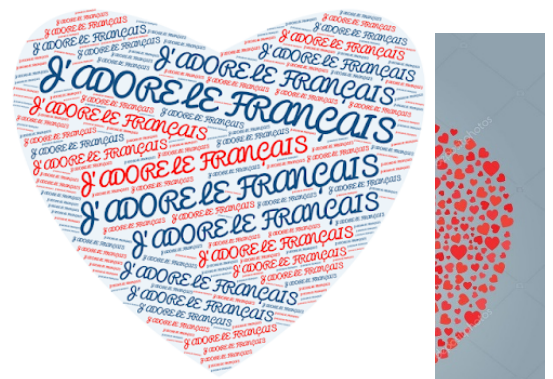


# Introduction to...

# French A Level



# Bienvenue au cours de Français A-Level !

## Introduction

The major difference between Yr11 and Post 16 is that you will need to work **more independently** to improve your subject knowledge and skills. And, after a three month break from school and lessons, you will need to get your French brain working again!!

We hope that you will see French as more than just an exam subject. That means enjoying what you are doing by looking at materials and sources of learning which are not just about exams.

You will have nine lessons per fortnight. As you will be in a class much smaller than for GCSE, co-operating and enjoying learning with others will be very important. You will be expected to participate every lesson and engage fully with what you are studying.

Français A-Level demande **beaucoup de travail**, et surtout de **travail personnel et indépendant** (à la maison, au lycée, à la bibliothèque). Tu dois vraiment t'**immerger dans la langue**. Pour cela, tu peux : **regarder la télévision française, écouter la radio française et les podcast, lire la presse francophone.**

Un super site pour travailler l'écoute : [www.radios.syxy.com](http://www.radios.syxy.com) (toutes les radios françaises, live! Clique et écoute!)

Voici des journaux que tu peux consulter sur internet :

France : *Le Monde, Libération, Le Figaro...*

Canada : *Le Soleil*

Suisse : *Le Temps*

Afrique : *L'Autre Afrique*

Et d'autres sites internet que nous recommandons fortement !

[www.google.fr](http://www.google.fr) + [www.yahoo.fr](http://www.yahoo.fr) (French search engines)

[www.lesclesjunior.com](http://www.lesclesjunior.com) (nice, short articles about current news)

[www.france24.com](http://www.france24.com) (breaking news available in French with option of switching language to English)

[www.pluzz.fr](http://www.pluzz.fr) (French TV and news catch-up)

[www.frenchrevision.co.uk](http://www.frenchrevision.co.uk) (exam practice, past papers...)

[www.bonjourdefrance.com](http://www.bonjourdefrance.com) (grammar, vocab, games...)

[www.tv5.org](http://www.tv5.org)

[www.1jour1actu.com](http://www.1jour1actu.com)

Grammaire et Conjugaison:

[www.lepointdufle.net](http://www.lepointdufle.net) (\*\*\*)

[www.la-conjugaison.fr](http://www.la-conjugaison.fr)

[www.les-verbos.com](http://www.les-verbos.com)

[www.leconjugueur.com](http://www.leconjugueur.com)

To find a French penpal:

[www.mylanguageexchange.com](http://www.mylanguageexchange.com)

[www.spellian.com](http://www.spellian.com)

## ***What is the actual course content?***

\* **Core Content/Topics** (all must be studied in relation to France and/or French-speaking countries)

### **Social Issues and Trends**

- the changing nature of the family
- cyber society
- the place of voluntary work
- positive features of a diverse society
- life for the marginalised
- the treatment of criminals

### **Political and Artistic Culture**

- a culture proud of its heritage
- contemporary francophone music
- cinema: the 7<sup>th</sup> art form
- teenagers: the right to vote and political commitment
- demonstrations, strikes and the holding of power
- politics and immigration

\* **Grammar** (see separate full checklist)

\* **Literary Texts and Films:** you will study one film and one novel over the two years.

\* **Individual Research Project** (in the second year)

You will choose a subject or key question which interests you and which relates to a French-speaking country. You will use a range of sources (in French) and develop your research skills. You will analyse and summarise your findings and present and discuss them in the speaking exam.

You can choose a subject linked to one of the themes covered in the course but you cannot base your research on the same book / play / film that you refer to in the writing exam. All students in the group must choose a different theme, subject or key question.

