

FRENCH BRIDGING MATERIALS



You have a few weeks in which to really prepare for your A-Level in French. The leap from GCSE to A-Level is significant. These materials contain links to a huge range of media, most of which is available for free online as well as tasks to complete before the start of term. In order to keep pace, it is vital that you work through the tasks. Little and often...

Task 1

Prepare a presentation in French (ideally this will be on ppt with visuals to engage us!)

- 1- Who are you? What interests you (sport /music)? Why did you choose French?
- 2- What have you done over the holidays (Passé composé/ imperfect)
- 3- What was the best part of your summer break?
- 4- Choose someone from France or another French-speaking country that interests you (a sports personality / a singer/ actor) and tell the group a bit about them in French (mini- biography)

The first 3 topics we will be looking at:



La famille en voie de changement
(comparing new and old family models)



La «cyber-société»
(the influence of technology)



Le rôle du bénévolat
(the importance of voluntary work)

Sign up to www.quizlet.com using your own email (it is free). Find Mrs Hodson under the username 'Miss_Corson' then find 'Yr 12 French WGS NEW'. Then start to learn the key vocabulary for the above 3 topics in the study sets that have been created. You can add **Quizlet** as an app to your phone. Flip the flashcards to see the English, listen to the expressions and then test yourself or play the games to embed the new language.

Task 2

Watch...

TELEVISION

- <http://www.tv5monde.com/> Watch this channel to gain access to the last episodes of all of their TV shows. Check out their French language learning section at <http://apprendre.tv5monde.com/> where you can watch clips and answer comprehension questions on what you have seen with accompanying grammar exercises.
- Download an app called *6play* on your iPad – search in the App Store for M6. This is a popular French TV channel. Not all programmes are available outside of France, but there is a good selection and these help with listening skills.

MOVIES

- La Haine **you will be studying this one!**
- Les 400 Coups, dir. François Truffaut (1959)
- Au Revoir les Enfants, dir. Louis Malle (1987) ☞ Chocolat, dir. Claire Denis (1988)
- Cléo de 5 à 7, dir. Agnès Varda (1962)
- La Vie en Rose, dir. Olivier Dahan (2007)
- Les Choristes, dir. Christophe Barratier (2004)

Paper 2: Writing (Literary texts and films)

For one of the papers in the A-level examination (Paper 2) you will be studying a literary text and a film. You will be studying a film called **La Haine** and a book called **Bonjour Tristesse** by the author **Françoise Sagan**. For the final exam you will write an essay on each in French.

The Book – Task 3

We will begin to analyse the French novel *Bonjour Tristesse* from the start of year 12. Sagan was only 18 when she wrote this novel which catapulted her to fame and some notoriety in France.

Task 3a:

Synopsis – read the summary below in French, find the vocabulary and summarise in English. Use www.wordreference to help

Bonjour tristesse est une œuvre romanesque brève. En douze chapitres, Françoise Sagan déroule l'histoire d'une jeune fille de 17 ans, Cécile, qui cherche à séparer son père Raymond de sa nouvelle belle-mère Anne en le faisant renouer avec son ex-maîtresse, Elsa. Celle-ci est en effet une amie de Cécile et va suivre les conseils de cette dernière pour reconquérir son père. Lorsqu'Anne découvre la tromperie de Raymond, elle s'enfuit ; elle a un accident de la route sur le chemin vers Paris et meurt sur le coup. Cette mort tragique hante Cécile, qui retrouve sa vie d'avant avec son père mais qui comprend que quelque chose s'est définitivement brisé en elle. Les principaux thèmes de cette œuvre sont les rapports familiaux, la jeunesse et ses espoirs, la trahison, la manipulation, la tentation d'une vie facile et l'espoir du bonheur.

