

Français (AS and A-level)

**Subject context**

French A level includes topics which look at society, culture, history and politics in the Francophone world. By the end of the A-level you will be fluent in spoken French and will be able to understand and translate spoken and written French, as well as read extensively and write analytical essays in the target language. It is an excellent A-level, highly valued by universities, and lessons are varied and interactive, covering a wide range of language-learning activities. By learning French at a higher level you are opening up many exciting opportunities all over the world.

Please purchase a copy of Complete French grammar before the start of term [Practice Makes Perfect: Complete French Grammar, Premium Fourth Edition (NTC FOREIGN LANGUAGE): Amazon.co.uk: Heminway, Annie: 9781260463170: Books](https://www.amazon.co.uk/Practice-Makes-Perfect-Complete-Grammar/dp/1260463176/ref=sr_1_1?crid=OV27TC83I1XG&keywords=complete+french+grammar&qid=1687519278&s=books&sprefix=Complete+French%2Cstripbooks%2C95&sr=1-1)

This is also available second-hand from World of Books or Good reads at a cheaper price.

**What will I study?**

|  |  |
| --- | --- |
| **Theme 1** | Aspects of French-speaking society: current trends (AS) |
| **Theme 2** | Artistic culture in the French-speaking world (AS) |
| **Theme 3** | Aspects of French-speaking society: current issues (A2) |
| **Theme 4** | Aspects of political life in the French-speaking world (A2) |

You will also study a film in AS and a book in A2 as cultural options and do an independent research project

**A-level MFL Work Organisation**

* **All students to use a lever arch folder to keep work organised. You may wish to keep grammar notes in a separate folder**
* **Organise your folder to include separate sections. The following is a suggestion:**

1. Summary details of the course to be kept at front
2. Year 1 Topics sections –

Theme 1 – Aspects of French-speaking society divided into 3 main sections:

* The Changing State of the Family (La famille en voie de changement)
* The Digital World (La cybersociété)
* Volunteering (Le bénévolat)

Artistic Culture in the French-speaking world divided into 3 main sections:

* Heritage (Le Patrimoine)
* Contemporary French music (La musique francophone contemporaine)
* The Seventh Art (Le septième art)

1. Cultural studies section (Film/literature topic)
2. Grammar section – useful to divide this into appropriate sections
3. Speaking section – examples of stimulus material, work with the Foreign Language Assistant
4. Vocabulary section – do this how you wish e.g vocab booklet/vocab sheets
5. Exam skills and practice papers

**Circle

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**Activité 1: Grammar revision**

Paper 1 of the A-level contains tests on listening, reading and translation. You need a good knowledge of grammar to do well in this paper.

1 hour

Fill in the key present tense verbs below. You can find these online by following this link [French verbs conjugation - French verbs conjugator (the-conjugation.com)](https://www.the-conjugation.com/french/)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **infinitive** | **je / j’** | **Tu** | **il / elle/on** | **nous** | **vous** | **ils/elles** |
| jouer | joue | joues | joue | jouons | jouez | jouent |
| 1 regarder |  |  |  |  |  |  |
| 2 finir |  |  |  |  |  |  |
| 3 attendre |  |  |  |  |  |  |
| 4 aller |  |  |  |  |  |  |
| 5 faire |  |  |  |  |  |  |
| 6 pouvoir |  |  |  |  |  |  |
| 7 venir |  |  |  |  |  |  |
| 8 devoir |  |  |  |  |  |  |
| 9 être |  |  |  |  |  |  |
| 10 avoir |  |  |  |  |  |  |

Conjuguez le verbe correctement.

1. Je (**aller**) ………………………… regarder la télé ce soir.
2. Elles en (**avoir**) ………………………… assez de la télé-réalité.
3. Des stars (**être**) ………………………… obligées de vivre ensemble.
4. Vous (**prendre**) ………………………… des décisions difficiles.
5. J’ (**avoir**) ………………………… la télé sur mon portable.
6. Nous (**devoir)** …………………….partir de bonne heure.
7. Il (**devenir**) ………………………… impossible de choisir parce qu’on (**avoir**) ……………

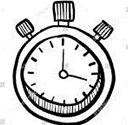
un très grand choix d’émissions.

1. Qu’est-ce que tu (**faire**) ………………………… samedi soir? J’espère que

tu ne (**aller**) ………………………… pas encore regarder la télé.

**Traduis ce paragraph en français :**

Social networks are very popular amongst young people. Adolescents spend hours every day. Parents can become frustrated because their children watch and make Tik Tok videos in their spare time. However social networks are also beneficial. They encourage creativity and enjoyment. Most of all when young people are lonely it is very easy to communicate with a friend.



