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WIGSTON COLLEGE

Transition Pack

AS Level French



Summer 2020

Name: _____

Deadline for completion: **Friday 25 September 2020**

Bonjour et bienvenue!

This booklet aims to tell you a little bit more about the course, about our expectations, and also to provide you with “des devoirs de vacances” – summer homework – a typical French holiday task to prevent pupils forgetting “everything” they’ve learnt over the long summer break!

Indeed, when you begin AS Level in Year 12, your ability does not suddenly miraculously improve. You have to work at it, and very hard at that.

Year 12 is a short year: we begin in September and you are likely to sit your French Speaking exam at the end of March, with the written exam a few weeks after that. That comes to around 28 weeks. The move to A level is a difficult one, and most of you are making it after only 72 weeks of GCSE work.

This booklet will support you in taking the first steps you need before the course starts, to make sure you are ready to cope with the pace of work.

A little about the course

Here at Wigston College, **we follow the AQA specification.**

We ask you to make time over the summer to **access the AQA website and familiarise yourself** with the information and resources provided in the French AS and A Level sections. Amongst others, you will find past exam papers, mark schemes, grade boundaries, exemplar speaking exams etc.

The French A Level course covers four main themes: social issues, social trends, aspects of politics and artistic culture in France and the wider French speaking world. Each theme is split into 3 topic areas.

You will be assessed on your knowledge, understanding and response to these topics in Paper 1 (Listening, Reading and Writing) and Paper 3 (Speaking)

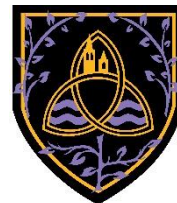
In addition, you will study two artistic works: A book and a film, selected from the list supplied by AQA. In the exam (Paper 2), you will have to write an essay answering a question on the book and the film (or only the film if you choose to take the AS exam).

At Wigston College, we have chosen the novel **No et Moi**, by Delphine de Vigan, and the film **La Haine**, by Mathieu Kassovitz. We study La Haine in year 1 and No et Moi in year 2.

Finally, you need to know that you are required to complete an **Individual Research Project** –the famous **IRP**- on a subject of your choice. You will have to present your findings and discuss them in the second part of the Speaking exam at the end of the A Level course.

So... there is a lot on the cards! Not only will you learn about facts and trends in the French speaking world, but you will also learn how to explain and interpret these issues... all the while developing an increasingly accurate, complex and fluent French!

AQA – French A Level - Subject content areas



1. Social issues and trends
2. Political and artistic culture
3. Grammar
4. Works (Literary work and Film)
5. Individual research project

1. Social issues and trends

1.1 Aspects of French Speaking Society: Current Trends (AS)

- **AS a La famille en voie de Changement** - The Changing Nature of family
 - Grands-parents, parents et enfants – soucis et problèmes
 - Monoparentalité, homoparentalité, familles recomposées
 - La vie de couple – nouvelles tendances
- **AS b La «Cyber-Société»** - The Cyber Society
 - Qui sont les cybernautes ?
 - Comment la technologie facilite la vie quotidienne
 - Quels dangers la «cyber-société» pose-t-elle ?
- **AS c Le rôle du bénévolat** - The place of voluntary work
 - Qui sont et que sont les bénévoles ?
 - Le bénévolat : quelle valeur pour ceux qui sont aidés ?
 - Le bénévolat : quelle valeur pour ceux qui aident ?

1.2 Aspects of French Speaking Society: Current Issues (A2)

- **A2 a Les aspects positifs d'une société diverse** - Positive features of a diverse society
 - L'enrichissement dû à la mixité ethnique
 - Diversité, tolérance et respect
 - Diversité – un apprentissage pour la vie
- **A2 b Quelle vie pour les marginalisés ?** - Life for the marginalised
 - Qui sont les marginalisés ?
 - Quelle aide pour les marginalisés ?
 - Quelles attitudes envers les marginalisés ?
- **A2 c Comment on traite les criminels ?** - How criminals are treated
 - Quelles attitudes envers la criminalité ?
 - La prison – échec ou succès ?
 - D'autres sanctions

2. Political and artistic culture

2.1 Artistic Culture in the French-Speaking World

- **AS d Une culture fière de son patrimoine** - A culture proud of its heritage
 - Le patrimoine sur le plan national, régional et local
 - Comment le patrimoine reflète la culture
 - Le patrimoine et le tourisme
- **AS e La musique francophone contemporaine** - Contemporary francophone music
 - La diversité de la musique francophone contemporaine
 - Qui écoute et apprécie cette musique ?
 - Comment sauvegarder cette musique ?
- **AS f Cinéma: le 7^{ième} art** - Cinema: the 7th Art form
 - Pourquoi le septième art ?
 - Le cinéma – une passion nationale ?
 - Évolution du cinéma – les grandes lignes

