

What is this induction pack for?

This pack will show you what French is like as an A Level subject. The major difference between Yr11 and Post 16 is that you will need to work **more independently** to improve your subject knowledge and skills. Your induction pack starts this process by clearly telling you what to work on before you return to college in September. After a three month break from school and lessons, you will need to get your subject brain working again!!

We have also included some materials to encourage you to see your subject as more than just an exam subject. That means enjoying what you are doing by looking at materials and sources of learning which are not just about exams.

What is the A Level going to be like?

The course will be taught by two teachers, giving you eight lessons per fortnight. You will find yourself in classes which are often smaller than for GCSE. Co-operating and enjoying learning with others will become increasingly important and your teacher will be expecting your willing participation and engagement with what you are studying.

Which exam do we do?

AQA <http://www.aqa.org.uk/> You will find the specification and sample papers here. You are doing the NEW A Level course (7652 Exams from May 2018). You will receive a handbook with details once you start.

How much time do I need to spend on independent study?

Your teacher will set homework/independent study tasks each week and will guide you as to how much time to spend. 4 hours in total is the usual expectation (i.e the same amount of time as you have with your teachers).

What is the actual course content?

1) Core Content (all must be studied in relation to at least one French-speaking country)

• **Social Issues and Trends**

- the changing nature of the family
- cyber society
- the place of voluntary work
- positive features of a diverse society
- life for the marginalised
- the treatment of criminals

• **Political and Artistic Culture**

- a culture proud of its heritage
- contemporary francophone music
- cinema: the 7th art form
- teenagers: the right to vote and political commitment
- demonstrations, strikes and the holding of power
- politics and immigration

• **Grammar**

- you will receive a full checklist in the student handbook at the start of the course

2) Options

• **Literary Texts and Films**

You will study either

- a) one text (novel / play) and one film
- b) two texts (novels, plays)

3) Individual Research Project

You will choose a subject or key question which interests you and which relates to a French-speaking country. You will use a range of sources (in French) and develop your research skills. You will analyse and summarise your findings and present and discuss them in the speaking exam.

You can choose a subject linked to one of the themes covered in the course but you cannot base your research on the same book / play / film that you refer to in the writing exam. All students in the group must choose a different theme, subject or key question.

Study Skills

- You will be expected to be an **active, engaged and independent learner**. This means taking part fully in lessons, completing work and correcting it when it is returned to you. You should have access to a large **French-English dictionary** at home (translation sites are no substitute and frequently produce incorrect language) and should use it as a matter of course to look up / check spellings, genders and meanings. As an active learner you should be aware of your own strengths and weaknesses and aim to build on the former and improve the latter. You should use your **initiative** to review work and ask for extra support if needed. You are advised to spend the same amount of time on your homework / self-study as you do in teacher-led lessons.
- **Vocabulary learning** is absolutely essential and should become part of your regular routine. You must have a vocabulary book in all lessons. You will write down new words and phrases in lessons (and should do so without being prompted by your teacher).

The biggest barrier to success at A level is a failure to learn vocabulary regularly.

- You need to get used to the format of the exam. This booklet will help you but you are also advised to spend time on the AQA website accessing the specimen papers.
- A Level will be challenging and - hopefully – rewarding! Your teachers are there to guide you so please let us know if you have questions or problems we can help with. If you don't tell us then we can't help!

Contact addresses are: snewland@fromecollege.org and wowsley@fromecollege.org

What support materials are there for students?

See the A5 booklet “A Level French Study Guide” – this is saved in the shared drive under Languages – French – A Level – Active Learning



What could this subject lead to in the future?

Continuing a language to A Level allows you to build on the progress you have already made at GCSE. You will work individually, in groups and as a class to communicate effectively and to improve your accuracy. You will be encouraged to be an active, independent learner and to investigate the culture of your chosen country. **Fewer and fewer people study languages as they are seen to be intellectually demanding. As a result, there is more of a demand than ever for people offering language skills.** Although many foreigners learn and speak English well, there is no substitute for being able to communicate in someone’s first language, both in business and in social circles.

Learning a language to A Level hones skills which are much sought after by future employers:

Communication and Team Work

Presenting

Analyzing

Planning and Refining

Organizing

Learning and Applying Knowledge

Awareness of other cultures

The obvious careers for languages students and graduates are as interpreters and translators. Careers in the diplomatic service and telecommunications also often require an aptitude for languages.

Language students’ interest in their degree subject often goes beyond a simple desire to understand the language and includes a passion for foreign cultures as well. This could be a great advantage in the business world. Many blue-chip multinational recruiters want employees who have a global outlook and are sensitive to cultural differences.

With additional training you could also consider a career in one of these areas:

- teaching
- tourism
- business
- politics
- public relations
- human resources
- distribution or logistics management
- marketing
- publishing
- journalism
- accounting
- law

<http://targetjobs.co.uk/careers-advice/degree-subjects-your-options/301040-what-can-i-do-with-a-modern-languages-degree>

Why is it important not just to think of your A Level subject as an exam or a qualification?

