



A Level

French





A Level

French

French 'A'
level

General Introduction

Welcome to your 'A' level French course. This Introduction should provide you with all the information you need to make a successful start to your studies.

The Specification (or Syllabus)

This course has been designed to give you a full and thorough preparation for the AS level or 'A' Level French specification, set by the Assessment and Qualifications Alliance (AQA). The specification at AS and A2 is assessed by examination only, there is no coursework.

The **Subject Code** for entry to the AS only award is **1651**.

The **Subject Code** for entry to the 'A' Level award is **2651**.

Private Candidates

The AQA specification is open to private candidates. Private candidates should contact AQA for a copy of *Information for Private Candidates*.



Oxford Open Learning

Arrangement of Lessons

AS Level

General Introduction

Module One: Family and Relationships

1. Relationships within the family
2. Friendships
3. Marriage and Partnerships

TMA A

Module Two: Healthy Living and Lifestyle

4. Sport and exercise
5. Health and well-being
6. Holidays

TMA B

Module Three: Media

7. Communication Technology
8. Television
9. Advertising

TMA C

Module Four: Popular Culture

10. Cinema
11. Music
12. Fashion/Trends

TMA D

Module Five: AS Unit 1 and Unit 2

13. AS Unit 1 - Listening, Reading and Writing Test
Appendix 1 - Phrases for Essay Writing at AS
Appendix 2 - CD Listening transcript

TMA E

14. AS Unit 2 – Speaking Test
Appendix – *Questions Personnelles*, speaking and writing practice

TMA F

15. **French Grammar Section and Verb Tables**

A2 Level

Introduction

Module One: Environment

16. Pollution
17. Energy
18. Protecting the Planet

TMA G

Module Two: The Multicultural Society

19. Immigration
20. Integration
21. Racism

TMA H

Module Three: Contemporary Social Issues

22. Wealth and Poverty
23. Law and Order
24. Impact of Scientific and Technological Progress

TMA I

Module Four: Cultural Topics

25. Work of a French-speaking dramatist – Molière
26. Work of a French-speaking author – Faïza Guène

TMA J

TMA K

Module Five: A2 Unit 3 and Unit 4

27. A2 Unit 3 - Listening, Reading and Writing Test
Appendix - CD Listening transcript

TMA L Mock Unit 3 test

28. A2 Unit 4 – Speaking Test

TMA M Mock Unit 4 test

29. Listening Transcripts

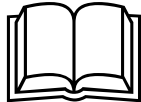
Textbook

The course is supplemented by the following textbook:

AQA AS French, Elaine Armstrong, Lol Briggs, Steve Harrison, pub. Nelson Thornes 2008; ISBN 978-0-7487-9807-0

Make sure you acquire this textbook to support your studies. One easy way of doing this is through the Oxford Open Learning website (www.ool.co.uk). The textbook is exclusively endorsed by the AQA examination board to teach the first year of their 'A' level syllabus, and you will find that it supplements the reading, speaking and writing exercises in this course.

While the course provides extensive coverage of all aspects of the syllabus it is important to back this up by working through the textbook as well. As you work through the lessons you should extend your reading, listening, speaking and writing by looking up the references to the textbook in the course. A reference to the textbook has the following symbol:



The written exercises in the textbook are for self-assessment and should not be sent to your tutor.

The textbook has listening and other resources online which can be purchased separately, but you do not need to obtain these to complete your course. Like all textbook listening resources, those which accompany the Nelson Thornes' French AS textbook are expensive. If you wish to purchase them, you may, but for information about less costly listening resources, as well as the OOL CD which comes with this pack, please see the advice in Lesson Thirteen, Listening Test; *Practising Listening Skills*, and the Resources section at the end of the General Introduction.

The textbook has listening and other resources online at the Nelson Thornes website: Kerboodle (<http://www.kerboodle.com/>). Your access details will be sent to you separately within a few days of receiving this course folder. The course also includes the OOL CD of listening activities which comes with this pack.

At A2 Level you will also need to obtain copies of the two texts studied in the Cultural Topics section of the course: *Kiffe kiffe demain* by Faïza Guène, and *Le Misanthrope* by Molière. Further details are given in that module of the course.

Dictionary

In addition to the textbooks you also need a good dictionary; see Resources section at the end of the General Introduction for suggestions.

Grammar

It is not obligatory to have a grammar practice textbook. Lesson Fifteen of the OOL course is a Grammar Reference Section explaining all the grammar covered in the AS syllabus. The OOL course has many grammar exercises, as does the textbook. However some students like to have additional practice. Please see the Resources section at the end of the General Introduction for recommended grammar practice textbooks.

Using the Course Materials

AS Level

The AS Course has four topic modules, *Family/ Relationships, Healthy Living/ Lifestyle, Media and Popular Culture*, which correspond to the AQA AS specification. Each module is divided into three sub-topics making twelve sub-topics in all. Each of the first twelve lessons centres on one of these sub-topics, see *Arrangement of Lessons* above. Two additional lessons, Thirteen and Fourteen, teach skills to help you prepare the AS Units 1 and 2 examinations. At the end of the course there is Lesson Fifteen, a comprehensive French Grammar Section containing explanations of all the grammar required at AS, together with a Verb Table.