**Activité 2:** L’un des thèmes de la première année c’est la famille en voie de changement.

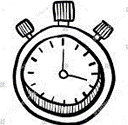
1 hour

Ici vous allez écouter un reportage sur le mariage homosexuel dans le monde. Il y a une série d’activités interactives à faire. Complétez tous les exercices interactifs et ensuite trouvez le vocabulaire ci-dessous dans le reportage.

[Le mariage homosexuel dans le monde | Apprendre le français avec TV5MONDE](https://apprendre.tv5monde.com/fr/exercices/b1-intermediaire/le-mariage-homosexuel-dans-le-monde)

Complétez le tableau de vocabulaire en utilsant des mots du reportage.

|  |  |  |  |
| --- | --- | --- | --- |
| Anglais | Français | Anglais | fçranais |
| A referendum |  | Homophobic laws |  |
| Not widely spread |  | A crime |  |
| To take the step |  | The death penalty |  |
| Forward-looking |  | The world population |  |
| LGBT rights |  | Have access to |  |

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**Activité 3: Faites des recherches:**

1 hour

One of the topics in Year 12 is “Le patrimoine” (Heritage). There are 41 Unesco world heritage sites in France itself. Here is a list of some of them. Choose one of these sites, do some research on it in English or French and then produce an A4 poster IN FRENCH about your chosen site. Bring your poster to the first French lesson in September. There will be a prize for the best 2 posters!

Culturel (39)

* [Abbaye cistercienne de Fontenay](http://whc.unesco.org/fr/list/165) (1981)
* [Arles, monuments romains et romans](http://whc.unesco.org/fr/list/164) (1981)
* [Basilique et colline de Vézelay](http://whc.unesco.org/fr/list/84) (1979)
* [Beffrois de Belgique et de France](http://whc.unesco.org/fr/list/943) (1999,2005)
* [Bordeaux, Port de la Lune](http://whc.unesco.org/fr/list/1256) (2007)
* [Cathédrale d'Amiens](http://whc.unesco.org/fr/list/162) (1981)
* [Chemins de Saint-Jacques-de-Compostelle en France](http://whc.unesco.org/fr/list/868) (1998)
* [Cité épiscopale d'Albi](http://whc.unesco.org/fr/list/1337) (2010)
* [Coteaux, Maisons et Caves de Champagne](http://whc.unesco.org/fr/list/1465) (2015)
* [Grotte ornée du Pont-d’Arc, dite Grotte Chauvet-Pont-d’Arc, Ardèche](http://whc.unesco.org/fr/list/1426) (2014)
* [Juridiction de Saint-Émilion](http://whc.unesco.org/fr/list/932) (1999)
* [Les Climats du vignoble de Bourgogne](http://whc.unesco.org/fr/list/1425) (2015)
* [Mont-Saint-Michel et sa baie](http://whc.unesco.org/fr/list/80) (1979)
* [Palais et parc de Fontainebleau](http://whc.unesco.org/fr/list/160) (1981)
* [Pont du Gard](http://whc.unesco.org/fr/list/344) (1985)
* [Provins, ville de foire médiévale](http://whc.unesco.org/fr/list/873) (2001)
* [Sites préhistoriques et grottes ornées de la vallée de la Vézère](http://whc.unesco.org/fr/list/85) (1979)
* [Strasbourg, Grande-Île et *Neustadt*](http://whc.unesco.org/fr/list/495) (1988,2017)
* [Val de Loire entre Sully-sur-Loire et Chalonnes](http://whc.unesco.org/fr/list/933) (2000)
* [Ville fortifiée historique de Carcassonne](http://whc.unesco.org/fr/list/345) (1997)

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**Activité 4: Stimulus card**

1 hour

During your speaking sessions with the French assistant you will be practising stimulus cards on the topics. Have a go at the example below. Answer the 3 questions in French. If you want, you could record yourself giving your answers in French. Then send your recording as an mp3 file to [sarago@richuish.ac.uk](mailto:sarago@richuish.ac.uk) Don’t worry – I’m not marking this but it’s a good way of practising your accent before September!

Text

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QUESTIONS:

1. Que dit-on ici sur l’utilisation de la technologie chez les adolescents?
2. Quels sont, selon vous les avantages et les inconvénients de la technologie?
3. Que savez-vous sur l’utilisation des réseaux sociaux en France ou ailleurs dans le monde francophone?

Use online websites to revise and learn grammar and vocabulary over the holidays! Many are free to use: languages online [languages online](https://www.languagesonline.org.uk/Hotpotatoes/index.html#gsc.tab=0) lightbulb languages [French Resources (lightbulblanguages.co.uk)](https://www.lightbulblanguages.co.uk/resources-french.htm) Conjugaemos [Home Page || Conjuguemos](https://conjuguemos.com/) and Memrise [Learn a language. Memrise is authentic, useful & personalised.](https://www.memrise.com/)