2.2 Aspects of political life in the French-Speaking world

- **A2 d Les ados, le droit de vote et engagement politique** - Teenagers, the right to vote and political commitment
 - Pour ou contre le droit de vote ?
 - Les ados et l'engagement politique – motivés ou démotivés ?
 - Quel avenir pour la politique ?
- **A2 e Manifestations, grèves, à qui le pouvoir ?** - Demonstrations, strikes, who holds the power ?
 - Le pouvoir des syndicats
 - Manifestations et grèves – sont-elles efficaces ?
 - Attitudes différentes envers ces tensions politiques
- **A2 f La politique et l'immigration** - Politics and Immigration
 - Solutions politiques à la question de l'immigration
 - L'immigration et les partis politiques
 - L'engagement politique chez les immigrés

3. Grammar – and more widely accuracy of Language

You will have to get very familiar with many aspects of grammar, including modal verbs, tenses, verb endings, constructions with verbs, present and past participles, prepositions, pronouns, adjectival agreements, subordinate clauses and more. The list is long, and you will need to practise regularly.

Our expectations

This is a tough one!

By establishing the right habits, right from day one, we believe that you are more likely to make the most of the course and to fulfil your potential. So here it is:

- 1. Commitment:** It is expected that each language lesson should be followed up at home.
As a rule of thumb: 8 hours per fortnight of class time → about 4 hours' follow-up per week.
This follow-up will include as a minimum:
 - Re-writing class notes in a clear and organised fashion
 - completing homework
 - learning / practising vocabulary
 - keeping up with the grammar log
 - completing independent research / study.
- 2. Punctuality:** Be in the classroom at the beginning of each lesson, ready to learn.
Your teacher might be late if they are coming from the Academy site. If so, make the most of that time by completing short tasks such as translations, grammar, word game, reading the French news ...
- 3. Absences:**
In case of absence, it is **your responsibility** to catch up on any work missed, to follow-up the lesson missed, and complete the relevant homework.
- 4. Note-taking:** Take notes as appropriate during the lesson (vocabulary, grammar, etc.)
Best practice is to take notes during the lesson and write them up neatly and in an organised fashion as part of your lesson follow-up. Don't forget to file them in the relevant section of your French folder.
- 5. Vocab Learning:** Learn vocabulary regularly and thoroughly. Your teacher won't remind you.
Vocabulary test will take place at least once a fortnight with one of your teachers (or both!).
There will be **no warning**, as you should be committing new vocabulary to memory anyway.
65% is a low pass mark for vocabulary tests. If you fall below, it will be counted as HWK not done.
- 6. Submission of Homework:** You should complete / hand in homework on time and to a good standard.
Here are some guidelines for presentation:
 - all homework should be submitted on A4 paper, or electronically via e-mail
 - it should be typed up or written neatly in blue or black ink;
 - longer pieces of writing should be double-spaced lines
 - homework must have:
 - the submission date
 - your name clearly printed,
 - the initials of the teacher you are submitting the homework to,
 - a title or reference (eg. page and ex.number. from book)
 - where required, each exercise should be written in full, with reference, question and answer, word or phrase and definition, full sentence for grammar.

You teacher may refuse to mark your work if it is not completed to standard. It will count as HWK Not Done.

'No Homework' and 'Late Homework' are not acceptable. You may be asked to stay behind to catch up. Repeated /persistent late homework will entail parental contact and will affect your UCAS reference. If you are unable to complete homework for a valid reason, you should make every effort to let your teacher know as soon as possible.

We know the tone seems harsh... but we do have your best interest in mind, and want you to do well. Please take this on board, and get into the right habits from Day 1.

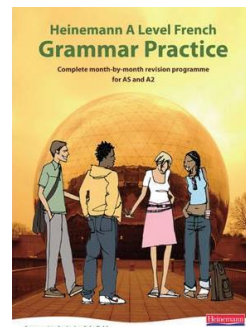
Thank you for your effort and commitment to the subject, and be assured of our continued support.

The Modern Languages Team

What now?