The course aims to build on GCSE or Level 2 French skills, and is progressive. It is better to work steadily through the course starting at Lesson One rather than dip into it at random, as each successive lesson builds on skills acquired in previous lessons. Lesson One aims to revise some GCSE work in the context of the AS syllabus, and is also an introduction to AS study. It explains in detail how the Lessons are arranged and why. If you find that you are struggling with the level to begin with, look in the Resources section at the end of the General Introduction for suitable resources to revise GCSE work.

Tutor-marked Assignments (TMAs) for AS Level

There are six tutor-marked assignments at regular intervals in your French AS level course. The questions are similar to AQA AS questions and their mark schemes are based on AQA guidelines. When you undertake a TMA it is advisable to follow the timing suggested for each one to give yourself examination practice. Each of

the first four TMAs follows a three-lesson topic Module, and is designed to assess your understanding of that particular Module. The final two TMAs, E and F, are practice tests of Units 1 and 2 of the exam. TMA E is the Listening, Reading and Writing test; TMA F is the Speaking test (the latter is done over the phone with your tutor and is marked as an assignment).

Apart from TMA F, you should send your TMAs to your tutor, who will return your marked script together with a set of Suggested Answers. Make sure you write your name clearly on your TMA answers, and that all the sheets of your assignment are firmly attached together. To these you should attach one of the TMA cover slips, which are supplied with this course, taking care to fill in the relevant sections (note that some of these will be filled in by your tutor).

Experience shows that students who do submit assignments are much more successful than those who don't. It is your primary means of gaining individualised help, of sorting out problems and maintaining motivation.

Suggested Answers to the TMAs, except for TMA F, will be sent to you with your marked work. Look very carefully at every comment your tutor makes and try to understand *why* your tutor has given you a high mark for this and a low mark for that. If you should encounter particular problems when studying a lesson then contact your tutor. For more information about TMA F please read the instructions on the TMA itself.

A2 Level

The Course has four topic modules, *Environment, the Multicultural Society, Contemporary Social Issues* and the *Cultural Topic*, which correspond to the AQA A2 specification. Each of modules 1-3 is divided into three sub-topics making nine sub-topics in all. Each of the first nine lessons centres on one of these sub-topics, see *Arrangement of Lessons* above. Module 4 has lessons on the two Cultural Topics (see *Arrangement of Lessons* above). Two additional lessons, 27 and 28, teach skills to help you prepare for the A2 Units 3 and 4 examinations. Unlike the AS course there is no separate grammar section, as the additional grammar for A2 is dealt with in Lessons 16-24.

The course aims to build on AS French skills, and is progressive. It is better to work steadily through the course starting at Lesson Sixteen rather than dip into it at random, as each successive lesson builds on skills acquired in previous lessons.

Tutor-marked Assignments (TMAs)

There are seven tutor-marked assignments at regular intervals in your French A2 level course. The questions are similar to AQA A2 questions and their mark schemes are based on AQA guidelines.

When you undertake a TMA it is advisable to follow the timing suggested for each one to give yourself examination practice. Each of the first three TMAs (G, H and I) follows a three-lesson topic module, and is designed to assess your understanding of that particular module. TMAs J and K ask you to write about the Cultural Topics, and the final two TMAs, L and M, are practice tests of Units 3 and 4 of the exam. TMA L is the Listening, Reading and Writing test; TMA M is the Speaking test (the latter is done over the phone with your tutor and is marked as an assignment).

Apart from TMA M, you should send your TMAs to your tutor, who will return your marked script together with a set of Suggested Answers. In the case of TMAs J and K the answers take the form of marking criteria, from which the tutor will provide you with an assessment of your literature essays. Make sure you write your name clearly on your TMA answers, and that all the sheets of your assignment are firmly attached together. To these you should attach one of the TMA cover slips, which are supplied with this course, taking care to fill in the relevant sections (note that some of these will be filled in by your tutor).

Experience shows that students who do submit assignments are much more successful than those who don't. It is your primary means of gaining individual help, of sorting out problems and maintaining motivation.

Suggested Answers to the TMAs, except for TMAs J, K and M, will be sent to you with your marked work. Look very carefully at every comment your tutor makes and try to understand *why* your tutor has given you a high mark for this and a low mark for that. If you should encounter particular problems when studying a lesson then contact your tutor. For more information about TMA M, please read the instructions on the TMA itself.

The Listening CD

The Listening CD which comes with the course contains both practice and assessment listening materials. Each lesson has at least one listening practice activity, and TMAs A-E include a listening assessment exercise. Use the CD to practise your listening skills as much as possible. A full list of CD tracks and the listening transcript for Lessons 1-12 *Listening Activités* is in Lesson Thirteen. The listening transcript for each TMA listening assessment is sent to you together with the Suggested Answers.

