A Level Bridging Work

French

**Activités estivales**

Please find below a few activities to complete over your holidays.

* Practice makes perfect! …. **Grammar practice must be top of your list this summer.** A good website is [www.language-gym.com](http://www.language-gym.com) - the sooner you memorise the essentials, the easier you will find the step up to A Level French.

Please complete the essential grammar grid below using green to indicate high level of confidence, orange to show some uncertainty and red for areas where you are struggling. Bear in mind, this is to help us know your strengths and areas for improvement so please be honest! Pick at least 5 areas to improve on over the holidays – everyone will find some they’re not sure of!

* A book called “The Key to French Grammar” by Ian Lane can be purchased quite cheaply on Amazon – highly recommended if you need to plug some grammar wobbles from KS3 and 4!- is full of clear explanations and old-school grammar drills.
* [www.memrise.com](http://www.memrise.com) is an excellent vocab learning site – a little and often to revise the GCSE French vocabulary lists would be a huge help. If you are confident with the GCSE vocabulary, move on to get a head start on A Level vocabulary – join this group and try to learn the first two units: https://www.memrise.com/group/255366/
* Go on [www.zut.org.uk](http://www.zut.org.uk)

On the student resources drive go to Year 12, videos of French news and complete the activities. It is important that you watch a news video weekly to gain an awareness of what is happening in France as well as developing your listening skills. **There are also some fantastic grammar revision games.**

* Watch some French films (with English subtitles) , quite a number of videos are available on [www.youtube.com](http://www.youtube.com)

Some films we recommend are: ‘Amélie’, ‘La haine’, ‘Au revoir les enfants’, ‘La vie en rose’, ‘Coco before Chanel’, ‘Le gone du chaâba’, ‘Etre ou avoir’. Film study will form part of your A Level so make sure you write down some details of each one : the director, the key themes and main actors etc. Do the matching exercise below. If you can, use the phrases to write about a french film you have watched.

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| 1. A la fin du film …. | a. After a while ... |
| 2. Au début du film … | b. At the end of the film ……… |
| 3. A mon avis/ Je pense que.................. joue très bien dans le rôle de..........  | c. At the start of the film ... |
| 4. Au bout d’un moment ... | d. He / She meets ………… |
| 5. C’est plein de suspens / plein  | e. He falls in love with ………… |
| 6. C’est un film avec \_\_\_\_\_\_\_\_\_ et | f. I liked this film a lot / I didn’t like this film. |
| 7. C’est un film extraordinaire. | g. In my opinion / I think that \_\_\_\_\_\_\_\_\_\_\_\_ plays the role of \_\_\_\_\_\_\_\_\_\_\_\_ very well |
| 8. C’est un film passionnant, mais violent. | h. It was filmed in the USA |
| 9. C’est un film spectaculaire /intéressant / lent / marrant | i. It’s a film with \_\_\_\_\_\_\_\_\_\_\_ and\_\_\_\_\_\_\_ |
| 10. C’est un film très drôle, mais parfois un peu triste aussi. | j. It’s a remarkable film. |
| 11. Elle tombe amoureuse de ….. …… | k. It’s a spectacular / interesting /slow / funny film |
| 12. Il / Elle rencontre | l. It’s a very funny film, but sometimes a bit sad too. |
| 13. Il a été tourné aux Etats-Unis | m. It’s about ……….. |
| 14. Il s’agit de / d’ …….. | n. It’s an exciting, but violent film.  |
| 15. Il tombe amoureux de ….. | o. It’s about ... |
| 16. Il y a un problème. | p. It’s full of suspense / special effects |
| 17. Il s’agit de … | q. Last week I saw … |
| 18. Ils ont beaucoup d’aventures ensemble. | r. She falls in love with …………… |
| 19. Ils tombent amoureux | s. Suddenly ... |
| 20. J’ai beaucoup aimé ce film. / Je n’ai pas aimé ce film. | t. The character of \_\_\_\_\_\_\_\_\_\_\_ is very convincing / isn’t very convincing |
| 21. Le film raconte l’histoire de… | u. The director is \_\_\_\_\_\_\_\_ |
| 22. L’histoire est pleine de surprises. | v. The film has incredible special effects |
| 23. L’histoire se passe en + country / à + town….. | w. The film is called……….. |
| 24. La semaine dernière j’ai vu … | x. The film is sad. |
| 25. Le film a les incroyables effets spéciaux | y. The film is too long and often boring. |
| 26. Le film est triste. | z. The film tells the story of ... |
| 27. Le film est trop long et parfois ennuyeux. | aa. The main character is a man / a woman called |
| 28. Le film s’appelle …… | bb. The stars are \_\_\_\_\_\_\_\_\_ and\_\_\_\_\_\_\_\_\_ |
| 29. Le film se passe aux années 80 | cc. The story is full of surprises. |
| 30. Le personnage de ............... est très convaincant/n'est pas très convaincant | dd. The story is set in the 80s |
| 31. Le personnage principal est un homme / une femme qui s’appelle…… | ee. The story takes place in …………. |
| 32. Le réalisateur est\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | ff. There’s a problem. |
| 33. Les vedettes sont\_\_\_\_\_\_\_\_\_\_et \_\_\_\_\_\_\_\_\_ | gg. They fall in love |
| 34. Soudain … | hh. They have lots of adventures together |
| 35. Quand je l’ai vu, j’ai pensé que c’était très passionnant et amusant aussi! | ii. When I saw it, I thought it was very fascinating and funny too! |

