

Harington School



A Level French Transition Pack

With Mrs Leuchars and Ms Hedley



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Bienvenue!

Congratulations on choosing A level French at Harington! Being able to speak and understand a foreign language is special. Languages open up the whole world, helping you to understand its countries, people and cultures. As Nelson Mandela said: *"If you talk to a man in a language he understands, that goes to his head. If you talk to him in **his** language, that goes to his heart."* Never underestimate the power a language has to bring people together and foster understanding and mutual respect.

The A Level French programme is a rich and varied one which will enable you to reach a deeper understanding of France and its culture, and other French-speaking countries, as well as the language itself. At Harington we follow the **AQA exam**. The new spec started in September 2016 with the first A Level exam in Summer 2018. There is no coursework but, unlike the GCSE, there is quite a bit of flexibility regarding the content for the exam. For Paper 2, the essay paper, we study a book and a film which we choose together. For Paper 3, the oral, you will choose an independent research topic to develop and this will form the basis of your final oral exam.

The A Level exam

Paper	Details	Length of time
1 Listening, reading and writing	Listening and reading comprehension exercises. Translation into English and into French (min 100 words).	2 hours 30 100 marks 50% of qualification
2 Writing	Two essays: one on the book studied and one on the film studied.	2 hours 80 marks 20%
3 Oral	One stimulus card based on language topics studied. Presentation and discussion of individual research topic.	5 mins prep 16-17 min exam 25 + 35 = 60 marks 30%



What you will be doing in Year 12, and when

Grammar will be on-going. Teacher 1 will begin with the first three topics in the text book. Teacher 2 will cover the final three topics and the film.

Term	Topic
1: Sept / Oct	La famille en voie de changement La culture et le patrimoine
2: Nov / Dec	La cyber-société Study of our chosen film will begin
3: Jan / Feb	Le bénévolat La musique francophone
4: March / April	Le cinéma français
5: May / June	Revision of all topics and skills Internal exams
6: Mid June / July	Start to plan IRP (individual research project) Start the study of our chosen book

The **topics** for **Paper 1 and 3** are shown below:

Social issues and trends

Aspects of French-speaking society: current trends

- (Yr 1) **La famille en voie de changement**
 - Grands-parents, parents et enfants – soucis et problèmes
 - Monoparentalité, homoparentalité, familles recomposées
 - La vie de couple – nouvelles tendances
- **La « cyber-société »**
 - Qui sont les cybernautes ?
 - Comment la technologie facilite la vie quotidienne
 - Quels dangers la « cyber-société » pose-t-elle ?
- **Le rôle du bénévolat**
 - Qui sont et que font les bénévoles ?
 - Le bénévolat – quelle valeur pour ceux qui sont aidés ?
 - Le bénévolat – quelle valeur pour ceux qui aident ?

Aspects of French-speaking society: current issues

- (Yr 2) **Les aspects positifs d'une société diverse**
 - L'enrichissement dû à la mixité ethnique
 - Diversité, tolérance et respect
 - Diversité – un apprentissage pour la vie

- **Quelle vie pour les marginalisés ?**
 - Qui sont les marginalisés ?
 - Quelle aide pour les marginalisés ?
 - Quelles attitudes envers les marginalisés ?
- **Comment on traite les criminels**
 - Quelles attitudes envers la criminalité ?
 - La prison – échec ou succès ?
 - D'autres sanctions

Political and artistic culture

Artistic culture in the French-speaking world

- **(Yr 1) Une culture fière de son patrimoine**
 - Le patrimoine sur le plan national, régional et local
 - Comment le patrimoine reflète la culture
 - Le patrimoine et le tourisme
- **La musique francophone contemporaine**
 - La diversité de la musique francophone contemporaine
 - Qui écoute et apprécie cette musique ?
 - Comment sauvegarder cette musique ?
- **Cinéma : le septième art**
 - Pourquoi le septième art ?
 - Le cinéma – une passion nationale ?
 - Evolution du cinéma – les grandes lignes

Aspects of political life in the French-speaking world

- **(Yr 2) Les ados, le droit de vote et l'engagement politique**
 - Pour ou contre le droit de vote ?
 - Les ados et l'engagement politique – motivés ou démotivés ?
 - Quel avenir pour la politique ?
- **Manifestations, grèves – à qui le pouvoir ?**
 - Le pouvoir des syndicats
 - Manifestations et grèves – sont-elles efficaces ?
 - Attitudes différentes envers ces tensions politiques
- **La politique et l'immigration**
 - Solutions politiques à la question de l'immigration
 - L'immigration et les partis politiques
 - L'engagement politique chez les immigrés

Grammar

Grammar is very important and we will cover different aspects each week, followed by regular tests to ensure you are confident. This is the full list supplied by AQA:

3.3.1.1 **Nouns:** Gender Singular and plural forms

3.3.1.2 **Articles :** Definite, indefinite and partitive

3.3.1.3 **Adjectives :** Agreement Position Comparative and superlative Use of adjectives as nouns (eg 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)

3.3.1.4 **Numerals :** Cardinal (eg un, deux) Ordinal (eg premier, deuxième) Expression of time and date

3.3.1.5 **Adverbs :** Formation of adverbs ending in -ment Comparative and superlative Interrogative (including combien (de), comment, où, pourquoi, quand)

3.3.1.6 **Quantifiers/intensifiers :** (including assez, beaucoup, moins, plus, la plupart, plusieurs, presque, tant, très, trop)

3.3.1.7 **Pronouns :** Personal: subject, Object: direct and indirect, Disjunctive/emphatic personal, 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, Use of y, en

3.3.1.8 **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), 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 (eg 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, perfect.