At A2 Level, TMAs G, H, I and L include listening assessment exercises. Use the CD to practise your listening skills as much as possible. A full list of CD tracks and the listening transcript for Lessons 16-24 *Listening Activités* is included in an Appendix at the end of the course. The listening transcript for each TMA listening assessment is sent to you together with the Suggested Answers.

Activités, Lessons 1-12

Each of Lessons 1-12 deals with a different sub-topic and various grammar points; see *Arrangement of Lessons* above for details of sub-topics. There are always eight *Activités* (or activities) which practise the sub-topic or grammar in context.

- Activité 1* Text to introduce sub-topic and main grammar point
- Activités 2-4* Grammar or reading comprehension
- Activité 5* Listening comprehension, to be used in conjunction with the CD
- Activité 6* Translation, either from Eng-French or French-Eng
- Activité 7* Personal questions related to the context of the Lesson, to practise spoken and written skills
- Activité 8* Cultural text, usually with comprehension questions in French

Activités, Lessons 16-24

Each of Lessons 16-24 deals with a different sub-topic and various grammar points; see *Arrangement of Lessons* above for details of sub-topics. There are always eight *Activités* (or activities) which practise the sub-topic or grammar in context.

- Activité 1* Text to introduce sub-topic and main grammar point
- Activités 2-4* Grammar or reading comprehension or interactive listening activity
- Activité 5* Listening comprehension, to be used in conjunction with the CD
- Activité 6* Translation, either from English to French or French to English
- Activité 7* Speaking or writing practice activity for the Improve your Skills section, which focuses on skills assessed in units 3 and 4
- Activité 8* Cultural text, usually with comprehension questions in French

Answers to *Activités*

You will find answers at the end of each Lesson. Depending on the *Activité* you will either be given definitive right answers, or, in the case of more open-ended questions, a grid detailing the main point(s) required in your answer and a specimen, or suggested, French answer. You do not send the answers to the *Activités* to your tutor.

Speaking practice

To prepare for the Speaking tests, you must practise your oral French regularly. Many learners find this challenging, and a distance learner can be at a disadvantage in this respect. However there are many ways you can find opportunities to speak French. For suggestions see Lesson Fourteen. It may be possible to arrange speaking practice over the phone with your tutor (this is not a compulsory part of the course). Please speak to your tutor about this.

The 'AS' Level and 'A' Level System

The new-style 'A' levels allow for plenty of flexibility in the taking of exams. The two most popular options are:

- AS is completed at the end of one year and A2 at the end of the second year;
- AS and A2 are completed at the end of the same year.

Both of these options are open to students following this course as it is divided into two halves and follows the same modular sequence as the specification.

Grading and Shelf-Life

The AS qualification will be graded on a five-point scale: A, B, C, D and E. The full 'A' Level qualification will be graded on a six-point scale: A*, A, B, C, D and E.

To be awarded an A*, candidates will need to achieve a grade A on the full 'A' Level qualification and an A* on the aggregate of the A2 units. For both qualifications, candidates who fail to reach the minimum standard for grade E will be recorded as U (unclassified) and will not receive a qualification certificate. Individual assessment unit results will be certificated.

Unit results remain available to count towards certification, whether or not they have already been used, as long as the specification is still valid.

Candidates may re-sit a unit any number of times within the shelf-life of the specification. The best result for each unit will count towards the final qualification. Candidates who wish to repeat a qualification may do so by re-taking one or more units.

The Examination Structure

This information is correct at the time of publication but may be subject to change. Prior to the examination, students should contact the exam board for the latest information.

This course is designed to match the requirements of the AQA 1651 (AS) and 2651 ('A' level A2) specifications. The exam consists of four written papers (called units), two at each level.

AS Examination

Unit 1 (Unit code: FREN1) Listening, Reading and Writing

70% of AS marks, 35% of total A-level marks, 2 hour written examination. Available in January and June.

110 marks

The four AS topic modules, ie *Family/ Relationships, Healthy Living/ Lifestyle, Media* and *Popular Culture*, are examined in all three sections of Unit 1.

Notes on the three Sections

Listening Section: approximately 5 minutes of recorded material within the individual control of the candidate. Answer all questions.

Task involving transfer of meaning into English and 2-4 questions requiring short French answers or non-verbal answers, such as matching and multiple choice.

Reading Section: 3-4 items requiring short French answers or non-verbal answers. Also a cloze (gap-filling) test and a grammar test on verbs, nouns and adjectives. Answer all questions.

Writing Section: Essay question; one essay from a choice of three. Questions will be on three out of the four AS topic modules. Candidates must write a minimum of 200 words.

See Lesson 13, *Listening, Reading and Writing Test* for more details.

Unit 2 (Unit code: FRE2 T/V) Speaking

30% of AS marks, 15% of 'A' Level marks, 35 minutes speaking test (including 20 mins preparation time). There are two parts in Unit 2. Available in January and June.