What needs to be done before and during the summer break:

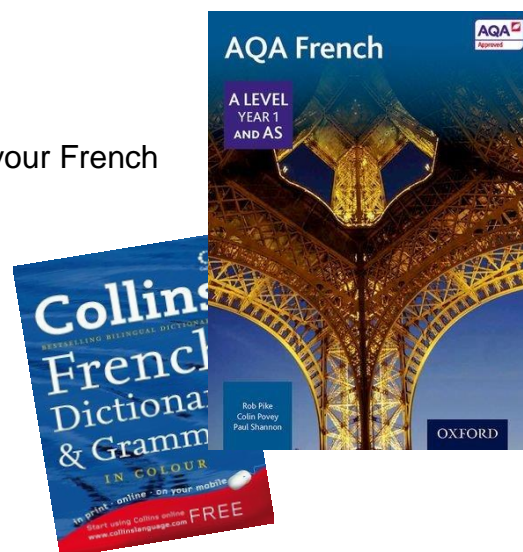
- Get access to our shared folder on OneDrive, by following this link or scanning the QR code.
- Go through this document thoroughly before the end of Term.
- Get a copy of the grammar book. *Heinemann A Level French Grammar Practice*
Get it on a one or two year loan from the library.
Alternatively, you could buy your own copy so you can write in it.
- Send an email to your teachers, so they have your email address.
We communicate a lot by emails, so it's important we have yours.
 - Mme Dubois sdubois@wigstonmat.org
 - Mme Chapman achapman@wigstonmat.org
- Complete the summer transition tasks set out p8-9.



Resources

What materials will you need?

- a ring binder folder for all my AS resources – This will be your French Folder
- a set of dividers
- a vocabulary book
- a set of highlighters
- a pack of post-it
- lined A4 paper or other notebook for lessons
- textbooks borrowed on a one-year-loan from the LRC



What other resources do you need?

- A physical dictionary can be useful. If you wish to buy one, we recommend the Collins French dictionary and Grammar. You can get it from Amazon (price around £8.00). It includes a very useful grammar section in the middle.
- However, if you have access to a computer, we recommend www.wordreference.com or www.collinsdictionary.com/
- Don't forget useful programmes such as:
 - **cue card** as a way of learning your vocabulary. (<http://www.brothersoft.com/cuecard-75463.html> or Google: cue-card; it is a first hit.)
 - **Memrise**
 - **Quizlet** – Join our A Level Class, create and share your own sets.

Your French Folder

You need to realise from day one that organisation and method are keys to success at A Level, and even more so in a Language subject, as we cover so much.

Your French folder will therefore be your most important resource during the course. As such, it will be assessed once a term by your teacher.

We will expect you to add after each lesson to the various sections of your folder.

Your folder should include, as a minimum, the following sections (hence the need for dividers):

1- Topics / sub-themes, with, for each:

- Facts and explanations
- Texts – exploited
- Topic specific vocabulary – including verbs and phrases

2- Grammar

3- Generic eg:

- Verbs
- Structures
- Essay phrases
- Phrases to use in a debate

4- Independent research eg:

- Notes on articles you have read
- Notes on programmes you have watched / listened to
- Notes on films you have seen / an artist you have listened to
- Notes from a visit / holiday you have been on
- Notes from a website (eg: www.lawlessfrench.com; www.françaisfacile.com)

5- Exam practice (see also Appendix 3)

- Past exam papers
- Exam skills

A few other points worth taking note of:

- You will be studying issues and trends not only in France but in the wider French speaking world.
- Many of the aspects of society we will cover are relevant to our British society, so do read and inform yourself about current issues here too.
- You may be able to express yourself in flawless French, but without specific facts to support your arguments in a discussion, you will not be able to say much !!!
- That's the beauty of studying a language at A Level: Not only will you develop as a competent linguist, but also as a young person who has a good understanding of the issues faced by modern society and who can express their views in an articulate fashion.

Summer Transition Tasks

Deadline for completion: w/e Friday 25th September 2020

Assessment week: w/c Monday 28th September 2020

Summer Task 1: Grammar practice

Source & Materials: Heinemann Grammar Practice (yellow book)

Below is a list of the grammatical items which will be studied in the first term of the AS French course. It will give you a tremendous head start to have studied the “basic ones” over the summer.

Task 1.1: Grammar notes

- Make complete and clear explanatory notes from the book about points 1,2,3,4,9,10,13,17,18, 22,23,27 (in black, as opposed to shaded)
- File your notes in the Grammar section of your French folder.