3.3.1.9 **Prepositions:** All prepositions, both simple (eg sous) and complex (eg au-delà de)

3.3.1.10 **Conjunctions :** Coordinating conjunctions (eg et, ou, mais), Subordinating conjunctions

3.3.1.11 **Negation:** Use of negative particles (eg ne...pas, ne...personne, ne...que), Use of ne with negative subjects (eg Personne n'est venu)

3.3.1.12 **Questions**

3.3.1.13 **Commands (Imperative)**

3.3.1.14 **Word order:** Inversion after speech and after certain adverbs

3.3.1.15 **Other constructions:** Time expressions with depuis and il y a; Comparative constructions; Indirect speech

3.3.1.16 **Discourse markers** (eg au contraire, en fait)

3.3.1.17 **Fillers** (eg alors, bon,)

Paper 2: The essay paper.

You and your teacher will also choose one book and one film from the list below.

Set literary works:

Molière, Le Tartuffe • Voltaire, Candide • Guy de Maupassant, Boule de Suif et autres contes de la guerre • Albert Camus, L'étranger • Françoise Sagan, Bonjour tristesse • Claire Etcherelli, Elise ou la vraie vie • Joseph Joffo, Un sac de billes • Faïza Guène, Kiffe kiffe demain • Philippe Grimbert, Un secret • Delphine de Vigan, No et moi

Set films

Les 400 coups, François Truffaut (1959) • Au revoir les enfants, Louis Malle (1987) • La Haine, Mathieu Kassovitz (1995) • L'auberge espagnole, Cédric Klapisch (2002) • Un long dimanche de fiançailles, Jean-Pierre Jeunet (2004) • Entre les murs, Laurent Cantet (2008)

Paper 3: The oral exam

The first element of your oral exam is based on a stimulus card showing a picture and 3 questions. The topic will relate to one of the topics you have studied. You will talk about this for about 5-6 minutes. The second, and most important part of the oral is based on your independent research project (IRP). Towards the end of Year 12 you will also choose a topic which interests you and begin your research. Each student must choose a different subject but your teacher will guide you.

How to organise yourself and ensure good progress.

Good organisation and a positive work ethic are essential for the A Level course. Try to establish good habits from the start. We will build in the following, to help you progress:

- Weekly vocab tests.
- Regular grammar tests.
- Regular individual oral sessions
- Termly checkpoints (testing 2 of oral, listening, reading or writing skills)
- File inspection on a termly basis.
- Practice exam questions on a regular basis
- Weekly homework, roughly 4 hours.
- Independent reading, listening or grammar practice using websites, newspapers, magazines and French readers.

File organisation and books.

You may request an **exercise book** to record useful vocab and grammar notes. Otherwise all notes are made on file paper. You are expected to provide your own **file paper** and **files** for all topic work and essays. File dividers will help you to keep your file organised. Have a section for each of the topics listed earlier.

You will be given an **oral exam guide** at the start of the course. This will contain examples of stimulus cards for the oral exam, useful phrases, a fact-file and a mark scheme; we will refer to these as we work through each topic.

You will need to buy the **Oxford AQA French A Level text book** (approx. £24) and the accompanying **Grammar and translation workbook**. (approx. £8). This is accompanied by the kerboodle website which you may already be familiar with. We will also use the **Heinemann A Level Grammar and practice book** in class, for reference and extra practice.

As you study you will begin to form an idea of which topic interests you the most and what could be the research question you will choose for your IRP. Try to keep notes, articles or useful websites referring to this topic and start your own research ready for the summer term.

You will also need to gather facts, examples and statistics on each language topic as you will need these for the oral exam.

Useful resources and reference materials.

- A good dictionary. You will probably prefer to use a French dictionary app on your phone, or use www.wordreference.com or other on-line dictionary, such as www.dict.cc. However if you prefer a hard copy, we would recommend the Collins-Robert Concise French- English dictionary, containing verb lists and cultural information; this costs approx £25. Otherwise, the smaller version at approx. £10, with a grammar section, is also a good buy. There will of course be dictionaries for you to use in our French room. Also have a look at www.linguee.com which gives various translations of words and phrases in different contexts, particularly helpful when translating texts or reading fiction / newspapers.
- You will be given your own username to access the website www.kerboodle.com. This is the website which accompanies our French A Level course and it has lots of useful listening and reading exercises as well as grammar exercises and essay templates / phrases. Sometimes you will be set homework tasks from this site.
- A very good vocabulary book is **Advanced French Vocabulary**, by Philip Horsfall, MGP Publications, approx. £9, containing useful phrases as well as topic-based vocab. Another good one is Paul Humberston's **Mot a Mot**, Fifth Edition, approx. £5. You may also be able to pick these up second-hand.

- We will use Heinemann's French Grammar in class and the Oxford AQA grammar and translation workbook. Another excellent grammar book for reference is *Schaum's Outline French Grammar*, Sixth Edition. Any GCSE revision book, such as the CGP revision guide, will also still come in handy to refresh your understanding of grammar, and you can use the useful website www.zut.org.uk to revise grammar points prior to, or during the course. The site is free to use between 4pm and 9am during the week and all weekend. The **kerboodle** site also has lots of useful grammar resources and you will have your own log-in for this. Also www.languagesonline.org.uk is excellent for brushing up on basic grammar points, or try one of these sites to practise your verbs in particular: www.francaisfacile.com. <https://conjuguemos.com/>

How to develop reading and listening skills.