Task 3b:

Research the author Françoise Sagan – find 10 pieces of information about her as the author- her life, other novels, fame and her personal influences or family life



l'écrivaine - Françoise Sagan

Task 3c:

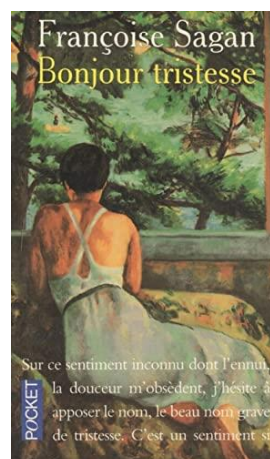
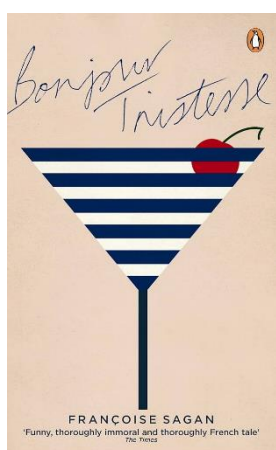
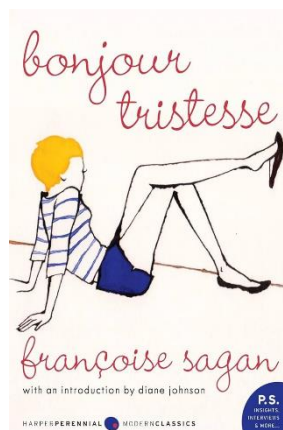
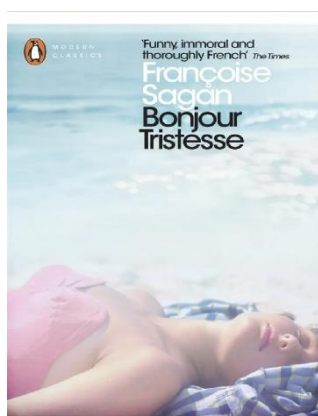
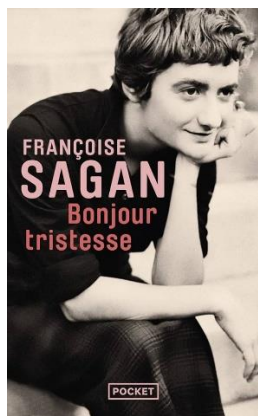
The story is set in the 1950s, post-war France, and the events unfold during a holiday to the Côte d'Azur in the South of France.

Complete some research on:

- a) the Trente Glorieuses and society life
- b) the Côte d'Azur in the 1950s (the Golden Age of the Cote d'Azur)
- c) the changing role of women in French society of the 1950s

Task 3d:

Look at these different covers of book *Bonjour Tristesse*. What do they tell us about the possible content, themes or characters of the story? Find these words in French and annotate the covers



Task 3e:

<https://www.newyorker.com/books/second-read/francoise-sagan-the-great-interrogator-of-morality>
follow this link to an article about the author and the plot and themes of the story

When you have read the article, write a short description in French of the characters:

Cecile:

Raymond:

Elsa:

Anne:

Cyril:

The Film – Task 4



Task 4a:

Based purely on the film poster, write 2 paragraphs to describe what you can see. When you have done that, and with no prior knowledge of the storyline or characters, write down some ideas as to what you think the film is about. Who is in the picture? What sort of background do they come from? Where do they live? What sort of a life do they lead? Come up with as many imaginative ideas as you can.

Task 4b:

Here is a brief summary for the film. Translate into English. Note the vocabulary at the end to help you.

La Haine: un résumé du scénario (le scénario = storyline of a film)

L'histoire commence juste après une nuit d'émeutes opposant des jeunes d'une cité à la police en région parisienne. Ces émeutes sont consécutives à la grave blessure d'Abdel Ichaha, un habitant, par un inspecteur de police. Les protagonistes, Vinz, Saïd et Hubert sont un trio multiethnique originaire de la cité, se promenant d'abord dans celle-ci puis partant à Paris pour la soirée. Le film suit leurs péripéties d'un matin au suivant.

