

# INTERNATIONAL GCSE

## French (9-1)

### SPECIFICATION

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Pearson Edexcel International GCSE in French (4FR1)

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For first teaching September 2017

First examination June 2019





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French

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## **Edexcel, BTEC and LCCI qualifications**

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## *Acknowledgements*

This specification has been produced by Pearson on the basis of consultation with teachers, examiners, consultants and other interested parties. Pearson would like to thank all those who contributed their time and expertise to the specification's development.

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*All information in this specification is correct at the time of going to publication.*

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# 1 About this specification

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The Pearson Edexcel International GCSE in French is part of a suite of International GCSE qualifications offered by Pearson.

This qualification is not accredited or regulated by any UK regulatory body.

This specification includes the following key features.

**Structure:** the Pearson Edexcel International GCSE in French is a linear qualification. All units must be taken at the end of the course of study.

**Content:** relevant, engaging and up to date.

**Assessment:** 100% external assessment.

**Approach:** a foundation for students wishing to progress to further study of French at schools and colleges.

- Listening skills are assessed separately in Paper 1.
- Reading and writing skills are tested in separate exercises in Paper 2.
- Speaking communication skills are assessed separately in Paper 3.
- Assessment is in the June examination series.
- For the purposes of communication, topics relate to the interests of students studying French, for example in study and leisure situations.
- Contexts and settings will be those that students are likely to encounter, for example at school or in the media.
- Culturally sensitive and authentic texts are used throughout.
- Tests will measure achievement against many of the benchmarks of Levels A2 and B1 of the Council of Europe's *Common European Framework of Reference for Languages: Learning, Teaching, Assessment* (CEFR).

## Specification updates

This specification is Issue 1 and is valid for the Edexcel International GCSE examination from 2019. If there are any significant changes to the specification, Pearson will inform centres. Changes will also be posted on our website.

For more information please visit [qualifications.pearson.com](http://qualifications.pearson.com)

## Using this specification

This specification has been designed to give guidance to teachers and encourage effective delivery of the qualification. The following information will help you get the most out of the content and guidance.

**Compulsory content:** as a minimum, all the bullet points in the content must be taught. The word 'including' in content specifies the detail of what must be covered.

**Assessments:** use a range of material and are not limited to the examples given. Teachers should deliver the qualification using a good range of examples to support the assessment of the content.

**Depth and breadth of content:** teachers should use the full range of content and all the assessment objectives given in *Section 2 French Content*.

## **Introduction**

The Pearson Edexcel International GCSE in French is designed for use in schools. It is part of a suite of International GCSE qualifications offered by Pearson.

The qualification is designed primarily for students who are studying French in order to enhance their future education or employment prospects.

Achievement is broadly equivalent to Levels A2 and B1 of the CEFR. Students at this level are expected to understand the main points of familiar matters regularly encountered in work, school, leisure, etc. and can deal with most situations likely to arise while travelling in an area where the language is spoken. They can produce simple, connected text on topics that are familiar or of personal interest, and can describe experiences and events, dreams, hopes and ambitions, and briefly give reasons and explanations for opinions and plans.

Students will be expected to communicate formally and informally in a range of contexts, and to understand a wide range of texts and styles.

The aim of the qualification is to test French language competence through realistic and contextualised tasks based on authentic texts.

Speaking, listening, reading and writing skills are tested through three examination papers.



## Qualification aims and objectives

The aims and objectives of this qualification are to enable students to develop:

- understanding and use of written forms of the target language, in a range of familiar and practical contexts, and for a variety of purposes
- understanding and use of the spoken forms of the target language, in a range of familiar and practical contexts, and for a variety of purposes
- the ability to communicate effectively in the target language through the written word, using a range of vocabulary and structures
- the ability to communicate effectively in the target language through speaking, using a range of vocabulary and structures
- a knowledge and understanding of the target language grammar and its practical application
- a knowledge and understanding of countries and communities where the target language is spoken
- positive attitudes towards modern foreign language learning
- a suitable foundation for further study of the target language, or another language.

# Why choose Edexcel qualifications?

## **Pearson – the world’s largest education company**

Edexcel academic qualifications are from Pearson, the UK’s largest awarding organisation. With over 3.4 million students studying our academic and vocational qualifications worldwide, we offer internationally recognised qualifications to schools, colleges and employers globally.

Pearson is recognised as the world’s largest education company, allowing us to drive innovation and provide comprehensive support for Edexcel students to acquire the knowledge and skills they need for progression in study, work and life.

## **A heritage you can trust**

The background to Pearson becoming the UK’s largest awarding organisation began in 1836, when a royal charter gave the University of London its first powers to conduct exams and confer degrees on its students. With over 150 years of international education experience, Edexcel qualifications have firm academic foundations, built on the traditions and rigour associated with Britain’s educational system.

## **Results you can trust**

Pearson’s leading online marking technology has been shown to produce exceptionally reliable results, demonstrating that at every stage, Edexcel qualifications maintain the highest standards.

## **Developed to Pearson’s world-class qualifications standards**

Pearson’s world-class standards mean that all Edexcel qualifications are developed to be rigorous, demanding, inclusive and empowering. We work collaboratively with a panel of educational thought leaders and assessment experts, to ensure that Edexcel qualifications are globally relevant, represent world-class best practice and maintain a consistent standard.

For more information on the world class qualification process and principles please go to *Appendix 3 Pearson World Class Qualification Design Principles* or visit our website: [uk.pearson.com/world-class-qualifications](http://uk.pearson.com/world-class-qualifications)

# Why choose Pearson Edexcel International GCSE in French?

We have listened to feedback from all parts of the international school, UK independent school and language teaching community. We have made changes that will engage students and provide opportunities to gain skills that will support progression to further study of French, and to enhance future educational or employment prospects.

Our French language qualification is specifically intended for students whose first language is not French.

The content and assessment approach for this qualification has been designed to meet students' needs in the following ways.

**Topics** – the topics (and related texts) used in the reading and writing paper are engaging and suitable for all students, are based on contexts that students are likely to encounter and are diverse in their content. Culturally sensitive and authentic reading and listening texts are used throughout.

**Student selected picture** – students will select their own picture as part of the speaking examination. This empowers the students to confidently prepare for a topic of their choice, and personalise one element of their examination.

**Clear and straightforward question papers** – our question papers are clear and accessible for all students of all ability ranges and learning styles. Our mark schemes are straightforward, so that the assessment requirements are clear.

**Broad and deep development of skills** – the design of the revised International GCSE aims to extend students' knowledge by broadening and deepening skills, for example students develop the ability to:

- read for both gist and detail
- write in response to a given situation
- listen to a complex argument or discussion, understand the overall message and identify attitudes and opinions
- participate in extended discussion.

**Development of spoken language skills** – students are able to develop their understanding of the spoken word through separate speaking and listening components.

**Progression to A Level** – International GCSEs enable successful progression to Level 3 qualifications (such as the International A Level) and beyond, in French and other subjects. Through our world class qualification development process, we have consulted international French language teaching experts to validate this qualification and endorse its content, skills development and assessment structure.

## **Supporting you in planning and implementing this qualification**

### **Planning**

- Our *Getting Started Guide* gives you an overview of the Pearson Edexcel International GCSE in French to help you understand the changes to content and assessment, and what these changes mean for you and your students.
- We will give you a course planner and editable schemes of work, contact [teachinglanguages@pearson.com](mailto:teachinglanguages@pearson.com)

### **Teaching and learning**

- Our skills maps highlight opportunities for students to develop skills that are assessed as well as skills that are not directly assessed.

### **Preparing for exams**

We will also give you a range of resources to help you prepare your students for the assessments, including:

- specimen papers to use as formative assessment and for mock exams
- examiner commentaries following each examination series.

### **ResultsPlus**

ResultsPlus provides the most detailed analysis available of your students' exam performance. It can help you to identify the topics and skills where further learning would benefit your students.

### **examWizard**

This is a free online resource designed to support students and teachers with exam preparation and assessment.

### **Training events**

In addition to online training, we host a series of training events each year that give teachers a deeper understanding of our qualifications.

### **Get help and support**

Our Subject Advisor service ensures that you receive help and guidance from us, email our subject advisor at: [teachinglanguages@pearson.com](mailto:teachinglanguages@pearson.com). You can sign up to receive the Edexcel languages e-updates to keep up to date with our qualifications and allied support and service news.

## Qualification at a glance

The Pearson Edexcel International GCSE in French qualification comprises three assessments:

- Paper 1 – a written examination paper
- Paper 2 – a written examination paper
- Paper 3 – a spoken examination paper.

## Component/paper overview

<b>Paper 1: Listening</b>	*Paper code 4FR1/01
<ul style="list-style-type: none"><li>• Externally assessed</li><li>• Availability: June</li><li>• First assessment: June 2019</li></ul>	25% of the total International GCSE
<b>Content summary</b> This paper assesses listening skills across five topic areas. <ul style="list-style-type: none"><li>• Home and abroad</li><li>• Education and employment</li><li>• Personal life and relationships</li><li>• The world around us</li><li>• Social activities, fitness and health.</li></ul>	
<b>Assessment</b> <ul style="list-style-type: none"><li>• Assessment is through a 30-minute examination paper set and marked by Pearson, plus five minutes' reading time.</li><li>• The total number of marks for the paper is 40.</li></ul>	

<b>Paper 2: Reading and Writing</b>	*Paper code 4FR1/02
<ul style="list-style-type: none"> <li>Externally assessed</li> <li>Availability: June</li> <li>First assessment: June 2019</li> </ul>	50% of the total International GCSE
<p><b>Content summary</b></p> <p>This paper assesses reading and writing skills in separate sections across five topic areas.</p> <ul style="list-style-type: none"> <li>Home and abroad</li> <li>Education and employment</li> <li>Personal life and relationships</li> <li>The world around us</li> <li>Social activities, fitness and health.</li> </ul>	
<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Assessment is through a 1-hour and 45-minute examination paper set and marked by Pearson.</li> <li>The total number of marks for the paper is 80, with 40 marks for reading and 40 marks for writing.</li> </ul>	

<b>Paper 3: Speaking</b>	*Paper code 4FR1/03
<ul style="list-style-type: none"> <li>Externally assessed</li> <li>Availability: June</li> <li>First assessment: June 2019</li> </ul>	25% of the total International GCSE
<p><b>Content summary</b></p> <p>This paper assesses speaking skills across five topic areas, however sub-topics A3, C3, C5, D2 and E4 will not be assessed in this paper. The examination is made up of three tasks (A, B and C). Students will present and answer questions on a picture. They will also discuss two <b>different</b> topics, chosen at random by Pearson from the following.</p> <ul style="list-style-type: none"> <li>Home and abroad</li> <li>Education and employment</li> <li>Personal life and relationships</li> <li>The world around us</li> <li>Social activities, fitness and health.</li> </ul>	
<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Total assessment time is 8-10 minutes.</li> <li>The total number of marks for the paper is 40.</li> </ul>	

\* See *Appendix 2* for a description of this code and all the other codes relevant to this qualification.