The answer is to practise, practise, practise! Try these ideas:

- www.1jour1actu.com This is an excellent website which is designed to help French school children to keep abreast of the news.
- www.20minutes.fr – excellent site for keeping abreast of world affairs as well as important news in France. More challenging than 1jour1actu but still very accessible.
- Try to keep up to date about what is happening in France and French-speaking countries by reading magazines like *Phosphore* and *Okapi*, or *Le Nouvel Observateur*. *Marie Claire*, *Oh La* and *Paris Match* are also a good read for colloquial French and hot gossip! Remember that all national newspapers, such as *Figaro* or *Le Monde*, are available online.
- **BBC2, Channel 4 and Film 4** often show foreign language documentaries and films. www.bbc.co.uk/bitesize is currently offering daily on-line lessons for all subjects and ages with a dedicated TV channel and podcasts on BBC Sounds which are worth checking out. French TV programmes can also be found at: www.bbc.co.uk/education/languages/fr/tv
- www.TV5monde – this is an excellent website which has news items, video clips and related exercises, all available at no cost. We will sometimes use this website in lessons but there are updates every day so there is plenty for independent study.
- French radio can be difficult to understand but try viewing clips on www.canalplus.fr for news items, and watch chat shows!
- <http://www.tv-replay.fr/arte-journal-junior/> - this is an excellent 6 minute evening news précis for French teenagers and well worth watching.
- www.zut.org.uk This site, previously mentioned, has excellent resources for Year 12 and 13 with video clips and related exercises as well as interactive activities.
- <https://www.ilini.com/learn-french> - another excellent site with current affairs and cultural stories. There are videos which you can watch in French, with French subtitles, which make for excellent listening practice.
- www.francaisfacile.com – games, vocab and grammar... you can do a self-assessment quiz to check the best level for you.

Learning vocabulary.

You will need to ensure you learn vocabulary regularly to increase not only your active vocabulary, but also your passive knowledge and deductive skills. If you understand the words in the context, you can often deduce the meaning of unfamiliar vocabulary. Therefore it is essential to **record** vocabulary methodically and then **learn** and **use** it. When using a dictionary, remember to look up and record the infinitive form of a verb as well as any unusual part of it, such as an irregular past participle; when looking up nouns always note their gender. Two very good websites you can use to make up your own vocab practice tests are www.quizlet.com/ or www.memrise.com . Your teachers have uploaded vocabulary sets for every A Level topic on to quizlet and will set regular tests on these. Another good site with interactive games in various languages is: www.funwithlanguages.vacau.com.

Essay writing skills.

Before you write your first essay you will be given structured guidance on how to write essays at this level, as well as a checklist and the mark scheme. Essays are worth **40 marks**. In the exam you will write essays about the book and film you study, but we will practise others too. Basically you need to answer the question set, produce a balanced argument, include a good range of vocabulary and grammatical structures and show a good level of analysis. Normally you will need to write about **300- 350 words**. There are many good essay phrases which we will teach you and which can be slotted in to a number of essays, but you will need to study the book and film in detail to be able to write a comprehensive essay on them. We will give you example essays to analyse and mark during the course, to enable you to see what is required for a higher grade. **Planning** is essential. You need to observe good essay structure: a short **introduction** in which you make it clear that you have understood the question, perhaps explaining the context, and you outline the argument you are going to make; one **paragraph per main point**, in which you make your **point**, explain it, give an **example**, and refer back to the question set; sum up with a conclusion in which you show you have really answered the question and try to leave the examiner with your personal thoughts or standpoint and perhaps something to muse upon

Reading fiction.

You will be studying one book as part of your course so it is a good idea to try to read shorter stories, parallel texts (in English and French) and magazines from day one. A good starting point is short stories, such as those by Maupassant, or a short novel such as Saint Exupéry's *Le Petit Prince* (as shown on the front cover of this guide), the *Petit Nicolas* books or Françoise Sagan's *Bonjour Tristesse*. Another classic work to read is Albert Camus' *L'Etranger*, which we have chosen for the last 2 years as our A Level text, *Les petits enfants du siècle*, by Christine Rochefort, or *Un sac de Billes*, by Joseph Joffo, which we studied 3 years ago, but it is quite long. You might like to buy an English translation of our set book so that you can check

you have understood everything. The more you read, the more vocabulary you will learn, and you will also get a feel for which phrases and structures work in French.

Speaking French

It is essential that you experiment with French and try to speak in French every lesson. We will not mind if you make mistakes – you just need to practise. If you are worried about correct pronunciation you can check this on wordreference.com, or use the vocab pages on the digital book on kerboodle. You could also try some tricky phrases on the website www.ttsreader.com or www.voki.com which converts text to speech. Try speaking to yourself in French, or practising with a friend or parent. The best way to practise, however, is to go to France.....

Contact with France and French speakers.

- Every time you go to France on **holiday** try to speak as much as possible; don't be shy! Keep a notebook of useful vocabulary you come across. Also take the opportunity to scrounge leaflets and free information from tourist centres about current issues and places of interest; it's all good reading practice!
- There will hopefully be an opportunity to participate in our annual **study visit to Paris**, staying with a French teenager from our partner school *Lycée Jules Ferry*. Alternatively you may wish to do a week's **work experience** placement and we can help you organise this through **Halsbury Travel**. You would travel independently, or as a small group, with students of French from other schools. Some of the Year 12 students at Harington did this three years ago and thoroughly enjoyed the experience, staying with a family during their week.
- Try to converse as much as possible in **French in class**. French lessons at A Level are conducted mainly in French! We will offer you **regular one-to-one oral sessions** for extra support, and hope to organise MFL social meetings after school hours, together with Yr 13 students and those studying German and Spanish.

