

### Item Specification Form (Level KS3 English)

**Title:** Planning a Visit \*\*\*

**Module:** Teenage Life

**Level:** S3

Code No.: E9ES025

**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 provide or find out, select, organize and present information on familiar and less familiar topics (KSa)</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>	<p>Speaking</p>	<p>Use sequence words to give more advanced instructions</p> <p>Use modals and formulaic expressions to invite, make and refuse suggestions and proposals</p> <p>Use adjectives, adverbs, formulaic phrases, etc., to make comparisons and give descriptions of processes and situations</p>	<p>Communication</p>	<p>2 minutes</p>	<p>See Speaking Marking Scheme</p>	<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 instructions; inviting, making and refusing suggestions and proposals; making comparisons and giving descriptions.</p> <p>Difficulty communicating.</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>