A-LEVEL **FRENCH**

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**Bienvenue!**

Congratulations on choosing to study French A Level. You have opened the door of opportunity! Studying French will enrich your life, giving you opportunities to travel abroad and to learn about different cultures and different ways of life. Studying a language will also enhance your life chances, as universities and employers tend to prefer candidates who can speak more than one language.

Did you know that linguists are better communicators and writers and have a better understanding of their own language too?

French is one of the most influential languages in the world and is spoken as a native language in more than two dozen countries on five continents. Depending on your sources, French is either the 11th or the 13th most common native language in the world, with 72 to 79 million native speakers and another 190 million secondary speakers.

Studying A Level French will enable you to learn the French language and will also help you to gain an in-depth insight into the cultural, social, political and artistic aspects of the French speaking country/countries you will study.

This booklet will help you make the jump from GCSE to A Level. It’s a big jump but don’t be daunted, just get started!

Bonne Chance!

**Course Outline**

We have created this booklet to help you prepare for September when you start your two-year French A-level course.

First of all, here is a link to the **course specification**: <https://www.aqa.org.uk/subjects/languages/as-and-a-level/french-7652>



Below are the **content of exams** (that you will take at the end of year 13) and the **course content** (the topics you will study over the next two years).

**Content of exams:**

* **Paper 1** - Listening, Reading and Writing + Translation (Fr to Eng and Eng to Fr)
	+ based on all topics studied in Years 12 and 13
	+ 2hrs 30 mins, 100 marks, worth 50% of A-Level
* **Paper 2** - Essay paper – written in French
	+ 2 x essays: 1 x book and 1 x film (approx. 300 words each)
	+ 2 hours, 80 marks, 20% of A-Level
	+ Film to be studied ‘La Haine’
	+ Book to be studied ‘Tartuffe’, Molière
* **Paper 3** – Speaking
	+ Detailed discussion of one topic card from all topics studied in Years 12 and 13
	+ Presentation and discussion on Individual Research Project (IRP)
	+ Max 16-18 mins, 60 marks, 30% of A-Level

**Year 12 topic content**

* **La famille en voie de changement – Changing trends regarding family**
* **La cyber-société – Cybersociety**
* **Le rôle du bénévolat – the role of volunteering**
* **Le patrimoine - Heritage**
* **La musique francophone contemporaine – Contemporary French music**
* **Le septième art - the Seventh Art (cinema)**

**Year 13 topic content**

**• Les ados, le droit de vote et l'engagement politique – Young people, the right to vote and political interest**

**• Manifestations, grèves – à qui le pouvoir ? – Protests, strikes – who has the power ?**

**• La politique et l'immigration – Politics and Immigration**

**• Les aspects positifs d'une société diverse – Positive aspects of a diverse society**

**• Quelle vie pour les marginalisés ? – The life of marginalised people**

**• Comment on traite les criminels – How criminals are treated**

Up to GCSE level, French is a skill-based subject. This means that rather than content, you have been learning how to understand written and spoken French, and how to communicate in written and spoken French.

**At A-Level, you are using the skills you have acquired during GCSE to study the topics above and to widen your cultural awareness of the Francophone society.**



Before September, we would like you to **keep working** on your French and to ensure you **consolidate** your knowledge of **grammar**.

**In order to work on your READING skills, you can use the following resources:**

[**1jour1actu**](https://www.1jour1actu.com/)provides brilliant resources for both reading and listening. Pick one of these suggested articles and read it through trying to understand the gist. You will not understand every single word and that is normal.

When there is one, you can complete the interactive quiz at the end to check your understanding.
Then try to write a short summary (50-70 words) of the article. Summarising is a new skill at A-Level so it would be useful to start getting your head around it.

Write the summaries in your simple GCSE vocabulary so it is written in your own words rather than copied from the articles.