To get the most out of this course you must be prepared to work independently, as languages need constant practice and good discipline. However, we will be there to support you, so don't worry.

On the next pages of this guide you will find suggested tasks to keep you busy over the next few months. These will really help you to prepare for the course, and give you a flavour of what is to come. If you have any queries, please contact me: tleuchars@haringtonschool.com

Advice for Y11 from current Yr 13 students:

"Don't stress if you're finding it hard because usually a few weeks after you go through a difficult patch it clicks and you find you have improved loads!"

"Go on the exchange and talk as much French as possible! I am still in touch with both my partners."



Transition Tasks.

Task 1. The French news.

It is very important, when studying A Level French, to keep up-to-date with the French news, and to understand which issues are important for French people. You will be expected to show off this knowledge in the oral exam, so it's a good idea to start following the French news now.



Two very good sites are www.1jour1actu.com and www.20minutes.fr. Try the following links to read some leading stories from the past few months. For each story create a vocabulary list of 10 new words or phrases and write a summary of each, in English.

1. Demonstrations in France.

<https://www.1jour1actu.com/france/manifestations-a-quoi-ca-sert?output=pdf>

Vocabulaire	Résumé

2. Freedom of speech in France.

<https://www.1jour1actu.com/france/cest-quoi-laffaire-mila?output=pdf>

Vocabulaire	Résumé

3. Coronavirus in France: schools close

<https://www.1jour1actu.com/france/emmanuel-macron-fermeture-des-ecoles>

Vocabulaire	Résumé

4. Bears in the Pyrénées.

<https://www.20minutes.fr/planete/2747175-20200324-fait-ours-pyrenees-sortis-confinement>

Vocabulaire	Résumé

5. Helping the environment

<https://www.1jour1actu.com/planete/une-famille-zero-dechet>

Vocabulaire	Résumé

Task 2. French music.

Music is an important Year 12 topic and you will discover various Francophone musicians and what is being done in France to protect French music which is an important part of its cultural heritage.

Listen to the following songs and then search for the lyrics.

Write a short paragraph in French gathering facts about the artist: age, nationality, their début and reputation, and what this particular song is about.

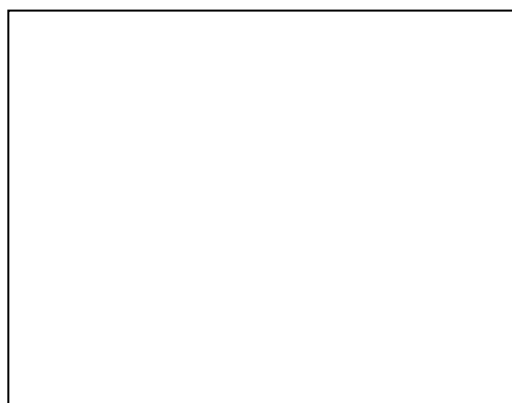
Colonel Reyel

<https://www.youtube.com/watch?v=6O4uwy4eJhY>



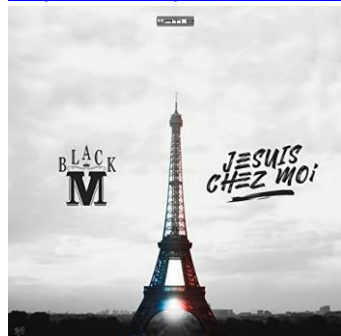
Fréro Delvega

<https://www.youtube.com/watch?v=nzXtT3eigT4>



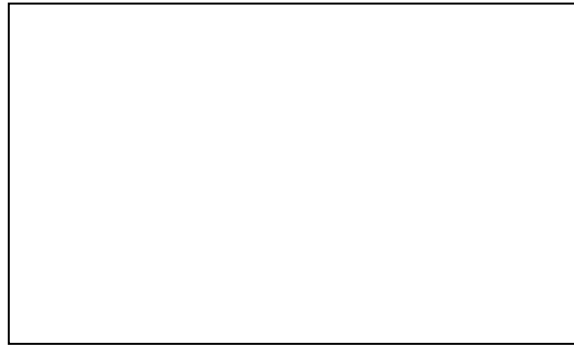
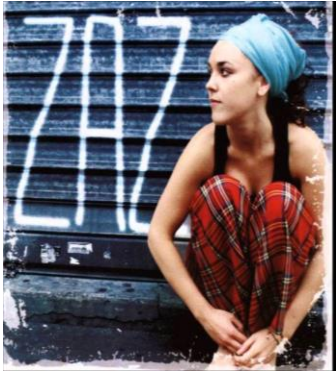
Black M

<https://www.youtube.com/watch?v=EumKilaC9bY>



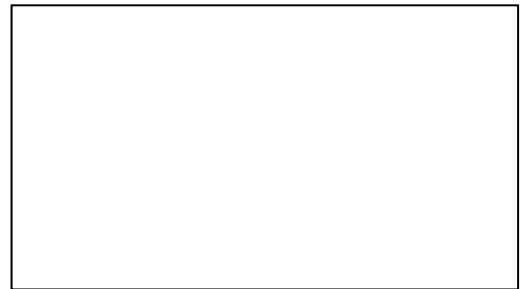
Zaz

<https://www.youtube.com/watch?v=W4DTYmmTsyQ>



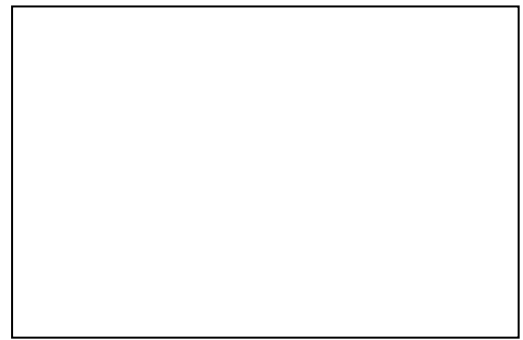
Stromae

<https://www.youtube.com/watch?v=MbR5EHHSfx4>



Louane

<https://www.youtube.com/watch?v=TbKyQWaY1So>



Task 3. French film.

