

# Central Saint Michael's Sixth Form

A UNIVERSITY-STYLE SIXTH FORM

# Le français A Level



Bonjour Bienvenue Comment ça va ? J'aime les sandwiches ! J'adore les week-ends ! Parlez-vous français ? Où est l'église?  
Merci beaucoup Le cul-de-sac J'adore Paris Je suis désolé, je ne parle pas français... Parlez-vous anglais ? Je voudrais  
une baguette s'il vous plait. Ou est la tour Eiffel ? Je voudrais deux tickets s'il vous plait. Au revoir A bientôt Le jus d'orange  
Notre Dame Pourquoi ? Je suis anglais. L'ordinateur. Bonjour Madame, bonjour Monsieur. Je voudrais un croque-Monsieur  
s'il vous plait. Comment allez-vous ? Le singe est dans l'arbre. C'est combien s'il vous plait ? Le hamburger. 'je-ne'sais-quoi'

# Bienvenue en classe de français!

Hopefully these few pages will give you an insight into the study of French at A level and help you make a good start!

You will find basic information on the topics studied, the way you are going to be tested and examined and also some general information on how to keep on top of things!!

## **Here is a recipe to do well in your AS French year...**

- To attend all time-tabled lessons
- To arrive punctually and properly prepared for each lesson
- To complete all set assignments according to the deadlines given including learning work for vocabulary and grammar consolidation
- To keep a well-organised file of your work according to the guidelines given
- To participate as fully as possible in lesson activities and to contribute productively
- To respect the contributions of other students by listening to them
- To maintain a level of independent study on a weekly basis
- To take responsibility with your teacher for reviewing your progress depending on your needs and make an action-plan

## **AS FRENCH STUDY SKILLS**

You will continue to develop your four skills in Listening, Reading, Speaking and Writing. We will aim at communicating gradually more and more in French during lessons.

### ***Managing your learning***

GCSE Language learning and A Level are different. Of course, the A Level will be a lot harder but should be very rewarding, as you will become more and more fluent in the language. We will try to make the transition between GCSE and A Level as smooth as possible. You will be expected to take more responsibility for your learning by planning and using your study time in a productive way and getting into "good" study habits.

### ***Getting the most from lessons***

- You should keep all the materials, hand-outs and worksheets from lessons in a file that you keep with you just for French. The file can be divided according to the topics covered in the course.
- As well as the topic sections, your grammar exercise book will help you to keep track of all the grammar and exercises. You must bring it to all lessons.
- You should spend time after each lesson reviewing the work covered. It may be that - for convenience - you took notes rather quickly or you jotted the meaning of words down on a hand-out. The review of the lesson allows you to "tidy up" the way you have stored this information and to put it where it belongs, where it can be easily retrieved and revised.
- Lesson activities and learning materials used in lessons should be seen as starting-points for you to work from independently at a later stage. A reading passage or the transcription of a listening item, for example, is a source of vocabulary learning. But to get the most from that source you need to review it and "re-work" on it.

- If you have found an activity difficult in class (listening for example), it would be most beneficial to take some time to go over it again, using the Kerboodle Website for example.

### ***Time-management: organising a weekly study programme***

You should aim to spend on weekly private study **at least 4 hours per week**. This is in addition to any homework you have been set. It does not have to be in a 4 hour block. Having short slots of revision might work better for you (grammar, vocabulary or listening etc...), for example, it may fit into free time in college, in the bus on the way to college, at home, a slot of time at the weekend or having a regular slot working with a friend.

### ***Lesson review and follow-up***

However much you concentrate in lessons, what you take in will be registered in your short-term memory. You should always go back and review the day's lesson in order to consolidate your learning. There may be some "tidying up" of notes to do or some vocabulary lists to re-organise. If there's a reading passage from the lesson, you should re-read it carefully. Have you understood it? Are there points you need to ask about at the next lesson? Go over again any exercises completed in the lesson. There may be an exercise to try that was not covered in the lesson.

### ***Vocabulary learning***

This will be a TOP learning priority. Recording the new vocabulary should become **automatic**. You will have to **research** and **record** the new vocabulary. Then **prioritise** the important words/expressions you think you should learn, especially the ones that you might want to reuse in speaking or writing. Then you can **arrange** your vocabulary in topics or categories (nouns, verbs, adjectives etc...). The way you **note** vocabulary is also important, not just the word, but the gender for a noun, irregular forms for an adjective etc... all need to be noted too.

