



# A Level **French**

## INFORMATION BOOKLET

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## INDEPENDENT SUMMER TASKS

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**“Celui qui ne connaît  
pas les langues  
étrangères ne sait rien  
sur lui-même.”**



Johann Wolfgang von Goethe,

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First of all we are delighted to see you here today to help you make the right choices for your A-Levels. An A-level in French is seen as a very desirable subject by universities.

Having an A-Level in a language shows you are a competent linguist and is sought-after by employers in all spheres of work. It is more than just a qualification though, and we hope that it will be the catalyst for exploring the language, culture and history of the French-speaking world.

There are more French-speaking countries (France, Belgium, Switzerland, Luxembourg, Monaco) in Europe than any other language and globally it is one of the most spoken languages. The French language, culture, law, politics, history and society have influenced the development of other societies around the world.

Learning a language at A-Level helps you really become an independent, confident language speaker. It is challenging, but speaking a language at this level will be a huge asset to you in whatever path you follow.

Bon courage!

**Fais de ta vie un rêve,  
et d'un rêve, une réalité.**

Antoine de Saint Exupéry

# INDEPENDENT PREPARATION FOR THE COURSE

Tasks for September are 1-3 below

1) **Film Choices.**

We are likely to be studying 'Un Long Dimanche de Fiançailles'. Watch the film and try to summarise it in French.

2) **Write a short text (100 – 150 words)** in response to the following question: '*Pourquoi as-tu choisi d'étudier le français?*' You could reflect on your previous experiences of studying French your hopes for the course and plans for the future. Check the accuracy of your work carefully and try to use a range of different language structures. Be as creative as you like!

3) **Look at any 5 of the following useful websites to prepare for the A Level course in September:**

## Listening

[www.euronews.net](http://www.euronews.net)

Select language 'français' and then choose from a wide variety of News videos.

[www.20minutes.fr/](http://www.20minutes.fr/)

[fr.news.yahoo.com/](http://fr.news.yahoo.com/)

[www.radiofrance.fr](http://www.radiofrance.fr)

<http://www.zut.org.uk/advanced/year12.html>

## Grammar

[www.swarthmore.edu](http://www.swarthmore.edu)

- French
- Links and resources
- Grammar

<http://fog.ccsf.cc.ca.us/~creitan/grammar.htm>

[http://www.nelsonthornes.com/secondary/modern\\_lang/ap/default.html](http://www.nelsonthornes.com/secondary/modern_lang/ap/default.html)

- grammarNet

<http://atschool.eduweb.co.uk/stpmlang/languages.htm>

- interactive exercises

[www.languagesonline.org.uk](http://www.languagesonline.org.uk)

<http://www.columbia.edu/~ab410/drills.html>



## Reading

[www.bbc.co.uk/languages/french/news](http://www.bbc.co.uk/languages/french/news)

The best place to start is the BBC's languages web-pages. Choose the "**reportages**" link to find articles with a variety of reading exercises. The articles are archived into topic areas that relate to the AS and A level syllabus.

Some of them include audio clips so you can base your listening task on the same topic.

[www.lemonde.fr](http://www.lemonde.fr)

French daily newspaper. The website gives you access to all of the day's news articles.

[www.lefigaro.fr](http://www.lefigaro.fr)

French daily newspaper. The website gives you access to the day's news articles although you may require a subscription to view the majority of the articles in full.

[fr.news.yahoo.com/](http://fr.news.yahoo.com/)

**Vocabulary and Grammar:** [www.languageperfect.com](http://www.languageperfect.com)

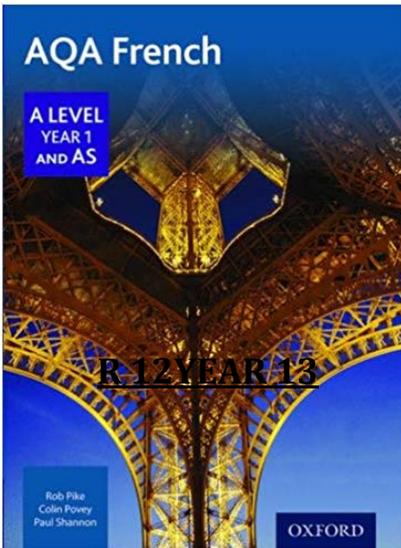
## MATERIALS AND RESOURCES

We recommend that you purchase the following resources for use during your A-Level.

