



An Introduction to A Level French

Welcome to A Level French at John Kyrle High School. Over the next few months you will be studying a wide variety of topics and learning how to express yourself using increasingly sophisticated vocabulary and grammatical structures. This summary of the course should enable you to familiarise yourself with the demands ahead of you.



A Level Assessment

- **Component 1: Speaking - 21-23 minutes** (incl. 5 minutes preparation). Task 1 (a) Presentation of independent research project (b) Discussion on the content of the research project (9-10 minutes) Task 2 - Discussion based on a stimulus card relating to one of the themes studied (5 minutes preparation time followed by 5-6 minutes discussion) 30% (100 marks)
- **Component 2: Listening, Reading and Translation** (both Fr-Eng and Eng-Fr) 2 1/2 hours 50 % (100 marks)
- **Component 3: Critical & Analytical Response in Writing** - Two essays - one based on a literary work and the second on an additional literary work or film from the prescribed list - 2 hours 20% (40 marks)

A Level Topics

Reading and listening materials are drawn from the following broad topic areas:

1st Year

Social issues and trends - Being a young person in French-speaking society

□ Families and citizenship Changing family structures; the changing nature of marriage and partnership; being a good citizen □ Youth trends and personal identity Trends in fashion; how young people respond to modern technology; relationships with others and peer pressure □ Education and employment opportunities The education system and student issues; work and travel opportunities and the changing work scene

Political, intellectual and artistic culture - Understanding the French-speaking world

□ Regional culture and heritage in France, French-speaking countries and communities; Festivals; customs and traditions; historical sites; museums and galleries □ Media, art, film and music in the French-speaking world; Trends in media and art; film and music in the lives of young people

Film: Éric Toledano, Olivier Nakache: **Intouchables** (2011)

2nd year

Diversity and difference

□ Migration and integration; Reasons for migration; factors which make migration/integration easy/difficult □ Cultural identity and marginalisation Reasons for marginalisation; ways to eliminate marginalisation □ Cultural enrichment and celebrating difference The positive aspects of a diverse society □ Discrimination and diversity Life for those who are discriminated against

Film: Mathieu Kassovitz: **La Haine** (1995)

France 1940-1950: The Occupation and post-war years

□ June 1940-May 1945 Life in occupied France; the French Resistance □ The cultural dimension in occupied France The political context of theatre and cinema productions □ 1945-1950 Rebuilding and restructuring society in post-war years

Book: Vercors: **Le silence de la mer** (1942)

Grammar

By the time you sit the AS exams you will be expected to be able to use actively and accurately grammar and structures appropriate to the tasks set, drawn from the list below:

- Nouns Gender Singular and plural forms
- Articles Definite, indefinite and partitive
- Adjectives Agreement Position Comparative and superlative Use of adjectives as nouns (e.g. le vieux, les Anglais) Demonstrative (ce, cet, cette, ces) Indefinite (including autre, chaque, même, quelque) Possessive (mon, ma, mes, etc.) Interrogative and exclamatory (quel, quelle, quels, quelles)
- Numerals Cardinal (e.g. un, deux) Ordinal (e.g. premier, deuxième) Expression of time and date
- Adverbs Formation of adverbs in -ment Comparative and superlative Interrogative (including combien (de), comment, où, pourquoi, quand)
- Quantifiers/intensifiers (including assez, beaucoup, moins, plus, la plupart, plusieurs, presque, tant, très, l trop)
- Pronouns Personal: subject, including on Object: direct and indirect Disjunctive/emphatic personal, as subject and object: moi/moi-même, etc. Position and order ; Reflexive Relative (including qui, que, dont, le quel etc., auquel etc., ce qui, ce que) ; Demonstrative (celui, celle, ceux, celles; and celui-ci/celui-là etc.) ; Indefinite (including quelqu'un, quelque chose) Possessive (le mien etc.) ; Interrogative (including qui, que, quoi);Use of y, en
- Verbs
 - Conjugation of regular -er, -ir, -re verbs, modal verbs, principal irregular verbs, including reflexive verbs
 - Agreement of verb and subject Use of il y a
 - Modes of address (tu, vous)
 - Impersonal verbs
 - Constructions with verbs
 - Verbs followed by an infinitive (with or without a preposition)
 - Dependent infinitives (faire réparer) (R)
 - Perfect infinitive
 - Negative forms
 - Interrogative forms
 - Use of tenses: Present Perfect (including agreement of past participle); Imperfect; Future Conditional; Future perfect; Conditional perfect; Pluperfect Past historic (R);
 - Use of the infinitive, present participle (e.g. en arrivant) and past participle
 - Verbal paraphrases and their uses (including aller + infinitive, venir de + infinitive)
 - Passive voice Present tense Other tenses (R)

- Subjunctive mood: present (common uses, for example, after expressions of possibility, necessity, obligation and after conjunctions such as bien que)
- Prepositions All prepositions, both simple (e.g. sous) and complex (e.g. au-delà de)
- Conjunctions Coordinating conjunctions (e.g. et, ou, mais) Subordinating conjunctions
- Negation Use of negative particles (e.g. ne...pas, ne...personne, ne...que) Use of ne with negative subjects (e.g. Personne n'est venu)
- Questions
- Commands
- Word order Inversion after speech
- Other constructions Time expressions with depuis and il y a; Comparative constructions; Indirect speech
- Discourse markers (e.g. Au contraire, En fait)
- Fillers (e.g. alors, bon) (R) = recognition)

COURSE REQUIREMENTS:

1. HOMEWORK



Homework will often require preparation for the following lesson and may involve preparation for discussion activities. Failure to complete such preparation will not only adversely affect your own work, but also that of other members of the group.