50 marks

Notes on the two Parts

Part 1: Discussion of a stimulus card: 5 minutes. Candidates have 20 minutes to prepare one of two cards given to them by the examiner. Each card covers a sub-topic of the four AS topic Modules. The topic Modules of the cards chosen will not overlap with the candidate's choice for discussion in Part 2.

Part 2: Conversation: 10 minutes. The Conversation will cover three out of the four AS topic Modules. The first topic will be chosen and prepared in advance by the candidate and can be any topic of his/her choice. The other two topics are chosen by the examiner from the topics prescribed at AS, i.e. *Family/ Relationships, Healthy Living/ Lifestyle, Media and Popular Culture*. There will be no overlap with the card discussed in Part 1 and the candidate's nominated topic.

The tests are conducted either by a teacher at the examination centre or an external AQA examiner. All speaking tests are recorded and sent away to be marked by an AQA examiner.

The Unit 2 Speaking Test will be conducted and recorded either by the tutor or by an AQA Examiner. All tests, however, will be marked by an AQA Examiner.

In January sessions, Unit 2 tests must be conducted and recorded by the teacher. Centres may request a Visiting Examiner in the June session *only* and must meet the requirement for a minimum number of candidates.

More Detailed Information on the Format of the Test (Unit 2)

This test must cover aspects of all four AS topics.

Part 1 – Discussion of a Stimulus Card

Each candidate should be given two stimulus cards from the set of six cards provided. The cards are based on the four topics prescribed for AS level. At least one card will be set on each of these topics and each card will cover one sub-topic. One card will be prescribed for each candidate and teacher-examiners should select another card at random from the remaining 5 cards, avoiding any overlap with the topic nominated by the candidate for discussion in Part 2.

Candidates should prepare **one** of these stimulus cards during the 20 minutes preparation period and make notes on an Additional Answer Sheet which he/she can refer to during this part of the test. The candidate will be expected to respond to the five questions printed on the stimulus card. It is essential that candidates use their preparation time effectively to develop as many relevant points to each of the questions and sustain a conversation lasting

approximately 2½ minutes. Candidates will then take part in a discussion on broader issues within the **sub-topic area** on the stimulus card also lasting approximately 2½ minutes.

Teacher-examiners must keep the discussion within the sub-topic area specified on the stimulus card.

This part of the test must last no more than five minutes.

At the end of Part 1, the candidate must hand his/her notes and the stimulus card to the teacher-examiner.

Part 2 – Conversation

The teacher-examiner will encourage a conversation on the other 3 topics studied during the AS course, avoiding the topic already covered in Part 1. The first topic for discussion, which is nominated by the candidate, must come from one of the prescribed AS topic areas and must cover one or more sub-topics of the chosen topic area. If more than one sub-topic is chosen, both must be drawn from the same topic (e.g. Media). The title of the sub-topic(s) must be entered on to the STMS form. Candidates will be permitted to take a prompt card into the examination room for use during this part of the test. The prompt card will consist of up to 5 short headings, no full sentences and without any conjugated verbs. No visual material is permitted.

The teacher may, in advance of the test, assist and advise the candidate on the content and language of the prompt card. The teacher-examiner should ensure that he/she has a copy of the prompt card in advance of the test, so private candidates will generally be asked by their Exam Centre to supply this in advance of the exam. A proforma of a prompt card is provided below. The use of this proforma is optional.

The discussion will stay within the confines of the sub-topic(s) as listed on the STMS and the points made on the prompt card. However, the teacher-examiner is not obliged to cover all points on the prompt card or cover the points in the order listed. A prompt card containing too much detail will not, therefore, work to the candidate's advantage. The discussion must last for approximately 3 minutes.

The discussion will then focus on aspects of the remaining two topics. It is not necessary to cover all three sub-topics in each of the remaining two topics and the teacher-examiner will choose which aspects to cover. Candidates will not know in advance which aspects will be covered. Approximately 3 minutes should be spent on each topic. Candidates will not be permitted to refer to any notes for this part of the test.

Unit 2 Prompt Card (proforma)

January/Summer 20 ____

Language: FRENCH/GERMAN/SPANISH *

Candidate Name: _____

Nominated Topic: _____

1	
2	
3	
4	
5	

* delete as appropriate

Mark Allocation in Unit 2: The Speaking Test

- Part 1: Stimulus Material (10 marks)
- Part 2: Conversation (25 marks)
- Overall: Knowledge of Grammar (15 marks)

See Lesson 14, *Speaking Test*, for more details.

A2 Examination

Unit 3 FREN3 Listening, Reading and Writing

This unit comprises 35% of an A-level. It is assessed by a written examination lasting 2 hours 30 minutes. The examination is available in June only and carries 110 marks.

Three A2 topic modules, i.e. *Environment, the Multicultural Society, and Contemporary Social Issues*, are examined in the Listening and Reading sections of Unit 3. The *Cultural Topic* is examined in the Writing section of Unit 3.