### ***Grammar Review and Learning***

This will also be a TOP priority! Grammar Review and consolidation on a regular basis are of crucial importance if you are to progress linguistically to the level required at AS and A level. The better you understand the grammar, the better you will speak and write in French and the more accurate your use of the language will be! Good grammar knowledge will also help your listening and reading skills.

Grammar learning and improvement are developed through two main sources (1) Grammar lessons where points of language are presented, explained and practiced through speaking and writing and (2) corrected pieces of written work. This second source is a valuable opportunity for you to learn from your mistakes and errors.

Good grammar knowledge will also make a good basis and make things much easier in the second year at A Level!

### ***Listening Practice***

Listening skills can be improved through regular practice but it is not simply a case of "practice makes perfect". The Kerboodle website will provide an invaluable resource for practising your skills as you will be able to access Listening exercises from any computer at the college or at home. If you find a Listening task difficult, you will be able to go over it again and again as many times as you need and often, a script will be available to help you. All you will need is a set of headphones! Listening is not just about hearing familiar sounds in a

foreign accent: it's about **recognising** and **making sense** of those sounds in terms of words and what they mean. Improved listening is linked very closely to an extensive stock of known vocabulary. Where you have access to the transcription of a listening item, it is useful to extract the vocabulary from that and learn it: then to use the listening exercise as a means of testing your vocabulary learning.

### ***Reading Practice***

Before starting a reading task you should decide why you are reading: what do you want to gain from the practice? This will determine what you select to read and how to read it. Reading through the headlines in a newspaper or flicking through the adverts in a magazine is a different sort of reading from tackling a full article. Headlines and adverts are a good source of vocabulary as the context often makes the meaning clear. You can make sense of words whose meaning you didn't know before seeing them in this context. Checking in a dictionary will give further examples of how the words are used. With a full article you will be "skimming" the text to get a gist-understanding. You may want to concentrate more attention on a couple of paragraphs and understand the detail but in the early stages, if you try reading and understanding every word of a long piece of French you will find it discouraging. It's useful to tackle longer articles linked to the topics being studied: having general "background knowledge" of a topic helps your understanding. The Internet is a good source of information. Use [www.google.fr](http://www.google.fr) and keywords in French to search for French websites.

### ***Speaking Practice***

The more you do it, the better you will become at it. Practising alongside learning the grammar will help you improve the accuracy. Feedback from your teacher and your peers should also be a good way for you to improve. You could set a regular weekly time with a friend and have some regular practices.

### ***Writing Practice***

Using your vocabulary and grammar should help you to write with accuracy in French. Applying the essay writing techniques you have learned in other subjects (eg English, History, RE, etc...) will also help you to enhance your writing skills.

## **FINALLY:**

**Immerse yourself in the language! Listen to extracts from the radio, TV, Internet, read French magazines and newspapers, books, watch French films on TV, or on DVDs! The more you immerse yourself in the language and the culture, the better and the more confident you are going to become!!!**

*On the next page, you will find a roadmap, showing you all the modules of the Eduqas French AS and A Levels.*

## First year topics

Areas of interest	Social issues and trends	Political, intellectual and artistic culture
<p style="text-align: center;"><b>Themes</b></p> <p>Sub-themes</p>	<p><b>Being a young person in French-speaking society</b></p> <ul style="list-style-type: none"> <li>• Families and citizenship <i>Changing family structures; the changing nature of marriage and partnership; being a good citizen</i></li> <li>• Youth trends and personal identity <i>Trends in fashion; how young people respond to modern technology; relationships with others and peer pressure</i></li> <li>• Education and employment opportunities <i>The education system and student issues; work and travel opportunities and the changing work scene</i></li> </ul>	<p><b>Understanding the French-speaking world</b></p> <ul style="list-style-type: none"> <li>• Regional culture and heritage in France, French-speaking countries and communities <i>Festivals; customs and traditions; historical sites; museums and galleries</i></li> <li>• Media, art, film and music in the French-speaking world <i>Trends in media and art; film and music in the lives of young people</i></li> </ul>