Please complete all homework on time and to the best of your ability. Should you experience any problems with your homework, please don't wait until the next lesson. Come and see a teacher for advice in advance. If you do not complete your homework on time and to the best of your ability, you will soon start to fall behind and feel that you are not coping. Don't let this happen!

If you know that you are going to be absent, ensure that your teacher is aware. If you are absent, it is your responsibility to make sure that any work is completed in time for the next lesson you attend. You should go and ask your teacher, or call a friend to find out what you have missed.

2. VISITING FRANCE

It is a good idea to visit France as much as possible during your course. Information about independent exchange programmes can be provided and we strongly recommend students take part.

3. PARTICIPATION

Your full participation in all aspects of lessons is ESSENTIAL. You must come to lessons ready to listen to others and to communicate with them in French. You must be willing to take risks. The only way to improve your spoken French is by speaking.

4. INDEPENDENT LEARNING

It is essential that on top of the homework set by your teachers, you do a substantial amount of independent learning.

Below you will find a list of the type of things you can do, which will have a significant impact on your performance. Start doing these activities regularly from now on.

- Listening to the radio/watching French TV - listen to French radio/watch French TV (there's loads on Netflix!) as often as possible. Listen/watch while you are getting ready for school and whenever you have any free time. You will be amazed at how quickly your French improves and how much better your listening skills will become with only 15 minutes of French radio / TV each day.
- Borrowing magazines, literature and films - It is essential to enhance and stretch your vocabulary with modern and classic texts, and by watching a range of films from French cinema. A wide array of films are available to borrow in the department, in addition to the extensive French department library.
- Collecting vocabulary - It is imperative that you record any new vocabulary carefully and that you learn it regularly. We will not have the time to cover all the vocabulary you will need during lesson time, so get used to using your dictionary regularly and efficiently. Consider making vocabulary cards and displaying topic vocabulary around your house. You should also create an account on www.memrise.com where you will find a whole host of suitable courses for vocabulary learning. Alternatively and additionally, www.quizlet.com and www.duolingo.com are good. We recommend that you buy an address book to collate vocabulary this makes it easier to organise the words as you learn them.
- Working on your grammar - Investing in a grammar book is essential. We would suggest 'Schaum's Outline of French Grammar' Sixth Edition (Mary Coffman Crocker). This is available in good bookshops and with Internet retailers. You should learn the grammatical rules thoroughly, test yourself by completing exercises, correcting them and redoing the exercises at regular intervals.
- Using your computer to help you succeed - ask your teacher for useful websites to keep up with the news and gossip in French.

www.1jour1actu.com and www.lepetitquotidien.fr are a good place to start. Your teachers will also be able to advise you as to other uses for the computer and languages. If you must use an internet translator, please stick to www.wordreference.com as this site is more akin to a good dictionary than other options available.

Don't forget that apart from attending lessons and completing homework you will be expected to keep up to date with your subject by reading magazines, listening to the radio, watching films and finding items of interest on the Internet.

Bonne chance et amusez-vous bien!

WHAT WE SHALL BE DOING OVER THE YEAR

During the course of the year you should expect to:

- ☺ work from a textbook
- ☺ listen to music and podcasts
- ☺ read books in French
- ☺ watch TV and films
- ☺ use online resources
- ☺ sing songs
- ☺ use any independent resources which interest you
- ☺ work in the language lab

What you are about to embark upon is very demanding yet highly rewarding. The ability to use a foreign language has never been more important and more and more universities are offering courses whereby a language can be combined with other subjects. Ask your teacher to point out the list of the professions graduates of languages go into. You will not have to become a teacher! In fact, a language will put you in a very strong position as in a very competitive jobs market.

As Gary Lineker said:

“To learn a Modern Language is to prepare for Modern life”

You will enjoy this course if you are open to communicating and to taking risks. You will benefit enormously from working independently and will be expected to do so. You should also pay attention to detail and accuracy from the beginning of the course, take note of any comments made by your teacher and act upon them immediately.

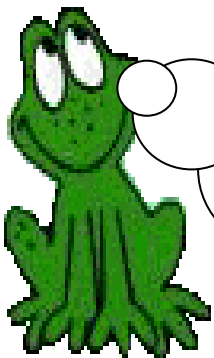
YOU SHOULD INVEST IN THE FOLLOWING FOR YOUR 2 YEAR COURSE:

- A BILINGUAL DICTIONARY - about £25 (Collins Robert)
- A 'Schaum's Outline of French Grammar' Sixth Edition GRAMMAR BOOK - about £12
- 2 FOLDERS FOR YOUR FRENCH WORK, A VOCABULARY BOOK (an address book can work really well) AND A4 PAPER

You should have a folder for each of your teachers, and you will have the option of an exercise book which will clip into your folder.

You may prefer to keep all of your grammar and vocabulary together in your folders. Alternatively, you may wish to have an exercise book for your grammar notes.

Whichever system you opt for, **YOU MUST KEEP YOUR FOLDER ORGANISED AND EASY TO USE.**



Ben voilà, ça y est, chui en première maintenant!! Chui trop content, ça va être la teuf !! Je vais mettre mes propres fringues et godasses... enfin !! Il va falloir bosser dur et se prendre la tête avec la « grammaire », mais bon, avec un peu d'chance, on va s'éclater ! Ça déchire !

Le français

au Lycée de John

Kyrie

