

Specification Content

The following should be used as guidance on the content of Asset Languages Spanish 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 of regular and some common irregular nouns, e.g. *el niño, la niña, la radio*
 - singular/plural of regular and irregular nouns, e.g. *el ordenador – los ordenadores; la casa – las casas; el pez – los peces; la luz – las luces*
 - definite and indefinite articles: *el, los, la, las, un, unos, una, unas*
- Adjective
 - agreement, e.g. *el pájaro blanco, la niña rubia, la casa grande, el coche verde*
 - position, e.g. *un profesor simpático*
 - demonstrative, e.g. *este, esta, estos, estas, ese, esa, esos, esas*
 - possessive: *mi/s, mi/s; tu/; su/s; nuestro/s, vuestra/s*
- Pronouns
 - personal: *yo, tú, él, ella, usted, nosotros/as, vosotros/as, ustedes*
 - reflexive: *me, te, se, nos, os*
- Prepositions
 - simple, compound and contracted forms with definite article, e.g. *a (al), bajo, con, de (del), desde, en, sin, sobre*

- Verbs
 - present tense of regular verbs (-ar, -er, -ir)
 - present tense of common irregular verbs, e.g. *ser, estar, tener, ir, jugar, poner, oír, querer, saber, ver*
 - interrogative form, e.g. *¿Estudias español en el colegio?*
 - negative form, e.g. *No, no tengo animales domésticos; Emilio no juega al baloncesto*
 - impersonal constructions, e.g. *hay...*
 - like + noun or verb in infinitive form, e.g. *me gusta el helado, me gusta jugar al tenis, ¿Te gustan las manzanas?*
 - imperatives in context of instructions, e.g. *mira la fotografía, pon el libro sobre la mesa*

- Adverbs
 - place, e.g. *aquí, allí, cerca, lejos, dentro, a la derecha*
 - time, e.g. *hoy, por la mañana*
 - manner, e.g. *bien, mal, así, despacio*
 - number, intensity, e.g. *más, bastante, mucho, poco*
 - affirmation, e.g. *sí, claro, también*
 - negation, e.g. *no, nunca*

- Conjunctions
 - *y/e, o/u, pero*

- Question words
cómo, dónde, cuándo, cuánto, qué, quién

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