## ***What will we do in Years 12 & 13?***

Topic work

Grammar work

Translation work

Discussions and debates in class

Essay writing

Developing your listening & reading skills

Studying a film and a novel

Researching a topic of your choice

Independent work & research at home

## ***What skills and abilities do you need to develop during those 2 years?***

Ability to translate both ways.

Ability to summarise ideas in French using listening and reading skills.

Ability to speak spontaneously.

Ability to analyse critically a film or novel.

Ability to work independently and conduct some personal research.

## ***What are the exams like?***

### **AS EXAMS**

LISTENING/READING/WRITING (Listening, Reading, Translation into English) - 1 hour 45 mins – 45% AS

WRITING (Translation into French, Essay on film) - 1 hour 30 mins – 25 % AS

SPEAKING (discussion of 2 sub-themes based on a stimulus card) - 12-14 mins – 30% AS

### **A LEVEL EXAMS**

LISTENING/READING/WRITING (Listening, Reading, Translation into English + Translation into French) - 2 hours 30 mins – 50% A Level

WRITING (1 essay on film + 1 essay on book) - 2 hours – 20 % A Level

SPEAKING (Discussion of 1 sub-theme based on a stimulus card + Presentation and discussion of individual research project) - 21-23 mins – 30% A Level

### **Exams content and skills required**

#### **LISTENING**

- multiple choice questions
- ticking the 3 correct statements (out of 8)
- writing a 90 word summary in French (with the guidance of 3 bullet points)
- answering questions in French

#### **READING**

- true/false/information not given exercise
- answering questions in French
- writing a 90 word summary in French (with the guidance of 3 bullet points)
- finding synonyms in the text

#### **TRANSLATION**

- translation from French to English
- translation from English to French

#### **WRITING**

critical analysis of the film and book

#### **SPEAKING**

- answering unseen questions
- asking the examiner 2 questions (seeking information or opinion)
- 2 min. presentation of individual research project, followed by a discussion

## Study skills



You will be expected to be an **active, engaged and independent learner**. This means taking part fully in lessons, completing work and correcting it when it is returned to you.

You should have access to a large **French-English dictionary** at home (translation sites are no substitute and frequently produce incorrect language) and should use it as a matter of course to look up / check spellings, genders and meanings. As an active learner you should be aware of your own strengths and weaknesses and aim to build on the former and improve the latter.

You will be set **homework/independent study tasks** pretty much after every lesson. You should also use your own **initiative** to review work and to get on with your own homework, research and independent consolidation. You are advised to spend the same amount of time on your homework / self-study as you do in teacher-led lessons. And of course, do not hesitate to ask us for extra support if needed.

Look at your **grammar skills**: what do you need to concentrate on? Make sure you feel confident using a range of tenses. There's no alternative: you must learn them, revise them, practise them, and use them at all times!

**Vocabulary learning** is absolutely essential and should become part of your regular routine. You will write down new words and phrases every lesson (and should do so without being prompted by your teacher). We advise you to write all new vocabulary in a special book (such as an address book) which you will bring to all lessons. LEARN & REVISE vocabulary regularly (one of the biggest barriers to success at A level is a failure to learn vocabulary regularly). You should develop over the next couple of years a huge bank of vocabulary!

In order to learn your verbs or new vocabulary, which one of these techniques could work for you?

- write the words down several times
- record yourself on phone, then play it to yourself
- learn words/sentences as rhymes, lyrics for a song
- visual / photographic memory
- map minding, spider diagrams
- bullet point /listing type of revision
- mnemonic devices (ie, MRS VANDERTRAMP)

Why not keep a **journal or diary**, in which you can lay down (en français, bien sûr!) your thoughts, feelings, ideas and/or write about your day, a film you've seen, a book you've read...

Through your study of the language, you are learning all the time about life in France and French-speaking countries. This will allow you to understand how French people see their world. Ideally, you are going to try to **immerse yourself completely in the language**: change your phone settings to French, message your fellow students in French, watch French films, listen to French music, read the news online in French... And of course, speak in French in the lessons! This will also make it more fun while helping you to reach the ultimate goal: **becoming fully bilingual!**

### ***What could this subject lead to in the future?***

Continuing a language to A Level allows you to **build on the progress** you have already made at GCSE. You will work individually, in groups and as a class **to communicate effectively and to improve your accuracy**. You will be encouraged to be an **active, independent learner** and to investigate the culture of France and other French-speaking countries.