## 2 French content

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## **Course structure**

- The Pearson Edexcel International GCSE in French comprises three papers.
- The Pearson Edexcel International GCSE in French is a linear qualification. All units must be taken in the terminal series at the end of the course of study.



# Topics

## Topic

## Sub-topics

### A. Home and abroad

- 1 Life in the town and rural life
- 2 Holidays, tourist information and directions
- 3 Services (e.g. bank, post office)\*
- 4 Customs
- 5 Everyday life, traditions and communities

### B. Education and employment

- 1 School life and routine
- 2 School rules and pressures
- 3 School trips, events and exchanges
- 4 Work, careers and volunteering
- 5 Future plans

### C. Personal life and relationships

- 1 House and home
- 2 Daily routines and helping at home
- 3 Role models\*
- 4 Relationships with family and friends
- 5 Childhood\*

### D. The world around us

- 1 Environmental issues
- 2 Weather and climate\*
- 3 Travel and transport
- 4 The media
- 5 Information and communication technology

### E. Social activities, fitness and health

- 1 Special occasions
- 2 Hobbies, interests, sports and exercise
- 3 Shopping and money matters
- 4 Accidents, injuries, common ailments and health issues\*
- 5 Food and drink

\*Sub-topics A3, C3, C5, D2 and E4 will not be assessed in Paper 3: Speaking

# Paper 1: Listening

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**Externally assessed**

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## 1.1 Introduction

### Listening

Students are required to convey their understanding of spoken French through a series of listening tasks.

Students must be able to:

- identify and note main points
- deduce the meaning of words from context
- extract specific details
- identify points of view
- show some understanding of unfamiliar language
- recognise attitudes, emotions and opinions.

This paper will feature questions drawn from a variety of sources, which all relate to the topics. These sources should be considered as different contexts in which students can write and understand French. Specialist and/or technical French vocabulary or detailed specialist knowledge of the topics are not required.

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## 1.2 Content

### Listening

The listening examination lasts 30 minutes and is worth a quarter (25%) of the qualification. It consists of 40 marks.

This paper will consist of seven tasks, each based on a single recorded text.

Students will be given five minutes to read the questions before the paper begins and will be expected to respond to the questions as they listen.

#### **Students will hear each text twice.**

Recorded texts may be in the form of short statements, monologues, and dialogues between two or three speakers. Where there are two or three speakers, the identity of each speaker will be clearly signposted.

Recordings and tasks will always be contextualised and, where appropriate, a purpose for the task will be identified.

The topics of the listening texts will be taken from a range of different situations, from both everyday life and academic contexts with which students will be familiar. One task type may be used with each listening text.

Correct spelling will not be a requirement as long as the student's response is comprehensible.

The examination will begin with shorter statements, which build into short paragraphs and longer conversations. Task types demand a variety of input from students and include multiple-choice, multiple-matching, note-taking, table-completion and gap-fill questions.

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# Paper 2: Reading and Writing

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**Externally assessed**

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## 2.1 Introduction

### Reading

Students are required to convey their understanding of written French through a series of reading tasks.

Students must be able to:

- identify and note main points
- deduce the meaning of words from context
- extract specific details
- identify points of view
- show some understanding of unfamiliar language
- recognise attitudes, emotions and opinions.

This section will feature questions drawn from a variety of sources that all relate to the topics. The sources should be considered as different contexts in which students can write and understand French. Specialist and/or technical French vocabulary or detailed specialist knowledge of the topics are not required.

### Writing and grammar

Students need to draw on their knowledge of French language, grammar and lexis in selecting appropriate forms of words to complete sentences, and demonstrate an ability to manipulate French language in continuous writing. As part of their International GCSE, students should undertake regular writing activities.

This section will require students to:

- write for a variety of audiences, such as friends and acquaintances, teachers, family members, groups and professional bodies
  - write using a wide range of grammatical forms and structures
  - write using a wide range of relevant and appropriate vocabulary.
-

## 2.2 Content

### Reading

Students should spend approximately 52 minutes of the 1-hour and 45-minute exam on this section, which is worth 50% of the paper and 25% of the qualification. It consists of 40 marks.

This section will consist of five tasks, each based around a collection of short texts or a longer single text.

The literary text consists of a short extract from a text that may have been adapted and abridged from authentic sources to be appropriate to this level – from letters, short stories, novels or plays to contemporary and historical sources.

Students will be required to read a range of authentic factual and non-factual written material of varying length, in different registers and contexts, and from different sources. These may include advertisements, short passages, letters, information leaflets, faxes, emails, website pages, and newspaper and magazine articles and literary texts.

Stimuli and tasks will always be contextualised and, where appropriate, a purpose for the task will be identified.

The topics of the stimulus texts will be taken from a range of different situations, from both everyday life and academic contexts with which students will be familiar. A different task type may be used with each stimulus text.

The questions will require a combination of non-verbal responses and answers in French. In order to answer the questions, students will need to use a range of reading techniques such as skimming, scanning and in-depth reading for details. Grammatical accuracy will not be assessed in this section of the paper.

Correct spelling will not be a requirement as long as the student's response is comprehensible.

Task types demand a variety of input from students and include multiple-choice, multiple-matching, note-taking, table-completion, gap-fill and short-answer questions.

### Writing

Students should spend approximately 52 minutes of the 1-hour and 45-minute exam on this section, which is worth 50% of the paper and 25% of the qualification. It consists of 40 marks.

This section will consist of two writing tasks and a third grammar-based task.

The first writing task is short, and the student will be asked to write 60–75 words, including four prescribed words or short phrases.

The second writing task is longer than the first and contains an element of choice. The student will be able to choose from three questions that are drawn from different topics, and they will need to write between 130 and 150 words in response to the question, addressing four bullet points.

In the third grammar-based task students will be asked to change the words in brackets so that they correctly fit the sentences. This will involve the need to manipulate, for example, verbs and adjectives, into their correct word form

Grammatical accuracy, punctuation and spelling will be assessed in this section of the paper.

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## 2.3 Assessment criteria

### Question 6

Mark	Communication and content (A03)
0	No rewardable material.
1	<ul style="list-style-type: none"> <li>Isolated examples of relevant information.</li> <li>Only isolated words and phrases are communicated, as appropriate to the task.</li> <li>Only isolated items are comprehensible.</li> </ul>
2	<ul style="list-style-type: none"> <li>The response contains little relevant information with limited use of detail. There may be repetition.</li> <li>Expresses simple ideas and opinions, as appropriate to the task.</li> <li>Just about comprehensible overall but with sentences that are mostly unconnected.</li> </ul>
3	<ul style="list-style-type: none"> <li>The response contains some relevant information with occasional use of detail.</li> <li>Begins to show ability to express ideas and opinions and to inform, as appropriate to the task.</li> <li>Coherent overall but logical flow and sequence of ideas is intermittent, which impedes clarity.</li> </ul>
4	<ul style="list-style-type: none"> <li>Some detail and mostly relevant response to the task.</li> <li>Shows some evidence of ability to express ideas and opinions and to describe, or inform, as appropriate to the task.</li> <li>Coherent with logical flow and sequence of ideas, though there may be some lapses.</li> </ul>
5	<ul style="list-style-type: none"> <li>Detailed and fully relevant response to the task.</li> <li>Shows a clear ability to express ideas and opinions and to describe or inform, as appropriate to the task.</li> <li>Coherent with logical flow and sequence of ideas.</li> </ul>

Mark	Linguistic knowledge and accuracy (A03)
0	No rewardable language.
1	<ul style="list-style-type: none"> <li>Isolated examples of target language vocabulary and structures.</li> <li>Uses very basic language to write words and phrases.</li> <li>Isolated examples of accurate language.</li> </ul>
2	<ul style="list-style-type: none"> <li>Uses very familiar and predictable vocabulary and structures, often repetitive.</li> <li>Uses simple, familiar and predictable language to write short sentences or phrases.</li> <li>Occasional correct phrases but frequent misspellings, inaccurate genders and incorrect verb forms.</li> </ul>

<b>Mark</b>	<b>Linguistic knowledge and accuracy (A03)</b>
3	<ul style="list-style-type: none"> <li>• Uses familiar and predictable vocabulary and structures.</li> <li>• Some evidence of manipulation of language to produce sentences but this is not sustained.</li> <li>• Sometimes accurate in using straightforward language but there are major errors with verbs and tenses.</li> </ul>
4	<ul style="list-style-type: none"> <li>• Tends towards use of familiar and predictable vocabulary and structures.</li> <li>• Some evidence of manipulation of language to produce sentences.</li> <li>• Mostly accurate with some minor errors, e.g. spellings, genders and agreements and an occasional major error, e.g. with verbs and tenses.</li> </ul>
5	<ul style="list-style-type: none"> <li>• Uses a range of vocabulary and grammatical structures.</li> <li>• Language manipulated to produce fluent sentences.</li> <li>• Very accurate with only isolated minor errors, e.g. spellings, genders and agreements.</li> </ul>

### Question 7

<b>Mark</b>	<b>Communication and content (A03)</b>
0	No rewardable material.
1–2	<ul style="list-style-type: none"> <li>• The response shows minimal ability to express ideas relevant to the narrative, report or description required, and ideas hardly follow a logical sequence.</li> <li>• The response is rarely coherent and there is so much digression that the overall theme or purpose of the piece is greatly obscured.</li> </ul>
3–4	<ul style="list-style-type: none"> <li>• The response shows some basic ability to express ideas in a form that would be comprehensible to a sympathetic native reader, with only occasional evidence of ideas following a logical sequence.</li> <li>• The response is occasionally coherent and, while there is some digression, the theme or purpose is generally clear.</li> </ul>
5–6	<ul style="list-style-type: none"> <li>• The response shows a moderate ability to express ideas in a form that would be comprehensible to a sympathetic native reader, and some evidence of ideas following a logical sequence.</li> <li>• The response is sometimes coherent and there is digression from the topic but the overall theme or purpose is clear.</li> </ul>
7–8	<ul style="list-style-type: none"> <li>• The response shows a good ability to express ideas in a form that would be comprehensible to a sympathetic native reader, with much evidence of ideas following a logical sequence.</li> <li>• The response is mostly coherent and while there may be occasional ambiguity or digression from the theme, these appear to be aberrations in an otherwise pertinent response.</li> </ul>
9–10	<ul style="list-style-type: none"> <li>• The response shows an excellent ability to express ideas in a logical sequence and errors do not interfere with comprehension for a sympathetic native speaker.</li> <li>• The response is entirely coherent and while there may be minor ambiguities or digression from the theme, the response is confident, fluent, pertinent and purposeful.</li> </ul>



<b>Mark</b>	<b>Linguistic knowledge and accuracy (A03)</b>
0	No rewardable language.
1–2	<ul style="list-style-type: none"> <li>• Very limited range and variety of vocabulary and grammatical structures, use of only one tense, with a high degree of repetition.</li> <li>• Very little evidence of correct spelling, verb formation, gender and agreement.</li> </ul>
3–4	<ul style="list-style-type: none"> <li>• Narrow range of vocabulary and grammatical structures, and a possible attempt at a second tense, though with a significant amount of repetition.</li> <li>• Occasional evidence of correct spelling, verb formation, gender and agreement.</li> </ul>
5–6	<ul style="list-style-type: none"> <li>• Satisfactory range of vocabulary and grammatical structures, and unsteady use of two tenses, though with some noticeable repetition.</li> <li>• Some evidence of correct spelling, verb formation, gender and agreement.</li> </ul>
7–8	<ul style="list-style-type: none"> <li>• Good range of vocabulary and grammatical structures, and secure use of at least two tenses, with little noticeable repetition.</li> <li>• Significant evidence of correct spelling, verb formation, gender and agreement.</li> </ul>
9–10	<ul style="list-style-type: none"> <li>• Excellent range of vocabulary and grammatical structures, and secure use of at least three tenses, including some complex lexical items and no noticeable repetition.</li> <li>• Very strong evidence of correct spelling, verb formation, gender and agreement.</li> </ul>

# Paper 3: Speaking

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**Externally assessed**

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## 3.1 Introduction

### Speaking

Students are required to convey their understanding of spoken French through three speaking tasks.