Notes on the Three Sections

Listening Section: this includes approximately 6 minutes of recorded material within the individual control of the candidate. All questions must be answered.

There are 3-5 questions requiring short French answers or non-verbal answers, such as matching and multiple choice.

Reading Section: this includes 2-4 items requiring short French answers or non-verbal answers; translation from French to English, plus translation from English to French. All questions must be answered.

Writing Section: candidates respond with one piece of writing to one question from a choice of two, based on each of the A2 Cultural Topic areas. OOL has modules on the work of Molière and Faïza Guène.

See Lesson 27, *Listening, Reading and Writing Test* for more details.

Unit 4 FRE4T/V Speaking

This Unit comprises 15% of 'A' level marks. There is a speaking test lasting 35 minutes (including 20 mins preparation time). There are two parts in Unit 4. This exam is available in June only and carries 50 marks.

Notes on the Two Parts of the Speaking Test

Part 1: Discussion of a stimulus card: 5 minutes. Candidates have 20 minutes to prepare one of two cards given to them by the examiner. The cards are based on three of the topics prescribed for A2, i.e. *Environment, the Multicultural Society, and Contemporary Social Issues*. Two cards will be set from each topic area, covering different sub-topics, e.g. a card on Pollution and a card on Protecting the Planet from the topic Environment. Candidates will choose one of

two points of view put forward on their chosen card, present this point of view for a minute, then defend and justify it.

Part 2: Conversation: 10 minutes. The conversation will cover both Cultural Topics studied by the candidate. Approximately 5 minutes will be spent discussing each Cultural Topic.

The tests are conducted either by a teacher at the examination centre or an external AQA examiner. All speaking tests are recorded and sent away to be marked by an AQA examiner.

See Lesson 28, *Speaking Test*, for more details.

Further Details of Course Content: AS Level

Students should refer to the specification for full details of the topics to be covered. See *Studying the Syllabus* below on how to obtain a copy.

Summary of Content

Module One, *Family and Relationships*, covers the sub-topics Relationships within the family, Friendships and Marriage/partnerships.

Module Two, *Healthy Living/ Lifestyle*, covers the sub-topics Sport/Exercise, Health and well-being and Holidays.

Module Three, *Media*, covers the sub-topics Television, Advertising and Communications technology.

Module Four, *Popular Culture*, covers the sub-topics Cinema, Music and Fashion/ trends.

How to prepare for the Unit 1 and Unit 2 tests

Language competences; reading, writing, speaking and listening

Units 1 and 2 assess four competences, listening, reading, writing and speaking. There are slightly more marks awarded for speaking than for each of the other three competences. The OOL course does not approach each competence separately, but rather teaches all four concurrently throughout the course. The learner is therefore given the opportunity to develop these skills right from the outset. It is therefore very important to do **all** the learning *Activités* in each Lesson in order to cover all four competences. There is detailed advice about improving specific competence areas in the following Lessons:

Lesson 13: *Listening, Reading and Writing Test*
Lesson 14: *Speaking Test*

Knowledge of French-speaking culture and society

Candidates are not assessed at AS for knowledge of French-speaking culture and society, therefore there is technically no requirement to study the four topic Modules in context. Having said this, AQA and OOL recognise that part of the attraction of studying a foreign language is that it provides the opportunity to find out about another culture and society, therefore much of the material in the OOL course is about aspects of French society and culture, taken from authentic French sources. In addition AQA assessment material is for the most part from authentic French sources.

Examination format and mark schemes

It is a good idea to have prior knowledge of the tests before you take them, and also to understand what the examiner is looking for. You are advised to read the detailed information about the format and mark schemes of Units 1 and 2 tests in Lessons Thirteen and Fourteen. There is also advice on preparation and exam technique for all sections of the Units in these Lessons.

Content

In Units 1 and 2 candidates should expect to be examined on the content of all four topic Modules of the syllabus, ie *Family and Relationships, Healthy Living/ Lifestyle, Media and Popular Culture*. The OOL course covers the main sub-topics using ideas outlined in the AQA syllabus, and you will find these in the Context Section of each lesson. AQA point out in the specification that these ideas for studying the sub-topics are suggestions only, and act as a guide to what students can expect in the examination.

Example of suggested areas of study for sub-topics

Module 1, *Family/relationships*; Sub-topic 1, *Relationships within the family*

Suggested areas of study

- Role of parents and importance of good parenting
- Attitudes of young people towards other family members
- Conflict between young people and other family members
- Changing models of family and parenting

Course content is also covered in our textbook: *AQA AS French*, Nelson Thornes.

Vocabulary

Both Units 1 and 2 assess a wide range of vocabulary related to each of the 12 sub-topics. There are comprehensive vocabulary lists at the end of Lessons 1-12 on each sub-topic, and you should use these as a basis for your learning. However they are not definitive, as there is no specific vocabulary list for AS. Candidates are therefore advised to build up their own additional vocabulary lists for each sub-topic from their own reading. See also Resources section at the end of the General Introduction.