- | | |
|--|---|
| 1. Masculine, feminine, singular and plural | 15. Negatives |
| 2. Adjectives | 16. Direct and indirect object pronoun. |
| 3. The present tense | 17. The future tense |
| 4. The present tense of irregular verbs | 18. The imperfect tense. |
| 5. When to use the infinitive | 19. Emphatic pronouns |
| 6. Indefinite and partitive articles | 20. Adverbs |
| 7. Interrogative forms | 21. The comparative and superlative |
| 8. Prepositions | 22. The perfect and imperfect |
| 9. The perfect tense with <i>avoir</i> | 23. The future – irregular verbs |
| 10. The perfect tense with <i>être</i> . | 24. The present participle. |
| 11. Possessive and demonstrative adjectives. | 25. Using <i>y</i> and <i>en</i> |
| 12. Reflexive verbs | 26. The imperative |
| 13. The near future | 27. The conditional |
| 14. Relative and indefinite pronouns. | |

Task 1.2: Grammar practice exercises (Appendix 1)

- Complete the grammar practice exercise for each of the above mentioned points.
- Check and correct your answers with the help of the Answer Booklet.
- Try to understand where / why you went wrong so you learn from your mistakes.
- Complete the Self-assessment sheet (Appendix 2)
- File your work in the Grammar section of your French folder.

Summer Task 2: Vocabulary Learning (Appendix 2)

Source & Materials: Appendix 2 - (Transition Vocab List)

You'll have many new words to learn during the course, so it's important that you get started ASAP.

The complete list ([Liste Transition](#)) is available on Quizlet, but you could also make your own cue-cards.

The vocabulary test will take place week starting **Monday 28th September**.

You will be marked down for incorrect gender, spelling (incl. accent), and missing preposition.

Summer Task 3: Presentation on a French speaking country

Source & Materials: Internet

It's important to keep in mind that you will learn about issues, trends and facts not only in France, but all over the French speaking world.

In addition, researching and discussing facts are important skills to develop as part of the course.

For this task, we are asking you to research facts about a French speaking country and to deliver your findings in a 3-4 minutes presentation to the rest of the class.

Your presentation will include:

- la situation géographique
- pourquoi on y parle français
- état indépendant ou DOM-TOM ? (Département / Territoire d' Outre-Mer)
- le patrimoine et la culture locale (religion, gastronomie, festivals et fêtes, sites d' intérêt historique ou culturel)
- le tourisme – important ou pas pour l' économie, les avantages et inconvénients.

Tips:

- Present your findings on a Powerpoint document with pictures and key facts
- Your presentation should not be more than 8 page long
- Your presentation should only include key facts and short sentences – no paragraph allowed
- Stick to the most important facts
- Try to include a few interesting anecdotes
- Keep it simple - Do not use complicated French and avoid Google translate
- Practise your presentation at home, making sure you deliver it within the 4 minute time limit
- Have a little card with you with your key points to help you on the day.

We will save all the presentations in our A Level folder for future reference.

You have been allocated: _____

Summer Task 4: Watch a French film (or a film from a French speaking country)

Time to immerse yourself in a bit of “septième art”! We have DVD you can borrow from us, or you can watch films online – Netflix, Amazon Prime, YouTube all have good selections.

- Watch and (hopefully) enjoy at least one French film... avec sous-titres!
- Write about what you thought of the film(s), and make notes of a few cultural facts that surprised you.

Appendix 1

Task 1.2 - Grammar Exercises – Self-assessment sheet

Heinemann Grammar Practice (yellow book)

1. Masculine, feminine, singular and plural

exercise 5 page 5

How I coped with this exercise



exercise 7 page 5

How I coped with this exercise



2. Adjectives

exercise 6 page 7

How I coped with this exercise



3. The present tense

exercise 5a page 9

How I coped with this exercise



exercise 5b page 9

How I coped with this exercise



4. The present tense of irregular verbs

exercise 6 page 11

How I coped with this exercise



9. The perfect tense with *avoir*

exercise 8 page 21

How I coped with this exercise



exercise 9 page 22

How I coped with this exercise



10. The perfect tense with *être*.

exercise 4 page 24

How I coped with this exercise



exercise 9 page 25

How I coped with this exercise



13. The near future

exercise 6 page 31

How I coped with this exercise



17. The future tense

exercise 2 page 41

How I coped with this exercise



18. The imperfect tense.

exercise 1 page 52

How I coped with this exercise



exercise 5 page 53

How I coped with this exercise



22. The Perfect and Imperfect

exercise 7 page 52

How I coped with this exercise



23. The future – irregular verbs

exercise 7 page 55

How I coped with this exercise



27. The conditional

exercise 6 page 63

How I coped with this exercise



Additional feedback:

