









# Welcome to A level French!

## Overview of Year 12

Date	Work covered
<p style="text-align: center;"><b>Half Term 1</b></p>  	<p><b>Topics covered</b> (the main grammar topics will be incorporated into the study of these topics)</p> <p><b>Teacher 1: Unit 5 – Contemporary French music</b></p> <ul style="list-style-type: none"> <li>• La diversité de la musique francophone contemporaine</li> <li>• Qui écoute et apprécie cette musique ?</li> <li>• Comment sauvegarder cette musique ?</li> </ul> <p><b>Teacher 2: Unit 2 – The « virtual » society</b></p> <ul style="list-style-type: none"> <li>• Qui sont les cybernautes ?</li> <li>• Comment la technologie facilite la vie quotidienne</li> <li>• Quels dangers la « cyber-société » pose-t-elle ?</li> </ul>
<p style="text-align: center;"><b>Half Term 2</b></p> 	<p>Finish any of the aspects of the above topics and:</p> <p><b>Teacher 1: Unit 4 – French heritage</b></p> <ul style="list-style-type: none"> <li>• Le patrimoine sur le plan national, régional et local</li> <li>• Comment le patrimoine reflète la culture</li> <li>• Le patrimoine et le tourisme</li> </ul> <p><b>Teacher 2: Unit 1 – The changing nature of the family in French speaking countries</b> (La famille en voie de changement)</p> <ul style="list-style-type: none"> <li>• Grands-parents, parents et enfants – soucis et problèmes</li> <li>• Monoparentalité, homoparentalité, familles recomposées</li> <li>• La vie de couple – nouvelles tendances</li> </ul>
<p style="text-align: center;"><b>Half Term 3/4</b></p>  <p style="text-align: center;">FESTIVAL DE CANNES</p>  <p style="text-align: center;">LES RESTAURANTS DU COEUR LES RELAIS DU COEUR</p>	<p><b>Teacher 1: Unit 6 – Cinema – the seventh art form</b></p> <ul style="list-style-type: none"> <li>• Pourquoi le septième art ?</li> <li>• Le cinéma – une passion nationale ?</li> <li>• Evolution du cinéma – les grandes lignes</li> </ul> <p><b>Teacher 2: start work on film study on “Au revoir les enfants” by Louis Malle</b></p> <p><b>Unit 3 – The role of volunteering in French society</b></p> <ul style="list-style-type: none"> <li>• Qui sont et que font les bénévoles ?</li> <li>• Le bénévolat – quelle valeur pour ceux qui sont aidés ?</li> <li>• Le bénévolat – quelle valeur pour ceux qui aident ?</li> </ul>

<p style="text-align: center;"><b>Half Term 5</b></p>	<p><b>Teacher 1: Aspects of French speaking society:</b>  <b>Current issues (Y13 topics):</b> marginalization  <b>Start literature study on “No et moi”</b>  <b>Teacher 2: Aspects of political life in the French speaking world:</b> Youth, right to vote and political engagement  <b>Continue film study on Au revoir les enfants</b></p>
<p style="text-align: center;"><b>Half Term 6</b></p> <div style="text-align: center;">  </div>	<p>Revision for oral and written end of year exams – includes a Paper 1, 1 essay on Au revoir les enfants and speaking exam consisting of stimulus cards.</p>

Preview for A Level students: in the Autumn term you will be studying current issues, such as immigration and social exclusion, including homelessness, supplemented by the novel “No et Moi” by Delphine de Vigan which is a contemporary book about the friendship between a young middle class girl and a homeless girl.

**You can find the textbook on Kerboodle: AQA French, A level, year 1 and AS. If you want to buy a book, the ISBN no is: 978-0-19-836688-1**

# **This pack contains activities to practise your French and the bridging work to be completed before you start your course in September:**

## **1) Get back into French in the summer term:**

Try some online French courses:

<https://www.elearningfrench.com/intermediate-french-course-online-free.html>

[https://www.edx.org/course?search\\_query=french](https://www.edx.org/course?search_query=french) (on ramp to APFrench, language and culture might be of interest as an online course)

The courses on offer by the Institut Français are also usually very good, but they are fee-paying.

### **Websites for reading/listening/culture**

<https://apprendre.tv5monde.com/fr> [This website contains a wealth of materials on different topics, just be aware that even their easiest level is already quite challenging. It would be a good idea to choose materials on some of the topics we are going to be studying, e.g. “youtubeurs” (Unit 2)]

<https://www.youtube.com/watch?v=XgAwDGvbe9w> [Easy French has short videos with subtitles which are quite fun – this one is about “Le confinement”.]

<https://www.lyricsgaps.com/exercices/view/8529/Beginner> [Reading exercises on classic French songs and there is a variety of levels available.]

<https://frenchcrazy.com/> [French language and culture]

<https://www.phosphore.com/> [French magazine for teenagers]

<https://www.1jour1actu.com/> [French news site directed at French children, but it is really useful, as the language is more accessible than normal news websites.]

Or something more fun: watch films in French (with French subtitles if possible!) or listen to a podcast:

You could go on the BBC website and check out their French series (usually available in French with English subtitles, such as the crime series Spiral on BBC4),

Also channel 4 series : <https://www.channel4.com/collection/walter-presents>

### **Some film suggestions** (a lot of these should be on Netflix):

- Demain tout commence
- Le dîner de cons
- Les choristes
- Qu’est ce qu’on a fait au bon Dieu
- Babysitting
- Les Intouchables
- Divines
- 10% (“Call my agent”)
- La forêt
- La Mante
- Crime: France, (the latter two are crime related, most of the others comedies)
- November 13

## Books

**Antoine de Saint-Exupéry: Le Petit Prince**

**Françoise Sagan: Bonjour tristesse** (quite challenging)

**Faïza Guène: Kiffe kiffe demain** – lots of French slang, so it would probably be good to download/buy the English translation as well.