Cinema is hugely important in France. Cinema as an art form is another important topic in Year 12.

- a) Currently the website shown below is allowing everyone free access to watch short films (approx. 15 minutes long) for free. Try watching this short film and write a summary of it in French in the box below using the phrases given to help. Always remember, as you did for GCSE, to add your opinion and justify it. If you click on **CC** in the right hand corner of the screen when watching, you can choose subtitles in different languages; try either the French or English ones, to help.

Au sol: <https://www.myfrenchfilmfestival.com/fr/movie?movie=37759>

- b) You could then try a different film and do the same. Another one I have tried is *La chair et les volcans*:

<https://www.myfrenchfilmfestival.com/fr/vod?movie=41373>

*Le film s'appelle ___; c'est une comédie /un dessin animé / un film d'horreur...
Il a été réalisé par _ et est sorti en _ - It was directed by ...and came out in*

Il se déroule à _____ - it takes place in ...

Dans le film il s'agit de _____ - the film is about ...

Le personnage principal est ___ - the main character is

Je l'ai trouvé _ parce que _ - I found it ... because ...

Il m'a rendu triste / heureux / furieux – it made me sad / happy / happy

Il m'a fait pleurer / rire / sourire – it made me cry / laugh / smile

Il m'a fait peur – it scared me

- c) Now try this link, which you can also access from the BBC languages website. Arte is a cultural channel and the link below is to a nature programme about Madagascar (a French speaking country).

<https://www.arte.tv/fr/videos/081526-001-A/madagascar-l-ile-rouge/>

bbc.co.uk/languages/french/tv/onlineprogs.shtml

LANGUAGES FRENCH

- Languages Home
- French**
- TV
- BBC programmes
- Transcripts
- News
- Online programmes
- French channels
- Newsletter

TV - Online programmes

Many French TV stations broadcast some programmes via their websites.

- TV 5 Monde**
The Web TV channel of the international TV channel promoting the French language and the culture of the countries where it's spoken. Run by a consortium of the public broadcasters of France, Belgium, Switzerland and Canada, it shows programmes by all of them, plus some original ones, including news, chat-shows, quiz-shows, sit-coms, drama and documentaries.
- TF1 Vidéos**
As well as news, the first channel offers clips from its entertainment, music and factual programmes, including full editions of flagship documentary *Ushuaia* and weather forecasts in *Le Météo*.
- Caméra Café**
France's infamous comedy TV series.
- Canal +**
Mostly an entertainment channel. You can watch *Le Zapping*, a five-minute compilation of daily highlights from different channels or *Les Guignols de l'Info*, a satirical view at current events with rubber puppets à la Spitting Image.
- TF 1: Programmes Jeunesse**
- Ti Ji: Ti-Vidéos**
- Canal 3: Les vidéos**
Clips and some full children's programmes are available on the websites of those commercial TV channels.
- Arte TV**
Mostly an arts and documentary channel. You can watch short clips from many of its programmes.
- France 5**

BBC TV and Radio - French

- Search BBC iPlayer for programmes about 'French' or 'France'. These links carry out automated searches and may produce some irrelevant results.
- Online Courses**

Note any useful vocabulary you learn, and any facts about Madagascar :

Vocabulaire utile	Faits

Task 4 Grammar.

This is a quick summary of the grammar you are expected to know already. However, you may feel you need to revise some of these points. We will revise them at the start of the course, but the more confident you are before the course begins, the more confident you will feel when we start. Also check you know your numbers!

Go to www.languagesonline.org.uk



Click on Grammar!

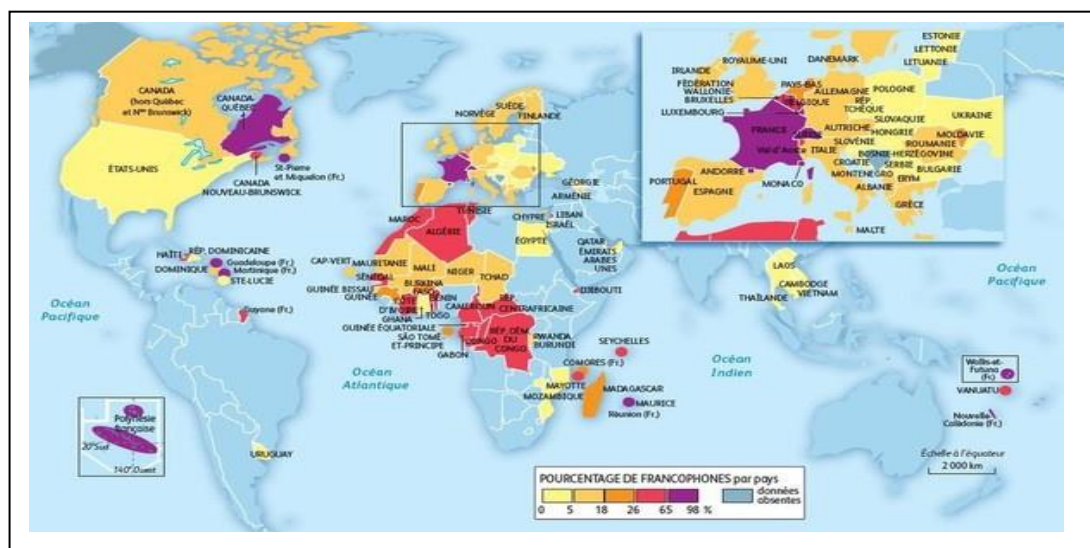
Work through any exercises on the grammar topics you feel the least confident with.