## Second year topics

Areas of interest	Social issues and trends	Political, intellectual and artistic culture
<p style="text-align: center;"><b>Themes</b></p> <p>Sub-themes</p>	<p><b>Diversity and difference</b></p> <ul style="list-style-type: none"> <li>• Migration and integration <i>Reasons for migration; factors which make migration/integration easy/difficult</i></li> <li>• Cultural identity and marginalisation <i>Reasons for marginalisation; ways to eliminate marginalisation</i></li> <li>• Cultural enrichment and celebrating difference <i>The positive aspects of a diverse society</i></li> <li>• Discrimination and diversity <i>Life for those who are discriminated against</i></li> </ul>	<p><b>France 1940-1950: The Occupation and post-war years</b></p> <ul style="list-style-type: none"> <li>• June 1940–May 1945 <i>Life in occupied France; the French Resistance</i></li> <li>• The cultural dimension in occupied France <i>The political context of theatre and cinema productions</i></li> <li>• 1945-1950 <i>Rebuilding and restructuring society in post-war years</i></li> </ul>

# A Level Exams

We use the Eduqas examination Body and you will be examined in the following manner:

<b>AS Level</b>
<b><u>Component 1:</u> Speaking</b> 12-15 minutes (plus additional 15 minutes preparation) 30% of qualification 60 marks
<b><u>Component 2:</u> Listening, Reading and Translation</b> 2 hours 50% of qualification 100 marks
<b><u>Component 3:</u> Critical response in writing</b> 1 essay question based on a literary work or film (250 words) 1 hour 15 minutes 20% of qualification 40 marks
<b>A Level</b>
<b><u>Component 1:</u> Speaking</b> The students will be presenting and discussing an independent research project (IRP) of their choice. 21-23 minutes (including 5 minutes preparation) 30% of qualification 60 marks
<b><u>Component 2:</u> Listening, Reading and Translation</b> 2 hours 30 minutes 50% of qualification 100 marks
<b><u>Component 3:</u> Critical and analytical response in writing</b> 1 essay question based on a literary work <u>and</u> 1 essay question based on a film (300 words each) 2 hours 20% of qualification 40 marks

# Useful Internet Resources

## **Language websites**

<http://www.kerboodle.com> (website which goes with the text book AQA French)

<http://www.languagesonline.org.uk> (excellent website to revise your grammar!!!!)

<http://www.zut.org.uk> (very good Year 12/13 sections with videos, listening exercises)

## **Newspapers :**

<http://www.lemonde.fr/>

<http://www.lefigaro.fr/>

<http://www.liberation.fr/>

## **Radios**

<http://www.radiofrance.fr/>

## **TV Channels**

<http://www.canalplus.fr>

<http://www.france5.fr/>

<http://www.france2.fr/>

<http://www.france3.fr/>

<http://www.tf1.fr/>

<http://www.arte-tv.com>

<http://www.tv5.org/>

## **General websites**

<http://uk.franceguide.com/> (in English, nice website about tourism in France)

<http://www.francophonie.org> (articles about the French-speaking world)

## In the resources centre

### **Magazines**

We subscribe to two French magazines: 'Phosphore', aimed at young people and dealing with a lot of topics relevant to young people and to the topics studied at both AS and A Levels.

### **DVDs**

We have also got a good number of French Films on DVD, which you can borrow on a weekly loan.

### **BOOKS**

Some French books are available in the resource centre. Please research and explore!

## Recommended newspapers

Le Monde, Aujourd'hui, Libération, L'Express, Le Nouvel Observateur, Phosphore, Le Point, Le Figaro, Les Clés de l'actualité.

**Bonne chance! N'hésitez surtout pas à me contacter si vous avez des questions!!!**

Michaël Lacoult, votre professeur de français, Central Saint Michael's Sixth Form  
[michael.lacoult@sandwell.ac.uk](mailto:michael.lacoult@sandwell.ac.uk)

---

# AS FRENCH - SUMMER ASSESSMENT

## WORK DUE IN SEPTEMBER

---

### 1) A FRENCH FILM

Watch **a French Film** you have not seen before.

**TASK:** Write your **opinion** about the film (in French - 100-150 words). You can write about the characters, the message of the film, its relevance to the French culture, your opinion of the director etc... but ensure you **evaluate** and provide opinions.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

### 2) A FAMOUS FRENCH PERSON

Research **a famous French person (or French -speaking)**: singer, band, politician, historical figure, actor, actress, filmmaker, author, painter, architect, etc...





.....  
.....  
.....