Links to articles linked to Year 12 subject content:

[Famille](https://www.1jour1actu.com/france/loi-famille-80569)  [Technologie](https://www.1jour1actu.com/france/24-heures-sans-telephone-portable) [Bénévolat](https://www.1jour1actu.com/france/handicap-international-vivre-le-handicap-98901) [Patrimoine](https://www.1jour1actu.com/culture/des-ouvriers-batissent-un-chateau-fort-comme-au-moyen-age-74099) [Musique](https://www.1jour1actu.com/culture/qui-etait-johnny-hallyday-20850) [Cinéma](https://www.1jour1actu.com/culture/cannes-palme-d-or)



**In order to work on your LISTENING skills, you can use the following resources:**

**#** If you are subscribed to **Netflix** and/or **Amazon Prime**, here are links to lists of French-speaking films you will be able to watch on these platforms.
**Type ‘French’ in the search bar and you will find a lot of different films and TV series.**
*You can then add English or French subtitles depending on how you want to challenge yourself.*

**Ultimate list of French films on Netflix**: <https://frenchflicks.com/read-49/items/watch-french-films-on-netflix-2019.html>

**Ultimate list of French films on Amazon Prime**: <https://frenchflicks.com/read/items/the-best-french-films-on-amazon-prime.html>

**#** You can watch videos from [**1jour1actu**](https://www.1jour1actu.com/) – simple vocabulary, all sorts of topics related to current events
*You can also find the videos on YouTube and slow the speed down.*

[Bénévolat](https://www.1jour1actu.com/info-animee/comment-les-francais-s%C2%B9entraident-face-au-covid-19) [Technologie](https://www.1jour1actu.com/info-animee/comment-nouvelles-technologies-aident-personnes-handicapees) [Politique](https://www.1jour1actu.com/info-animee/a-quoi-ca-sert-un-maire) [Cinéma](https://www.1jour1actu.com/info-animee/qui-a-invente-le-cinema)

**#** Discover French music on **Spotify**: <https://open.spotify.com/search/musique%20francaise>

**#** Find a French song/band/artist you like and complete the gap-fills until you can complete ‘advanced’ (or even ‘expert’?!) [**https://lyricstraining.com/fr/**](https://lyricstraining.com/fr/)

**#** News and current affairs

* **News in Slow French**: <https://open.spotify.com/show/3sbOvAVL6IIdMjop1r4i1G>
* <https://www.1jour1actu.com/> ***watch at least one episode of news every week, making a note of ANYTHING you understand and ignoring what you don’t for now.***
* Start following at least 3 different French language news outlets on social media – aim to find some each from a range of French-speaking countries, or even a selection from each continent

**Grammar - *It is VERY important you are confident with GCSE grammar.***This includes the different tenses, as well as agreements (nouns, articles, and adjectives), using adverbs, pronouns, and some more complex structures.

To consolidate your Grammar knowledge, you can use:

**#** [**https://conjuguemos.com/**](https://conjuguemos.com/) **You will find instructions how to access it below.**



Click on use without account

Select French





Support and tasks to consolidate your knowledge of grammar

**Tasks:**

1) Below are grammar tasks for you **to complete for September**.
**Exercise 1 - adjectives**

**Complete the following sentences with the correct spelling of the adjective given in brackets:**

**1** Ils habitaient dans une (beau) maison (blanc).

**2** Nos (nouveau) vélos ont marché super bien.

**3** Son (ancien) équipe de foot ne gagne plus de matchs sans lui.

**4** Quels sont les (meilleur) endroits à visiter?

**5** Aujourd’hui nous avons vu un (vieux) homme aux cheveux

(long) et (gris).

Exercise 2 – comparatives & superlatives

**Complete the following sentences to convey the information given in brackets:**

**1** Mon frère est son copain. (taller than)

**2** Ces livres étaient ceux-là. (less interesting than)

**3** Les filles seraient peut-être les garçons? (better than)

**4** Est-ce que l’espagnol est le français? (as hard as)

**5** La peur des araignées la peur des serpents. (worse than)

**6** Ce lac est d‘Europe. (the deepest)

Exercise 3 – comparatives & superlatives continued

**Make every element of the following sentences plural:**

**1** Il était plus doué que sa sœur.

**2** La souris sera plus rapide que le chat.

**3** Cette pomme est aussi sucrée que la poire.

**4** Où serait le meilleur endroit pour moi?

Exercise 4 – possessive adjectives

**Insert the correct possessive adjective into each of the following:**

**1** (His) parents lui disent qu’il devrait nettoyer (his) chambre.

**2** (Their) voisins vont toujours en vacances en Italie ou en Espagne.

**3** (My) copine m’aidait souvent, mais jamais (her) frère.

**4** Un de (our) problèmes, c’était qu’on ne savait ni le nom de (their)

 rue, ni le numéro de (their) maison.