TOPIC	CONTENT / EXERCISES
Recognise and use a range of tenses with regular and irregular verbs.	<p>Regular –RE, -ER, -IR verbs:</p> <p>Common irregular verbs: être, avoir, aller, faire, pouvoir, vouloir</p> <p>Tenses: Present</p> <p>Passé Composé, Imperfect</p> <p>Near Future (form of aller + infinitive)</p> <p>Future (eg. Sera)</p> <p>Conditional (eg. serait)</p>
Nouns and adjectives	<p>Recognise common nouns and their gender</p> <p>Understand the position of adjectives</p> <p>Understand how to make common adjectives feminine and plural</p>
Interrogative and imperative	<p>Recognise questions words: qui, où, que, qu'est-ce que, pourquoi, quand</p>
Understand how to ask questions	<p>Be able to ask a question with correct word order</p>
Know how to give orders	<p>Use the imperative of regular and common irregular verbs: allez / regardez / finissez / faites</p>

Task 5: La France et la Francophonie.

Heritage is another very important Year 12 topic. You should try to become familiar with the geography of France, important aspects of some of its regions, and have an overview of other French-speaking countries.

- a) Choose a region of France and write a 200 word account about it, preferably in French. Where is it? What are its main attractions? What are its geographical features? What historical events have taken place there? Have you been there? What do you like about it? What are the current crises it is facing, if any?
- b) Choose a French-speaking country and write a similar 200 word account about it, including: What are its biggest exports? What are the greatest advantages / disadvantages of living there? Which issues is it currently facing?



Task 6 La cuisine

Food is a big deal in France! French cuisine is well-known around the world and it is worth finding out more about some of its famous dishes and produce.



- Annotate the picture above, adding a brief description of each of the dishes shown.
- Explain the importance of:
 The Guide Michelin: _____
 Paul Bocuse: _____
- Now try following this recipe and making a *tarte tatin* (caramelised apple tart)
<https://cuisine.journaldesfemmes.fr/recette/1000577-tarte-tatin>



« Recette simple et traditionnelle qui fera beaucoup d'heureux ! Peut être accompagnée d'une boule de glace vanille ou de crème chantilly. »

Task 7. Reading, summarising and translating.

This task will give you a flavour of some of the skills you will develop at A Level. Answers are given at the end so you can see how well you have coped.

Petite bibliographie de Stromae

Le chanteur belge Stromae – anagramme de maestro – est né Paul Van Haver à Bruxelles le 12 mars 1985. Parfois comparé au légendaire Jacques Brel pour sa qualité d'interprétation, Paul a grandi avec sa mère, flamande, sa sœur et ses trois frères. Son père, un architecte rwandais, est parti peu après sa naissance et il ne l'a revu que rarement avant sa mort, lors du génocide au Rwanda, en 1994.



A l'âge de 10 ans, le jeune Paul commence à jouer de la batterie et des percussions. En 2000 il se lance dans le rap et choisit Stromae comme pseudonyme. Trois ans plus tard il monte le groupe Suspicion avec le rappeur J.E.D.I. Leur composition *Faut k't'arrête le Rap* les fait remarquer, mais le duo se sépare et Stromae continue sa carrière en solo.

Stromae participe alors à de nombreux projets musicaux. En 2008 il collabore avec le rappeur français Kerry James et compose également un morceau pour Anggun. En même temps il diffuse en ligne *Les leçons de Stromae*, des petits films dans lesquels il explique comment construire un morceau. Tandis que ses vidéos font le buzz, il sort en septembre 2009 le single *Alors on danse*. Ce mélange entre paroles graves et musique électro a un succès énorme. Le titre se classe en tête des charts en France, Allemagne et Belgique et se vend à près de 3 millions d'exemplaires dans le monde.

Il se produit alors dans de nombreux clubs en Europe. Son album, "*Cheese*", sort en juin 2010 et remporte, en 2011, une Victoire de la musique dans la catégorie album de musiques électroniques ou dance de l'année.

Le tube *Alors on danse* est également remarqué par le rappeur américain Kanye West qui en fait un remix, ce qui permet à Stromae de mettre un pied sur le continent américain.

En 2013, pour son second opus, *Racine Carrée*, Stromae se sert de nouveau d'Internet pour créer le buzz. Il laisse fuiter sur le Web des images de lui apparemment ivre dans les rues de Bruxelles. Il s'agit en réalité d'extraits de son clip à venir, *Formidable*, premier single l'album. Plus encore que le disque précédent, *Racine Carrée* mélange les genres et les influences. Celle de Brel, très présente dans *Formidable*, laisse place à des rythmes africains et électro sur le single *Papaoutai*, autre énorme succès. On trouve également une participation du rappeur Orelsan sur deux morceaux. Dans *Bâtard*, la référence à Jacques Brel est présente. Il y dénonce les divisions en cases de la société, en évoquant le racisme, l'homophobie ou le sexisme.