Students must be able to:

- describe the contents of a picture
  - describe possible past or future events related to people in the picture
  - respond to questions about the picture and its related topic
  - take part in a spontaneous conversation on two further topics. In **each** conversation students must develop their responses, show initiative, express and justify points of view and refer to past, present and future events.
- 

## 3.2 Content

The examination is made up of three tasks (A, B and C).

The tasks must be conducted in consecutive order.

### Task A (picture-based discussion)

The intention of this task is to enable students to speak about a situation or scenario with which they have some familiarity. Students will have to select a picture before the exam.

Students will select a picture from any sub topic area excluding sub-topics A3, C3, C5, D2 and E4. These will not be assessed in Task A.

### Tasks B and C (conversations on topics)

The intention of Tasks B and C is to test students on two topics that have not been specifically prepared so as to test spontaneity of response. The teacher/examiner uses the randomisation grid provided by Pearson to determine which topic is to be examined in Tasks B and C.

Sub-topics A3, C3, C5, D2 and E4 will not be assessed in Tasks B and C.

Three distinct topics **must** be examined across Tasks A, B and C. The topic chosen for Task A must be different from the topic selected at random for Task B. The topic for Task C, also selected at random, will be different from both of the previous topics in Tasks A and B. If any topics are the same, the task(s) will be discounted and the candidate will receive zero marks for that task(s).

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### 3.3 Preparation for the speaking test

#### Picture selection in Task A

To ensure students have access to the full range of assessment criteria and the opportunity to score well in Task A, it is essential they select a picture which follows the guidelines below.

The picture **MUST** contain the following elements:

- people
- objects
- interactions.

The picture must not contain any text that could support students in their responses.

For examples of pictures, please see the *Sample Assessment Materials* document, which is available on our website.

Teachers/examiners may not practise Task A with their students using the picture they will be using in the test. They may use other pictures on the same topic but they may not practise or rehearse using the candidates chosen picture.

#### Notification of Task A focus

Students must provide a copy of the picture for the teacher/examiner in advance of the test.

### 3.4 Conduct of the speaking test

#### General information

The assessment must be conducted entirely in French.

Students must complete all three tasks in consecutive order.

The assessment must be conducted in one continuous session.

#### Use of notes

Students must not take notes with them into the examination. However, they should bring their picture for Task A.

#### Timings of the tasks

The total assessment time is 8–10 minutes. Students are assessed on the quality of responses so the length of tasks is representative of their relative demand.

Assessment times for the tasks are as follows.

- Task A: 2 to 3 minutes
- Task B: 3 to 3 minutes 30 seconds
- Task C: 3 to 3 minutes 30 seconds.

Task C should continue without a pause or interruption from Task B.

Tasks B and C should not exceed 7 minutes.

Excess candidate material will not be assessed.

## **Randomisation grid**

In order to avoid misconduct in centres, teachers/examiners/candidates will receive randomisation grids three days in advance of the oral window from Pearson.

Based on the topic chosen for the picture-based discussion task, the teacher/examiner will use a randomisation grid to select the discussion topics for the first and second conversation (Tasks B and C).

If conducting more than five tests in a day, return to the beginning of the sequence after the fifth candidate. If conducting tests on more than one day, start each new day at the beginning of the sequence.

## **Instructions for Task A**

Teachers/examiners must ask each candidate five questions in total (plus the allowed prompts – see below) There are five types of questioning which teachers/examiners must cover in the discussion and in the order listed below. Teachers must ensure they ask ONE question from each question type.

### **Question type 1: A description of what you can see in the picture**

### **Question type 2: Specific factual information about the picture**

For example, select a person or persons in the picture and state what they are doing.

### **Question type 3: Past or future hypothesis**

This question must ask the candidate to imagine a possible past or potential future event relating to the picture.

This is the opportunity to support the candidate in using additional tenses and time frames.

### **Question type 4: Opinions about the picture**

This question elicits the candidate's opinions on the picture and the topic.

### **Question type 5: Evaluation**

The teacher/examiner should elicit an evaluation from the candidate. This question will move away from the content of the picture and exploit the wider topic area.

For examples of these questions, please see the *Sample Assessment Materials* document, which is available on our website. Teachers/examiners must mirror the style of questions in the sample assessment materials but not replicate them.

## **Prompts**

In order to enable candidates to develop their responses teacher/examiners are allowed to use prompts for questions. Only the following three prompts may be used.

- Why (not)?
- Anything else?
- Is that all?

There must be no other supplementary questions and teacher/examiners must not deviate from these prompts.

## Instructions for Tasks B and C

For **each** conversation teachers/examiners should:

- ask open questions
- ask questions at an appropriate level of the candidate's ability
- link the questions to the previous response as far as possible
- elicit a range of tenses (past, present and future), structures and vocabulary
- elicit opinions and justifications
- provide candidates with an opportunity to expand
- respect timings.

For examples of these questions, please see the *Sample Assessment Materials* document, which is available on our website. Teachers/examiners must mirror the style of questions in the sample assessment materials but not replicate them.

## Recording of candidates' speaking tests

All candidates' speaking tests must be recorded. The centre should keep a copy of all recordings.

Where recordings fail or are unsatisfactory, you must re-examine as soon as possible.

It is essential to check that:

- the microphone and recorder are connected correctly, and recording is taking place
- the position of the microphone favours the candidate and not the examiner
- extraneous noise is kept to a minimum
- the recorder is switched on at the start of the test and off at the end
- the language, CD number, centre name and number, and examiner's name are announced at the start of every CD. If recording digitally, this information should be recorded once and saved as the first file on the CD/USB
- the candidate's name and number are announced at the start of each test
- the timing starts when the candidate answers the first assessment question
- the topic area is announced at the beginning of each task.

## Important

The recording must not be paused or stopped during a test. If an emergency makes this unavoidable, a report should be written immediately for the Qualification Delivery and Award Manager for French at Pearson. The report must explain the circumstances and any subsequent action taken. A copy of the report must be included with the oral tests sent to the examiner.

## Authentication of candidate responses

The teacher/examiner and the candidate must sign the declaration of authentication on the candidate cover sheet (see *Appendix 6 Candidate cover sheet (Paper 3: Speaking)*), confirming that the work is the candidate's own. Any candidate unable to provide an authentication statement will receive zero marks for the component.

## 3.5 Assessment criteria

### Task A (picture-based discussion)

Mark	Communication and content (A04)
0	No rewardable material.
1–2	<ul style="list-style-type: none"> <li>• Responds briefly to questions, some responses may consist of single-word answers, much hesitation and continuous prompting needed</li> <li>• Limited success in adapting language to describe, narrate, inform in response to questions and sometimes unable to respond</li> <li>• Straightforward opinions may be expressed but generally without justification</li> <li>• Pronunciation and intonation are inconsistently intelligible, with inaccuracies that lead to some impairment in communication</li> </ul>
3–4	<ul style="list-style-type: none"> <li>• Responds to questions with some development, some hesitation and some prompting necessary</li> <li>• Some effective adaptation of language to describe, narrate and inform in response to the questions</li> <li>• Expresses opinions with occasional, brief justification</li> <li>• Pronunciation and intonation are intelligible but occasionally inaccuracies affect clarity of communication</li> </ul>
5–6	<ul style="list-style-type: none"> <li>• Responds to questions with frequently developed responses, only occasional hesitation and only occasional prompting necessary</li> <li>• Frequently effective adaptation of language to describe, narrate and inform in response to questions</li> <li>• Expresses opinions effectively and gives justification, with some development</li> <li>• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication</li> </ul>
7–8	<ul style="list-style-type: none"> <li>• Responds to questions with consistently fluent and developed responses</li> <li>• Consistently effective adaptation of language to describe, narrate and inform, in response to questions</li> <li>• Expresses opinions with ease and gives fully-developed justification</li> <li>• Pronunciation and intonation are consistently accurate and intelligible</li> </ul>

<b>Mark</b>	<b>Linguistic knowledge and accuracy (A04)</b>
0	No rewardable language.
1	<ul style="list-style-type: none"> <li>Occasional accuracy in grammatical structures in response to questions; occasional success when referring to past, present and/or future events</li> <li>Occasional coherent phrases and short sentences in response to questions; regular instances of error that sometimes prevent meaning being conveyed</li> </ul>
2	<ul style="list-style-type: none"> <li>Some accurate grammatical structures, including some successful references to past, present and/or future events in response to questions, some ambiguity</li> <li>Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed</li> </ul>
3	<ul style="list-style-type: none"> <li>Generally accurate grammatical structures, generally successful references to past, present and/or future events in response to questions, occasional ambiguity</li> <li>Responses are generally coherent although errors occur that occasionally hinder clarity of communication</li> </ul>
4	<ul style="list-style-type: none"> <li>Consistently accurate grammatical structures, successful references to past, present and/or future events in response to questions</li> <li>Responses are fully coherent and any errors do not hinder the clarity of the communication</li> </ul>