Through your study of the language, you are learning all the time about life in France. This will allow you to understand how French people see their world.

French is not just an exam subject. Take a broader interest in what you are doing. The A Level textbook is good but films, websites, books, magazines; music will provide a fuller, more modern picture of life in France today.

Increase your enjoyment and understanding by showing some initiative and exploring some of these sources.

We recommend for this summer:

French Films:

“Populaire” (2012)

“Amélie” (2001)

“Intouchables” (2011)

“Emotifs Anonymes” (2011)

French TV:

If you are bold and not squeamish 😊:

“Les Revenants” (The Returned) (2012)

“Engrenages” (Spiral) (2005-)

French CDs:

“Mini World” Indila (2014)

“Recto Verso” Zaz (2012)

“Racine Carré” Stromae (2013)

French Magazines / Newspapers:

“L’Equipe” for sports fans

“Marie Claire”

“Glamour”

“Métro”

Websites:

mylanguageexchange.com to find a French pen pal

www.france24.com (breaking news available in French with option of switching language to English)

www.pluzz.fr French TV and news catch-up

www.lemouv.fr – French radio - just to have on in the background



How can I get myself ready to start the course in September?

You are about to have the longest Summer Holiday in your life so far!! So there is plenty of time to get your brain working and make a really good start to the course. This is what you need to have done before school starts again in September. You will have:

- filed your GCSE exercise books somewhere safe for future reference
- watched a French film or explore one of the other ideas above
- completed the grammar section 'transition'
- completed the dictations on the CD
- answered the questions linked to the reading
- read through the Active Learning Guide and revise all the verb tenses
- learn the following irregular verbs by heart and know what they mean!



Common Irregular Verbs

Infinitive	Je (J')	Tu	Il/Elle/On	Nous	Vous	Ils/Elles
avoir	ai	as	a	avons	avez	ont
être	suis	es	est	sommes	êtes	sont
aller	vais	vas	va	allons	allez	vont
faire	fais	fais	fait	faisons	faites	font
pouvoir	peux	peux	peut	pouvons	pouvez	peuvent
savoir	sais	sais	sait	savons	savez	savent
vouloir	veux	veux	veut	voulons	voulez	veulent
devoir	dois	dois	doit	devons	devez	doivent
dire	dis	dis	dit	disons	dites	disent
prendre	prends	prends	prend	prenons	prenez	prennent
voir	vois	vois	voit	voyons	voyez	voient
venir	viens	viens	vient	venons	venez	viennent

Dictations – On internet (DIAGNOSIS)

You should complete at least three dictations from this website:

<http://www.podcastfrancaisfacile.com/apprendre-le-francais/dictee.html> . You should listen to them one at a time and try to write down what you hear – word for word. You will hear the dictées three times – once without pauses, second time with pauses and repetition and the third time without pauses. The aim is to see whether what you hear is accurately transcribed. This is useful for showing areas you are good at in writing but also weaknesses in your grammar and/or comprehension.

You should then look at the actual transcript on the screen and use it to see where you have errors. Bring this work in with you so that we can see what you have diagnosed as being a problem for you.

Reading work

You will need to complete some of this work on a separate piece of lined paper.

Travailler comme bénévole : des témoignages authentiques

Claire

Je suis étudiante et, comme pour beaucoup d'étudiants, mes projets professionnels ont souvent changé... puis j'ai lu un livre sur les conditions de vie des femmes à travers le monde. J'ai alors souhaité faire du bénévolat ; c'était pour moi l'occasion de m'engager pour une cause pendant mon temps libre avant de le faire professionnellement. C'est pour cela que j'ai décidé d'être bénévole pour une association qui vient en aide surtout aux femmes.

Margot

Par le passé, j'ai fait un service civil en tant qu'accompagnateur auprès de personnes handicapées. J'ai toujours souhaité refaire cette expérience dans le cadre d'une action bénévole... Vingt ans après, j'ai trouvé une association dont la mission est de permettre aux personnes handicapées de rompre de la solitude, de sortir de chez elle pour tous types d'activités de loisir. J'accompagne donc des personnes à mobilité réduite aux cinémas, à des concerts, à des expositions.

Fatima

Etudiante, j'avais envie de passer des vacances « utiles aux autres ». Je suis tombée sur l'Association des Paralysés de France qui cherchait des accompagnateurs bénévoles pour leurs centres de vacances d'été durant trois semaines. Je leur ai proposé ma bonne volonté, me sentant capable de donner un coup de main pour le quotidien. Une association a vu que j'étais étudiante infirmière et cette compétence les a intéressés. J'ai donc accepté de prendre en charge le côté sanitaire et soins tout en participant à l'animation.