Le réalisateur Mathieu Kassovitz commence l'écriture du scénario le 6 avril 1993, en s'inspirant de l'affaire Makomé M'Bowolé.

quotidienne	daily	analphabète	illiterate
la banlieue	suburb	être suivi par	to be monitored by
malgré	in spite of	un assistant social	a social worker
grandir	to grow up	Le Parapoux	Nit shampoo
un quartier	a district	le nul	the geek
femme de ménage	cleaner	dingo intello	goofy nerd
déçu	disappointed	particulier	individual / private
afin de	in order to	s'inquiéter de	to worry about
épouser	to marry	de moins en moins	less and less
féconde	fertile	aller mieux	to get better
le récit	storyline		
la cité	housing estate		
entourer	to surround		
soutenir	to support		

GRAMMAR

The A-Level course requires a good understanding of key tenses. You must revise the following over the summer break. You can do this by using your year 11 notes or useful websites:

www.language-gym.com;

<http://www.languagesonline.org.uk/>

What should I know by now?

This is a common question asked by students about to start their A level. You should be able to:

TOPIC	CONTENT
Recognise and use a range of tenses with regular verbs.	Regular –RE, -ER, -IR verbs: Tenses: Present Passé Composé Imperfect Near Future (form of aller + infinitive) Future (eg. Sera) Conditional (eg. serait)
Recognise and use a range of tenses with irregular verbs.	Common irregular verbs: être, avoir, aller, pouvoir, vouloir Tenses: Present Passé Composé Imperfect Near Future (form of aller + inf.) Future (eg. Sera) Conditional (eg. serait)
Give opinions with reasons	<ul style="list-style-type: none">• A range of opinion expressions• Positive and negative reasons for opinions• To be able to agree and disagree

Links to Grammar Practice Exercises

- Languages online: The Grammar Revision resources on www.languagesonline.org.uk are great as you can then select what tense you want to revise, read the explanations and complete the exercises. You can do these as often as you like and it gives you a percentage. Another useful tactic is to translate the examples and exercises into English to ensure you understand the meaning of each tense.
- Conjuguemos: a great website for practicing your verb conjugations. Find it here: <https://conjuguemos.com/>

TASK 5

Choose a Francophone country and prepare a short presentation on an aspect of culture – this should last no longer than 5 mins. You can create a PPT if you want, but try and use headings rather than too much writing on the slide. This will be good practice for your IRP.

TASK 6

Go onto www.languagesonline.org.uk . Complete 10 exercises. Each exercise takes less than 5 minutes. Note down the exercise you did and your score.

TASK 7

Complete the grammar exercises below.

Appendix 1: Grammar self-assessment

	I DO NOT KNOW	NEED TO LEARN	QUITE CONFIDENT	FULLY CONFIDENT	My notes/comments
Nouns: gender, singular and plural forms					
Articles: definite (le, la...), indefinite (un, une)					
Partitive (de, du...)					
Adjectives: agreements (fem, pl...)					
Position/word order					
comparative and superlative (plus, la plus..)					
comparative and superlative irregular (mieux...)					
demonstrative (<i>ce, cet, cette, ces</i>)					
indefinite (<i>chaque, quelque</i>)					
possessive (mon, ta...)					
interrogative (<i>quel, quelle...</i>)					
Adverbs: comparative and superlative					
interrogative (<i>comment, quand</i>)					
Quantifiers/intensifiers (<i>très, assez...</i>)					
Pronouns: Subject (je, tu...)					
object: direct and indirect (le, lui...)					
position and order (je la lui donne)					
reflexive (me, te...)					
relative (<i>qui, que,</i>)					
relative: <i>lequel, auquel, dont</i> (R)					
object: direct and indirect					
disjunctive/emphatic (moi...)					
demonstrative (<i>celui...</i>) (R)					
indefinite (<i>quelqu'un</i>)					
possessive (<i>le mien...</i>) (R)					
interrogative (<i>qui, que</i>)					
interrogative (<i>quoi</i>) (R)					
use of <i>y, en</i> (+ word order)					
Verbs: modes of address (<i>tu, vous</i>)					
impersonal verbs (pleuvoir...)					
verbs + infinitive					
verbs + infinitive + preposition					
Verbs + à (je m'intéresse à)					
Verbs + de (je viens de)					
dependent infinitives (faire, laisser réparer) (R)					
negatives (ne...plus, pas...)					
Interrogative [question] forms (avez-vous...)					
Present (regular)					
Present (irregular)					
Perfect with avoir					
Perfect with être					
Perfect with reflexives					
Imperfect					
Future					

