



# A level French summer work

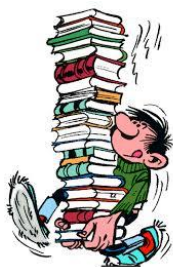
We are very pleased that you have chosen to carry on with your French studies. Learning a foreign language is a challenging but rewarding experience and the skills you will gain will undoubtedly boost your future employability.

We are following the AQA specification. For detailed information about the course content and assessment, click on this link:

<https://www.aqa.org.uk/subjects/french/a-level/french-7652/specification>

This is the work you must complete over the summer:

## **1 Grammar boost, revision of main tenses:**



- Prepare a revision card for each of the following tenses: Present, perfect tense (le passé composé), imperfect (l'imparfait), simple future (will) and conditional (would). You could explain when you would use that tense, explain how it is formed, conjugate\* a few verbs in that tense, write a few sentences to illustrate that tense.

- Complete and print around 10 interactive grammar tasks, use:

<http://www.languagesonline.org.uk/Hotpotatoes/Index.htm>



<https://www.laits.utexas.edu/tex/gr/index.html> This website has detailed explanations and interactive tasks

*\* to conjugate: write a verb in a specific tense using all persons: je / tu / il / nous / vous / ils*

## **2 film 'La haine'**

In year 12, we will study the film 'La Haine' - Matthieu Kassovitz

- Purchase a DVD of the film or an online version
- watch the film
- Write a paragraph in French about which character you find most interesting and why – 70 to 100 words max

## **3 Explore online resources**

Refer to the online resources listed in the transition booklet, start exploring the content, you can pick and choose what you want to complete. Be ready to share your favourite site and explain why you found it useful.

**4 Resources to purchase:** You will need to purchase the books and DVD listed on page 4 in the transition booklet.

Robert Smyth Academy

# A Level French Transition Booklet



Pont Alexandre III - Paris



# Welcome!

Welcome to Modern Foreign Languages at Robert Smyth Academy. Studying a language is hugely rewarding and will open many doors in your future career.

Throughout the course, you will acquire new language skills but also widen your global cultural knowledge as well as develop your critical thinking skills, all very useful for university studies and future employment.

We follow the AQA specification, you can find the full document here:

<https://filestore.aqa.org.uk/resources/french/specifications/AQA-7652-SP-2016.PDF>



This booklet aims at giving you:

- an overview of the programme of study
- the assessment criteria
- a list of supporting resources
- tips to develop good study habits
- tips for essay writing
- opportunities
- an independent work diary

# Themes and sub-themes studied

## Aspects of French-speaking society: current trends (yr 12)

Students may study all sub-themes in relation to any French-speaking country or countries.

The changing nature of family (La famille en voie de changement)

- Grands-parents, parents et enfants – soucis et problèmes
- Monoparentalité, homoparentalité, familles recomposées
- La vie de couple – nouvelles tendances

The 'cyber-society' (La « cyber-société »)

- Qui sont les cybernautes ?
- Comment la technologie facilite la vie quotidienne
- Quels dangers la « cyber-société » pose-t-elle ?

The place of voluntary work (Le rôle du bénévolat)

- Qui sont et que font les bénévoles ?
- Le bénévolat – quelle valeur pour ceux qui sont aidés ?
- Le bénévolat – quelle valeur pour ceux qui aident ?

## Artistic culture in the French-speaking world (Yr 12)

Students may study all sub-themes in relation to any French-speaking country or countries.

A culture proud of its heritage (Une culture fière de son patrimoine)

- Le patrimoine sur le plan national, régional et local
- Comment le patrimoine reflète la culture
- Le patrimoine et le tourisme

Contemporary francophone music (La musique francophone contemporaine)

- La diversité de la musique francophone contemporaine
- Qui écoute et apprécie cette musique ?
- Comment sauvegarder cette musique ? Cinema: the 7th art form (Cinéma : le septième art)
- Pourquoi le septième art ?
- Le cinéma – une passion nationale ?
- Evolution du cinéma – les grandes lignes

## Aspects of French-speaking society: current issues (Yr 13)

Students may study all sub-themes in relation to any French-speaking country or countries.