Grammar

The AS study year is notable for the introduction of almost all the grammar required at 'A' Level, and much of the OOL AS course is taken up with teaching and practising grammar in the context of the sub-topics. TMAs A-D assess grammar knowledge through exercises. They also assess the written essay for knowledge of grammar. TMAs E and F, modelled on Units 1 and 2 tests, each include a grammar mark in the assessment.

You are given detailed advice on how to learn grammar in the course, e.g. by keeping a verb book, Try and follow this advice as closely as possible. Work through the grammar *Activités* in Lessons 1-12, and back up any gaps in your knowledge by referring to Lesson 15: *French Grammar Section*, which explains all the grammar required at AS. See also *Resources* section below for supplementary grammar practice textbooks and the references throughout the course to grammar practice in AQA AS French, Nelson Thornes.

AQA syllabus: Grammar for AS

The list below details the grammar structures you are required to know at AS level.

R – Recognition only, not for active use

Nouns: gender, singular and plural forms

Articles: definite, indefinite and partitive

Adjectives: agreement, position, comparative and superlative, demonstrative (*ce, cet, cette* and *ces*), possessive, interrogative (*quel, quelle*)

Adverbs: formation, comparative and superlative, interrogative (*comment, quand*)

Pronouns: subject, direct and indirect object, *y* and *en*, position and word order, reflexive, relative (*qui, que*), relative (*lequel, auquel, dont*) – R, disjunctive/emphatic, demonstrative (*celui* etc) R, indefinite, possessive (*le mien* etc) R, interrogative (*qui, que*), interrogative (*quoi*) R

Verbs

Tenses: present, perfect, imperfect, future, conditional, pluperfect, future perfect R, conditional perfect R, past historic R, passive voice; present tense, other tenses R, imperative, present participle, subjunctive mood; present, common uses

Regular and irregular verbs

Reflexive verbs

Tu and *vous*

Impersonal verbs

Verbs + infinitive (with or without preposition)

Dependent infinitives (*faire* + infinitive)

Perfect infinitive

Negative forms

Interrogative forms

Miscellaneous

Indirect speech

Inversion after speech

Prepositions

Conjunctions

Number, quantity and time (including use of *depuis, venir de*)

Grammar covered by AS course

Lesson	Grammar point	Practice
1 Grammar	Present tense <i>-er, -ir</i> and <i>-re</i> regular verbs	Activité 2
1 Grammar	Present tense, <i>-er</i> verbs with spelling changes	Activité 3
1 Les Trucs de la langue	Present tense, <i>avoir, être, aller</i> and <i>faire</i> irregular verbs	Activité 4
1 Improve your writing	<i>Depuis</i> + present tense + pendant	Activité 6
2 Grammar	Present tense reflexive verbs	Activités 2 and 3
2 Grammar	Present tense irregular verbs ending in <i>-ir</i> and <i>-oir</i>	Activité 4
2 Les Trucs de la langue	Endings in <i>-s -s -t</i>	Activité 4
2 Improve your writing	<i>Venir de</i> + infinitive	Activité 6
3 Grammar	Present tense irregular verbs ending in <i>-re</i>	Activité 2
3 Grammar	Impersonal verbs	No practice
3 Grammar	Present tense irregular <i>vous</i> forms. Remembering <i>ils/elles</i> forms	Activité 3 (<i>ils/elles forms</i>)
3 Les Trucs de la langue	Use of article - <i>du, de la, de l', des</i> or <i>le, la, l' les?</i>	Activité 4
3 Improve your writing	Use of subject pronouns <i>il/elle/ils/elles</i> to replace nouns	Activité 6
TMA A	Present tense	Question 4
4 Les Trucs de la Langue	Translating the perfect tense into English	Activité 2
4 Grammar	Perfect tense regular verbs taking <i>avoir</i>	Activité 3
4 Grammar	Perfect tense irregular verbs taking <i>avoir</i>	Activité 4
4 Improve your writing	Using direct object pronouns	Activité 6
4 Improve your writing	Preceding direct object agreements	Activité 6
5 Grammar	Perfect tense of verbs taking <i>être</i> – past participle agreement	Activité 2
5 Grammar	Perfect tense of verbs taking <i>être</i> - formation	Activité 3
5 Grammar	Perfect tense reflexive verbs	Activité 4
5 Improve your writing	Indirect object pronouns	Activité 6
6 Grammar	Imperfect formation	Activité 2 and 3
6 Grammar	Choosing the right tense, imperfect or perfect?	Activité 4
6 Improve your writing	The pronouns <i>y</i> and <i>en</i>	Activité 6