	I DO NOT KNOW	NEED TO LEARN	QUITE CONFIDENT	FULLY CONFIDENT	My notes/comments
Conditional					
Future perfect (j'aurai fini...) (R)					
Conditional perfect (je serais parti...) (R)					
Pluperfect (j'avais eu...)					
Past historic (j'eus...) (R)					
Passive voice present (il est élu..) + others (R)					
Imperative (vas-y)					
Present participle (ayant...)					
Subjunctive mood (how to form it)					
Subjunctive mood (when to use it)					
Indirect speech					
Inversion after speech (R)					
Prepositions: à, au...					
with countries, towns, places					
with month, dates, time					
depuis, venir de					
Number, quantity and time					
Conjunctions					

(R) recognise only

Appendix 2: Tenses Workout

Can you identify the tense (or mood)? Use the highlighted abbreviations & then translate in to English

1. J'**ai dû** y aller hier _____
2. Je **voudrais** aller au Maroc _____
3. Elle **a** de la chance _____
4. Elles **avaient eu** des problèmes avec la voiture _____
5. Il **arriva** chez lui à dix-huit heures _____
6. Il faut que je **fasse** un effort _____
7. Il **arrivera** en retard comme toujours _____
8. Il est parti en **courrant** _____
9. Allez-y! _____
10. Il **aura fini** son travail demain _____
11. J'**aurais voulu** voir ce film _____
12. Je **jouais** au foot quand j'**étais** jeune _____
13. Il **va regarder** la télé ce soir _____

Fill in the blanks with the correct form of the infinitive

1. Si j' (avoir **PLU**) _____ le temps, j'y (aller **PC**) _____
2. En me (lever **PR PART**) _____ ce matin je me (faire **PERF**) _____ mal
3. S'il (pleuvoir **PR**) _____, je (rester **F**) _____ chez moi
4. (s'asseoir **IMPER**) _____ vous et (ouvrir **IMPER**) _____ vos cahiers
5. Je (aller **PC**) _____ en France mais il (faire **IMP**) _____ trop froid
6. Il (falloir **-PR**) _____ que je (faire **S**) _____ mes devoirs ce soir
7. Je (faire **C**) _____ le tour du monde si je (gagner **IMP**) _____ au loto
8. Je (devoir **PR**) _____ finir ma rédaction car j' (devoir **PC**) _____ la rendre hier
9. Je (regarder **IMP**) _____ la télé quand on a (sonner **PERF**) _____ à la porte
10. Je ne (savoir **F**) _____ jamais apprendre le chinois car c' (être **PR**) _____ trop difficile
11. Je (partir **F PERF**) _____ dans deux heures
12. Il (sortir **PERF**) _____ en (courrir **PR PART**) _____ car il (oublier **PLU**) _____ qu'il (devoir **IMP**) _____ travailler aujourd'hui
13. Je (regarder **IMP**) _____ la télé quand mon copain (sonner **PERF**) _____
14. J' (devoir **PC**) _____ payer ma carte de crédit à temps
15. Il faut que tu (savoir **S**) _____ que je (aller **PR**) _____ arriver en retard mais j' (vouloir **CP**) _____ être à l'heure car je n' (aimer **PR**) _____ pas me dépêcher
16. En (essayer **PR PART**) _____ de perdre des kilos en plus, elle (se rendre **PERF**) _____ très malade alors elle ne (faire **PR**) _____ plus régime maintenant
17. S'il (conduire **IMP**) _____ avec prudence il (avoir **C**) _____ moins d'accidents
18. Nous (rester **PC**) _____ plus longtemps
19. T' (se taire **IMPER**) _____ et (faire **IMPER**) _____ ton travail
20. Je n' (comprendre **PLU**) _____ pas _____ ce qu'il (dire **IMP**) _____

What I need to revise