Positive features of a diverse society (Les aspects positifs d'une société diverse)

- L'enrichissement dû à la mixité ethnique
- Diversité, tolérance et respect
- Diversité – un apprentissage pour la vie

Life for the marginalised (Quelle vie pour les marginalisés ?)

- Qui sont les marginalisés ?
- Quelle aide pour les marginalisés ?
- Quelles attitudes envers les marginalisés ?

How criminals are treated (Comment on traite les criminels)

- Quelles attitudes envers la criminalité ?
- La prison – échec ou succès ?
- D'autres sanctions

## Aspects of political life in the French-speaking world (Yr 13)

Students may study all sub-themes in relation to any French-speaking country or countries.

Teenagers, the right to vote and political commitment (Les ados, le droit de vote et l'engagement politique)

- Pour ou contre le droit de vote ?
- Les ados et l'engagement politique – motivés ou démotivés ?

Quel avenir pour la politique ?

Demonstrations, strikes – who holds the power? (manifestations, grèves – à qui le pouvoir ?)

- Le pouvoir des syndicats
  - Manifestations et grèves – sont-elles efficaces ?
  - Attitudes différentes envers ces tensions politiques
- Politics and immigration (La politique et l'immigration)

- Solutions politiques à la question de l'immigration
- L'immigration et les partis politiques
- L'engagement politique chez les immigrés

# Assessment

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |   |                                                                                                                                                                                                                                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Paper 1: Listening, reading and writing</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |   |                                                                                                                                                                                                                                                                                                                                                       |
| <b>What's assessed</b> <ul style="list-style-type: none"> <li>• Aspects of French-speaking society: current trends</li> <li>• Aspects of French-speaking society: current issues</li> <li>• Artistic culture in the French-speaking world</li> <li>• Aspects of political life in the French-speaking world</li> <li>• Grammar</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |   |                                                                                                                                                                                                                                                                                                                                                       |
| <b>How it's assessed</b> <ul style="list-style-type: none"> <li>• Written exam: 2 hours 30 minutes</li> <li>• 100 marks</li> <li>• 50% of A-level</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |   |                                                                                                                                                                                                                                                                                                                                                       |
| <b>Questions</b> <ul style="list-style-type: none"> <li>• Listening and responding to spoken passages from a range of contexts and sources covering different registers and adapted as necessary. Material will include complex factual and abstract content and questions will target main points, gist and detail. Studio recordings will be used and students will have individual control of the recording.</li> </ul> <p>All questions are in French, to be answered with non-verbal responses or in French (30 marks).</p> <ul style="list-style-type: none"> <li>• Reading and responding to a variety of texts written for different purposes, drawn from a range of authentic sources and adapted as necessary. Material will include complex factual and abstract content and questions will target main points, gist and detail.</li> </ul> <p>All questions are in French, to be answered with non-verbal responses or in French (50 marks).</p> <ul style="list-style-type: none"> <li>• Translation into English; a passage of minimum 100 words (10 marks).</li> <li>• Translation into French; a passage of minimum 100 words (10 marks).</li> </ul> <p>No access to a dictionary during the assessment.</p> |   |                                                                                                                                                                                                                                                                                                                                                       |
| <b>Paper 2: Writing</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | + | <b>Paper 3: Speaking</b>                                                                                                                                                                                                                                                                                                                              |
| <b>What's assessed</b> <ul style="list-style-type: none"> <li>• One text and one film or two texts from the list set in the specification</li> <li>• Grammar</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |   | <b>What's assessed</b> <ul style="list-style-type: none"> <li>• Individual research project</li> <li>• One of four themes ie Aspects of French-speaking society: current trends, Aspects of French-speaking society: current issues, Artistic culture in the French-speaking world, Aspects of political life in the French-speaking world</li> </ul> |
| <b>How it's assessed</b> <ul style="list-style-type: none"> <li>• Written exam: 2 hours</li> <li>• 80 marks in total</li> <li>• 20% of A-level</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |   | <b>How it's assessed</b> <ul style="list-style-type: none"> <li>• Oral exam: 21–23 minutes (including 5 minutes preparation time)</li> <li>• 60 marks in total</li> <li>• 30% of A-level</li> </ul>                                                                                                                                                   |
| <b>Questions</b> <ul style="list-style-type: none"> <li>• one question on each work studied (book and film)</li> <li>• All questions will require a critical appreciation of the concepts and issues covered in the work and a critical and analytical response to features</li> </ul> <p>Students are advised to write approximately 300 words per essay.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |   | <b>Questions</b> <ul style="list-style-type: none"> <li>• Discussion of a sub-theme with the discussion based on a stimulus card (5–6 minutes) – 25 marks</li> <li>• Presentation (2 minutes) and discussion (9–10 minutes) of individual research project (35 marks)</li> </ul>                                                                      |