Sorti le 16 août 2013, le disque se classe très rapidement dans le haut des charts en France et en Belgique. En décembre 2013, plus de 700 000 exemplaires avaient déjà été vendus. Preuve que le chanteur belge intéresse de plus en plus outre-Atlantique, il a eu droit à son portrait dans le très prestigieux New York Times. En 2016 il gagne le Grand prix de la Francophonie, accordé par l'Académie Française.

Côté vie privée, Stromae épouse le 12 décembre 2015 sa compagne depuis trois ans, la styliste Coralie Barbier.

Informations : gala.fr et Wikipédi

Vocabulaire

legendary - _____	performance - _____ (f)
to grow up - _____	Flemish - _____
during - _____	to set up - _____
to get known - _____	piece - _____ (m)
to broadcast - _____	while - _____
to be all the rage - _____	mixture, blend - _____ (m)
lyrics - _____ (f.pl.)	copy - _____ (m)
to perform - _____	hit - _____ (m)
work, creation - _____ (m)	to leak - _____
drunk - _____	to criticise, attack - _____
compartment - _____ (m)	to allude to, reference - _____
proof - _____ (f)	to be entitled to - _____ - _____
to award - _____	partner - _____ (m/f)

Questions

1. Pourquoi a-t-il choisi le pseudonyme de Stromae ?
2. Qu'est-ce que son père est devenu ?
3. Qu'est-ce qu'il a fait à l'âge de 10 ans ?
4. Avec quels artistes a-t-il collaboré pendant sa carrière ?
5. Quel média a-t-il utilisé pour diffuser ses morceaux ?
6. C'était quoi, « Les leçons de Stromae » ?
7. Qu'est-ce qui s'est passé en 2009 ?
8. Qu'a fait Kanye West avec le morceau *Alors on danse* ?
9. Comment est-ce que Stromae a fait le buzz en 2013 ?
10. Que dénonce Stromae dans la chanson *Bâtard* ?
11. Comment sait-on qu'il est devenu connu aux Etats-Unis ?
12. Qu'a-t-il fait en 2015 ?

Complétez les phrases avec un mot approprié

1. Stromae est né en _____.
2. Sa mère est _____.
3. Son père est _____ au Rwanda.
4. A 10 ans il a _____ à faire de la batterie.
5. Il a _____ Stromae comme pseudonyme.
6. Il a fait _____ de projets musicaux.
7. Il a _____ avec des artistes divers.
8. Il s'est servi d'_____ pour se faire remarquer.
9. Il s'est _____ dans beaucoup de clubs en Europe.
10. Ses morceaux sont un _____ d'influences diverses.
11. Son deuxième _____ s'appelle *Racine Carrée*.
12. Brel a été une _____ importante sur Stromae.
13. Ses chansons se sont vendues à des millions d'_____.
14. Son portrait a été _____ dans le New York Times.
15. En 2015 il a _____ son amie Coralie Barbier.

Résumé En 70 mots résumez les trois premiers paragraphes du texte.

Traduction en français

Traduisez les phrases suivantes

1. Stromae, who is sometimes compared with Jacques Brel, was born in Belgium.
2. His father left the family soon after Stromae's birth.
3. He began his musical career by playing the drums and percussion.
4. He made a series of online films in which he explained how he composed songs.
5. After performing in European clubs, he became well known in the USA.
6. His songs sometimes criticise divisions in society caused by racism and homophobia.
7. He has released a lot of successful singles during his career.
8. As regards his private life, he has been married since 2015.

Traduction en anglais

Traduisez le sixième paragraphe (*En 2013...le sexisme.*)

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Answers

Questions

1. Parce que c'est une anagramme de maestro.
2. Il est mort au Rwanda lors du génocide en 1994.
3. Il a commencé à jouer de la batterie et des percussions.
4. Il a collaboré avec JEDI, Kerry James, Anggun, Orelsan et Kanye West.
5. Il a souvent diffusé ses morceaux sur Internet.
6. Une séquence de films où il montrait comment il faisait ses chansons.
7. Il a sorti le morceau *Alors on danse*.
8. Il en a fait un remix.
9. Il a laissé fuiter sur Internet des images de lui apparemment ivre.
10. Il dénonce les divisions de la société en cases (et le sexisme, le racisme et l'homophobie).
11. Son portrait a été publié dans le New York Times.
12. Il a épousé sa compagne.

Complétez les phrases avec un mot approprié

1. Stromae est né en **Belgique**.
2. Sa mère est **flamande**.
3. Son père est **mort (décédé)** au Rwanda.
4. A 10 ans il a **commencé** à faire de la batterie.
5. Il a **choisi** Stromae comme pseudonyme.
6. Il a fait **beaucoup** de projets musicaux.
7. Il a **collaboré (travaillé)** avec des artistes divers.
8. Il s'est servi d'**Internet** pour se faire remarquer.
9. Il s'est **produit** dans beaucoup de clubs en Europe.
10. Ses morceaux sont un **mélange** d'influences diverses.

11. Son deuxième **tube** s'appelle *Racine Carrée*.
12. Brel a été une **influence** importante sur Stromae.
13. Ses chansons se sont vendues à des millions d'**exemplaires**.
14. Son portrait a été **publié** dans le New York Times.
15. En 2015 il a **épousé** son amie Coralie Barbier.

