

Asset Languages

Breakthrough French

Teacher Assessment samples

This sample material has been provided to help you get a feel for the style of tasks and the level of Asset Languages Teacher Assessment.

French Breakthrough Teacher Assessment Packs are available in three contexts: Primary, Secondary and Post-16. These sample tasks contain examples from each context.

Please see our website www.assetlanguages.org.uk for the most up-to-date information and new materials as they become available in other languages and stages.

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Teacher's Notes

"I can understand the main point(s) from a short spoken passage."

Instructions Learners hear five short dialogues. They match the people on the list to the pictures by writing the correct number, **1–5**, under each picture. There is one extra picture learners do not need to use. Learners hear about the people in the order they appear on the page. Dictionaries must not be used. The task begins with one example.

The recording contains instructions for learners. Pauses have been included at relevant intervals and the text has been recorded twice, so the teacher should not stop the recording once it has started.

Pass 4 out of 5

Answers **A** Example
B 5
C 2
D 3
E –
F 1
G 4

<p>Adapting the task This task must not be adapted, but must be used as supplied.</p> <p>As an alternative, Listening Grade 3 task A.2 may be used.</p>

Name: _____

You are going to hear Thomas telling someone about the different things his friends are doing today. Listen and match the people on the list to the pictures by writing the correct number under each picture. There is one extra picture you do not need to use. You will hear about the people in order, 1-5. You will hear the recording twice. The task begins with one example.

- Example** Violette
 1 Bernard
 2 Katy
 3 Patrick
 4 Carole
 5 Mathieu



Example

B



C



D



E



F



G



Tapescript – Information for Teachers

All texts for Listening tasks have been recorded by native speakers on the accompanying CD.

Pauses have been included and the text has been recorded twice, so the teacher should not stop the recording once it has started.

Teachers may read the script rather than play the CD if preferred but they must listen to the CD to familiarise themselves with the appropriate speed and the correct pauses for each task.

Key to Tapescript:

R	Rubric reader (speaking in English)
M	Male voice
F	Female voice
PAUSE 00'03''	3 second pause

Tapescript

R *Asset Languages French Breakthrough Grade 3 task A.1.*

PAUSE 00'03''

R *You are going to hear Thomas telling someone about the different things his friends are doing today. Listen and match the people on the list to the pictures by writing the correct number under each picture. There is one extra picture you do not need to use. You will hear about the people in order, 1–5. You will hear the recording twice. The task begins with one example.*

PAUSE 00'03''

R *Example.*

F *Qu'est-ce que fait Violette ?*

M *Violette, elle va au théâtre avec l'école. Elle adore les costumes.*

PAUSE 00'03''

[REPEAT EXAMPLE]

PAUSE 00'03''

R *One.*

F *Et Bernard, qu'est-ce qu'il fait ?*

M *Bernard, il est à la piscine. Il adore nager.*

PAUSE 00'03''

[REPEAT QUESTION ONE]

PAUSE 00'03''

R *Two.*

F *Et Katy, qu'est-ce qu'elle fait ?*

M *Katy, elle joue du violon. Elle pratique beaucoup!*

PAUSE 00'03''

[REPEAT QUESTION TWO]

Tapescript

PAUSE 00'03''

R *Three.*

F Et Patrick, qu'est-ce qu'il fait ?

M Patrick, il joue au foot avec ses copains. Ils sont dans l'équipe de l'école.

PAUSE 00'03''

[REPEAT QUESTION THREE]

PAUSE 00'03''

R *Four.*

F Et Carole ?

M Carole, elle est dans le salon. Elle regarde la télé avec ses amis.

PAUSE 00'03''

[REPEAT QUESTION FOUR]

PAUSE 00'03''

R *Five.*

F Et Mathieu ?

M Mathieu, il fait une promenade en vélo avec ses parents. Il aime la campagne.

PAUSE 00'03''

[REPEAT QUESTION FIVE]

PAUSE 00'03''

R *That is the end of Grade 3 task A.1.*

PAUSE 00'05''

Teacher's Notes

“I can understand a range of familiar spoken phrases.”