### **Tasks B and C (conversations)**

<b>Mark</b>	<b>Communication and content (A04)</b>
0	No rewardable material.
1–3	<ul style="list-style-type: none"> <li>Communicates brief information relevant to the topics and questions</li> <li>Uses language to express straightforward ideas and opinions, but generally without justification</li> <li>Repetitive use of familiar vocabulary and expression, communication is disjointed and sometimes breaks down because of restricted range of vocabulary</li> <li>Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to some impairment in communication</li> </ul>
4–6	<ul style="list-style-type: none"> <li>Communicates information relevant to the topics and questions, with occasionally extended sequences of speech</li> <li>Uses language to produce straightforward ideas, thoughts and opinions with occasional justification</li> <li>Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary</li> <li>Pronunciation and intonation are intelligible, inaccuracies occasionally affect clarity of communication</li> </ul>

<b>Mark</b>	<b>Communication and content (AO4)</b>
7–9	<ul style="list-style-type: none"> <li>• Communicates information relevant to the topics and questions, usually with extended sequences of speech</li> <li>• Frequently uses language creatively to express and justify some individual thoughts, ideas and opinions</li> <li>• Uses a variety of vocabulary, including some examples of uncommon language with some variation of expression that fulfils most purposes</li> <li>• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication</li> </ul>
10–12	<ul style="list-style-type: none"> <li>• Communicates detailed information relevant to the topics and questions, consistently extended sequences of speech</li> <li>• Consistently uses language creatively to express and justify a wide variety of individual thoughts, ideas and opinions</li> <li>• Consistently uses a wide variety of vocabulary, including uncommon language, to consistently vary expression for different purposes</li> <li>• Pronunciation and intonation are consistently accurate and intelligible</li> </ul>

<b>Mark</b>	<b>Interaction and spontaneity (AO4)</b>
0	No rewardable material.
1–2	<ul style="list-style-type: none"> <li>• Basic exchange in which answers rely on rehearsed language that is occasionally irrelevant to the question</li> <li>• Short responses, some incomplete, any development depends on examiner prompting</li> <li>• Limited ability to sustain communication and pace is mostly slow and hesitant</li> </ul>
3–4	<ul style="list-style-type: none"> <li>• Able to respond spontaneously to some questions with some examples of natural interaction although often stilted</li> <li>• Sometimes able to initiate and develop responses independently but regular prompting needed</li> <li>• Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation</li> </ul>
5–6	<ul style="list-style-type: none"> <li>• Responds spontaneously to most questions, interacting naturally for parts of the conversation</li> <li>• Mostly able to initiate and develop the conversation independently, occasional prompting needed</li> <li>• Able to sustain communication throughout most of the conversation, using rephrasing/repair strategies if necessary to continue the flow; occasional hesitation</li> </ul>
7–8	<ul style="list-style-type: none"> <li>• Responds spontaneously and with ease to questions, resulting in natural interaction</li> <li>• Consistently able to initiate and develop the conversation independently</li> <li>• Able to sustain communication throughout, using rephrasing/repair strategies if necessary to continue the flow</li> </ul>



<b>Mark</b>	<b>Linguistic knowledge and accuracy (AO4)</b>
0	No rewardable language.
1–2	<ul style="list-style-type: none"> <li>• Repetitive use of straightforward, words, phrases and grammatical structures; limited evidence of language manipulation</li> <li>• Occasionally accurate use of structures and occasional success when referring to past, present and future events, much ambiguity</li> <li>• Occasional coherent phrases and short sentences; regular instance of errors that sometimes prevent meaning being conveyed</li> </ul>
3–4	<ul style="list-style-type: none"> <li>• Manipulates a variety of mainly straightforward grammatical structures, minimal use of complex structures</li> <li>• Some accurate grammatical structures and some successful references to past, present and future events, some ambiguity</li> <li>• Sequences of coherent speech although errors occur that hinder clarity of communication and sometimes prevent meaning being conveyed</li> </ul>
5–6	<ul style="list-style-type: none"> <li>• Manipulates grammatical structures with occasional variation, complex structures used, but repetitive</li> <li>• Generally accurate grammatical structures and generally successful references to past, present and future events</li> <li>• Generally coherent speech although errors occur that occasionally hinder clarity of communication</li> </ul>
7–8	<ul style="list-style-type: none"> <li>• Manipulates a wide variety of grammatical structures, frequent use of complex structures</li> <li>• Consistently accurate grammatical structures, consistently successful references to past, present and future events</li> <li>• Fully coherent speech; any errors do not hinder the clarity of the communication</li> </ul>

### **3.6 Advice for examiners during Task A discussion and Tasks B and C conversations**

- Do not point at anything (people, objects or interactions) in the picture for Task A.
- Avoid yes/no questions, except as a lead-in to something more challenging.
- Ensure that questions allow students to achieve their maximum potential, for example by covering a range of tenses/time references and opinions as appropriate within the prescribed time for the conversation.
- Throughout the conversation, in order to facilitate a genuine and spontaneous interaction, the nature of questions from the teacher/examiner should enable students to: (1) answer questions freely, in turn allowing them to produce extended sequences of speech (2) develop conversations and discussions (3) give and justify own thoughts and opinions (4) refer to past, present and future events.
- Never correct a candidate's language, however inaccurate, during a test.
- Avoid finishing sentences for students except where it would be in their interest to move on to something else.
- Try to stimulate candidates to produce their best performance, taking them to their 'linguistic ceiling' but being careful not to press on with questions of a certain difficulty if it becomes clear that a candidate cannot cope at that level.
- Interventions (questions, brief statements, instructions, comments etc.) should always flexibly develop and logically build on what candidates have said.
- Candidates should be encouraged to speak independently and spontaneously and not be allowed to produce rehearsed speeches – Candidates who repeat pre-learned or memorised material should be encouraged to produce more spontaneous discourse.

# Grammar list

Students are expected to have acquired knowledge and understanding of French grammar during their course. In the examination they will be required to apply their knowledge and understanding to various tasks, drawing from the following lists.

The examples in brackets are indicative, not exclusive.

For structures marked **(R)**, only receptive knowledge is required.

## Nouns

gender

singular and plural forms

## Articles

definite, indefinite and partitive, including use of *de* after negatives

## Adjectives

agreement

comparative and superlative: regular, including *meilleur, pire*

demonstrative (*ce, cet, cette, ces*)

indefinite (e.g. *chaque, quelque*)

possessive

interrogative (e.g. *quel, quelle, quels, quelles*)

## Adverbs

comparative and superlative: regular, including *mieux, le mieux*

interrogative (e.g. *comment, quand*)

adverbs of time and place (e.g. *aujourd'hui, demain, ici, là-bas*)

common adverbial phrases

## Quantifiers/intensifiers

e.g. *très, assez, beaucoup, peu, trop*

## Pronouns

personal: all subjects, including *on*

reflexive

object: direct and indirect use of *y, en*

position and order of object pronouns

disjunctive/emphatic

demonstrative (e.g. *ça, cela, celui*)

possessive (e.g. *le mien*)

relative: *qui, que, où, lequel, auquel, duquel, dont* **(R)**

indefinite (e.g. *quelqu'un*)

interrogative (e.g. *qui, que*)

## Verbs

regular and irregular forms of verbs,  
including reflexive verbs

all persons of verbs, singular and plural

negative forms

interrogative forms

modes of address: *tu, vous*

impersonal verbs (e.g. *il faut*)

verbs followed by an infinitive, with or  
without a preposition

dependent infinitives (*faire réparer*) **(R)**

tenses:

- present
- perfect
- imperfect
- immediate future
- future
- conditional
- pluperfect use of *depuis* with present and  
imperfect tenses

passive voice **(R)**

imperative

perfect infinitive

present participle, including use after *en*

subjunctive mood: present, in commonly  
used expressions **(R)**

co-ordinating (e.g. *car, donc, ensuite*) and  
subordinating (e.g. *lorsque, puisque,  
comme*)

## Conjunctions

## Numbers, quantity, dates and time

including use of *depuis* with present and  
imperfect tenses

## 3 Assessment information

### Assessment requirements

Component/paper number and title	Level	Assessment information	Number of raw marks allocated in the component/paper
Paper 1: Listening		<p>The listening examination lasts 30 minutes and is worth a quarter (25%) of the qualification. Students will be awarded a maximum of 40 marks.</p> <p>This paper will consist of seven tasks, each based around a single recorded text.</p> <p>Students may <b>not</b> bring a dictionary into the examination room.</p>	40
Paper 2: Reading and Writing		<p>The reading and writing examination lasts 1 hour and 45 minutes and is worth 50% of the qualification. Students will be awarded a maximum of 80 marks.</p> <p>The paper is divided into two sections: reading, and writing and grammar.</p> <p>The first section will consist of five tasks, each based around a collection of short texts or a longer single text.</p> <p>The second section will consist of two writing tasks and a third grammar-based task.</p>	80
Paper 3: Speaking		<p>The examination is made up of three tasks (A, B and C).</p> <p>The tasks must be conducted in consecutive order.</p> <p>The total assessment time is 8–10 minutes. Students are assessed on the quality of responses so the length of tasks is representative of their relative demand.</p> <p>Assessment times for the tasks are as follows.</p> <ul style="list-style-type: none"> <li>• Task A: 2 to 3 minutes</li> <li>• Task B: 3 to 3 minutes 30 seconds</li> </ul>	40

Component/paper number and title	Level	Assessment information	Number of raw marks allocated in the component/paper
		<ul style="list-style-type: none"> <li>• Task C: 3 to 3 minutes 30 seconds.</li> </ul> <p>Task C should continue without a pause or interruption from Task B.</p> <p>Tasks B and C should not exceed 7 minutes.</p> <p>Excess candidate material will <b>not</b> be assessed.</p>	

## Assessment objectives and weightings

		<b>% in International GCSE</b>
<b>A01</b>	Understand and respond, in writing, to spoken language	25%
<b>A02</b>	Communicate in writing, using a register appropriate to the situation, showing knowledge of a range of vocabulary in common usage and of the grammar and structures prescribed in the specification, and using them accurately	25%
<b>A03</b>	Understand and respond, in writing, to written language	25%
<b>A04</b>	Communicate in speech, showing knowledge of a range of vocabulary in common usage and of the grammar and structures prescribed in the specification, and using them accurately	25%

## Relationship of assessment objectives to papers

<b>Unit number</b>	<b>Assessment objective</b>			
	<b>A01</b>	<b>A02</b>	<b>A03</b>	<b>A04</b>
Paper 1	25%	0%	0%	0%
Paper 2	0%	25%	25%	0%
Paper 3	0%	0%	0%	25%
<b>Total for International GCSE</b>	25%	25%	25%	25%

All components will be available for assessment from 2019.





## 4 Administration and general information

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### Entries

Details of how to enter students for the examinations for this qualification can be found in our *International Information Manual*. A copy is made available to all examinations officers and is available on our website.

Students should be advised that, if they take two qualifications in the same subject, colleges, universities and employers are very likely to take the view that they have achieved only one of the two GCSEs/International GCSEs. Students or their advisers who have any doubts about subject combinations should check with the institution to which they wish to progress before embarking on their programmes.