Fewer and fewer people study languages as they are seen to be intellectually demanding. As a result, **there is more of a demand than ever for people offering language skills**. Although many foreigners learn and speak English well, there is no substitute for being able to communicate in someone's first language, both in business and in social circles.

### **Learning a language to A Level hones skills which are much sought after by future employers:**

Communication and Team work  
Presenting  
Analyzing  
Planning and Refining  
Organizing  
Learning and Applying Knowledge  
Awareness of other cultures

The obvious careers for languages students and graduates are as interpreters and translators. Careers in the diplomatic service and telecommunications also often require an aptitude for languages.

### **Other areas for possible careers:**

- teaching
- tourism
- business
- politics
- public relations
- human resources
- distribution or logistics management
- marketing
- publishing
- journalism
- accounting
- law ...

Check this website! <http://targetjobs.co.uk/careers-advice/degree-subjects-your-options/301040-what-can-i-do-with-a-modern-languages-degree>

## ***How can I get myself ready to start the course in September?***

You are about to have the longest summer holiday in your life so far!! So there is plenty of time to get your brain working and make a really good start to the course. Try and do something French-related regularly, so you keep your French alive during those weeks.

### **This is what you need to have done before school starts again in September.**

**You will have:**

- ✓ **bought all the necessary equipment and prepared your French A Level folder**
- ✓ filed your GCSE exercise books and other resources somewhere safe for future reference
- ✓ **watched the film “La Haine” and completed the prep work. See pages 8-9 of this document.**
- ✓ **created a verbs table in which you will have fully conjugated the 15 verbs below in the present, perfect, imperfect, future and conditional tenses: AVOIR, ÊTRE, ALLER, FAIRE, VENIR, RESTER, AIMER, VOIR, VIVRE, FINIR, SORTIR, PRENDRE, VOULOIR, POUVOIR, DEVOIR.**
- ✓ **Written 1 diary entry on a review of a film/play/show/concert/book that you have seen/read (summary of it, your opinions, would you recommend it etc)**  
**Please do not exceed 200 words.**
- ✓ **completed the grammar GCSE to A Level ‘transition’ work. See pages 10-14 of this document.**
- ✓ **listened to some French artists (having looked up the lyrics), watched French films, read books...**

Finally...

**A Level will be challenging but also a lot of fun and extremely rewarding!**

**We are here to guide you so please let us know if you have questions or problems we can help with. If you don't tell us then we can't help!**

**With good organisational skills, a bit of confidence, plenty of motivation and a lot of work, you will succeed!!**

Bon courage à toutes et bonnes vacances!

Prêtes? .... 1... 2 ... 3... Partez! 😊

Madame Nanuck

Juin 2024

## **Premier travail sur La Haine (été 2024)**

*Try to watch the film several times. You can make some notes as you watch the film. It is absolutely fine to rely on subtitles at first but try to listen to the French on subsequent viewings. You'll notice that the translations aren't always that close to the original!*

### **Après avoir regardé le film**

#### **Qs in English**

1. What are your very first impressions after having watched the film?

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2. What do you think of the opening credits?

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3. Who, do you think, is the film dedicated to? Who are those "who died"?

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4. Compare the beginning of the film to the end.

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#### **Qs en français**

1. Qui sont les personnages principaux? (mini portrait avec noms et description brève de leurs personnalités)

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2. Où se passe le film? Quand ?

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3. Est-ce que tu as aimé le film ? Si oui, pourquoi ? Si non, pourquoi pas ?

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4. Essaie de faire un résumé du film en 40 mots.

**Approfondissement**

**Travail de recherche**

1. Qui a réalisé ce film? \_\_\_\_\_

2. De quand date le film? \_\_\_\_\_

3. Est-ce que le film a eu du succès en France ? \_\_\_\_\_

4. Est-ce que le film a reçu des prix? Si oui, lesquels? \_\_\_\_\_

5. Que peut-on dire sur les acteurs ? \_\_\_\_\_

***Extra!***

*You could make a timeline of the major events that occur in the film.*

*You could also start thinking about the themes, characters, events, scenes and cinematic devices.*

# French GCSE to AS Transition Grammar Quiz

1) Indicate if the following articles are masculine (m), feminine (f) or both (b).

L'	Une	La	Le	Un	Les

2) Circle the indefinite articles and shade the definite articles.