Instructions Learners hear someone making five statements in French about a photograph. Each statement is numbered, **1–5**, and refers to a different topic. Learners choose the topic in English that best matches each statement. They write the correct number in the box beside each topic. There is one extra topic in English learners do not need to use. Dictionaries must not be used. The task begins with one example.

The recording contains instructions for learners. Pauses have been included at relevant intervals and the text has been recorded twice, so the teacher should not stop the recording once it has started.

Pass 4 out of 5

Answers	where the girl is	3
	her hair	2
	her clothes	4
	who is in the picture	Example
	her eyes	–
	what she is doing	5
	her age	1

Adapting the task Teachers can adapt this task by using a different photograph and writing new statements.
The text must be a monologue.

Checklist

- The task is of a similar length and demand to Grade 2 task C.
- The key words are from different topic areas.
- There is a variety of language including a range of verbs.

Name: _____

You are going to hear someone making five statements in French about this photograph. Each statement is numbered, 1–5, and refers to a different topic. Listen and choose the topic in English that best matches each statement. Write the correct number in the box beside each topic. There is one extra topic you do not need to use. You will hear the recording twice. The task begins with one example. You now have 15 seconds to read the questions.



The person is talking about

where the girl is	
her hair	
her clothes	
who is in the picture	Example
her eyes	
what she is doing	
her age	

Tapescript – Information for Teachers

All texts for Listening tasks have been recorded by native speakers on the accompanying CD.

Pauses have been included and the text has been recorded twice, so the teacher should not stop the recording once it has started.

Teachers may read the script rather than play the CD if preferred but they must listen to the CD to familiarise themselves with the appropriate speed and the correct pauses for each task.

Key to Tapescript:

R	Rubric reader (speaking in English)
M	Male voice
F	Female voice
PAUSE 00'03''	3 second pause

Tapescript

R *Asset Languages French Breakthrough Grade 2 task C.*

PAUSE 00'03''

R *You are going to hear someone making five statements in French about this photograph. Each statement is numbered, 1–5, and refers to a different topic. Listen and choose the topic in English that best matches each statement. Write the correct number in the box beside each topic. There is one extra topic you do not need to use. You will hear the recording twice. The task begins with one example. You now have 15 seconds to read the questions.*

PAUSE 00'15''

[BEEP]

[REPEAT FROM HERE]

PAUSE 00'03''

R *Example.*

F *Voici ma sœur, Nicole.*

PAUSE 00'03''

R *One.*

F *Elle a douze ans.*

PAUSE 00'03''

R *Two.*

F *Elle a les cheveux longs et bruns.*

PAUSE 00'03''

R *Three.*

F *Elle est dans le jardin.*

PAUSE 00'03''

R *Four.*

F *Elle porte un t-shirt et un pantalon court.*

PAUSE 00'03''

Tapescript

R *Five.*

F Elle mange une glace.

PAUSE 00'03''

R *Now listen again.*

[REPEAT GRADE 2 TASK C]

PAUSE 00'03''

R *That is the end of Grade 2 task C.*

PAUSE 00'05''

Teacher's Notes

"I can say/repeat a few words and short simple phrases."

Instructions	Learners work in pairs and each pair is given one picture. The teacher has a copy of all the pictures and a short sentence referring to each picture. The teacher holds up one picture and reads the matching sentence slowly and clearly. The pair with the same picture repeat the sentence together. When all the pictures have been used once, the pairs exchange pictures. Each pair of learners is assessed on two sentences.
Resources	The pictures sheet supplied can be copied twice and cut into individual pictures, but teachers can use any visual resources for this task (see Adapting the task, below).
Pass	Each learner is assessed individually. The learner is able to repeat two sentences clearly.

Adapting the task	Teachers can adapt the task by writing new sentences and/or using different visuals.
Checklist	<ul style="list-style-type: none"> • The sentences are between four and six syllables long. • The sentences are very simple, e.g. with a subject, verb and object or adjective. • The sentences are not familiar to the learners.

Pictures



Script

(Text boxes are printed on the back of the picture boxes and so appear reversed here.)

Fromage

Il mange du fromage.

Bateau

Je vois un bateau.

Chapeau

Il porte un chapeau.