# Resources

## Books to purchase

We will be using these two textbooks in class, available to purchase from OUP, Amazon or Waterstones  
Year 12: 978-0-19-836688-1

The grammar and translation workbook: 978-0-19-841553-4

Mot à mot French vocabulary for AQA 978-1510434806

La Haine - DVD or streaming platform

'La Haine study guide 978-1471889943 from Hodder or Amazon or Waterstones



## Extra optional useful resource

**AQA A level French revision practice workbooks 1 and 2** 978-1510417731 / 978-1510416789

Lots of exam style practice around themes studied in years 12 and 13.

# Online resources

**MSTeams.** You will be added to the RSA MFLclass where you will be able to access past papers and mark schemes, audio files and transcripts as well as extra worksheets around the themes studied and knowledge organisers

**dictionary:** Use <https://www.wordreference.com/> to look up words. This is an online dictionary NOT a translator. It will give you all the possible translations with context so you can pick the best fit.

<https://www.linguee.com/> is also a useful tool.

If you need to check the conjugation of a verb, use <http://www.conjugation-fr.com/>

## Websites

### Grammar:

<https://www.languagesonline.org.uk/Hotpotatoes/index.html> the grammar section is a good way of revising tenses and transition from GCSE to A level. (interactive tasks)

<https://www.laits.utexas.edu/tex/> for thorough explanation and interactive tasks, very detailed.

<http://avosplumes.org/students/understand-grammar/> lots of videos going through various grammar points

## Polishing your accent

<https://www.newsinslowfrench.com/> lots of extract on current affairs, read out by a native speaker, with a transcription. You can adjust the speed, hover over the words to access translation. Listen and repeat to refine your accent.

## Reading and listening skills:

[www.1jour1actu.com](http://www.1jour1actu.com) This is an excellent website which is designed to help French school children to keep abreast of the news.

[www.20minutes.fr](http://www.20minutes.fr) excellent site for keeping abreast of world affairs as well as important news in France. More challenging than 1jour1actu but still very accessible.

BBC2, Channel 4 and Film 4, Netflix and Amazon prime often show foreign language documentaries and films.

[www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize) is currently offering daily on-line lessons for all subjects and ages with a dedicated TV channel and podcasts on BBC Sounds which are worth checking out.

French TV programmes can also be found at: [www.bbc.co.uk/education/languages/fr/tv](http://www.bbc.co.uk/education/languages/fr/tv)

[www.TV5monde](http://www.TV5monde) this is an excellent website which has news items, video clips and related exercises, all available at no cost. There are updates every day so there is plenty for independent study.

French radio can be difficult to understand but try viewing clips on [www.canalplus.fr](http://www.canalplus.fr) for news items, and watch chat shows!