### Access arrangements, reasonable adjustments, special consideration and malpractice

Equality and fairness are central to our work. Our equality policy requires all students to have equal opportunity to access our qualifications and assessments, and our qualifications to be awarded in a way that is fair to every student.

We are committed to making sure that:

- students with a protected characteristic (as defined by the UK Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic
- all students achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

### Language of assessment

Assessment of this qualification will only be available in **French**. All student work must be in **French**.

### Access arrangements

Access arrangements are agreed before an assessment. They allow students with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

The intention behind an access arrangement is to meet the particular needs of an individual student with a disability without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the UK Equality Act 2010 to make 'reasonable adjustments'.

Access arrangements should always be processed at the start of the course. Students will then know what is available and have the access arrangement(s) in place for assessment.

## **Reasonable adjustments**

The UK Equality Act 2010 requires an awarding organisation to make reasonable adjustments where a student with a disability would be at a substantial disadvantage in undertaking an assessment. The awarding organisation is required to take reasonable steps to overcome that disadvantage.

A reasonable adjustment for a particular student may be unique to that individual and therefore might not be in the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, including:

- the needs of the student with the disability
- the effectiveness of the adjustment
- the cost of the adjustment
- the likely impact of the adjustment on the student with the disability and other students.

An adjustment will not be approved if it involves unreasonable costs to the awarding organisation, timeframes or affects the security or integrity of the assessment. This is because the adjustment is not 'reasonable'.

## **Special consideration**

Special consideration is a post-examination adjustment to a student's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment, which has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate his or her level of attainment in an assessment.

## **Further information**

Please see our website for further information about how to apply for access arrangements and special consideration.

For further information about access arrangements, reasonable adjustments and special consideration please refer to the JCQ website: [www.jcq.org.uk](http://www.jcq.org.uk)

## Malpractice

### Candidate malpractice

Candidate malpractice refers to any act by a candidate that compromises or seeks to compromise the process of assessment, or which undermines the integrity of the qualifications or the validity of results/certificates.

Candidate malpractice in examinations **must** be reported to Pearson using a *JCQ Form M1* (available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)). The form can be emailed to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com) or posted to: Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

### Staff/centre malpractice

Staff and centre malpractice includes both deliberate malpractice and maladministration of our qualifications. As with candidate malpractice, staff and centre malpractice is any act that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

All cases of suspected staff malpractice and maladministration **must** be reported immediately, before any investigation is undertaken by the centre, to Pearson on a *JCQ Form M2(a)* (available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)).

The form, supporting documentation and as much information as possible can be emailed to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com) or posted to: Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice.

More detailed guidance on malpractice can be found in the latest version of the document *JCQ General and vocational qualifications Suspected Malpractice in Examinations and Assessments*, available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice).

### Awarding and reporting

The International GCSE qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total subject mark, where 9 is the highest grade. Individual components are not graded. The first certification opportunity for the Pearson Edexcel International GCSE in French will be in 2019. Students whose level of achievement is below the minimum judged by Pearson to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.

### Student recruitment and progression

Pearson's policy concerning recruitment to our qualifications is that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

## **Prior learning and other requirements**

There are no prior learning or other requirements for this qualification.

## **Progression**

Students can progress from this qualification to:

- AS and A Levels in French and other subjects
- vocational qualifications, such as BTEC Nationals.

# Appendices

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## **Appendix 1: Minimum core vocabulary list**

The following vocabulary list is intended to help you plan work in relation to your programmes of study. Assessment tasks targeted at grades 1 to 5 will be based on this vocabulary list, although they may include some unfamiliar vocabulary. Occasional glossing of individual words may occur in the examinations, although this will be avoided whenever possible. As well as specified vocabulary, students will be expected to have knowledge of numbers, times, days of the week, months etc.

Some of the vocabulary in the list is not unique to the topic under which it is listed and may appear under more than one heading. Adjectival forms of nouns are included although not always specifically listed here. The list does not include easily recognisable cognates or near cognates, words in common use in English, or English words in common use in French.

# Theme A – Home and abroad

## 1 Life in the town and rural life

affiche (f) – <i>poster</i>	lac (m) – <i>lake</i>
aimer (v) – <i>to love</i>	lent(e) (adj) – <i>slow</i>
à l'étranger – <i>abroad</i>	loin (adv) – <i>far</i>
amusant(e) (adj) – <i>amusing</i>	magasin (m) – <i>shop</i>
arbre (m) – <i>tree</i>	mairie (f) – <i>town hall</i>
ascenseur (m) – <i>lift</i>	métro (m) – <i>underground</i>
auberge (f) – <i>inn</i>	montagne (f) – <i>mountain</i>
banlieue (f) – <i>suburb</i>	moustique (m) – <i>mosquito</i>
bâtiment (m) – <i>building</i>	mouton (m) – <i>sheep</i>
beau/belle (adj) – <i>handsome, beautiful</i>	musée (m) – <i>museum</i>
bibliothèque (f) – <i>library</i>	palais (m) – <i>palace</i>
campagne (f) – <i>countryside</i>	parc (m) – <i>park</i>
canard (m) – <i>duck</i>	parking (m) – <i>car park</i>
carrefour (m) – <i>crossroads</i>	paysage (m) – <i>landscape</i>
centre-ville (m) – <i>town centre</i>	(aller à la) pêche (f) – <i>(to go) fishing</i>
chat (m) – <i>cat</i>	piéd (m) – <i>foot</i>
château (m) – <i>castle</i>	à pied – <i>on foot</i>
cheval (m) – <i>horse</i>	piéton(ne) (m and adj) – <i>pedestrian</i>
circulation (f) – <i>traffic</i>	piscine (f) – <i>swimming pool</i>
cochon (m) – <i>pig</i>	pittoresque (adj) – <i>picturesque, pretty</i>
colline (f) – <i>hill</i>	place (f) – <i>town square</i>
commissariat (m) – <i>police station</i>	place du marché (f) – <i>market square</i>
complexe sportif (m) – <i>sports centre</i>	pont (m) – <i>bridge</i>
coq (m) – <i>cockerel</i>	port (m) – <i>harbour/port</i>
département (m) – <i>administrative district</i>	poule (f) – <i>hen</i>
distraktion (f) – <i>pastime</i>	poulet (m) – <i>chicken</i>
endroit (m) – <i>place</i>	quartier (m) – <i>district</i>
ennuyeux/euse (adj) – <i>boring</i>	région (f) – <i>region</i>
étage (m) – <i>floor/storey</i>	rivière (f) – <i>river (tributary)</i>
ferme (f) – <i>farm</i>	route (f) – <i>road</i>
fermier(ère) (m/f) – <i>farmer</i>	rue (f) – <i>street</i>
feu (m) – <i>fire</i>	se trouver (v) – <i>to be situated</i>



## Life in the town and rural life (continued)

feu rouge (m) – <i>traffic light(s)</i>	site touristique (m) – <i>sight, place of interest</i>
fleur (f) – <i>flower</i>	stade (m) – <i>stadium</i>
fleuve (m) – <i>river</i>	tour (f) – <i>tower</i>
fontaine (f) – <i>fountain</i>	tranquille (adj) – <i>quiet, calm</i>
galerie (f) – <i>gallery</i>	vache (f) – <i>cow</i>
habitant (m) – <i>inhabitant</i>	village (m) – <i>village</i>
habiter (v) – <i>to live</i>	ville (f) – <i>town</i>
herbe (f) – <i>grass</i>	vivre (v) – <i>to live</i>
heure de pointe (f) – <i>rush hour</i>	zone piétonne (f) – <i>pedestrian area</i>
historique (adj) – <i>historic</i>	
hôtel de ville (m) – <i>town hall</i>	
industriel(le) (adj) – <i>industrial</i>	
jardin public (m) – <i>public garden</i>	
kiosque à journaux (m) – <i>news stand</i>	

## 2 Holidays, tourist information and directions

accueil (m) – <i>welcome</i>	lunettes de soleil (f) – <i>sunglasses</i>
accueillir (v) – <i>to welcome, greet</i>	maillot de bain (m) – <i>swimsuit, swimming costume</i>
à droite (adv) – <i>(to/on the) right</i>	mer (f) – <i>sea</i>
à gauche (adv) – <i>(to/on the) left</i>	non potable (adj) – <i>not for drinking</i>
auberge de jeunesse (f) – <i>youth hostel</i>	office de tourisme (m) – <i>tourist office</i>
au bord de la mer – <i>(by) the seaside</i>	oublier (v) – <i>to forget</i>
bain (de mer) (m) – <i>swim (in the sea)</i>	partir(v) – <i>to leave</i>
balcon (m) – <i>balcony</i>	passeport (m) – <i>passport</i>
bloc sanitaire (m) – <i>shower block</i>	passer (v) – <i>to spend</i>
brochure (f) – <i>brochure</i>	pays (m) – <i>country</i>
camping (m) – <i>campsite</i>	pension (f) – <i>guest house</i>
carte postale (f) – <i>postcard</i>	pension complète (f) – <i>full board</i>
chambre à deux lits (f) – <i>twin-bedded room</i>	personne (f) – <i>person</i>
changer (v) – <i>change</i>	plage (f) – <i>beach</i>
château de sable (m) – <i>sandcastle</i>	plan de la ville (m) – <i>street map</i>
climatisation (f) – <i>air conditioning</i>	potable (adj) – <i>drinkable</i>
colonie de vacances (f) – <i>summer camp</i>	pour aller à X ? (v) – <i>how do I get to X?</i>
	près de (pron) – <i>near</i>

## Holidays, tourist information and directions (continued)

complet (complète) (adj) – <i>full</i>	projet (m) – <i>plan</i>
compris(e) (adj) – <i>included</i>	quinze jours (m) – <i>a fortnight</i>
continuer (v) – <i>to go, continue</i>	réception (f) – <i>reception</i>
crème solaire (f) – <i>suncream, sunblock, sunscreen</i>	rencontrer (v) – <i>to meet</i>
décrire (v) – <i>describe</i>	réserver (v) – <i>to book (hotel etc.)</i>
défaire sa valise – <i>to unpack</i>	rester (v) – <i>to stay</i>
demi-pension – <i>half board</i>	rond-point (m) – <i>roundabout</i>
dépliant (m) – <i>brochure</i>	sable (m) – <i>sand</i>
donner sur (v) – <i>to overlook</i>	sac de couchage (m) – <i>sleeping bag</i>
douche (f) – <i>shower</i>	salle de jeux (f) – <i>games room</i>
durée (m) – <i>period (of time)</i>	se baigner (v) – <i>to go swimming</i>
emplacement (m) – <i>pitch (for tent)</i>	(se faire) bronzer (v) – <i>to sunbathe</i>
en avance – <i>in advance</i>	séjour (m) – <i>stay</i>
en plein air – <i>outdoors</i>	sens unique (m) – <i>one way (system)</i>
envoyer (v) – <i>to send</i>	ski nautique (m) – <i>water-skiing</i>
estivant (m) – <i>summer visitor</i>	spacieux (~se) (adj) – <i>spacious</i>
excursion (f) – <i>outing</i>	syndicat d'initiative (m) – <i>tourist information office</i>
faire du camping – <i>go camping</i>	tourner (v) – <i>to turn</i>
faire la connaissance de – <i>to make the acquaintance of, to meet</i>	tout droit (adv) – <i>straight ahead</i>
faire ses bagages – <i>to pack</i>	traverser (v) – <i>cross, go over</i>
fiche (f) – <i>form (to fill in)</i>	vers (prep) – <i>towards</i>
gîte (m) – <i>holiday cottage/flat</i>	visiter (v) – <i>to visit (a place)</i>
grand lit (m) – <i>double bed</i>	voir (v) – <i>to see</i>
guide touristique (m) – <i>tourist guide</i>	vue (sur) (f) – <i>view (of)</i>
hébergement (m) – <i>accommodation</i>	
inclus(e) (adj) – <i>included</i>	
lampe de poche (f) – <i>pocket torch, lamp</i>	
libre – <i>free</i>	
location (f) – <i>rental</i>	
louer (v) – <i>to rent/to hire</i>	
loyer (m) – <i>rent</i>	