6 Les Trucs de la Langue	The football field	No practice
TMA B	Imperfect or Perfect?	Question 4
7 Grammar	The future tense	Activités 2 and 3
7 Les Trucs de la Langue	<i>Quand</i> + future tense	Activité 4
7 Improve your writing	Using adjectives	Activité 6
8 Grammar	The conditional tense	Activité 2
8 Les Trucs de la Langue	<i>Si</i> + imperfect followed by conditional	Activité 3
8 Improve your writing	Using adverbs	Activité 6
9 Grammar	The pluperfect tense	Activité 2
9 Grammar	The future perfect and conditional perfect tenses	Activité 4
9 Les Trucs de la Langue	<i>Quand</i> + future perfect	Activité 5 Recognition
9 Improve your writing	Comparative and superlative adjectives and adverbs	
TMA C	Future and conditional tenses	Question 3
10 Grammar	Introduction to the subjunctive	Activité 2
10 Les Trucs de la langue	Verb + infinitive or verb + <i>que</i> + subjunctive	Activité 4
10 Improve your writing	<i>Qui, que</i> and <i>dont</i>	Activité 6
11 Grammar	The passive voice	Activité 2
11 Les Trucs de la langue	Avoiding the passive	Activité 3
11 Improve your writing	Using infinitives	Activité 6
12 Grammar	The present participle	Activité 2 Recognition not formation
12 Les Trucs de la langue	Irregular <i>nous</i> forms for present participle formation	Activité 3 Formation
12 Improve your writing	Translating verbs ending in –ing into English	Activité 6
TMA D	Active or passive?	Question 3

AQA Aims

This new specification builds on the strengths of the previous specification and has been designed to encourage students to:

- develop an interest in, and enthusiasm for, language learning
- develop understanding of the language in a variety of contexts and genres
- communicate confidently, clearly and effectively in the language for a range of purposes
- develop awareness and understanding of contemporary society, cultural background and heritage of countries or communities where the language is spoken
- consider their study of the language in a broader context

The French specification should also enable students to:

- derive enjoyment and benefit from language learning
- acquire knowledge, skills and understanding for practical use, further study and/or employment
- communicate with speakers of the language
- take their place in a multilingual global society

The AS specification should also provide:

- a coherent, satisfying and worthwhile course of study for students who do not progress to further study in the subject
- a sufficient basis for the further study of languages at degree level or equivalent

The Assessment objectives are common to AS and 'A' Level. Candidates will be expected to:

- AO1 Understand and respond, in speech and writing, to spoken language
- AO2 Understand and respond, in speech and writing, to written language
- AO3 Show knowledge of and apply accurately the grammar and syntax prescribed in the specification

Quality of Written Communication (QWC)

When candidates are required to produce written material in English, they must:

- Ensure that text is legible and that spelling, punctuation and grammar are accurate so that the meaning is clear
- Select and use a form and style of writing appropriate to purpose and to complex subject matter
- Organise information clearly and coherently, using specialist vocabulary where appropriate

At AS QWC will be assessed in Unit 1 by means of the transfer of meaning task

Studying the Syllabus

You should be sure to acquire your own copy of the syllabus, either via the AQA Publications Dept or from the website www.aqa.org.uk.

The syllabus can be purchased from

AQA Publications
Unit 2, Wheel Forge Way,
Trafford Park
Manchester
M17 1EH (tel: 0870-410-1036)

We advise that you obtain a copy of the syllabus so that you can find out in more detail for yourself the content of the topics and grammar. AQA can also provide advice booklets on your course, including 'Supplementary Guidance for Private Candidates'. As you approach the examination, it will also be helpful to purchase specimen papers, and, when available, past papers from AQA.

Resources Section

AS French

ISBN – every book has its own unique number, and if you order a book you need to tell the bookshop the ISBN number.

English/French, French/English dictionaries

The dictionaries below are the most popular size and are best-suited for 'A' level.

Collins Robert Concise French Dictionary (HarperCollins; ISBN 978-0-00-725344-9)

Concise Oxford Hachette French Dictionary + CD Rom (OUP; ISBN 978-0-19-920812-8)

French grammar books

Gill Maynard and Marian Jones, *Elan: Grammar Workbook*, 2nd edn, (OUP, ISBN: 978-0199153404). Highly recommended grammar practice textbook working up from GCSE level to AS and A2. You can do the exercises on computer using the CD Rom.

Thalia Marriott and Mireille Ribière, *Help Yourself to Essential French Grammar* (Longman, ISBN 978-0582287242). GCSE Grammar revision and practice.

Michael Gross, *Practice in French Grammar for Students starting post-16 courses*, 2nd edn (Nelson Thornes; ISBN 978-0-74876291-0). Easy to use with lots of short exercises, and GCSE Grammar revision.

Mireille Ribière and Thalia Marriott, *Help Yourself to Advanced French Grammar*, 2nd edn (Longman, ISBN 978-0582329454). Good for vocabulary as well as grammar. Advanced.

Margaret Jubb, *Upgrade your French* (Hodder Arnold, ISBN 978-0340763452). Explains the main mistakes in grammar made at 'A' Level, and how to correct them. Advanced.

Vocabulary book

Phil Horsfall, *Advanced French Vocabulary*, 2nd edn (Nelson Thornes; ISBN 978-0-748757800)

The standard 'A' level vocabulary textbook.