Jacques

J'habite dans un tout petit village d'environ 300 habitants et je suis passionnée de lecture. Lorsque j'ai appris que la bibliothèque de ma commune cherchait des bénévoles, j'ai tout naturellement proposé mes services. J'ai un métier très prenant et un enfant en bas âge mais ça ne m'empêche pas de m'investir dans le bénévolat. Environ deux fois par mois, je fais des permanences à l'accueil. Et lorsque mon emploi du temps me le permet, il m'arrive de donner un coup de main pour le catalogage ou l'achat de nouveaux ouvrages.

Hélène

Méto, boulot, dodo... on se lasse vite du rythme de nos vies citadines et quand on prend le temps de s'arrêter quelques instants pour respirer, on se demande alors : mais au fond, c'est quoi, le sens de tout ça ? Alors, quand on m'a proposé de donner des cours de soutien à une enfant en difficulté scolaire, deux heures par semaine, je n'ai pas hésité une seconde : pour une fois, je me sentais à la hauteur de la mission. Le bilan ? Le sourire de Caroline, 9 ans, ses progrès, sa confiance naissante en elle : pour tout cela, je suis ravie d'avoir osé franchir le pas !

Alexis

Dans ma vie professionnelle, je suis responsable de projet dans les secteurs bancaire et de l'assurance. En étant bénévole chez France Bénévolat, je poursuis ainsi ma mission de conseil. Entre autres, je détermine les besoins des associations pour les mettre en relation avec les envies et les compétences des bénévoles. C'est vraiment ce qui me motive.

J'ai décidé de m'engager dans cette activité en partant de deux constats : j'ai un intérêt marqué pour autrui et je souhaite transposer mes compétences de conseil au service du monde associatif.

(A) C'est qui ?

Cette personne...

1. a une formation médicale qui leur permet de venir en aide aux autres.
2. fait du bénévolat dans une bibliothèque locale.
3. a été influencée par la lecture d'un livre.
4. fait du bénévolat indirectement, en mettant des bénévoles en contact d'associations variées.
5. sort avec des personnes qui ont du mal à se déplacer.
6. donne des cours à une enfant qui veut faire plus de progrès à l'école.
7. compte faire un emploi dans le même domaine après.
8. a déjà une vie professionnelle très chargée.
9. voulait refaire quelque chose qu'elle avait fait autrefois.
10. est motivée par deux facteurs principaux.

(B) Traduisez les expressions suivantes tirées des témoignages:

- | | |
|---------------------------------|-------------------------------|
| 1. a helping hand - _____ | 6. up to (capable of) - _____ |
| 2. metro, work, sleep - _____ | 7. support - _____ |
| 3. skills - _____ | 8. result, outcome - _____ |
| 4. to escape (solitude) - _____ | 9. take the plunge - _____ |
| 5. demanding (job) - _____ | 10. other people - _____ |

(C) Trouvez des verbes associés aux noms suivants:

- | | | |
|--------------------|-----------------------|------------------------|
| 1. acceptation (f) | 6. changement (m) | 11. apprentissage (m) |
| 2. permission (f) | 7. hésitation (f) | 12. décision (f) |
| 3. sentiment (m) | 8. franchissement (m) | 13. motivation (f) |
| 4. souhait (m) | 9. proposition (f) | 14. aide (f) |
| 5. engagement (m) | 10. participation (f) | 15. investissement (m) |

(D) Trouvez des noms associés aux verbes suivants:

- | | |
|----------------|---------------|
| 1. accompagner | 6. étudier |
| 2. animer | 7. employer |
| 3. conseiller | 8. soutenir |
| 4. servir | 9. confier |
| 5. associer | 10. constater |

(F) Traduisez en anglais les témoignages de Fatima et Jacques.

(G) Remplissez les blancs

1. Pour Jacques, c'est sa _____ pour la lecture qui le motive.
2. Hélène est _____ de voir les progrès de son élève.
3. Alexis est _____ par son intérêt pour autrui.
4. Quand Jacques a le _____ il donne un coup de main dans une bibliothèque.
5. Fatima fait des études d'_____, ce qui lui permet d'être bénévole.
6. Claire a eu des projets professionnels _____.
7. Margot travaille pour une association qui _____ aux personnes handicapées de sortir de chez eux.
8. Hélène est fatiguée par sa vie _____.
9. Hélène a _____ le pas en devenant bénévole.
10. Jacques s'_____ volontiers dans le bénévolat.

Using *dont*

Example: j'ai trouvé une association **dont** la mission est de permettre aux personnes handicapées de rompre de la solitude.

What does **dont** mean here? How could you translate it?

Make up five sentences of your own using **dont**.

Transition section (THERAPY)

Please work through the grammar exercises on the following pages.

There is no escape from grammar! In order to be successful at A Level French, you must understand what a noun, adjective, verb, adverb etc. is and how to use them. If you don't understand, look at a good English grammar book to help you. The transition exercises are designed to help you refresh your memory of some key GCSE grammar areas.

In addition, you can speak to Ms Lateu, Miss Newland or Mr Owsley who can provide books for you to borrow over the summer which will help you on specific grammar points.

