

Specification Content

The following should be used as guidance on the content of Asset Languages French Breakthrough External Assessment and Teacher Assessment materials.

Language Purposes and Functions

At Breakthrough stage the realisation of these functions will be in a basic way.

- taking part in simple social situations, e.g. greeting / responding to greetings; expressing thanks; apologising
- giving simple information
- asking simple questions
- answering simple questions
- describing (colour, size, location, possession, appearance)
- giving simple opinions
- following / giving simple instructions
- expressing ability
- using numbers and expressing quantity
- expressing time (clock, days, months)

Grammar and Linguistic Structures

By the end of Breakthrough stage, learners will recognise and be able to make an attempt at producing the following grammar and linguistic structures, within the appropriate functional areas.

- Nouns
 - masculine and feminine
 - articles: *le, la, l', les, un, une, des*
 - singular/plural regular and some common irregular, e.g. *le bras/les bras, le château/les châteaux, l'oeil/les yeux*
- Adjectives
 - agreement, eg. *grand/grande, heureux/heureuse, sportif/sportive* and some common irregular forms, e.g. *beau/belle*
 - position
 - demonstrative, e.g. *ce, cet, cette, ces*
 - possessive: *mon, ma, mes/ton, ta, tes/son, sa, ses*
- Pronouns
 - personal, e.g. *je, tu, il, elle, on* and *moi, toi*
 - reflexive: *me, te, se, nous, vous*
- Prepositions, e.g. *à, de, dans, en, chez, devant, derrière, avant, après*
- Verbs
 - present tense, range of regular *-er, -ir* and *-re* verbs and common irregular verbs, e.g. *je suis / tu es / il/elle/on est*

- interrogative form, e.g. *Comment t'appelles-tu? Quel âge as-tu? Où habites-tu? Aimes-tu...? As-tu...? Qu'est-ce que c'est? Où-est...? Il y a combien de crayons? C'est combien?*
 - negative form, e.g. *ne...pas / je n'aime pas.../ je n'ai pas...*
 - impersonal constructions, e.g. *il y a...*
 - modes of address: *tu, vous*
 - imperatives in context of instructions, e.g. *levez-vous / asseyez-vous / arrêtez! / donnez-moi...! / écoutez / regardez*
- Adverbs
 - place, e.g. *c'est ici, c'est là, c'est loin, c'est près d'ici*
 - time, e.g. *le matin, l'après-midi, le soir, tôt, tard*
 - manner, e.g. *bien, mal, bon, mauvais*
 - number, e.g. *très, trop de, beaucoup de*
 - frequency, e.g. *quelquefois, toujours, jamais*
 - Conjunctions
 - *et, mais*
 - Question words
 - *Où? Quand? Comment? Combien? Qui? Que? Quel?*

Vocabulary Areas

At Breakthrough stage, the language purposes and functions will be used within the following vocabulary areas. Vocabulary used in each area takes account of the different needs and interests of learners in primary, secondary and post-16 contexts.

- personal information
- home and surroundings
- studying
- working
- health
- shopping and services
- eating and drinking
- free time and entertainment
- holidays and travelling