

YEAR 12 – BRIDGING UNITS

A-LEVEL FRENCH



ST HILDA'S
COLLEGE

The 6th Form
@ St Hilda's

BRIDGING
UNITS

Name:

Anything is

POSSIBLE

Welcome to French



Setting yourself up for success in A-level French

Bienvenue en français! To make a strong start to the course 5 tasks have been designed for you. Please complete them, record your activities in the log at the back of this booklet, then bring in the booklet and relevant **evidence to your first timetabled lesson.**

We follow the AQA course, structured as follows:

Y12:

1- Trends in French-speaking society

- The changing family
- The cyber-society
- Volunteering = le bénévolat

2- Culture of the French-speaking society:

- Cultural Heritage = le patrimoine
- Music
- Cinema

+ study of a film: "Entre les murs" by Laurent Cantet

Y13:

1- Issues in French-speaking society:

- Diversity
- The marginalised
- Crime and sanctions

2- Political life in French-speaking society:

- The right to vote
- Young people and politics
- Social unrest: protests/ the unions
- Politics and immigration

+ study of a book: "L'Etranger" by Albert Camus

You can find out more about the course at <http://www.aqa.org.uk/subjects/languages/as-and-a-level/french-7652/specification-at-a-glance>



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Task A – Research

Please choose 2 topics from the box below:

Cinéma: research a French actor/actress // or a French filmmaker // or a cinema movement // or a cinema event.

Suggestions:

- Georges Méliès
- Francois Truffaut
- Jena-Luc Goddard
- Céline Sciamma
- Catherine Deneuve
- Marion Cotillard
- Adele Haenel
- Marina Foïs
- Omar Sy
- Gilles Lellouche
- Mathieu Kassovitz
- Le festival de Cannes

Musique francophone: research a French artist // or a music movement // or a music event.

Suggestions:

- Le mouvement yé-yé
- Le zouk
- Le raï
- Black M
- Big Flo et Oli
- Serge Gainsbourg
- Soprano
- Le printemps de Bourges
- Les francofolies de La Rochelle
- Louise Attaque
- Pomme

For each topic, find an article in French. Use google.fr to be directed to French sites. Print or save the document. Highlight new vocabulary and look the words up in a dictionary (or <https://www.wordreference.com/>) and type up a list of the new vocabulary. Write a summary of the article in English.



EVIDENCE to give your teacher: 2 articles printed with highlighted vocab + 2 lists of new vocab + 2 summaries in English.

Task B – Grammar

Using this checklist, tick the relevant columns, to identify what you know and what you do not know.

Grammar check list	I HAVE NO IDEA	I NEED TO REVIEW THIS	CONFIDENT WITH THIS
Nouns: gender, singular and plural forms			
Articles: definite (<i>le, la, les...</i>) and indefinite (<i>un, une...</i>)			
Articles: partitive (<i>du, de la...</i>)			
Adjectives: agreement			
Adjectives: position and word order			
Adjectives: possessive adjectives (<i>mon, ma, mes...</i>)			
Adjectives: comparative adjectives (<i>plus ... que</i>)			
Adjectives: superlative adjectives (<i>le plus...</i>)			
Adjectives: interrogative adjectives (<i>quel, quelle...</i>)			
Adjectives: demonstrative adjectives (<i>ce, cette...</i>)			
Adjectives: indefinite adjectives (<i>chaque, quelque...</i>)			
Quantifiers and intensifiers			
Adverbs: comparative and superlative adverbs			
Adverbs: interrogative adverbs (<i>comment, quand...</i>)			
Adverbs: adverbs of time, frequency and place			
Pronouns: subject pronouns (<i>je, tu...</i>)			
Pronouns: emphatic pronouns (<i>moi, toi...</i>)			
Pronouns: relative pronouns (<i>qui, que</i>)			
Pronouns: direct object pronouns (<i>me, le, les...</i>)			
Pronouns: indirect object pronouns (<i>me, lui, leur...</i>)			
Pronouns: <i>y</i> and <i>en</i>			
Interrogatives: forming questions			
Prepositions			
Conjunctions: coordinating conjunctions			
Conjunctions: subordinating conjunctions			
Verbs: present tense – regular verbs			
Verbs: present tense – irregular verbs			
Verbs: present tense – reflexive verbs			
Verbs: present tense – modal verbs			