Transition Vocabulary List

A

MODULE DE TRANSITION
ALPHABÉTIQUE

30

NAME

VOCAB
LIST

1	to buy	<i>acheter</i>	
2	a workshop	<i>un atelier</i>	
3	absolutely	<i>absolument</i>	
4	to warn	<i>avertir</i>	
5	to learn (how) to do	<i>apprendre à faire</i>	
6	to improve	<i>améliorer</i>	
7	money	<i>l' argent (m)</i>	
8	to stop doing	<i>(s') arrêter de faire</i>	
9	a lift	<i>un ascenseur</i>	
10	other	<i>autre</i>	
11	a German person	<i>un/e Allemand/e</i>	
12	to bring	<i>apporter</i>	
13	to manage to do	<i>arriver à faire</i>	
14	current	<i>actuel/le</i>	
15	addicted	<i>accro</i>	
16	the love	<i>l' amour (m)</i>	
17	to act / to take action	<i>agir</i>	
18	before	<i>avant</i>	
19	an opinion	<i>un avis</i>	
20	the afternoon	<i>l' après-midi (m)</i>	
21	to have fun	<i>s' amuser</i>	
22	to display	<i>afficher</i>	
23	to help s/o to do	<i>aider qqn à faire</i>	
24	a fine	<i>une amende</i>	
25	to cancel	<i>annuler</i>	
26	to catch	<i>attraper</i>	
27	today	<i>aujourd'hui</i>	
28	to wait for s/o	<i>attendre qqn</i>	
29	former	<i>ancien(ne)</i>	
30	a purchase	<i>un achat</i>	

Transition Vocabulary List

BC

 MODULE DE TRANSITION
 ALPHABÉTIQUE

30

NAME

 VOCAB
 LIST

1	the butter	<i>le beurre</i>	
2	the drums	<i>la batterie</i>	
3	the noise	<i>le bruit</i>	
4	a ring	<i>une bague</i>	
5	suntanned	<i>bronzé/e</i>	
6	wounded, injured	<i>blessé/e</i>	
7	the arm	<i>le bras</i>	
8	the wood	<i>le bois</i>	
9	luggage	<i>les bagages (m)</i>	
10	to move	<i>bouger</i>	
11	a kiss	<i>un baiser</i>	
12	to fight	<i>se battre</i>	
13	a goal	<i>le but</i>	
14	a need	<i>un besoin</i>	
15	the happiness	<i>le bonheur</i>	
16	a lot of / many	<i>beaucoup de (never des !)</i>	
17	of course	<i>bien sûr</i>	
18	a volunteer	<i>un bénévole</i>	
19	the traffic	<i>la circulation</i>	
20	a corner	<i>un coin</i>	
21	to understand	<i>comprendre</i>	
22	the countryside	<i>la campagne</i>	
23	the heart	<i>le cœur</i>	
24	key	<i>la clé</i>	
25	to sing	<i>chanter</i>	
26	completely	<i>complètement</i>	
27	the anger	<i>la colère</i>	
28	an advice	<i>le conseil</i>	
29	to advise to do	<i>conseiller <u>de</u> faire</i>	
30	expensive / dear	<i>cher / chère</i>	

Transition Vocabulary List

DE

 MODULE DE TRANSITION
 ALPHABÉTIQUE

30

NAME

 VOCAB
 LIST

1	to spend (money)	<i>dépenser</i>	
2	to go down	<i>descendre</i>	
3	to relax	<i>se détendre</i>	
4	to guess	<i>deviner</i>	
5	to argue with s/o	<i>se disputer avec qqn</i>	
6	directly	<i>directement</i>	
7	outside	<i>dehors</i>	
8	already	<i>déjà</i>	
9	to hurry	<i>se dépêcher</i>	
10	sorry	<i>désolé/e</i>	
11	funny	<i>drôle</i>	
12	back	<i>le dos</i>	
13	depressed	<i>déprimé/e</i>	
14	a beginner	<i>un/e débutant/e</i>	
15	to prevent from doing	<i>empêcher de faire</i>	
16	to be depressed	<i>faire une déprime</i>	
17	various	<i>divers</i>	
18	to avoid doing	<i>éviter de faire</i>	
19	a star	<i>une étoile</i>	
20	to teach	<i>enseigner</i>	
21	the summer	<i>l'été (m)</i>	
22	a tv programme	<i>une émission télévisée</i>	
23	an exhibition	<i>une exposition</i>	
24	the childhood	<i>l'enfance (f)</i>	
25	a church	<i>une église</i>	
26	spinach	<i>des épinards (m)</i>	
27	narrow	<i>étroit/e</i>	
28	to kiss	<i>embrasser</i>	
29	a foreign person	<i>un étranger / une étrangère</i>	
30	possibly	<i>éventuellement</i>	