Model summary

Né en Belgique en 1985 à une mère flamande, son papa est parti et est mort au Rwanda en 1994. Il a commencé à faire du rap. Après une courte collaboration il a décidé de faire une carrière seul. Mais il a collaboré depuis avec d'autres artistes. Il a également diffusé des films qui ont fait le buzz en ligne ; ensuite il a sorti un single *Alors on danse* qui a fait un carton. (75 words)

1. Stromae, qui est parfois comparé à Jacques Brel, est né en Belgique.
3. Il a commencé (débuté) sa carrière musicale par jouer de la batterie et des percussions. (not *en jouant* here)
4. Il a fait une série de films en ligne dans lesquels il a expliqué comment il composait des chansons.
5. Après s'être produit dans des clubs européens il est devenu connu aux Etats-Unis.
6. Ses chansons dénoncent (critiquent) parfois les divisions dans la société causées par le racisme et l'homophobie.
7. Il a sorti beaucoup de singles réussis (à succès/brillants) pendant sa carrière.
8. Côté vie privée (quant à sa vie privée) il est marié depuis 2015.

Translation into English

In 2013 for his second major work, *Racine Carrée*, Stromae used the internet again to create a buzz. He leaked on to the web pictures of him seemingly drunk in the streets of Brussels. In reality they were extracts from his upcoming video *Formidable*, the first single of the album. Even more so than the previous record, *Racine Carrée* blended genres and influences. The Brel influence, very obvious in *Formidable*, gave way to African and electro rhythms on *Papaoutai*, another huge hit. Orelsan also collaborated on two tracks. In *Bâtard* the reference to Jacques Brel was clear. In this track he attacked the compartmentalisation of society, alluding to racism, homophobia and sexism.

Task 8. Summer Task.

This is the task I would leave until last so that it is fresh in your mind when we start back in September.

Choisissez un aspect de la culture française qui vous intéresse. Vous allez préparer des informations en français pour présenter à la classe en septembre.

Quelques idées :

Le tour de France

La mode – un styliste (Coco Chanel ? Yves St Laurent ?)

L'art en France – un peintre ou photographe français, l'impressionnisme ?

Le système scolaire en France

A la une – (an item currently in the French news)

Une critique d'un film ou un livre français

Un français que j'admire et pourquoi (personne contemporaine ou historique)

Un politicien français (Président Macron? Marine Le Pen? Anne Hidalgo ?)

Les Restaurants du Cœur ou une autre organisation caritative française

La révolution française et le 14 juillet aujourd'hui (la fête nationale)

L'Occupation de la France pendant la seconde guerre mondiale

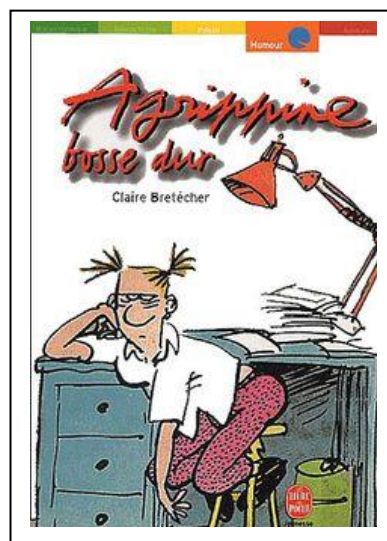
A French cartoon character / series : Tintin, Astérix, Agrippine

Minimum requirements:

2 sides of A4 in French **and** a few PPT slides with a brief accompanying script in French. You will present this to the group in September but must avoid simply reading out large chunks of text.

Bonne chance et bon courage!

Mrs Leuchars, avril 2020



References

www.aqa.org.uk

Suggested reading / viewing list:

Background:

French politics and society, Alistair Cole, 2017 (paperback, third edition)

Twentieth Century France, James F McMillan London: Arnold, 2000

French literature: A Beginner's Guide, C Clark, 2012

Fiction: (*included on AQA choice of set texts)

*CAMUS: L'Etranger,

COLETTE: Le Blé en Herbe

DURAS: Moderato Cantabile

*ETCHERELLI: Elise ou la vraie vie

*GUENE : Kiffe kiffe demain

GOSCINNY, René, Le petit Nicolas

*JOFFO: Un sac de billes

MAUPASSANT, Boule de Suif

*SAGAN: Bonjour tristesse

SAURRAUTE: Enfance

ST EXUPERY: Vol de nuit ; Le Petit Prince and link to audio book :

<https://www.youtube.com/watch?v=LSRIMvjucHY>

TROYAT: La neige en deuil

VERCORS: Le silence de la mer

DE VIGAN : No et moi

VOLTAIRE : Candide

Films (* films from the AQA set list)

*Au Revoir les Enfants, Louis Malle

*L'auberge espagnole Cédric Klapisch (2002)

*La Haine Mathieu Kassovitz (1995)

*Un long dimanche de fiançailles Jean-Pierre Jeunet (2004)

*Entre les murs Laurent Cantet (2008)

*Les 400 Coups, François Truffaut

Les Choristes, Christophe Barratier

Le Fabuleux Destin d'Amélie Poulain

Jean de Florette, Manon des Sources, Claude Berri (based on books by Marcel Pagnol)

La famille Bélier, Eric Lartigau

Qu'est-ce qu'on a fait au bon dieu ? Philippe de Chauveron

Intouchables, Olivier Nakache

Les aventures de Tintin, Le secret de la licorne, 2011, Steven Spielberg

Astérix, Le secret de la potion magique, 2018, Louis Clichy

Try some of the French series on **Netflix** : check what is currently showing but some recommendations are : *Une chance de trop*, *Le Chalet*, *Dix pour cent*, *Plan Coeur*.