<http://www.tv-replay.fr/arte-journal-junior/> this is an excellent 6-minute evening news précis for French teenagers and well worth watching.

[www.zut.org.uk](http://www.zut.org.uk) This site, previously mentioned, has excellent resources for Year 12 and 13 with video clips and related exercises as well as interactive activities.

<https://www.ilini.com/learn-french> another excellent site with current affairs and cultural stories. There are videos which you can watch in French, with French subtitles, which make for excellent listening practice.

[www.francaisfacile.com](http://www.francaisfacile.com) games, vocab and grammar etc. you can do a self-assessment quiz to check the best level for you.

### **Cultural research**

In the speaking exam, it is important to show that you know lots of different trends in French speaking countries around each sub-theme studied. Whilst you will be able to collect some facts in class, it is important to keep up to date about what is happening in France and French-speaking countries.

You could read magazines like Phosphore and Okapi, or Le Nouvel Observateur. Marie Claire, and Paris Match are also a good read for colloquial French and hot gossip! Remember that all national newspapers, such as Figaro or Le Monde, are available online.

When using a search engine such as google always input your key words in French to access French websites. It is best to do your research based on French documents it will provide useful accurate language to draw from.

<https://www.insee.fr/fr/accueil> INSEE is the national institutes of Statistics. It is a very good site to find out latest trends. They often offer a summary around themes and go on into greater depth.

<https://www.ifop.com/> carry many surveys and collect opinions of French people, so a good site to find out about views and attitudes.

# Expectations and organisation of work

## **Independent work**

You should complete around 4 hours of independent work a week.

Learning new vocabulary and phrases is essential and you must do this on a weekly basis.

MSTeams and the websites listed above offer a wealth of free material you should exploit.

You will be asked to show what extra work you have completed to your teacher on a regular basis.

Keep on top of your work and ask if you need any extra help. We are here to support you.

## **What should you bring every lesson:**

Some students find organising their resources quite a challenge, and poor organisation can easily lead to falling behind. It also causes great disruption if students come without their equipment, so ensure that you have:

- your French ring binder with all the material relevant to the topic studied at the time. It is also useful to keep a few useful reference sheets, such as a list of irregular verbs.
- This booklet
- Your own textbook, don't rely on somebody else please!
- Your cultural knowledge organiser, to record facts and trends around topics.
- Your grammar tracker, so you have an overview of what points you need to secure.

We will do some regular folder checks to help you with this.

# Essay writing

Your written assessment will be paper 2 and will consist of two essays, one on the book, one on the film. (1 hour for each)

You will have a choice of 2 questions per work.

The aim is to show that you have a **thorough knowledge** of both works, so building a quote tracker around events and character evolutions as well as mind maps around themes is very useful.

You will need to **bring your own critical views, develop arguments and draw your own conclusions**. You will need to also **understand literary and cinematographic technics** and use them judiciously to reinforce **the author / director's intention**.

You will need to read the book and watch the film several times, you will discover something new each time!

**Planning** is the most important stage and you should plan for 20 minutes at least, to make sure that you have thought of a **range of points and techniques**.

You must also show off a variety of grammatical structures (the more complex and accurate, the better) – this will count for **half your mark**

We recommend the **PETAL** method of planning.