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| **Essential grammar grid** |
|  | After GCSE I knew: | To help myself improve over the summer I ……… | At the end of the summer I know: |
| Grammar point | when to use | how to form (withreference) | how to form (from memory) |  | when to use | how to form (with reference) | how to form (from memory) |
| gender |  |  |  |  |  |  |  |
| singular and plural noun forms |  |  |  |  |  |  |  |
| definite, indefinite and partitive articles |  |  |  |  |  |  |  |
| use of *de* after negatives |  |  |  |  |  |  |  |
| Adjective agreement and position |  |  |  |  |  |  |  |
| demonstrative (*ce, cet, cette, ces*) |  |  |  |  |  |  |  |
| adverbs of time and place (*aujourd’hui, demain, ici, là-bas*) |  |  |  |  |  |  |  |
| intensifiers: *très, assez, beaucoup, peu, trop* |  |  |  |  |  |  |  |
| relative: *qui &*  *que* |  |  |  |  |  |  |  |
| disjunctive/emphatic pronouns |  |  |  |  |  |  |  |
| demonstrative (*ça, cela*, *celui*) |  |  |  |  |  |  |  |
| indefinite (*quelqu’un*, *chaque, quelque*) |  |  |  |  |  |  |  |
| interrogative pronouns (*qui, que, comment*, *quand*, *quel, quelle*) |  |  |  |  |  |  |  |
| reflexive verbs |  |  |  |  |  |  |  |
| all persons singular and plural |  |  |  |  |  |  |  |
| negative forms |  |  |  |  |  |  |  |
| interrogative forms |  |  |  |  |  |  |  |
| modes of address: *tu, vous* |  |  |  |  |  |  |  |
| impersonal verbs (*il faut*) |  |  |  |  |  |  |  |
| verbs plus infinitive, with / without preposition |  |  |  |  |  |  |  |
| passive voice: present tense |  |  |  |  |  |  |  |
| imperative |  |  |  |  |  |  |  |
| 10 common prepositions  |  |  |  |  |  |  |  |
| 5 common compound prepositions  |  |  |  |  |  |  |  |
| common coordinating conjunctions eg *car; donc; ensuite; et; mais; ou, ou bien, puis* |  |  |  |  |  |  |  |
| 5 common subordinating conjunctions  |  |  |  |  |  |  |  |
| Number, quantity, dates and time |  |  |  |  |  |  |  |
| comparative and superlative, including *meilleur, pire & mieux, le mieux* |  |  |  |  |  |  |  |
| use of *y, en* |  |  |  |  |  |  |  |
| relative: *que* |  |  |  |  |  |  |  |
| relative: *dont* |  |  |  |  |  |  |  |
| position and order object pronouns |  |  |  |  |  |  |  |
| Possessive pronouns including *le mien* |  |  |  |  |  |  |  |
| Near future |  |  |  |  |  |  |  |
| Real future |  |  |  |  |  |  |  |
| imperfect |  |  |  |  |  |  |  |
| conditional |  |  |  |  |  |  |  |
| pluperfect |  |  |  |  |  |  |  |
| passive voice: future, imperfect and perfect tenses |  |  |  |  |  |  |  |
| perfect infinitive |  |  |  |  |  |  |  |
| present participle, including use after *en* |  |  |  |  |  |  |  |
| subjunctive mood: present, in common expressions |  |  |  |  |  |  |  |
| use of *depuis* with present tense |  |  |  |  |  |  |  |
| use of *depuis* with imperfect tense |  |  |  |  |  |  |  |