### 3 Services (e.g. bank, post office)

agent de police (m/f) – <i>police officer</i>	je m'appelle – <i>my name is</i>
appel d'urgence (m) – <i>emergency call</i>	merci – <i>thank you</i>
appeler (v) – <i>to ring up</i>	ne quittez pas (v) – <i>please hold (the line)</i>
argent (m) – <i>money</i>	nom (m) – <i>family name</i>
bibliothèque (f) – <i>(lending) library</i>	oublier (v) – <i>to forget/to leave behind</i>
boîte aux lettres (f) – <i>letterbox</i>	perdre (v) – <i>to lose</i>
bureau de change (m) – <i>money changing office</i>	perte (f) – <i>loss</i>
bureau de poste (m) – <i>post office</i>	plombier (m) – <i>plumber</i>
bureau des objets trouvés (m) – <i>lost property office</i>	policier (m) – <i>police officer</i>
cabine téléphonique (f) – <i>telephone box</i>	pompier (m) – <i>firefighter</i>
centre d'appel (m) – <i>call centre</i>	La Poste (f) – <i>French postal service</i>
coiffeur(~euse) (m/f) – <i>hairdresser</i>	poste (f) – <i>post office</i>
commissariat de police (m) – <i>police station</i>	prénom (m) – <i>first name</i>
composer un numéro – <i>to dial a number</i>	recevoir (v) – <i>to receive</i>
coupe (f) – <i>(hair)cut</i>	remercier (v) – <i>to thank</i>
couper (v) – <i>to cut</i>	remplir (v) – <i>to fill in (a form)</i>
envoyer (v) – <i>to send</i>	renseignement (m) – <i>information</i>
erreur (f) – <i>mistake</i>	réparer (v) – <i>to repair</i>
excusez-moi – <i>I'm sorry</i>	sac (m) – <i>bag</i>
facteur(~trice) (m/f) – <i>postman/postwoman</i>	se retrouver (v) – <i>to meet up</i>
faute (f) – <i>fault</i>	s'il vous plaît ? – <i>please</i>
fonctionner (v) – <i>to work</i>	timbre (m) – <i>(postage) stamp</i>
formulaire (m) – <i>printed form</i>	trouver (v) – <i>to find</i>
gendarme (m) – <i>police officer</i>	voleur/voleuse (m/f) – <i>thief</i>
gendarmerie (f) – <i>police station</i>	vouloir (v) – <i>to want, to wish</i>

## 4 Customs

allumette (f) – <i>match</i>	jour de congé (m) – <i>day off</i>
anniversaire (m) – <i>birthday</i>	jour de l'An (m) – <i>New Year's Day</i>
bonne année (f) – <i>happy new year</i>	joyeux Noël (m) – <i>happy Christmas</i>
bougie (f) – <i>candle</i>	lumière (f) – <i>light</i>
brûler (v) – <i>to burn</i>	meilleurs vœux (m pl) – <i>best wishes</i>
cadeau (m) – <i>present, gift</i>	mosquée (f) – <i>mosque</i>
carnaval (m) – <i>carnival</i>	mort (f) – <i>death</i>
carte de vœux (f) – <i>greetings card</i>	mourir (v) – <i>to die</i>
cathédrale (f) – <i>cathedral</i>	naissance (f) – <i>birth</i>
champagne (m) – <i>champagne (wine)</i>	naître (v) – <i>to be born</i>
déesse (f) – <i>goddess</i>	Noël (m) – <i>Christmas</i>
Dieu(x) (m) – <i>G(g)od(s)</i>	Nouvel An (m) – <i>new year</i>
échanger (v) – <i>to exchange</i>	ouvrir (v) – <i>to open</i>
église (f) – <i>church</i>	Pâques (f pl) – <i>Easter</i>
fête (f) – <i>celebration, festivity</i>	Père Noël (m) – <i>Father Christmas</i>
fête des Mères/Pères (f) – <i>Mother's/Father's Day</i>	préparatifs (m pl) – <i>preparations</i>
fêter (v) – <i>to celebrate</i>	Saint-Valentin (f) – <i>St Valentine's Day</i>
feu de joie (m) – <i>bonfire</i>	s'amuser (v) – <i>to have fun</i>
feux d'artifice (m pl) – <i>fireworks</i>	sapin de Noël (m) – <i>Christmas tree</i>
folklorique (adj) – <i>folk</i>	synagogue (f) – <i>synagogue</i>

## 5 Everyday life, traditions, and communities

association du quartier (f) – <i>neighbourhood association</i>	prendre le goûter – <i>to have afternoon tea</i>
chants (m) de Noël – <i>Christmas carols</i>	procession (f) – <i>procession</i>
communauté (f) – <i>community</i>	quartier (m) – <i>neighbourhood</i>
déjeuner (m) – <i>lunch</i>	réveillon du Nouvel An – <i>new year's meal</i>
déjeuner – <i>to take lunch</i>	tradition (f) – <i>tradition</i>
jour férié (f) – <i>public holiday</i>	voisin(e) (m/f) – <i>neighbour</i>

# Theme B – Education and employment

## 1 School life and routine

allemand (m) – <i>German</i>	maths (m pl) – <i>maths</i>
anglais (m) – <i>English</i>	matière (f) – <i>subject</i>
apprendre (v) – <i>to learn</i>	moderne (adj) – <i>modern</i>
arts plastiques (m pl) – <i>art (subject)</i>	moniteur (personne) – <i>instructor, coach, supervisor</i>
assistant(e) (de français) – <i>(French) language assistant</i>	mot (m) – <i>word</i>
bac/baccalauréat (m) – <i>school leaving diploma (= A-Levels)</i>	musique (f) – <i>music</i>
bâtiment (m) – <i>building</i>	note (f) – <i>mark</i>
bien (adv) – <i>well</i>	oral (m) – <i>oral</i>
biologie (f) – <i>biology</i>	ordinateur (m) – <i>computer</i>
bureau (m) – <i>office/large desk</i>	pantalon (m) – <i>trousers</i>
chimie (f) – <i>chemistry</i>	papier (m) – <i>paper</i>
classeur (m) – <i>folder, file</i>	pause déjeuner (f) – <i>lunch/midday break</i>
commencer (v) – <i>to start</i>	physique (f) – <i>physics</i>
cour (f) – <i>playground, yard</i>	poser une question – <i>to ask a question</i>
cours (m) – <i>lesson</i>	pratiquer (v) – <i>to practise</i>
court de tennis (m) – <i>tennis court</i>	professeur (m/f) – <i>teacher</i>
déjeuner (m) – <i>lunch, midday meal</i>	projet (m) – <i>plan</i>
design (m) – <i>design (school subject)</i>	prononciation (f) – <i>pronunciation</i>
dessin (m) – <i>drawing</i>	psychologie (f) – <i>psychology</i>
dessiner (v) – <i>to draw</i>	qualification (f) – <i>qualification</i>
dictionnaire (m) – <i>dictionary</i>	qualifié (adj) – <i>qualified</i>
directeur/directrice (m/f) – <i>head teacher, principal</i>	récréation (f) – <i>playtime, recreation</i>
discuter (v) – <i>to discuss, to debate</i>	règle (f) – <i>ruler</i>
durer (v) – <i>to last</i>	religion (f) – <i>religion/R.E.</i>
échange (m) – <i>exchange</i>	rentrée (f) – <i>start of new term/year</i>
école maternelle (f) – <i>infants' school</i>	répondre (v) – <i>reply</i>
école primaire (f) – <i>primary school</i>	résumé (m) – <i>summary</i>
école secondaire (f) – <i>secondary school</i>	résumer (v) – <i>summarise</i>
écrit(e) – <i>written, in writing</i>	rétroprojecteur (m) – <i>overhead projector</i>
	salle de classe (f) – <i>classroom</i>
	salle de musique (f) – <i>music room</i>
	salle des professeurs (f) – <i>staffroom</i>

## School life and routine (continued)

éducation civique (f) – <i>citizenship</i>	salle de réunion (f) – <i>assembly hall</i>
élève (m/f) – <i>pupil, student</i>	scolaire (adj) – <i>school</i>
emploi du temps (m) – <i>timetable</i>	sixième (f) – <i>first year of secondary school</i>
enseignement (m) – <i>education</i>	sociologie (f) – <i>sociology</i>
EPS (f) – <i>physical education</i>	sonner (v) – <i>to ring</i>
espagnol (m) – <i>Spanish</i>	sport (m) – <i>sport</i>
étudier (v) – <i>to study</i>	stage en entreprise (m) – <i>work experience</i>
études (f pl) – <i>studies</i>	stylo (m) – <i>pen</i>
exemple (m) – <i>example</i>	survêtement (m) – <i>tracksuit</i>
expliquer (v) – <i>to explain</i>	tableau (m) – <i>picture</i>
faire l'appel (v) – <i>to take the register</i>	tableau blanc (interactif) (m) – <i>(interactive) whiteboard</i>
finir (v) – <i>end, finish</i>	tableau noir (m) – <i>chalkboard</i>
français (m) – <i>French</i>	taille-crayon (m) – <i>pencil sharpener</i>
géographie (f) – <i>geography</i>	terminale (f) – <i>Sixth Form, last/final year (of school)</i>
gomme (f) – <i>rubber</i>	terrain de sport (m) – <i>sports field</i>
gymnase (m) – <i>gymnasium</i>	toilettes (f pl) – <i>toilet(s)</i>
heure (f) – <i>hour/lesson period</i>	trimestre (m) – <i>term</i>
histoire (f) – <i>history</i>	utile (adj) – <i>useful</i>
informatique (f) – <i>computer (science)</i>	vestiaire (m) – <i>cloakroom/changing room</i>
instituteur/institutrice (m/f) – <i>primary school teacher</i>	vrai (adj) – <i>right, correct</i>
italien (m) – <i>Italian</i>	
journée (scolaire) (f) – <i>(school) day</i>	
laboratoire (m) – <i>laboratory</i>	
langue (f) – <i>language</i>	
leçon (f) – <i>lesson</i>	
livre (m) – <i>book</i>	
lycée (m) – <i>15–19 school</i>	
maître d'école/maîtresse d'école – <i>primary school teacher (see 'professeur')</i>	

