

### Item Specification Form (Level KS3 English)

**Title:** Activity or Relaxation? \*\*

**Module:** Teenage Life

**Level:** S3

**Code No.:** E9ES036

**Purpose:** To assist learners' 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 produce or exchange a range of formal and informal messages both oral and written (ISc)</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>	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 the simple present tense, gerunds, conditionals, etc. to make general statements about the world and "universal truths"</p>	Communication; Values and Attitudes	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: making comparisons and giving descriptions; justifying behaviours and points of view; making general statements.</p> <p>Difficulty communicating and expressing values and attitudes.</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.</p>