**5** Où as-tu trouvé (our) adresse email ?

Exercise 5 - prepositions

**Translate the following sentences into English. Beware of the literal translation – it may not always be appropriate:**

**1** Chez les adolescents, on voit souvent des problèmes de respect de soi.

**2** Le voleur a pris le passeport de la jeune fille dans la poche de son sac-à-dos.

**3** Je crois qu’ils vont partir en taxi pour l’aéroport vers deux heures.

**4** À mon avis, tu devrais faire des recherches avant de prendre ta décision.

**5** En tant que membre du comité, il a le droit de donner son opinion.

Exercise 6 – present tense irregular verbs

**Complete the following text in the present tense using the correct parts of the irregular verbs used:**

Je (vivre) en Angleterre, mais j’ (avoir) une tante qui

(vivre) en France. Elle (dire) qu’elle (devenir) de plus en plus

française. Elle nous (voir) souvent parce qu’on (aller) en

France presque chaque année à Noël. Le seul problème pour ma tante,

c’ (être) qu’elle (souffrir) de la chaleur, alors elle

(revenir) en Angleterre au mois d’août.

Exercise 7 – reflexive verbs (mixed tenses)

**Complete the following sentences with the correct tense of the verb given:**

**1** Quand elle elle tout de suite. (se réveiller,

se lever)

**2** Je crois que nous allons très bien. (s’entendre)

**3** Les enfants bien et puis ils commencent à

 . (s’amuser, s’ennuyer)

**4** Hier, mon père en . (se couper,

se raser)

**5** Ce soir on tôt parce qu’il faudra

tôt demain pour prendre l’avion. (se coucher, se lever)

Exercise 8 – perfect tense

**Insert the correct past participle to complete the following sentences, making it agree where necessary:**

**1** Nous avons (finir) très tard hier et puis nous sommes (partir).

**2** Les filles ont (décider) d’aller en ville où elles ont (voir)

des copains.

**3** Le professeur leur a (dire) d’écouter attentivement mais les élèves n’ont

pas (suivre) ses instructions.

**4** Elle est (monter) dans sa chambre et puis elle s’est

(se coucher).

**5** Quand j’ai (ouvrir) la porte, le chien est vite (sortir).

Exercise 9 – perfect tense continued

**Translate the following sentences:**

**1** She lived there for three years. (use *vivre*)

**2** They did not come back to make a cake.

**3** He has written a fantastic book.

**4** We washed in the village fountain.

**5** You wanted to continue with the story.

Exercise 10 – future tense

**Give the infinitive of the verbs being used in the future or immediate future tense in the following sentences:**

**1** Mon mari ne pourra pas venir avec nous en vacances cette année parce qu’il devra

aller à une conférence aux États Unis.

**2** Ma fille n’aura pas le temps de finir ses études si elle veut suivre son copain et aller

en Australie cette année.

**3** Je vais voir mon beau-père bientôt mais on ne fera pas grand’chose ensemble

parce qu’il sera très préoccupé avec les affaires de son entreprise.

**4** Mon frère ne se mariera pas avec son partenaire parce que, pour l’instant, il préfère

simplement se pacser avec lui. Ils vont se marier plus tard.

**5** Quand on ira en Espagne, l’année prochaine, il y aura peut-être des problèmes à la

frontière, parce que mon demi-frère n’a pas de passeport.