Grammar check list	I HAVE NO IDEA	I NEED TO REVIEW THIS	CONFIDENT WITH THIS
Verbs: using the infinitive			
Verbs: the perfect tense with <i>avoir</i>			
Verbs: the perfect tense with <i>être</i>			
Verbs: the perfect tense – reflexive verbs			
Verbs: the imperfect tense			
Verbs: perfect or imperfect tense			
Verbs: the near future tense			
Verbs: the future tense (simple future)			
Verbs: the conditional (present conditional)			
Verbs: the imperative			
Verbs: the pluperfect tense			
Verbs: the present participle			
Verbs: the perfect infinitive			
Verbs: the past conditional			
Verbs: the subjunctive mood (present subjunctive)			
Verbs: negatives			
Verbs: impersonal verbs			
Verbs: the passive voice			
Verbs: using <i>depuis</i>			
Verbs: Using <i>si</i> in complex sentences			

Go to <https://www.languagesonline.org.uk/> and select Français. Scroll down to the grammar section. Choose 10 aspects of grammar that you did not know or were in need of revising. Complete an exercise for each and check your answers (click verifier). Take a screenshot and print or save in a digital folder.

EVIDENCE to show your teacher: screenshots of 10 different quizzes successfully completed.

Anything is

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VOLUNTARY: before 9am or after 4pm, log on to <http://www.zut.org/> (it is free then) and go to the languages skills section and do more grammar practice.



Task C – Listening

You need to listen to 2 audio or video extracts in French on this website: <https://francaisfacile.rfi.fr/fr/>



Select level A1 (and later A2) . Select an extract of your choice. Listen and complete the exercise just below. Download the “Fiche de l’apprenant” and print or save.



Accueil



Podcasts



Exercices



Test niveau

Des activités par niveau et par objectif

A1

A2

B1

B2

C1/C2

Comprendre l'actualité en français



Manu Chao chante l'amour



Incendies au Canada



JO 2024: quels sont les sports les plus populaires?

EVIDENCE to show your teacher: screenshots or prints of your 2 fiches de l’apprenant.

VOLUNTARY/FUN: on youtube, log on to:

- Coffee break French
(choose some activities and keep a record of how your score)
- Documentaires HD (watch with the French transcript on)



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Paragraph 10:

Translate the following passage into French.

When I was younger, I did not like garlic and my brother was allergic to nuts. However, in my family we have always eaten a lot of fruit, even grapefruit, which is sometimes rather sour. My sisters like well-cooked meat whereas I prefer it rare. Next weekend, they will eat some spicy sausages.

(12 Marks)

Paragraph 12:

Translate the following passage into French.

Every year in February, people in France celebrate Carnival. It is not a bank holiday but there are processions in the streets of each town. Children dress up as superheroes and fairies for this friendly event. Last year, my cousins, who live in Nice, stayed up until midnight to celebrate. My older brother would like to go there next year.

(12 Marks)

EVIDENCE to show your teacher: 4 completed sections in this booklet.

Task E – Film

Watch a film in French and write a summary of it in English. Explain what the film is about/ what happens / when and where it is set / what message the film director is conveying.

Suggestions:

- Les intouchables by Olivier Nakache (starring Omar Sy)
- La vie en rose by Olivier Dahan (starring Marion Cotillard)
- Welcome by Philippe Lioret (starring Vincent Lindon)
- La haine by Mathieu Kassovitz
- Deux jours, une nuit by Luc et Jean-Pierre Dardenne (starring Marion Cotillard)
- Bande de filles by Celine Sciamma (Girlhood , in English)
- Coco before Chanel by Anne Fontaine (starring Audrey Tautou)
- Saint Omer by Alice Diop
- 400 coups by François Truffaut
- A bout de souffle by Jean-Luc Goddard
- Le dernier métro by François Truffaut (starring Catherine Deneuve)



EVIDENCE to show your teacher: summary of the film you watched.

LOG for my summer transition work: my 5 entries, page 1

Nom: _____

Date	Activity (research / grammar/ listening/ Translation/ Film)	Source (internet site / title of the article / name of the grammar section and exercise/ title of the listening exercise and topic / title of the film/)	Time spent	New vocabulary learnt (list at least 5 new words)	Evidence kept (type: screenshot / vocab list / typed summary/ printed article highlighted / downloaded worksheet)

LOG for my summer transition work: my 5 entries , page 2

Nom: _____

Date	Activity (research / grammar/ listening/ Translation/ Film)	Source (internet site / title of the article / name of the grammar section and exercise/ title of the listening exercise and topic / title of the film/)	Time spent	New vocabulary learnt (list at least 5 new words)	Evidence kept (type: screenshot / vocab list / typed summary/ printed article highlighted / downloaded worksheet)