| <b>Introduction:</b> this should be fairly short and present the question you are going to discuss, you can also mention the aspects you are going to focus on. Best written AFTER you have planned, so you know exactly the points you are going to make and in which order. You should NOT answer the question in your intro, purely present the question |                                                                                                                                                                         |                                                                                                                            |                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| P                                                                                                                                                                                                                                                                                                                                                           | E                                                                                                                                                                       | T                                                                                                                          | A                                                                                                                                                                                                                                                                                                                                         | L                                                                                                                                                        |
| <b>POINT</b><br>each paragraph should start with a clear statement presenting the point you are going to explore in this paragraph.<br><br>1 point per paragraph, you should aim at making 3 distinct points                                                                                                                                                | <b>EXAMPLE</b><br>draw on a particular scene / event / thought / character / action to illustrate your point. Give enough context so that the examiner gets the picture | <b>TECHNIQUE</b><br>is there a literary or cinematographic technique used to reinforce the author / director's intentions. | <b>ANALYSIS</b><br><b>This will depend on the title set, so stay focused on the angle</b><br>Develop your point, connect to French culture / society / are the techniques used effective (impact on audience / viewer) / how does it show that the character evolves / how is the author, director presenting society / is it biased? etc | <b>LINK</b><br>link back to title, this is a mini conclusion making it explicit how the point you have just developed contributes to answering the title |
| <b>Conclusion:</b> This should be fairly short, about 4 lines. It should be a direct answer to the question raised in the intro, you should refer briefly to the points you have made throughout your essay to justify your answer.                                                                                                                         |                                                                                                                                                                         |                                                                                                                            |                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                          |

## Range of key structures to show off in your essay

As well as showing that you have a thorough understanding of the book and the film, the essay should also showcase your language skills. Aim at showcasing as much grammatical knowledge as possible.

The more complex the better, but accuracy is paramount, so do not take too many risks and reign things in a bit if you are not confident with the language you are using.

|                  |                                                                                                                                                                                                      |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 'les' and 'des'  | <i>Il y a des problèmes compliqués / les problèmes qui touchent les banlieues sont compliqués</i>                                                                                                    |
| adjectives       | show accurate placement and agreement                                                                                                                                                                |
| superlative      | AFTER the noun, <i>le personnage le plus attachant</i>                                                                                                                                               |
| comparative      | Saïd et Hubert ne sont pas <b>aussi</b> agressifs <b>que</b> Vinz (the neg. adds complexity too)                                                                                                     |
| demonstrative    | ce / cet / cette / ces + noun (this / these + noun) <b>cette</b> situation est insupportable                                                                                                         |
| interrogative    | <b>Que</b> faire dans cette situation / <b>comment peut-on</b> rélaiser l'ampleur du problème                                                                                                        |
| adverbs          | <i>patiemment / régulièrement</i> etc placed AFTER the verb                                                                                                                                          |
| direct obj pron  | me / te / le / la / nous / vous / les <i>on peut <b>les</b> comprendre / elle <b>la</b> trouve</i>                                                                                                   |
| indir obj pr     | me / te / lui / nous / vous / leur <i>il <b>lui</b> reproche d'être irresponsable</i>                                                                                                                |
| emphatic pr      | moi / toi / lui / elle / nous / vous / eux <i>on passe 24 heures avec <b>eux</b></i>                                                                                                                 |
| indefinite       | <i>c'est <b>quelqu'un de</b> raisonné / blagueur c'est <b>quelqu'un qui</b> cherche la bagarre</i>                                                                                                   |
| relative pr      | qui + vb que + pers <i>c'est une situation <b>qui</b> dégénère / le groupe <b>que</b> l'on voit...</i>                                                                                               |
| demonstrative pr | celui / celle / ceux / celles <i><b>celles</b> qui se retrouvent à le rue sont des proies</i>                                                                                                        |
| possessive pr    | le mien / le tien / le sien etc                                                                                                                                                                      |
| y and en         | <i>elle <b>y</b> va pour regarder les gens / elle <b>en</b> parle tout le temps</i>                                                                                                                  |
| impersonal vbs   | <i><b>il vaut mieux</b> cacher ses affaires personnelles</i>                                                                                                                                         |
| vbs + inf        | <i>elle voudrait <b>partir</b> en Irlande / ils ne peuvent pas <b>échapper</b> à leur situation</i>                                                                                                  |
| Vbs + prep       | permettre <b>à</b> qq'un <b>de</b> + vb / montrer <b>à</b> + vb                                                                                                                                      |
| range of neg.    | ne...pas / ne ....plus / ne...que / ne ni ... ni / ne ... jamais / ne ... guère                                                                                                                      |
| depuis + pres    | <i>elle <b>est</b> déprimée depuis la mort de son bébé</i>                                                                                                                                           |
| il y a           | <i><b>il y a</b> 10 ans = 10 years ago</i>                                                                                                                                                           |
| indir. speech    | <i>elle <b>dit</b> à ses parents qu'<b>elle est allée</b> faire des devoirs chez une amie (watch tenses)<br/>alle a dit à ses parents qu'<b>elle était allée</b> faire des devoirs chez une amie</i> |
| inv after speech | <i>«t'es toute petite et t'es toute grande » lui <b>dit-il</b></i>                                                                                                                                   |

