, vocabulary. Prior to administering the task, you may wish to add to and discuss the vocabulary list provided in the “Teacher notes” and/or give definitions in the students’ first language.</p> <p>Difficulty with Forms and Functions. In particular: giving descriptions, justifying a point of view, and expressing obligation and certainty.</p> <p>Difficulty Problem solving, and managing themselves</p> <p>Difficulty with the content. Prior to administering the task, you may wish to initiate a class discussion in the students’ first language that feeds in ideas related to the content. However, it would be possible for a student with little content knowledge to discuss the listed questions in terms of how difficult it is to buy a computer game when you know very little about them.</p>