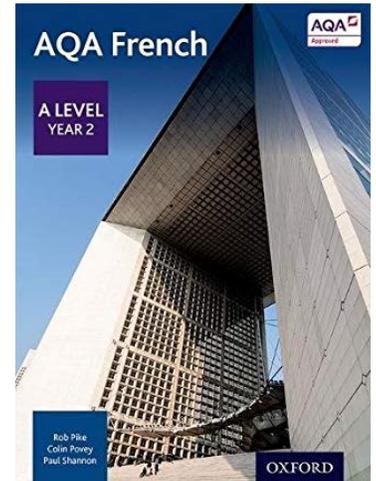
- ✚ At Arden, we study using **AQA Textbooks**. We ask our students to purchase Year 1 book in Year 12 before starting in September. It is essential that students bring their textbook to every lesson. We have found very useful when students take notes or stick post-it notes in them. Students will also have the digital version **Kerboodle.com** and will be provided with a Username and Password at the start of the academic year.
- ✚ A Level and AS French – Grammar and Translation Workbook (Oxford by Steve Harrison). We will use this for the Flipped Learning schedule.
- ✚ Mot à Mot New Advanced French Vocabulary book (for vocab revision and consolidation)
- ✚ French Verb Wheel (to help you look up verbs and tenses more quickly)
- ✚ Collins Robert or Oxford Hachette French Dictionary
- ✚ A folder with file dividers (see p.1)

We will provide you with an exercise book, booklets for the film and book as well as specimen task booklets, a vocab and grammar book and a free Language Perfect account

### YEAR 12



### YEAR 13



# LESSONS AND LEARNING EXPECTATIONS

What are lessons like?

In lessons you will come across a wide range of activities which will test your developing language skills. You might give presentations, take part in debates and role plays as well as more complex listening and reading texts. Often you will be looking at how issues relate to society in France or a French-speaking country. Recent events that we have covered include 'Les Gilets Jaunes' and the rise of Marine Le Pen.

In addition to lessons you will also have **opportunities to speak French 1 to 1 or in a very small group each week.**

In 6th form you will be taking more initiative in organising your own studies. As well as set homework you will have self-study packs which we call "**Flipped Learning**" to help you with all your language skills, to broaden your general knowledge of Political and Cultural aspects of France and Francophone countries as well as developing ways to enrich your independent learning.

Use your private study time to develop your independent study skills (not just to complete homework!). Use online resources such as Kerboodle for **explicit exam practice**, or for more general information read French newspapers or blogs. Useful links can be found at the end of this document.

## **Learning outside of the Classroom**

We offer debates competitions, Business Language Champions, European Young Translators Competition and other themed days in French. It has proven to enhance and supplement any thinking and speaking skills. In addition we could help you to organise work experience in a French speaking country.



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## ORGANISING YOURSELF AND YOUR STUDY FOLDER

A well organised file is the key to success at A-Level French. If you keep to these guidelines you will have no difficulty in keeping yourself prepared for lessons and keeping up with what is expected of you. Please label your file dividers as follows:

### Topics to be covered in Year 12:

#### **i) Aspects of French-speaking society: current trends**

- a) Family and relationships (marriage, partnerships, what is a 'perfect parent'?)
- b) New Technology (how does technology help your life? Could you survive without the internet? Risks and dangers of our 'cyber society')
- c) Volunteering (Why help out? What's in it for the volunteer?)

#### **ii) Aspects of French-speaking society: current issues**

- a) France and its culture – a country proud of its heritage)
- b) Contemporary music in France (how can we protect authentic French music? Why listen to French rap, rock and pop, Rn'B, dance?)
- c) Cinema – the '7<sup>th</sup> art' (the importance of French cinema in the global world. What makes a great French film?)

#### **iii) Grammar:**

Each week you will be asked to do specific 'flipped learning' exercises for grammar or another skill from the A-Level French and AS Grammar and Translation Workbook'.

#### **iv) Oral work & oral exam preparation**

- ✓ When you are given hand outs, please ensure that they are filed in the appropriate section of your folder. If you miss a lesson for any reason, it is your responsibility to get a copy of anything handed out.
- ✓ It is essential that you bring your file to every lesson.
- ✓ It is your responsibility take good care of the text books you are given. They must be returned to school at the end of the course in the *same state* that they were given to you, so you may wish to cover them. The text book is:

📍 AS AQA French A Level Kerboodle– Year 1 & AS (Oxford)

**La vie ce n'est pas  
d'attendre que les  
orages passent, c'est  
d'apprendre à danser  
sous la pluie...**

*gk91*

- ✓ Your teacher will tell you which books you will need for each lesson. In general you will need the AS AQA book for every topic lesson, and the grammar and vocabulary books can be used at home, to supplement your class work.
- ✓ Use your private study time to develop your independent study skills (not just to complete homework!). Use online resources such as Kerboodle for explicit exam practice, or for more general information read French newspapers or blogs. Useful links can be found at the end of this document.
  - My Kerboodle Log-in: \_\_\_\_\_
  - My Kerboodle Password: \_\_\_\_\_

## Film and French Literature

In lessons, we will study a classic modern film – *Un Long Dimanche de Fiançailles* (2004)– in years 12 and 13 and a modern French novel – Delphine de Vigan ‘*No Et Moi*’-in year 13.