Exercise 11 – conditional tense

**Underline the verbs and say whether they are in the present, future, imperfect or conditional tenses, then translate the sentences:**

**1** Quand ma mère va au supermarché, elle oublie toujours sa liste.

**2** Quand on verra ta sœur, on fera la connaissance de son petit ami.

**3** Il y aura beaucoup de monde à la fête du village s’il ne pleut pas.

**4** Si on voulait visiter le chateau, on pourrait y aller cet après-midi.

**5** Qu’est-ce que tu ferais si tu gagnais à la loterie?

Exercise 12 – conditional tense continued

**Translate the following sentences into French:**

**1** I will go to the States when I have enough money.

**2** When he sees the gift he will be so happy.

**3** If we looked on the Internet, we would discover lots of information.

**4** His parents always tell him to be careful when he uses his mobile phone.

**5** She would do better, if she followed your advice.

**6** What could we do, especially when there were so many people?

Exercise 13 - negatives

**Rewrite the following sentences in the negative, replacing any underlined phrases and making any adjustments necessary:**

**1** Elle fait beaucoup de choses aujourd’hui. (ne…rien)

**2** Le Monsieur désire prendre cette chambre. (ne…point)

**3** On a toujours voulu visiter la Russie. (ne…jamais)

**4** Ils mangent des fruits et des légumes. (ne….que)

**5** Ils boivent du vin et de la bière. (ne…ni…ni)

Exercise 14 – negatives continued

**Make the following sentences negative, using the words given in brackets and making any necessary adjustments:**

**1** Je lui ai parlé. (ne ….jamais)

**2** La fille va me l’envoyer plus tard. (ne…pas)

**3** (Ces enfants) On les verra. (ne….plus…jamais)

**4** (La vérité) Tu la lui as dit hier soir. (ne…pas)

**5** (Les règles) Nous devrons les leur expliquer. (ne….rien)

2) Fact sheet about France:

Make a list of interesting facts (in English or in French) about France or any French-speaking country, ready to share with the class in September.

*This could include popular food and drinks, celebrities, Geography, History, Music or Cinema.*

|  |  |
| --- | --- |
| *1* |  |
| *2* |  |
| *3* |  |
| *4* |  |
| *5* |  |
| *6* |  |

3) La politique française

1. Qui est le président de la France ?

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1. Il a été élu quand ?

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1. Il représente quel parti politique ?

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**Research the different political parties, their ideas, leaders etc.**

|  |  |
| --- | --- |
| **En Marche !** |  |
| **Les Républicains** |  |
| **Le Parti Socialiste** |  |
| **Le Front National** |  |

4) La Haine

1. Regardez la bande annonce et prenez des notes: de quoi parle le film, c’est quel genre de film, est ce qu’il y a quelque chose de surprenant…etc? <https://www.youtube.com/watch?v=FKwcXt3JIaU>
2. Faites des recherches au sujet de **Makomé M’Bowolé**. Écrivez les points principaux en français.
3. Regardez la scène et répondez aux questions : <https://www.youtube.com/watch?v=j-85Q3F1WrU&safe=active>
Le rôle des femmes et des filles dans La Haine
	1. Quels sont les personnages féminins principaux ?
	2. Comment sont présentées les sœurs de Vinz et de Saïd ?
	3. Quelle est la relation entre les frères et les sœurs ?
	4. Comment expliques-tu le rôle des femmes dans cette scène ?

**Careers:**

Languages offer so many opportunities for career as well as supporting your application to some of the best universities. There are many jobs in which languages are an obvious must, such as translator, interpreter, travel & tourism, teaching…etc. However, there are also so many “non-obvious careers” that use and require languages, click on the links below to discover just how many doors languages can open for you in your future!

[Border Force Officer | Explore careers|National Careers Service](https://nationalcareers.service.gov.uk/job-profiles/border-force-officer)

[Secret Service Personnel | Explore careers | National Careers Service](https://nationalcareers.service.gov.uk/job-profiles/security-service-personnel)

[Business Development Manager | Explore careers |National Careers Service](https://nationalcareers.service.gov.uk/job-profiles/business-development-manager)

[How to become a Humanitarian Worker: Camilla's story](https://www.bbc.co.uk/bitesize/articles/zrd7vk7)

[How to become a Corporate Social Responsibility coordinator: Ben's story](https://www.bbc.co.uk/bitesize/articles/zm8rhbk)

[How to become a Company Director: Wasim's story](https://www.bbc.co.uk/bitesize/articles/z4dm92p)