## 2 School rules and pressures

améliorer (v) – <i>improve</i>	jupe (f) – <i>skirt</i>
asseyez-vous (v) – <i>sit down</i>	juste (adj) – <i>right, correct</i>
bulletin scolaire (m) – <i>end-of-term report</i>	laisser tomber – <i>to drop/give up (a subject)</i>
cahier (m) – <i>exercise book</i>	livre (m) – <i>textbook</i>
cartable (m) – <i>school bag</i>	note (f) – <i>mark</i>
casque (m) – <i>headphones</i>	nul(le) en (adj) – <i>hopeless, no good at</i>
CDI (m) – <i>school library</i>	obligatoire (adj) – <i>compulsory</i>
chaussettes (f) – <i>socks</i>	orientation professionnelle (f) – <i>careers advice</i>
chaussures (f .pl) – <i>shoes</i>	pantalon (m) – <i>trousers</i>
chemise (f) – <i>shirt</i>	parler – <i>to speak</i>
chemisier (m) – <i>blouse</i>	passer un examen (v) – <i>to take an exam</i>
collant (m) – <i>(pair of) tights</i>	perdre (v) – <i>to lose</i>
collège (m) – <i>11-15 school</i>	préféré(e) (adj) – <i>favourite</i>
conseiller(ère) d'orientation (m/f) – <i>careers adviser</i>	rater un examen (v) – <i>to fail an exam</i>
copier (v) – <i>to copy</i>	rayé(e) (adj) – <i>striped</i>
crayon (m) – <i>pencil</i>	règle (f) – <i>rule, regulation</i>
devoirs (m) – <i>homework</i>	règlement scolaire (m) – <i>school rules</i>
difficile (adj) – <i>difficult</i>	retenue (f) – <i>detention</i>
ennuyeux(euse) (adj) – <i>boring</i>	réussir à un examen (v) – <i>to pass an exam</i>
épreuve (f) – <i>test (in class)</i>	robe (f) – <i>dress</i>
essai (m) – <i>essay</i>	sévère (adj) – <i>strict</i>
être fort(e) en – <i>to be good at</i>	short (m) – <i>a pair of shorts</i>
examen oral (m) – <i>oral (exam)</i>	sixième (f) – <i>first year of secondary school</i>
facile (adj) – <i>easy</i>	stylo (m) – <i>pen</i>
facultative (-ive) – <i>optional</i>	trousse (f) – <i>pencil case</i>
faible (adj) – <i>weak</i>	sévère (adj) – <i>strict</i>
faute (f) – <i>mistake</i>	
intéressant(e) (adj) – <i>interesting</i>	

### 3 School trips, events and exchanges

accueillir (v) – <i>to welcome</i>	logement (m) – <i>accommodation</i>
animateur (m) – <i>activity leader</i>	loger (v) – <i>to stay</i>
assister à (v) – <i>to attend</i>	mal du pays (m) – <i>homesickness</i>
auberge de jeunesse (f) – <i>youth hostel</i>	moniteur de ski (m) – <i>ski instructor</i>
cérémonie de remise des prix (f) – <i>award ceremony</i>	participer à (v) – <i>to take part in</i>
compétition (f) – <i>competition</i>	prix (m) – <i>prize</i>
correspondant(e) (m/f) – <i>penpal</i>	recevoir (v) – <i>to host</i>
échange (m) – <i>exchange</i>	séjour (m) – <i>stay</i>
enrichissant(e) (adj) – <i>enriching</i>	spectacle (m) – <i>theatre show</i>
excursion (f) – <i>excursion, day trip</i>	visite culturelle (f) – <i>cultural visit</i>
famille d'accueil (f) – <i>host family</i>	voyage linguistique (m) – <i>language trip</i>
graduation (f) – <i>graduation</i>	voyage scolaire/sortie scolaire – <i>school trip</i>
grandes vacances (f pl) – <i>summer holidays</i>	
guide touristique (f) – <i>tourist guide</i>	
invité(e) – <i>guest</i>	

### 4 Work, careers and volunteering

agent de police (m/f) – <i>police officer</i>	informaticien(ne) (m/f) – <i>IT expert</i>
acteur(∼trice) (m/f) – <i>actor/actress</i>	ingénieur(e) (m/f) – <i>engineer</i>
animateur (∼trice) (m/f) – <i>presenter</i>	job d'été (m) – <i>summer job</i>
annonce (f) – <i>advertisement</i>	journaliste (m) – <i>journalist</i>
apprenti(e) (m/f) – <i>apprentice</i>	licence (f)/diplôme (m) – <i>degree (academic)</i>
apprentissage (m) – <i>apprenticeship</i>	maçon (m) – <i>builder/bricklayer/mason</i>
au chômage (adj) – <i>unemployed</i>	mal payé(e) (adj) – <i>badly paid</i>
bénévole (m) – <i>volunteer worker</i>	mannequin (m inv) – <i>(fashion) model</i>
bien payé(e) (adj) – <i>well paid</i>	mécanicien(ne) (m/f) – <i>mechanic</i>
boulangier (∼ère) (m/f) – <i>baker</i>	médecin (m/f) – <i>doctor</i>
boulot (m) – <i>job (colloquial)</i>	message (m) – <i>message</i>
bureau (m) – <i>office</i>	métier (m) – <i>trade, profession</i>
caisse (f) – <i>till, cash desk</i>	œuvre caritative (f) – <i>charitable organisation</i>
caissier (∼ière) (m/f) – <i>cashier</i>	ouvrier(∼ière) (m/f) – <i>manual worker</i>
chauffeur(∼euse) de taxi (m/f) – <i>taxi driver</i>	patron(ne) (m/f) – <i>boss</i>
chef de cuisine (m) – <i>chef</i>	payé(e) (adj) – <i>paid</i>
choisir (v) – <i>to choose</i>	payer (v) – <i>to pay</i>



## Work, careers and volunteering (continued)

classer (v) – <i>to file, to sort</i>	plombier (~ière) (m/f) – <i>plumber</i>
client(e) (m/f) – <i>customer</i>	poser sa candidature (v) – <i>to apply</i>
coiffeur(~euse) (m/f) – <i>hairdresser</i>	poste (m) – <i>job</i>
compagnie (f) – <i>company</i>	professeur (m) – <i>teacher</i>
comptable (m/f) – <i>accountant</i>	programme (m) – <i>programme</i>
conseil (m) – <i>a piece of advice</i>	progrès (m pl) – <i>progress</i>
conseiller (v) – <i>to advise</i>	projet (m) – <i>project</i>
conseiller (~ière) d'orientation (m/f) – <i>careers adviser</i>	qualifié(e) (adj) – <i>qualified</i>
coup de téléphone (m) – <i>telephone call</i>	rendez-vous (m) – <i>appointment</i>
courrier (m) – <i>correspondence, mail</i>	répondeur (téléphonique) (m) – <i>answering machine, answerphone</i>
courriel/courrier électronique (m) – <i>email</i>	réunion (f) – <i>meeting</i>
dentiste (m) – <i>dentist</i>	s'adresser à (v) – <i>to apply to</i>
école maternelle (f) – <i>nursery school (for children)</i>	salaire (m) – <i>salary</i>
électricien (~ne) (m/f) – <i>electrician</i>	sans emploi (adj) – <i>unemployed</i>
employé(e) (m/f) – <i>employee/office worker</i>	serveur(~euse) (m/f) – <i>waiter/waitress</i>
emploi (m) – <i>job</i>	soldat (m) – <i>soldier</i>
employeur(~euse) (m/f) – <i>employer</i>	sportif (m)/sportive (f) – <i>sportsman/woman</i>
entreprise (f) – <i>business</i>	stagiaire (m/f) – <i>trainee</i>
envoyer (v) – <i>to send</i>	steward/hôtesse de l'air (m/f) – <i>cabin crew, flight attendant</i>
expérimenté(e) (adj) – <i>experienced</i>	taper (v) – <i>to type</i>
facteur(~trice) (m/f) – <i>postman/woman</i>	technicien(ne) en informatique (m/f) – <i>IT engineer</i>
faire du bénévolat (v) – <i>to do unpaid charity work</i>	téléphoner à (v) – <i>to (tele) phone</i>
faire un stage (v) – <i>to go on a (training) course/do a work placement</i>	traitement de texte (m) – <i>word processor</i>
fiche (f) – <i>form (to fill in)</i>	travail (m) – <i>work</i>
formation (f) – <i>training</i>	travailler (v) – <i>to work</i>
gagner (v) – <i>to earn</i>	usine (f) – <i>factory</i>
garder (v) – <i>to keep</i>	vendeur(~euse) (m/f) – <i>shop assistant</i>
homme/femme d'affaires (m/f) – <i>business man/woman</i>	
imprimer (v) – <i>to print</i>	