Transition Vocabulary List

FG
**MODULE DE TRANSITION
ALPHABÉTIQUE**

30

NAME
**VOCAB
LIST**

1	a ghost	<i>un fantôme</i>	
2	a wheelchair	<i>un fauteuil roulant</i>	
3	a mistake	<i>une faute</i>	
4	the hunger	<i>la faim</i>	
5	a flower	<i>une fleur</i>	
6	proud	<i>fier / fière</i>	
7	the crowd	<i>la foule</i>	
8	the daughter, girl	<i>la fille</i>	
9	the son	<i>le fils</i>	
10	a brake	<i>un frein</i>	
11	a professional training	<i>une formation professionnelle</i>	
12	crazy	<i>fou / folle</i>	
13	the strength	<i>la force</i>	
14	eventually	<i> finalement</i>	
15	to have contact with, to meet	<i>fréquenter</i>	
16	to complete, to finish	<i>finir</i>	
17	the fridge	<i>le frigo</i>	
18	to promote, to favour	<i>favoriser</i>	
19	people	<i>les gens</i>	
20	the police station	<i>la gendarmerie</i>	
21	to ensure, to guarantee	<i>garantir</i>	
22	to earn	<i>gagner</i>	
23	to keep	<i>garder</i>	
24	to be(feel) cold	<i>avoir froid</i>	
25	to win	<i>gagner</i>	
26	to get bigger, to put on weight	<i>grossir</i>	
27	generally	<i>en général, généralement</i>	
28	to climb	<i>grimper</i>	
29	a child, a kid	<i>un gamin / une gamine</i>	
30	to grow up, to get taller	<i>grandir</i>	

Transition Vocabulary List

HIJ
KL MODULE DE TRANSITION
ALPHABÉTIQUE

30

NAME

VOCAB
LIST

1	the gardening	<i>le jardinage</i>	
2	a toy	<i>un jouet</i>	
3	a habit	<i>une habitude</i>	
4	never	<i>jamais</i>	
5	irresponsible	<i>irresponsable</i>	
6	an oil	<i>une huile</i>	
7	an inhabitant	<i>un habitant</i>	
8	aloud	<i>à haute voix</i>	
9	unbelievable	<i>incroyable</i>	
10	to drop, to give up on, to ditch	<i>laisser tomber</i>	
11	the vegetables	<i>les légumes (m)</i>	
12	the reading glasses	<i>les lunettes (f)</i>	
13	to worry about sthg	<i>s'inquiéter pour qqch</i>	
14	happy	<i>heureux, heureuse</i>	
15	the drunkenness	<i>l'ivresse (f)</i>	
16	a tear (crying)	<i>une larme</i>	
17	to let s/o do sthg	<i>laisser qqn faire qqch</i>	
18	to hire, to rent	<i>louer</i>	
19	to throw	<i>jeter</i>	
20	slowly	<i>lentement</i>	
21	the grass	<i>l'herbe (f)</i>	
22	unknown	<i>inconnu/e</i>	
23	a fire	<i>un incendie</i>	
24	a story	<i>une histoire</i>	
25	the youth	<i>la jeunesse</i>	
26	block of flats	<i>un immeuble</i>	
27	the reading	<i>la lecture</i>	
28	the leg	<i>la jambe</i>	
29	here	<i>ici</i>	
30	a young person	<i>un/e jeune</i>	

Transition Vocabulary List

MN	MODULE DE TRANSITION ALPHABÉTIQUE	30
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NAME		VOCAB LIST
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1	the illness	<i>la maladie</i>	
2	the sea	<i>la mer</i>	
3	the weather (forecast)	<i>la météo</i>	
4	the town hall	<i>la mairie</i>	
5	to die	<i>mourir</i>	
6	to swim	<i>nager</i>	
7	the mixture / the mix	<i>le mélange</i>	
8	the hand	<i>la main</i>	
9	despite	<i>malgré</i>	
10	the husband	<i>le mari</i>	
11	to make fun of	<i>se moquer de</i>	
12	the marriage	<i>le mariage</i>	
13	the half	<i>la moitié</i>	
14	to lie, to tell fibs	<i>mentir</i>	
15	the doctor	<i>le médecin</i>	
16	the fashion	<i>la mode</i>	
17	to be born	<i>naitre</i>	
18	the make-up	<i>le maquillage</i>	
19	to lack	<i>manquer de</i>	
20	the cleaning	<i>le nettoyage</i>	
21	brand new	<i>neuf / neuve</i>	
22	a word	<i>un mot</i>	
23	the food	<i>la nourriture</i>	
24	to threaten	<i>menacer</i>	
25	the flea market	<i>le marché aux puces</i>	
26	wet	<i>mouillé/e</i>	
27	streaks, highlights (hair)	<i>les mèches (f)</i>	
28	average, medium	<i>moyen/ne</i>	
29	the Mediterranean	<i>la Méditerranée</i>	
30	a murder	<i>un meurtre</i>	