Violon

Il joue du violon.

Poires

Elle achète des poires.

Voiture

Voilà une voiture.

Teacher's Notes

"I can recognise and read out a few familiar words and phrases."

Instructions Learners read three short texts in French. There are five short questions in English about the texts. Learners answer the questions by writing the correct letter, **A**, **B** or **C**, in the box. Dictionaries must not be used. The task begins with one example.

Pass 4 out of 5

Answers 1 A
 2 C
 3 B
 4 A
 5 B

<p>Adapting the task This task must not be adapted, but must be used as supplied.</p> <p> As an alternative, Reading Grade 1 task A.1 may be used.</p>

Name: _____

Read about Mme Dupont, Mlle Benin and M. Moulin. Answer the questions by writing the correct letter, **A**, **B** or **C**, in the box. You must not use a dictionary. The task begins with one example.

A

Mme Dupont

J'ai quarante-quatre ans.

Je suis infirmière.

Je travaille la nuit.

B

Mlle Benin

J'ai cinquante-sept ans.

Je suis assistante sociale.

J'adore mon travail.

C

M. Moulin

J'ai trente-neuf ans.

Je suis prof de gym.

J'aime beaucoup le cinéma.

Example	Who is 39?	C
1	Who is 44?	
2	Who teaches PE?	
3	Who is a social worker?	
4	Who works night shifts?	
5	Who likes his/her job?	

Name: _____

Read about Jonathan, Aurélie and Julien. Answer the questions by writing the correct letter, **A**, **B** or **C**, in the box. You must not use a dictionary. The task begins with one example.

A

Jonathan

J'ai dix ans.

J'ai un frère.

J'adore danser !

B

Aurélie

J'ai sept ans.

J'ai deux sœurs.

J'aime le foot.

C

Julien

J'ai neuf ans.

J'ai deux frères.

J'aime le vélo.

Example	Who is 7?	B
1	Who is 9?	<input type="text"/>
2	Who has two sisters?	<input type="text"/>
3	Who has only one brother?	<input type="text"/>
4	Who likes cycling?	<input type="text"/>
5	Who likes football?	<input type="text"/>

Teacher's Notes

"I can write a few short sentences with support using expressions which I have already learned."

- Instructions** Learners look at **Colour Picture: Sitting on a bench**. Eight words which refer to the picture are given in a grid. Learners write three sentences in French about the picture, using a different word from the grid in each sentence. Each sentence must include at least four words. More than one sentence structure must be used. Dictionaries must not be used. The task begins with one example.
- Resources** Please use **Colour Picture: Sitting on a bench** found at the end of the pack (ten copies provided).
- Possible answers** 1 Ils sont assis sur un banc.
2 La femme prend une photo.
3 L'homme a les cheveux longs.
- Marking notes** The task is assessed on the basis of both communication (up to 3 marks) and language (up to 3 marks). Please do not use half marks.

COMMUNICATION	LANGUAGE
<ul style="list-style-type: none"> • there are 3 sentences • each sentence is easily understood 	<ul style="list-style-type: none"> • more than one sentence structure is used successfully, e.g. sentences do not begin in the same way • language produced is generally accurate although there may be some inaccuracies, e.g. wrong gender, wrong verb ending
<ul style="list-style-type: none"> • if the above is fully achieved: 3 marks • if the above is partially achieved: 2 marks • if the above is minimally achieved: 1 mark 	<ul style="list-style-type: none"> • if the above is fully achieved: 3 marks • if the above is partially achieved: 2 marks • if the above is minimally achieved: 1 mark

Pass 4 out of 6 (communication + language)

Adapting the task Teachers can adapt the task by changing the picture.

Checklist • Eight relevant words are given as support.

Name:

Look at **Colour Picture: Sitting on a bench**. Write three sentences in French about the picture, using a different word from the grid below in each sentence. Each sentence must contain at least four words. You must use more than one type of sentence structure. You must not use a dictionary. The task begins with one example.

banc	homme	bottes	lunettes
arbres	femme	cheveux	photo

Example	Il y a beaucoup d' arbres .
1	
2	
3	

Colour Picture: Sitting on a bench