If you have Kindle, there are quite a few Easy readers you can download, otherwise have a look at the French readers at the European Bookshop, the following website gives ideas for bilingual books which are a great way to access more challenging books:

<https://www.fluentu.com/blog/french/bilingual-books-french-english/>

## 2) Bridging work

Here is some specific work you should undertake to prepare for the course and hand in by September.

1) Please prepare **two presentations** on the following topics:

**a) A French speaking musician/singer/group (please note that the artist must sing in French):**

Give some personal details, their genre of music, give examples of a couple of songs and their themes, (e.g. il chante sur l'amour/la violence) include your opinion about his/her music. This should be typed and roughly 200 words. Please make sure to use a variety of vocabulary and verb tenses and use your own words as much as possible. It would be great if you could make a PowerPoint presentation with a shortened version of this, as we will start with the topic of Music in the French speaking world and you will be asked to present your musician to the class at some point, so provide some links for songs. You can choose traditional or modern artists and they can come from France or other parts of the French speaking world like Québec, Martinique, Senegal etc

**b) Describe a (real or imaginary) visit to a few monuments/tourist attractions/heritage sites in a French speaking country of your choice:**

Include some information about the sites and why they are famous. Feel free to use the French version of Wikipedia to help you with the language, but don't just copy and paste whole paragraphs. Lifting words and sentences is fine though. This should be 200 words (PowerPoint optional) This will help with the topic "Patrimoine". For reasons of variety we would advise against choosing the really common sights in Paris.

2) To make a good, confident start in September, it is very important that your understanding of the main GCSE tenses and other grammar points is secure. This is why we expect you **to revise French grammar**, before embarking on the French course. In the second week of the Autumn term there will be a **verb test** including the present, perfect, imperfect and future tenses of the **regular verbs** and the following very common **irregular verbs: avoir, être, aller, faire, prendre, vouloir, pouvoir, devoir.**

Adjective endings and object pronouns are among other grammar topics which you would hugely benefit from revising. If you are confident with the basic verbs, start work on other irregular verbs. You can find the lists in any dictionary or on the Internet.

There is a wealth of material on the net to help you revise and practise. For example, Languages Online has explanations as well as exercises and "French Grammar Central" has links to a number of other sites.

A good, comprehensive guide to grammar with lots of self-marking exercises can be found on:

<https://www.laits.utexas.edu/tex/>

In your **first lesson** we will ask you **to provide evidence of verb exercises and tables** of the verbs which you will be tested on. Feel free to compile a list with any questions that may arise during your grammar revision and send an email: [shau@newsteadwood.co.uk](mailto:shau@newsteadwood.co.uk), if you are having difficulty finding exercises or don't understand what it is you are meant to do. We very much value students who show initiative!

For further verb practice and translation practice, we would also like you to do the **translations below.**

### 3) La grammaire et la traduction

Voici quelques exercices de grammaire pour vous aider à vous préparer pour l'année 12.

Vous devez traduire les phrases proposées en français.

Bon courage !

#### Rappel grammaire : les temps en anglais

Présent	I do	Je fais
Présent progressif	I am doing	Je fais/je suis en train de faire
Futur simple	I will do	Je ferai
Futur proche	I am going to do	Je vais faire
Passé composé (perfect tense)	I did	J'ai fait
Imparfait	I was doing/ I used to do	Je faisais
Plus que parfait (pluperfect)	I had done	J'avais fait
Conditionnel	I would do	Je ferais

Infinitif	to do	faire
Participe présent	doing	faisant

## Exercices de traduction :

### ETRE :

I am the youngest in the family.

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.....

My mum will be furious if I don't tidy up my room.

.....  
.....

John was delighted to see you.

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When Jo was little, she was late (être en retard) every day.

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.....

If we were nicer, we would be happier.

.....  
.....

### AVOIR :

We have some pink flowers in our garden.

.....  
.....

Martine will have a baby next month.

.....  
.....

I had many problems at school.

.....  
.....

When I was young, we had a dog.

.....  
.....

If my family had more money, I would be happy.

.....  
.....

**ALLER :**

My parents/carers are going to the restaurant to see their friends.

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The girls will go to the shopping centre.

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.....

We went to France to spend some time with our family.

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.....

The children used to go to church every Sunday.

.....  
.....

If I went to school on Saturday, I would not be happy.

.....  
.....

**FAIRE :**

I am making a birthday cake in the kitchen.

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You will make some pancakes for your grandmother.

.....  
.....

The children made a sand castle on the beach.

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.....

We used to do our homework every day after school.

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.....

If you made a dress for Mary, she would be very pleased.

.....  
.....



**FINIR :**

I am finishing my breakfast quickly.

She will finish school in two months.

We finished our homework and went to the tennis club.

The boys were finishing their test when the teacher came in.

If you had finished your work, your mum would be happy.

**POUVOIR :**

I can come to your house in half an hour.

Marie will not be able to continue her studies.

You were able to go on holiday in March.

We used to be able to play with our friends every day.

If she had more time, she would be able to read more books.

**VOIR :**

John sees his children every month.

.....  
.....

I will see my friends next year.

.....  
.....

Last weekend we saw a French film.

.....  
.....

We used to have lunch with our grandparents/carers every Sunday.

.....  
.....

If you saw your poor grandmother, you would feel sad.

.....  
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