**10 facts about a French-speaking country**

<b><u>Facts</u></b>	<b><u>Country:</u></b>
<b><u>1</u></b>	
<b><u>2</u></b>	
<b><u>3</u></b>	
<b><u>4</u></b>	
<b><u>5</u></b>	
<b><u>6</u></b>	
<b><u>7</u></b>	
<b><u>8</u></b>	
<b><u>9</u></b>	
<b><u>10</u></b>	

**4) TV NEWS IN FRENCH**

**Watch** at least one **TV news report** in French 'Le journal de 13 heures' or 'Le journal de 20 heures' etc... (from France or a French-speaking country)

**TASK:** Write how much you understood and **your opinion** on how you found the experience and to what extent it gave you an insight into the French society (in French, 50 words)

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

Country: .....

Channel: .....

Date of the news: .....

Time of the news: .....

## **5) A POEM IN FRENCH**

**TASK:** Find a poem in French on the Internet - Write it down below (or an extract if it is too long) and answer the questions. Then have a go at writing your own poem in French.

**The poem:**

What is it about?

.....  
.....  
.....

Is there a message?

.....  
.....  
.....

What do you think of the use of the language?

.....  
.....  
.....

What do you like about this poem/extract?

.....  
.....  
.....

**Write a poem in French** in the style of the poem you have studied or a completely different style.

## **6) NEWSPAPER HEADLINES IN FRENCH**

Over a few days, read the **main headlines** of French/French speaking newspapers.

**TASK:** Write some Headlines that you have found interesting in the space below

	<b>Newspaper</b>	<b>Headlines</b>
1		
2		
3		
4		
5		
6		
7		

How many of those headlines are related to the country studied?

.....

Do they give you an insight into the society? How?

.....  
.....  
.....

## **7) A NEWSPAPER ARTICLE IN FRENCH**

Chose an article from a French/French speaking newspaper.

**Task 1:** Read through the article quickly without going into too much detail and write a short summary in English.

**Title:** .....

**Newspaper:** .....

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

**Task 2:** Chose a paragraph and study the paragraph into more detail, researching every unknown word. You can use WordReference to research meanings of words. What did you understand?

.....  
.....  
.....  
.....  
.....

## **8) LEARNING VERBS**

Learn off by heart the irregular verbs in the present tense on the following page

**TASK:** Learn all those verbs and make sure you can write them down with accuracy. Test yourself or ask someone to test you.

# Present Tense – Irregular Verbs to learn

<p><b>aller</b> je vais tu vas il/elle/on va nous allons vous allez ils vont</p>	<p><b>avoir</b> j'ai tu as il/elle a nous avons vous avez ils/elles ont</p>	<p><b>connaître</b> je connais tu connais il/elle/on connaît nous connaissons vous connaissez ils connaissent</p>
<p><b>croire</b> je crois tu crois il/elle/on croit nous croyons vous croyez ils croient</p>	<p><b>devoir</b> je dois tu dois il/elle/on doit nous devons vous devez ils doivent</p>	<p><b>dire</b> je dis tu dis il/elle/on dit nous disons vous dites ils disent</p>
<p><b>être</b> je suis tu es il/elle/on est nous sommes vous êtes ils/elles sont</p>	<p><b>faire</b> je fais tu fais il/elle/on fait nous faisons vous faites ils font</p>	<p><b>mettre</b> je mets tu mets il/elle/on met nous mettons vous mettez ils mettent</p>
<p><b>partir</b> je pars tu pars il/elle/on part nous partons vous partez ils partent</p>	<p><b>pouvoir</b> je peux tu peux il/elle/on peut nous pouvons vous pouvez ils peuvent</p>	<p><b>prendre</b> je prends tu prends il/elle/on prend nous prenons vous prenez ils prennent</p>
<p><b>savoir</b> je sais tu sais il/elle/on sait nous savons vous savez ils savent</p>	<p><b>sortir</b> je sors tu sors il/elle/on sort nous sortons vous sortez ils sortent</p>	<p><b>venir</b> je viens tu viens il/elle/on vient nous venons vous venez ils viennent</p>
<p><b>vivre</b> je vis tu vis il/elle/on vit nous vivons vous vivez ils vivent</p>	<p><b>voir</b> je vois tu vois il/elle/on voit nous voyons vous voyez ils voient</p>	<p><b>vouloir</b> je veux tu veux il/elle/on veut nous voulons vous voulez ils veulent</p>