L'	Une	La	Le	Un	Les
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3) Write the plural of these nouns.

frère \_\_\_\_\_ animal \_\_\_\_\_

biscuit \_\_\_\_\_ bijou \_\_\_\_\_

bateau \_\_\_\_\_ ordinateur \_\_\_\_\_

feu \_\_\_\_\_ sport \_\_\_\_\_

bus \_\_\_\_\_ œil \_\_\_\_\_

4) Translate the subject pronouns into English.

Je		Tu	
Il		Elle	
On		Nous	
Vous		Ils	
Elles			

5) What are the present tense endings of ER verbs?

Je		Tu	
Il/Elle/On		Nous	
Vous		Ils/Elles	

6) What are the present tense endings of IR verbs?

Je		Tu	
Il/Elle/On		Nous	
Vous		Ils/Elles	

7) What are the present tense endings of RE verbs?

Je		Tu	
Il/Elle/On		Nous	
Vous		Ils/Elles	

**8) Translate these verbs.**

Je fais \_\_\_\_\_ on va \_\_\_\_\_

Tu as \_\_\_\_\_ ils sont \_\_\_\_\_

Nous lisons \_\_\_\_\_ vous dites \_\_\_\_\_

Il prend \_\_\_\_\_ elle boit \_\_\_\_\_

**9) Write the correct reflexive pronoun in each space.**

- a) Ils \_\_\_\_\_ marient samedi prochain.
- b) Je \_\_\_\_\_ dispute.
- c) Le matin, elle \_\_\_\_\_ lève à sept heures.
- d) Nous \_\_\_\_\_ couchons après minuit.
- e) Il \_\_\_\_\_ détend le soir.
- f) Tu \_\_\_\_\_ 'ennuies pendant les cours d'histoire?
- g) Vous \_\_\_\_\_ promenez tous les jours avec le chien.

**10) Circle the modal verb in each sentence.**

- a) Je dois acheter un cadeau pour ma petite copine.
- b) C'est vrai que nous voulons faire du ski pendant l'hiver.
- c) On peut manger des sandwiches dans la salle de classe ?
- d) Tu veux jouer au foot samedi prochain ?
- e) Est-ce qu'elles peuvent aller au stade en bus ?

**11) Underline the auxiliary and circle the past participle.**

- a) Hier soir, j'ai chatté avec mes amis pendant super longtemps !
- b) Mon père a fini son travail à sept heures.
- c) Alex et Simon sont allés en France avec leurs parents.

- d) On a bu du vin rouge.
- e) Et toi, tu y es allé ?
- f) Nous avons attendu notre mère.

**12) Write the irregular past participle of these infinitives.**

Avoir	
Boire	
Devoir	
Dire	
Écrire	
Être	
Faire	
Lire	
Mettre	
Pouvoir	
Voir	
Vouloir	

**13) Match the form of être and the tenses.**

je sois	Present tense
ils seraient	Perfect tense
nous étions	Imperfect tense
tu es	Future tense
vous serez	Conditional
elles ont été	Subjunctive
elle avait été	The pluperfect

**14) Translate these negatives.**

- ne ... pas \_\_\_\_\_ ne ...que \_\_\_\_\_
- ne ... jamais \_\_\_\_\_ ne... guère \_\_\_\_\_
- ne ... plus \_\_\_\_\_ ne ... rien \_\_\_\_\_

**15) Traduis en anglais**

- a) Elle ne fume plus.
- b) Nous ne mangeons jamais de sucreries.
- c) Ils ne font guère d'efforts.

d) Je ne suis pas d'accord.

e) Tu ne lis que des bandes dessinées.

f) Je n'ai rien fait !

**16) Write the feminine form of these adjectives.**

Petit	
Mauvais	
Joli	
beau	
jeune	
ancien	
nouveau	
Bon	
vieux	

**17) Transform these adjectives into adverbs.**

rare \_\_\_\_\_

normal \_\_\_\_\_

probable \_\_\_\_\_

malheureux \_\_\_\_\_

lent \_\_\_\_\_

régulier \_\_\_\_\_

**18) Fill in the missing words.**

<i>masculine</i>	<i>feminine</i>	<i>plural</i>
mon		
		les
	cette	
		ses
lui		
un		
	de la	

19) Unjumble these questions and write them out correctly. There may be more than one possibility.

votre est préférée quelle musique ?

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France voyages en comment tu ?

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arrives quand collègue tu au ?

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quel préfères pantalon tu ?

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nouvelles que tu de chaussures penses mes ?

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20) Now translate the unjumbled answers from exercise 19 in English.

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