Transition Vocabulary List

OPQ	MODULE DE TRANSITION ALPHABÉTIQUE	30
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NAME		VOCAB LIST
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1	a hobby	<i>un passe-temps</i>	
2	a breakdown	<i>une panne</i>	
3	to paint	<i>peindre</i>	
4	everywhere	<i>partout</i>	
5	annoying, a pain	<i>pénible</i>	
6	compulsory	<i>obligatoire</i>	
7	the breakfast	<i>le petit-déjeuner</i>	
8	the grandchildren	<i>les petits-enfants (m)</i>	
9	heritage	<i>le patrimoine</i>	
10	to share	<i>partager</i>	
11	a bird	<i>un oiseau</i>	
12	to fish	<i>pêcher</i>	
13	the fear	<i>la peur</i>	
14	the basket	<i>le panier</i>	
15	a storm	<i>un orage</i>	
16	Easter	<i>Pâques</i>	
17	a boss	<i>un patron , une patronne</i>	
18	to joke	<i>plaisanter</i>	
19	to forget	<i>oublier</i>	
20	rather	<i>plutôt</i>	
21	possible	<i>possible</i>	
22	the beach	<i>la plage</i>	
23	the foot	<i>le pied</i>	
24	a wallet	<i>un portefeuille</i>	
25	own; clean	<i>propre</i>	
26	the perfection	<i>la perfection</i>	
27	to go for a walk	<i>se promener</i>	
28	a bridge	<i>un pont</i>	
29	to dive	<i>plonger</i>	
30	the rain	<i>la pluie</i>	

Transition Vocabulary List

RS

 MODULE DE TRANSITION
 ALPHABÉTIQUE

30

NAME

 VOCAB
 LIST

1	to slow down	<i>ralentir</i>	
2	the eyebrow	<i>le sourcil</i>	
3	to tell (stories)	<i>raconter (des histoires)</i>	
4	a work experience, course	<i>un stage</i>	
5	to refuse	<i>refuser</i>	
6	to smile	<i>sourire</i>	
7	to meet	<i>rencontrer</i>	
8	rarely, hardly ever	<i>rarement</i>	
9	the king	<i>le roi</i>	
10	to seem	<i>sembler</i>	
11	a shark	<i>un requin</i>	
12	the soap	<i>le savon</i>	
13	sure	<i>sûr, sûre</i>	
14	dining room	<i>la salle à manger</i>	
15	to blush	<i>rougir</i>	
16	to sob	<i>sangloter</i>	
17	to play truant	<i>sécher les cours</i>	
18	dirty	<i>sale</i>	
19	to have a rest	<i>se reposer</i>	
20	to breathe	<i>respirer</i>	
21	to wake up	<i>se réveiller</i>	
22	to rest	<i>se reposer</i>	
23	above all, especially	<i>surtout</i>	
24	to go out	<i>sortir</i>	
25	the tourist office	<i>le syndicat d'initiative</i>	
26	a mouse	<i>la souris</i>	
27	a monkey	<i>le singe</i>	
28	to park	<i>stationner</i>	
29	only	<i>seulement</i>	
30	often	<i>souvent</i>	