|                                                                                                                 |                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| prep + lequel                                                                                                   | <i>les conflits <b>auxquels</b> ils sont confrontés / l'assurance <b>avec laquelle</b> il parle</i>         |
| dont                                                                                                            | <i>la façon <b>dont</b> il marche</i>                                                                       |
| depend inf                                                                                                      | <i>faire réparer (have sthing repaired) / entendre dire / laisser tomber</i>                                |
| passive voice                                                                                                   | <i>ils ont été arrêtés / elle a été recueillie /</i>                                                        |
| si clauses                                                                                                      | <b>Si</b> elle <b>n'avait pas été rejetée</b> par sa mère, elle <b>ne serait pas retombée</b> dans l'alcool |
| subjunctives                                                                                                    | on ne peut pas être surpris qu'elle ne <b>veuille</b> pas aller dans les centres d'hébergement              |
| remember to<br>show a range of verbs irregular ones are particularly good to show off<br>show a range of tenses |                                                                                                             |

## Opportunities

### Mentoring

You will be encouraged to become an MFL mentor to help younger students with their language studies. You may offer some one-to-one sessions or support a teacher in the classroom. There is a lot to be gained, mentors usually find that having a mentee sharpen their understanding of the language and grammar.

### Work experience abroad

Some of our students have gone on work experience abroad with Halsbury. You can follow this link to find more information.

<https://www.workexperienceabroad.co.uk/>

### Exchange

The Rotary Club in Market Harborough organises full exchanges, where students spend 3 weeks in each other's family. They also organise youth camps.

You can find more details here <https://www.rotary.org/en/our-programs/youth-exchanges>

# Independent learning and learning log

To try and encourage good study habits we would like you to keep a diary of the work you are completing on a daily basis. This should show the time you spend on the set homework, but it is also important that you are proactive and complete extra work, useful to you specifically.

You should consolidate what you have learnt with extra independent practice, but also go above and beyond and try and challenge yourself with extra task to make more rapid progress.

When completing extra work, you must bring solid evidence of that work to show your teacher, this could be the task itself, a list of words written down that you have learnt relating to a task you have completed. Always make sure that you have corrected your work with a purple pen. If you are doing online tasks, take a photo with your phone to show your teacher.

## **Skills to develop:**

Vocab learning / translation / listening skills / reading skills / grammar practice / reading around topics to gather trends and cultural knowledge. Make sure you use the resources on MStems or the website listed before

# Independent work diary



Week 1: \_\_\_\_\_

|                 | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|-----------------|--------|---------|-----------|----------|--------|----------|--------|
| Set Homewk      |        |         |           |          |        |          |        |
| Independent     |        |         |           |          |        |          |        |
| Skill(s)        |        |         |           |          |        |          |        |
| detail of tasks |        |         |           |          |        |          |        |
| time spent      |        |         |           |          |        |          |        |

Total time spent week 1: \_\_\_\_\_  
Independent work diary



Week 2: \_\_\_\_\_

|                 | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|-----------------|--------|---------|-----------|----------|--------|----------|--------|
| Set Homewk      |        |         |           |          |        |          |        |
| Independent     |        |         |           |          |        |          |        |
| Skill(s)        |        |         |           |          |        |          |        |
| detail of tasks |        |         |           |          |        |          |        |
| time spent      |        |         |           |          |        |          |        |

