

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

**Title: Dating Songs \*\***

**Code: E9EL018**

**Module: Getting Along with Others**

**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 poems and lyrics using given models (ESc)	<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>L5-L-1-S3BC Understanding the use of language features in simple/imaginative spoken texts (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 expressions to invite, make, accept and refuse suggestions and proposals (F15)</p>	Communication Skills	25 minutes	<p>Section 1 1i – B 1ii – B 1iii – B 1iv – C 2 – C</p> <p>Section 2 1 – C 2 – B 3 – A 4 – A 5 – C</p> <p>Section 3 1 – A 2 – C 3 – C 4 – A 5 – A</p>	<p>Unable to understand the use of repetition in an imaginative text</p> <p>Unable to understand the use of simile/metaphor in an imaginative text</p> <p>Unable to understand the connection between ideas by identifying cohesive devices</p> <p>Unable to recognize or confuse specific consonant and vowel sounds</p>

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<b>Suggested Answers</b>	<b>Question Intents</b>
<p>Section 1 1i – B 1ii – B 1iii – B 1iv – C 2 – C</p> <p>Section 2 1 – C 2 – B 3 – A 4 – A 5 – C</p> <p>Section 3 1 – A 2 – C 3 – C 4 – A 5 – A</p>	<p>1i, ii, iii, iv: Understanding the use of simile and metaphor in a simple/imaginative spoken text</p> <p>2: Understanding the use of repetition in a simple/imaginative spoken text</p> <p>1: Understanding the use of simile and metaphor in a simple/imaginative spoken text 2: Understanding the use of simile and metaphor in a simple/imaginative spoken text 3: Understanding the use of simile and metaphor in a simple/imaginative spoken text 4: Understanding the use of simile and metaphor in a simple/imaginative spoken text 5: Understanding the use of repetition in a simple/imaginative spoken text</p> <p>1: Understanding the use of simile and metaphor in a simple/imaginative spoken text 2: Understanding the use of simile and metaphor in a simple/imaginative spoken text 3: Understanding the connection between ideas by identifying a range of cohesive devices 4: Understanding the use of simile and metaphor in a simple/imaginative spoken text 5: Understanding the use of repetition in a simple/imaginative spoken text</p>