Transition Vocabulary List

TUVW MODULE DE TRANSITION
XYZ ALPHABÉTIQUE

30

NAME

**VOCAB
LIST**

1	the stomach	<i>le ventre</i>	
2	the pavement	<i>le trottoir</i>	
3	the life	<i>la vie</i>	
4	to work	<i>travailler</i>	
5	the face	<i>le visage</i>	
6	a trip	<i>un voyage</i>	
7	to come	<i>venir</i>	
8	the time; the weather	<i>le temps</i>	
9	empty	<i>vide</i>	
10	a hole	<i>un trou</i>	
11	only	<i>uniquement</i>	
12	really	<i>vraiment</i>	
13	a thief	<i>un voleur</i>	
14	sad	<i>triste</i>	
15	to fall	<i>tomber</i>	
16	worn out	<i>usé/e</i>	
17	to see	<i>voir</i>	
18	a tortoise	<i>la tortue</i>	
19	the aunt	<i>la tante</i>	
20	the will	<i>la volonté</i>	
21	a star (in show business)	<i>une vedette</i>	
22	the truth	<i>la vérité</i>	
23	quickly	<i>vite</i>	
24	the voice	<i>la voix</i>	
25	a pathway	<i>une voie</i>	
26	the holidays	<i>les vacances (f)</i>	
27	the washing-up	<i>la vaisselle</i>	
28	too much, too many	<i>trop de</i>	
29	quiet	<i>tranquille</i>	
30	a zoo	<i>un zoo</i>	

Paper 1: LISTENING, READING AND WRITING

What's assessed	<ul style="list-style-type: none"> Aspects of French-speaking society: current trends Artistic culture in the French-speaking world Grammar
How it's assessed	<ul style="list-style-type: none"> Written exam: 1 hour 45 minutes 90 marks 45% of AS
Questions	<ul style="list-style-type: none"> Listening and Writing, responding to spoken passages (35 marks) <ul style="list-style-type: none"> Material include complex factual and abstract content and questions will target main points, gist and detail. Studio recordings are used and students have individual control of the recording (they can listen to it as many times as necessary) Questions in French to be answered with non-verbal responses or in French (35 marks). Summary task – summarise in French the key points of a listening passage in full sentences in a 70 word paragraph (12 marks) Reading and Writing, responding to a variety of texts (55 marks) <ul style="list-style-type: none"> Material will include complex factual, abstract and literary content and questions will target main points, gist and detail. Questions in French to be answered with non-verbal responses or in French. Gap-fill exercise Summary task – summarise in French the key points of a listening passage in full sentences in a 70 word paragraph (12 marks) Translation into English of a 70 word text (10 marks) <p>No access to a dictionary during the assessment.</p>

Paper 2: WRITING

What's assessed	<ul style="list-style-type: none"> Critical response to a question on one text or one film from the lists in the specification – At Wigston College, it will be the film “La Haine” Translation into French Grammar
How it's assessed	<ul style="list-style-type: none"> Written exam: 1 hour 30 minutes 50 marks 25% of AS
Questions	<ul style="list-style-type: none"> Translation into French: a passage of minimum 70 words (15 marks). Essay: one question in French on the set film* from a choice of two questions (35 marks). <p>All questions will require a critical response to aspects such as plot, characterisation, imagery or other stylistic features as appropriate to the work studied.</p> <p>Students are advised to write approximately 250 words for the essay.</p> <p>No access to texts or films or dictionary during the assessment.</p>

Paper 3: SPEAKING

What's assessed	<ul style="list-style-type: none">• 1 sub-theme from Aspects of French-speaking society: current trends.• 1 sub-theme from Artistic culture in the French-speaking world.
How it's assessed	<ul style="list-style-type: none">• Oral exam: 12–14 minutes (+ 15 minute preparation time)• 60 marks• 30% of AS
Questions	<p>Discussion of two sub-themes (6–7 minutes on each) on a stimulus card for each sub-theme.</p> <p>The student prepares the cards for 15 minutes before the test begins.</p> <p>The test is conducted either by the Teacher or and External Examiner.</p> <p>The student must ask at least one a question to the examiner for each of the cards.</p> <p>No access to a dictionary during the assessment or during the preparation time.</p> <p>Students may take the assessment only once before certification.</p>

* the AQA list of cinematographic works:

- **Les 400 coups** François Truffaut (1959)
- **Au revoir les enfants** Louis Malle (1987)
- **La Haine** Mathieu Kassovitz (1995) – This is the film we will be studying.
- **L'auberge espagnole** Cédric Klapisch (2002)
- **Un long dimanche de fiançailles** Jean-Pierre Jeunet (2004)
- **Entre les murs** Laurent Cantet (2008)

We also strongly recommend that you watch as many films as you can from different directors.

This will help you get more in-depth knowledge relevant to the “Septième art” theme.

It will also help you gain a better insight into French culture and will develop your listening skills as well as broaden your vocabulary.

And don't forget other classics such as:

- **Le fabuleux destin d' Amélie Poulain** Jean-Pierre jeunet (2001)
- **Les Choristes** Christophe Barratier (2004)
- **Bienvenue chez les Ch'tis** Danny Boum (2008)
- **Intouchables** Olivier Nakaché et Eric Tolédano (2011)