We will discuss the aspects of each pieces and relate it to topics that we learn during the 2 years. This is a great way to develop oral and written structured discussions.

What is my Point?

Where is my Evidence?

What is my Analysis?

Drawing conclusions from your arguments is a Key Skill for A-Level French.

## ASSESSMENTS:

We have a number of key assessments in French which will initially be in Listening, Reading, and Translation. You will be able to use your own headphones with a computer for the Listening, so that you can listen to the material as many times as you like within a specific time limit. Later on the year you will be expected to do speaking and written essays (based on the film).

You will be given feedback with strategies to improve for the next assessment.

## EXAMS AND ASSESSMENTS

We will be taking all of **our exams at the end of the two years**, so at the end of Year 13.

These will consist of:

**Paper 1: Listening, Reading and Writing (Reading, Listening and Translation paper covering all of the topics from the two years. )**

**Duration: 2 hours 30 minutes; total raw mark: 100**

**Paper 2: Writing** (You write two essays on the film and book you have studied, as well as doing an English to French translation.)

**Duration: 2 hours; total raw mark: 80**

**Paper 3: Speaking** (discussions of 1 of the topics you have studied, entitled a *Stimulus Card*, as well as your *Independent Research Project* which you will undertake over the course of the two years.)

**Duration: 21–23 minutes; total raw mark: 60**

During Year 12 you will also have series of assessments and mock exams in order to prepare you and also ensure your progress. For the essay it is important to check for grammatical accuracy. The following ideas should be helpful.

**Check verbs-** tense & person + endings, **check adjectival agreements** and remember you want to try to include a **variety of structures and tenses eg:**

- 👉 En ce qui me concerne
- 👉 Impersonal 'on' and 'il' phrases, e.g. on peut dire que, on dit que, il faut dire que
- 👉 Adverbs : probablement
- 👉 Negative, e.g. ne.....pas, ne....jamais (never), ne....que (only), ne .....rien (nothing) , ne.....personne (nobody), ne.....ni.....ni (neither....nor), ne.....aucun(e) (not a single), ne.....guère (scarcely/hardly)
- 👉 Advanced opinions: Je dirais que, il va sans dire que, pour ma part, en ce qui me concerne

***Check spellings and remember you are in control – it's your opportunity to shine and show the progress you've made since GCSE- if you know something is incorrect –do not use it!***

## WHAT CAN I DO TO BE READY FOR THE COURSE AND SUBSEQUENT ASSESSMENTS?

- 🍌 Revise key vocabulary from the topics covered throughout the year (see below) but it is also a good idea to look over GCSE vocabulary too.
- 🍌 Revise verbs, tenses and grammar points covered for GCSE.
- 🍌 All vocab is listed in Kerboodle and you will have a vocabulary booklet.
- 🍌 Use useful revision sites (look at the sites listed at the end of this booklet)

## TIPS ON HOMEWORK

### WHAT CAN I DO TO REVISE?

- 🍌 Revise key vocabulary from the topics covered throughout the year (see below) but it is also a good idea to look over GCSE vocabulary too.
- 🍌 Look through previous Listening, Reading and Writing practice, especially past papers.
- 🍌 Revise verbs, tenses and grammar points covered this year (see list below)
- 🍌 Use your grammar notes
- 🍌 Use useful revision sites (look at the sites listed at the end of this booklet)

## **IMPORTANT NOTE FOR HOMEWORK AND FLIPPED LEARNING**

- All homework must be completed for the due date and all tasks completed/attempted.
- It must be referenced appropriately: student's name, date, chapter title/grammar point studied, page and exercise number, name of teacher concerned.
- Once **feedback** has been given from teacher, **action must be taken by students** to correct their own mistakes (this must be done in a different colour pen).
- All homework must be filed appropriately in your French folder or written in your French exercise book.
- **Independent learning must be completed regularly** in your grammar workbook or filed in your French folder.
- All written work in French must be proof-read: Please check the following
  - spellings
  - accents
  - adjectival agreements
  - verb endings
  - tenses
  - word order
- Once feedback has been given from teacher, action must be taken by students to correct their own mistakes (this must be done in a different colour pen).