Total time spent week 2: \_\_\_\_\_Independent work diary



Week 3: \_\_\_\_\_

|                 | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|-----------------|--------|---------|-----------|----------|--------|----------|--------|
| Set Homewk      |        |         |           |          |        |          |        |
| Independent     |        |         |           |          |        |          |        |
| Skill(s)        |        |         |           |          |        |          |        |
| detail of tasks |        |         |           |          |        |          |        |
| time spent      |        |         |           |          |        |          |        |

Total time spent week 3: \_\_\_\_\_  
Independent work diary



Week 4: \_\_\_\_\_

|                 | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|-----------------|--------|---------|-----------|----------|--------|----------|--------|
| Set Homewk      |        |         |           |          |        |          |        |
| Independent     |        |         |           |          |        |          |        |
| Skill(s)        |        |         |           |          |        |          |        |
| detail of tasks |        |         |           |          |        |          |        |
| time spent      |        |         |           |          |        |          |        |

Total time spent week 4: \_\_\_\_\_  
Independent work diary



Week 5: \_\_\_\_\_

|                 | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|-----------------|--------|---------|-----------|----------|--------|----------|--------|
| Set Homewk      |        |         |           |          |        |          |        |
| Independent     |        |         |           |          |        |          |        |
| Skill(s)        |        |         |           |          |        |          |        |
| detail of tasks |        |         |           |          |        |          |        |
| time spent      |        |         |           |          |        |          |        |

Total time spent week 5: \_\_\_\_\_  
Independent work diary



Week 6: \_\_\_\_\_

|                 | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|-----------------|--------|---------|-----------|----------|--------|----------|--------|
| Set Homewk      |        |         |           |          |        |          |        |
| Independent     |        |         |           |          |        |          |        |
| Skill(s)        |        |         |           |          |        |          |        |
| detail of tasks |        |         |           |          |        |          |        |
| time spent      |        |         |           |          |        |          |        |

Total time spent week 6: \_\_\_\_\_



## Grammar checklist for AS and A2 French.

| Grammar point                                                                             | Key revision notes? | Practised? | Revised? |
|-------------------------------------------------------------------------------------------|---------------------|------------|----------|
| AS Level - where (R) is indicated, receptive knowledge only is required                   |                     |            |          |
| <b>Nouns:</b> gender, singular and plural forms                                           |                     |            |          |
| <b>Articles:</b><br>Definite (le / la), indefinite (un / une) and partitive (du / de la). |                     |            |          |
| <b>Adjectives</b><br>Agreement, position, irregular.                                      |                     |            |          |
| Comparative & superlative.                                                                |                     |            |          |
| Demonstrative(ce,cet, cette, ces).                                                        |                     |            |          |
| Indefinite (chaque, quelque)                                                              |                     |            |          |
| Possessive (mon / ma).                                                                    |                     |            |          |
| Interrogative (quel / quelles..) & exclamatory                                            |                     |            |          |
| <b>Adverbs</b><br><b>Comparative &amp; superlative</b>                                    |                     |            |          |
| <b>Quantifiers / intensifiers</b><br>(très , assez, beaucoup)                             |                     |            |          |
| <b>Pronouns</b><br>Personal / subject (je, tu..)                                          |                     |            |          |
| Reflexive (me, te)                                                                        |                     |            |          |
| Object / indirect<br>(le,la,les / lui, leur...)                                           |                     |            |          |
| Emphatic (moi, eux...)                                                                    |                     |            |          |
| Indefinite (quelqu'un)                                                                    |                     |            |          |
| Interrogative (qui, que, quoi).                                                           |                     |            |          |
| Relative (qui, que) (R)                                                                   |                     |            |          |
| Demonstrative (celui) (R)                                                                 |                     |            |          |
| Possessive (le mien) (R)                                                                  |                     |            |          |
| Use of y and en                                                                           |                     |            |          |
| <b>Verbs</b><br>Regular / irregular / reflexive.                                          |                     |            |          |
| Impersonal verbs (il faut / il vaut)                                                      |                     |            |          |
| Vbs + infinitive / vbs + preposition                                                      |                     |            |          |
| Dependent infinitive (faire réparer) (R)                                                  |                     |            |          |

