

Item Specification Form (Level: KS3 English)

Title: TV Talent Show ***

Code: E9EL015

Module: Getting along with Others

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 converse and exchange points of view about feelings, interests, preferences, ideas, experiences and plans (ISb)	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) Discriminating between words with a range of vowel and consonant sounds (KS)	Listening	Use adjectives to make comparisons (F01) Use a variety of tenses to refer to events in the past, present and future and to the frequency with which things occur (F04) Use formulaic phrases to ask for and give advice on matters, including those related to one's studies (F15)	Communication Skills	25 minutes	Section 1 1- Becky: Let's Twist Again – Dislike Ferry Hill – Like 1 - John: Let's Twist Again – Like Ferry Hill – Dislike 2 – D 3 – B 4 – C Section 2 1 – B 2 – C 3 – D 4B – D 4C – B 4D – J 4E - B Section 3 1 – C 2 – A 3i-iii (in any order)B, D, F	Unable to extract specific information from the test Unable to make connections between ideas with the help of discourse markers Unable to recognize the unstressed functional words or the weak forms of verbs and pronouns

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Suggested Answers	Question Intents
<p>Section 1</p> <p>1- Becky: Let’s Twist Again – Dislike Ferry Hill – Like</p> <p>1 - John: Let’s Twist Again – Like Ferry Hill – Dislike</p> <p>2 – D</p> <p>3 – B</p> <p>4 – C</p> <p>Section 2</p> <p>1 – B</p> <p>2 – C</p> <p>3 – D</p> <p>4B – D</p> <p>4C – B</p> <p>4D – J</p> <p>4E - B</p> <p>Section 3</p> <p>1 – C</p> <p>2 – A</p> <p>3i-iii (in any order) B, D, F</p>	<p>1: Extracting specific information</p> <p>2: Making connections between ideas with the help of discourse markers</p> <p>3: Making connections between ideas with the help of discourse markers</p> <p>4: Making connections between ideas with the help of discourse markers</p> <p>1: Making connections between ideas with the help of discourse markers</p> <p>2: Making connections between ideas with the help of discourse markers</p> <p>3: Making connections between ideas with the help of discourse markers</p> <p>4B-E: Extracting specific information</p> <p>1: Making connections between ideas with the help of discourse markers</p> <p>2: Making connections between ideas with the help of discourse markers</p> <p>3i-iii: Extracting specific information</p>