Verb tables

The course itself has a basic Verb Table at the end of the French Grammar section. The recommended dictionaries above also include verb tables. See also:

501 French Verbs, 6th edn (Barron's Educational Series; ISBN 978-0-7641-7983-9). Comprehensive; one verb per page.

Collins Pocket French Verb Tables (Collins; ISBN 10 0004720261). Handy size.

Reading starter books

To prepare yourself for A2, try to read some starter books during your AS year.

Richard De Roussy de Sales, *Easy French Reader* (Mcgraw Hill; ISBN 978-0844210018). Stories progress in difficulty to build comprehension skills. Marginal word glossaries.

Wallace Fowlie, *French Stories* (Dover Publications; ISBN 978-0486264431). Dual language book; Short stories by Voltaire, Camus, Gide etc with an English translation

Reference

The following book is a source of up-to-date information about all aspects of French society. It is published every two years, so be sure to get the most up-to-date copy.

G rard Mermet, *Francoscopie* (Editions Larousse; about  30.00)

Recommended suppliers

As you know, you may acquire textbooks through the Oxford Open Learning website (www.ool.co.uk). If you have any trouble finding any of these books, we can also recommend the following suppliers:

Blackwell's Extra
International Mail Order Book Service
50 Broad St.
Oxford OX1 3BQ
Tel: 01865 792792 (Mon-Fri, 8.30am to 5.30 pm)
Fax: 01865 261355
www.bookshop.blackwell.co.uk

Grant and Cutler Ltd.
Modern Language Booksellers
55-57 Great Marlborough St.
London. W1V 2AY
Tel: 0171 7342012
www.grantandcutler.com

Also www.amazon.co.uk online bookshop

Using the Internet

All students would benefit from access to the Internet. You will find a wealth of information on all the topics in your course. As well as the AQA website (www.aqa.org.uk), you should get into the habit of checking the Oxford Open Learning site (www.ool.co.uk) where you may find news, additional resources and interactive features as time goes by. If you have not already done so, you may register for your free copy of *How to Study at Home*, our 200-page guide to home learning, or enrol on further courses. Put it on your Favourites list now!

Recommended websites

www.languageskills.co.uk

Available after school and weekends free. GCSE revision as well as 'A' level.

<http://www.sunderlandschools.org/mfl-sunderland/resources.htm>

Sunderland schools site, one of the best. Free resources updated on a regular basis. GCSE revision as well as 'A' level.

<http://www.bbc.co.uk/languages/french/index.shtml>

Has free listening comprehension radio broadcasts with transcripts also videos for GCSE standard work. Constantly updated. All levels.

www.frenchinaclick.com

Has an online dictionary.

www.french.guide@about.com

Site regularly updated, aimed at mature learners. All levels.

www.alliancefrancaise.org.uk

Offers backup tuition and meetings on a French theme for adult learners all over the country. Not a teaching site.

www.lemonde.fr

Le Monde (newspaper) website. Has some free material, good for reading comprehension. Advanced.

www.lequipe.fr

L'Équipe (France's popular sports daily) website. Intermediate and advanced.

www.lefigaro.fr

Le Figaro (newspaper) website. Articles slightly easier to understand than *Le Monde*. Intermediate/ Advanced.

www.lovefilm.com

Large collection of French DVDs for rental. Subscribe small amount monthly. DVDs subtitled in English.

www.yahoo.fr

Search engine in French, for researching topics of interest, and getting up to date with French current affairs. Advanced.

TV websites: See Lesson Eight, *Television* for details.

Further Guidance

Don't just read through your lessons. Make notes as well. What *sort* of notes is your own business, but note-taking has two main purposes:

- (a) it clarifies and cements the idea in your own mind;
- (b) it gives you something concise to come back to when you embark on assignments or revision.

Of these it is all too easy to forget the first. Most open learners find that they forget what they read but the very act of writing something down forces them to focus on the underlying concept and to see how it relates to other aspects of the topic under consideration.

Don't underestimate the amount of time required for study if you are to achieve full understanding. Simply reading the lessons through once or twice is unlikely to be sufficient. You should go through them and follow up references to the textbook and syllabus. Learn also to use your dictionary, the French Grammar Section and Verb Tables on a regular basis.

Do full justice to the self-assessment *Activités*. Many of them are similar in form to the tasks in the examination. It is all too easy to convince yourself that you have understood a particular point and go straight on to the next section without making a proper formal attempt at the *Activité*.

Don't just work out the answers in your head. Put them down on a piece of paper. And if they are wrong, work out *why* they are wrong before going on to the next section. To do this, go back over the relevant parts of the lesson, textbook or Grammar Section, using your dictionary. If you still do not understand why you have got something wrong, it may be time to contact your tutor.

French is an enjoyable, challenging and rewarding subject. It is not *just* a useful educational qualification and may well contribute to your professional life. Enjoy your studies and good luck!

And finally...

Bonne chance!

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ALISON FISHER

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