| Grammar point                                                                                                                                                                                                                            | Key revision notes?                                                                                 | Practised?                                                                                          | Revised?                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| Perfect infinitive (avoir mangé)                                                                                                                                                                                                         |                                                                                                     |                                                                                                     |                                                                                                     |
| Negative forms                                                                                                                                                                                                                           |                                                                                                     |                                                                                                     |                                                                                                     |
| Interrogative forms                                                                                                                                                                                                                      |                                                                                                     |                                                                                                     |                                                                                                     |
| <b>Tenses</b><br>Present<br>Perfect (incl. agreement of pp)<br>Imperfect<br>Future<br>Conditional<br>Pluperfect<br>Future perfect<br>Conditional perfect<br>Past historic (R)<br>Passive voice present<br>Passive voice other tenses (R) | <br>.....<br>.....<br>.....<br>.....<br>.....<br>.....<br>.....<br>.....<br>.....<br>.....<br>..... | <br>.....<br>.....<br>.....<br>.....<br>.....<br>.....<br>.....<br>.....<br>.....<br>.....<br>..... | <br>.....<br>.....<br>.....<br>.....<br>.....<br>.....<br>.....<br>.....<br>.....<br>.....<br>..... |
| Imperative<br>Present participle (en arrivant)<br>subjunctive                                                                                                                                                                            | <br>.....<br>.....<br>.....                                                                         | <br>.....<br>.....<br>.....                                                                         | <br>.....<br>.....<br>.....                                                                         |
| <b>Depuis / il y a</b>                                                                                                                                                                                                                   |                                                                                                     |                                                                                                     |                                                                                                     |
| <b>Indirect speech</b>                                                                                                                                                                                                                   |                                                                                                     |                                                                                                     |                                                                                                     |
| <b>Inversion after speech</b>                                                                                                                                                                                                            |                                                                                                     |                                                                                                     |                                                                                                     |
| <b>prepositions</b>                                                                                                                                                                                                                      |                                                                                                     |                                                                                                     |                                                                                                     |
| <b>conjunctions</b>                                                                                                                                                                                                                      |                                                                                                     |                                                                                                     |                                                                                                     |
| <b>Numbers (cardinal &amp; ordinal),<br/>quantity and time</b>                                                                                                                                                                           |                                                                                                     |                                                                                                     |                                                                                                     |
| <b>A Level - ALL grammar and structures listed in AS, plus:</b>                                                                                                                                                                          |                                                                                                     |                                                                                                     |                                                                                                     |
| <b>Pronouns</b><br>Relative (lequel, auquel, dont)<br>Demonstrative (celui)<br>Interrogative (quoi)                                                                                                                                      | <br>.....<br>.....<br>.....                                                                         | <br>.....<br>.....<br>.....                                                                         | <br>.....<br>.....<br>.....                                                                         |
| <b>Verbs and tenses</b><br>Dependent infinitives (faire réparer)<br>Passive voice : all tenses<br>Subjunctive mood : present, perfect.<br>Subjunctive mood: imperfect (R)                                                                | <br>.....<br>.....<br>.....<br>.....<br>.....                                                       | <br>.....<br>.....<br>.....<br>.....<br>.....                                                       | <br>.....<br>.....<br>.....<br>.....<br>.....                                                       |
| <b>Inversion after adverb</b>                                                                                                                                                                                                            |                                                                                                     |                                                                                                     |                                                                                                     |
| <b>Dependent infinitive<br/>(faire réparer)</b>                                                                                                                                                                                          |                                                                                                     |                                                                                                     |                                                                                                     |