## **GRAMMAR**

- 🍌 Nouns
- 🍌 Quantifiers/Intensifiers
- 🍌 Adjectives
- 🍌 Comparisons  
(plus....que/moins...que)
- 🍌 Possessives (mon/ma/mes)
- 🍌 Adverbs (plus vite)
- 🍌 Pronouns (il/elle/je/on)
- 🍌 Prepositions  
(à côté de, en face de)
- 🍌 Conjunctions  
(parce que/car/puis)
- 🍌 Negatives (see list above)
- 🍌 Subjunctive mood (bien que/il semble que)
- 🍌 Verbs – regular, irregular, reflexives, perfect, future, conditional, imperfect, pluperfect and future perfect, future conditional, passive)

## USEFUL ESSAY TERMINOLOGY



### ★ INTRODUCTORY REMARKS

|   |  |
|---|--|
| D'abord   | <i>First of all</i>                            |
| En premier lieu                                       | <i>First(ly)</i>                               |
| Deuxièmement  | <i>Secondly</i>                                |
| Je vais/On va..... discuter                           | <i>I am going/ we are going to talk about/</i> |
| On va..... étudier/examiner                           | <i>We are going to examine/ study</i>          |
| Le réalisateur, que j'ai étudié, s'appelle..          | <i>The director I studied is called...</i>     |
| La question est donc de savoir...                     | <i>The question therefore is</i>               |
| Ce que je trouve le plus intéressant, c'est...        | <i>What I find most interesting is...</i>      |
| Il faut se demander si                                | <i>We have to ask ourselves whether...</i>     |
| On doit considérer deux aspects                       | <i>We have to consider two aspects</i>         |
| Il faut considérer les avantages et les inconvénients | <i>We have to weigh the pros and cons</i>      |
| Il est bien connu que                                 | <i>It is well known, that...</i>               |

### ★ PERSONAL COMMENTS

|                           |                                       |
|---------------------------|---------------------------------------|
| A mon avis/selon moi      | In my opinion                         |
| En ce qui me concerne     | As far as I am concerned              |
| Quant à moi/ Pour ma part | As for me                             |
| A mon sens                | As I see it                           |
| Il me semble que          | It seems to me that (not subjunctive) |
| Il semble que             | It seems that (+ subjunctive)         |
| J'estime que              | I consider that                       |
| Je soutiens que           | I maintain that                       |
| Je suis d'avis que -      | I'm of the opinion that               |

|                                    |                     |
|------------------------------------|---------------------|
| Je suis persuadé que/convaincu que | I am convinced that |
| Je pense que/J'estime que          | I think that        |
| Je crois que                       | I believe that      |
| Je trouve que                      | I find (that)       |
| Je suis certain/sûr que            | I am sure that...   |
| Je dirais que                      | I would say that... |

★ IMPERSONAL EXPRESSIONS

|                                     |  |
|-------------------------------------|--|
| Mieux vaut faire X que de faire Y - | <i>It is better to do X than to do Y</i> |
| Il est évident que                  | <i>It is obvious that...</i>             |
| Il est hors question que            | <i>It is unquestionable that...</i>      |
| C'est un argument de poids          | <i>it's a forceful argument</i>          |
| Il y a bien des mérites à faire -   | <i>There's a lot to be said for</i>      |

★ CAUSE AND EFFECT RELATIONSHIPS

|                        |                                |
|------------------------|--------------------------------|
| Par conséquent         | Consequently                   |
| Donc                   | Therefore                      |
| Pour cette raison      | For this reason                |
| C'est à dire           | That is to say / namely        |
| D'ailleurs             | Besides                        |
| puis                   | Then                           |
| car                    | For (in sense of because)      |
| étant donné que        | Given that                     |
| puisque                | since (in sense of because)    |
| Cet exemple montre que | This example proves that...    |
| Il va sans dire que    | It goes without saying that... |

|  |  |
|--|--|
| Néanmoins/ quand même<br>(il) reste que<br>pour autant<br>quoi qu'il en soit | Nevertheless<br>the fact remains that<br>for all that<br>be that as it may |
|--|--|

★ **CONTRADICTING**

|   |   |
|---|---|
| Mais<br>pourtant<br>par contre<br>De toute façon<br>D'une part<br>D'autre part<br>Bien que + subjunctive<br>malgré<br>en effet<br>comparé à/par rapport à | <i>But</i><br><i>However</i><br><i>On the contrary</i><br><i>Actually</i><br><i>On one hand...</i><br><i>On the other hand</i><br><i>Although</i><br><i>Despite .....</i><br><i>In fact</i><br><i>Compared to</i> |
|---|---|

## ★ CONCLUSION

|                             |  |
|-----------------------------|--|
| Pour conclure/en conclusion | <i>In conclusion</i>                     |
| En guise de conclusion      | <i>To sum up</i>                         |
| Enfin                       | <i>Finally</i>                           |
| Bref                        | <i>In short</i>                          |
| En somme                    | <i>All things considered</i>             |
| Comme j'ai expliqué         | <i>As I have explained</i>               |
| Comme j'ai noté             | <i>As I have stated</i>                  |
| On peut conclure que        | <i>We can conclude that...</i>           |
| A la suite de               | <i>As a result of</i>                    |
| Cela revient à dire que...  | <i>This boils down to saying that...</i> |