## 5 Future plans

avenir (m) – *future*

avoir besoin de (v) – *to need*

avoir envie de (v) – *to want to*

avoir l'intention de (v) – *to intend to*

carrière (f) – *career*

chercher (v) – *to look for*

commencer (v) – *to begin, start*

décider de (v) – *to decide to*

diplôme (m) – *diploma/certificate*

diplômé(e) (adj) – *qualified*

droit (m) – *law (subject)*

entretien (m) – *interview*

espérer (v) – *to hope*

étudiant(e) (m/f) – *student*

faire des études littéraires (v) – *to study literature and languages*

interview (f) – *interview*

permettre (v) – *to allow*

préparer (un examen) – *to study for (an exam)*

(plus) âgé(e) (adj) – *old(er)*

prochain(e) (adj) – *next*

projet (m) – *plan (for future)*

quitter (v) – *to leave*

réaliser – *to achieve*

rencontrer (v) – *meet*

savoir (v) – *to know*

université (f) – *university*

# Theme C – Personal life and relationships

## 1 House and home

agréable (adj) – <i>pleasant</i>	machine à laver (f) – <i>washing machine</i>
appartement (m) – <i>flat, apartment</i>	machine à laver la vaisselle (f) – <i>dishwasher</i>
au premier étage (m) – <i>on the first floor</i>	maison (familiale) (f) – <i>(family) house/home</i>
au rez-de-chaussée (m) – <i>on the ground floor</i>	meuble (m) – <i>item of furniture</i>
baaignoire (f) – <i>bath(tub)</i>	moderne (adj) – <i>modern, up to date</i>
bureau (m) – <i>office</i>	moquette (f) – <i>fitted carpet</i>
canapé (m) – <i>sofa, settee</i>	mur (m) – <i>wall</i>
cave (f) – <i>cellar, basement</i>	ouvre-boîte (m) – <i>tin opener</i>
chaîne hi-fi (f) – <i>hi-fi/stereo system</i>	ouvre-bouteille (m) – <i>bottle opener</i>
chaise (f) – <i>chair</i>	pavillon (m) – <i>detached house</i>
chambre (f) – <i>bedroom</i>	pelouse (f) – <i>lawn</i>
clef/clé (f) – <i>key</i>	pièce (f) – <i>room</i>
commode (f) – <i>chest of drawers</i>	placard (m) – <i>fitted cupboard</i>
confortable (adj) – <i>comfortable</i>	plafond (m) – <i>ceiling</i>
congélateur (m) – <i>freezer</i>	plancher (m) – <i>floor</i>
couteau (m) – <i>knife</i>	plante (f) – <i>plant</i>
couverture (f) – <i>blanket</i>	poêle (f) – <i>frying pan</i>
cuisine (f) – <i>kitchen</i>	poêle (m) – <i>(wood burning) stove</i>
cuisinière (f) – <i>stove, cooker</i>	porte (f) – <i>door</i>
douche (f) – <i>shower</i>	poubelle (f) – <i>rubbish bin</i>
escalier (m) – <i>stairs</i>	radiateur (m) – <i>radiator</i>
étage (m) – <i>storey, floor</i>	réfrigérateur (m) – <i>refrigerator</i>
fauteuil (m) – <i>armchair, easy chair</i>	rideau(x) (m) – <i>curtain(s)</i>
fenêtre (f) – <i>window</i>	robinet (m) – <i>tap</i>
ferme (f) – <i>farm</i>	salle à manger (f) – <i>dining room</i>
four (m) – <i>oven</i>	salle de bains (f) – <i>bathroom</i>
four à micro-ondes (m) – <i>microwave</i>	salle de séjour (f) – <i>living room, lounge</i>
frigoridaire/frigo (m) – <i>refrigerator/fridge</i>	salon (m) – <i>living room, lounge, drawing room</i>
gaz (m) – <i>gas</i>	studio (m) – <i>studio flat</i>
grenier (m) – <i>attic, loft</i>	table de toilette (f) – <i>dressing table</i>
	tapis (m) – <i>mat, unfitted carpet</i>
	tasse (f) – <i>cup</i>

## House and home (continued)

habiter (v) – *to live*

jardin (m) – *garden*

jardin de devant/de derrière (m) – *front/back garden*

jardin potager (m) – *vegetable garden*

lampe (de table) (f) – *(table) light, lamp*

lavabo (m) – *wash basin, bathroom sink*

lave-vaisselle (m) – *dishwasher*

lit (m) – *bed*

lit superposé (m) – *bunk bed*

terrasse (f) – *patio*

toilettes (f pl) – *toilet, lavatory*

toit (m) – *roof*

verre (m) – *glass*

vestibule (m) – *hall(way)*

WC (m pl) – *toilet, lavatory*

## 2 Daily routines and helping at home

affaires (f pl) – *things, belongings*

aider (v) – *to help*

à la maison – *at home*

allumer (v) – *to switch on*

armoire (f) – *cupboard, wardrobe*

aspirateur (m) – *vacuum cleaner/Hoover*

assiette (f) – *plate*

attendre (v) – *to wait for*

avoir chaud (v) – *to be hot/warm*

avoir faim (v) – *to be hungry*

avoir froid (v) – *to be cold*

avoir soif (v) – *to be thirsty*

bague (f) – *ring (jewellery)*

baskets (m pl) – *trainers*

boîte (f) – *box*

bol (m) – *bowl*

boucles d'oreilles (f pl) – *earrings*

brosse à cheveux (f) – *hairbrush*

brosse à dents (f) – *toothbrush*

cafetière (f) – *coffee maker*

casquette (f) – *cap*

nettoyer (v) – *to clean*

ordures (f pl) – *rubbish*

oreiller (m) – *pillow*

ouvre-boîte (m) – *can opener*

ouvre-bouteille (m) – *bottle opener*

paire de (f) – *pair of*

pantalons (m) – *pair of trousers*

passer l'aspirateur – *to vacuum*

placard (m) – *cupboard*

plat (m) – *(serving) dish*

porte-clés (m) – *key ring*

poubelle (f) – *dustbin*

prendre le petit déjeuner (v) – *to have breakfast*

prendre une douche (v) – *to (take a) shower*

promener le chien (v) – *to walk the dog*

pull(-over) (m) – *sweater, pullover*

pyjama (m) – *pair of pyjamas*

quelquefois (adv) – *sometimes*

ranger (v) – *to tidy up/to put away*

rarement (adv) – *rarely, not often*

rentrer (à la maison) (v) – *to get/to go (home)*

## Daily routines and helping at home (continued)

casserole (f) – <i>saucepan</i>	rentrer (la lessive) (v) – <i>to bring in (the washing)</i>
ceinture (f) – <i>belt</i>	réveil (m) – <i>alarm clock</i>
chemise de nuit (f) – <i>nightdress</i>	rouge à lèvres (m) – <i>lipstick</i>
collant (m) – <i>tights</i>	sac à main (m) – <i>handbag</i>
couette (f) – <i>continental quilt, duvet</i>	s’amuser (v) – <i>to have fun</i>
couper (v) – <i>to cut</i>	savon (m) – <i>soap</i>
couteau (m) – <i>knife</i>	se brosser les dents/les cheveux (v) – <i>to brush your teeth/your hair</i>
couverture (f) – <i>blanket</i>	s’habiller (v) – <i>to get dressed</i>
cuiller/cuillère (f) – <i>spoon</i>	shampooing (m) – <i>shampoo</i>
déchets (m pl) – <i>rubbish</i>	se laver (v) – <i>to wash</i>
de/en coton – <i>(made of) cotton</i>	se lever (v) – <i>get up</i>
descendre (v) – <i>to go downstairs</i>	se préparer (à) (v) – <i>to get ready (for)</i>
de/en laine – <i>(made of) wool</i>	se raser (v) – <i>to have a shave</i>
de/en soie – <i>(made of) silk</i>	se réveiller (v) – <i>to wake up</i>
drap (m) – <i>(bed)sheet</i>	serviette (de bain) (m) – <i>(bath) towel</i>
étagère (f) – <i>shelf</i>	servir (v) – <i>to serve</i>
évier (m) – <i>kitchen sink</i>	sortir (la poubelle) (v) – <i>to take out (the rubbish bin)</i>
faire la cuisine (v) – <i>to do the cooking, to cook</i>	sortir (v) – <i>to go out</i>
faire la vaisselle (v) – <i>to do the washing up, to do the dishes</i>	souvent (adv) – <i>often</i>
faire la lessive (v) – <i>to do the laundry</i>	sweat (m) – <i>a sweatshirt</i>
faire le jardinage (v) – <i>to do the gardening</i>	tard (adv) – <i>late</i>
faire le linge (v) – <i>to do the laundry</i>	tasse (f) – <i>cup</i>
faire le lit (v) – <i>to make the bed</i>	tee-shirt /t-shirt (m) – <i>T-shirt</i>
faire le ménage (v) – <i>to do the housework</i>	tiroir (m) – <i>drawer</i>
faire le repassage (v) – <i>to do the ironing</i>	tôt (adv) – <i>early</i>
faire les courses (v) – <i>to do the shopping</i>	travailler (v) – <i>to work</i>
fermer (v) – <i>to switch off/to close</i>	tricot (m) – <i>sweater, jersey, woollen garment</i>
fleur (f) – <i>flower</i>	verre (m) – <i>glass</i>
fourchette (f) – <i>fork</i>	verser (v) – <i>to pour</i>
gant (m) – <i>glove</i>	veste (f) – <i>jacket</i>
garder un enfant (v) – <i>to mind (a child)</i>	vêtement (m) – <i>garment</i>

## Daily routines and helping at home (continued)

heure (f) – time (of day)	vider (v) – <i>to empty</i>
jean (m sing) – ( <i>pair of</i> ) <i>jeans</i>	visage (m) – <i>face</i>
jogging (m) – <i>tracksuit</i>	
le lundi/le mardi... etc (adv) – <i>on Mondays/on Tuesday... etc.</i>	
le matin/l'après-midi (adv) – <i>in the morning(s)/in the afternoon(s)</i>	
lunettes (f pl) – <i>spectacles, glasses</i>	
maquillage (m) – <i>make-up</i>	
mettre (v) – <i>to put on (clothes)</i>	
mettre (la table) (v) – <i>to lay (the table)</i>	
monter dans une chambre (v) – <i>to go up to a bedroom</i>	
nappe (f) – <i>tablecloth</i>	

## 3 Role models

acteur (m) – <i>actor</i>	influence (f) – <i>influence</i>
annonces (f, p) – <i>adverts</i>	les paroles (f) – <i>lyrics</i>
bon/mauvais exemple (m) – <i>good/bad example</i>	mannequin (m) – <i>model</i>
caractéristique (f) – <i>characteristic</i>	modèle (m) – <i>role model</i>
célèbre (adj) – <i>famous</i>	journal (m) – <i>newspaper</i>
chanson (f) – <i>song</i>	personnages célèbres (m, pl) – <i>celebrities</i>
copier (v) – <i>to copy</i>	personnalité (m) – <i>personality</i>
comportement (m) – <i>behaviour</i>	qualité (f) – <i>quality</i>
se comporter bien/mal (v) – <i>to behave well/badly</i>	revue (f) – <i>magazine</i>
courageux (adj) – <i>brave</i>	serviable (adj) – <i>helpful</i>
défaut (m) – <i>fault</i>	suivre (v) – <i>to follow</i>
footballeur (m) – <i>footballer</i>	vedette (f) – <i>a star</i>
idole (f) – <i>idol</i>	
imiter (v) – <i>to imitate</i>	

## 4 Relationships with family and friends

adopté(e) (adj) – <i>adopted</i>	généreux(˜euse) (adj) – <i>generous</i>
adresse (f) – <i>address</i>	gentil(le) (adj) – <i>kind, nice</i>
âgé(e) (adj) – <i>elderly</i>	grand(e) (adj) – <i>tall</i>
âgé(e) de X ans – <i>X years old</i>	grand-mère (f) – <i>grandmother</i>
aimable (adj) – <i>pleasant, nice, kind</i>	grand-père (m) – <i>grandfather</i>
aîné(e) (adj) – <i>older</i>	heureux(˜euse) (adj) – <i>happy</i>
ami(e) (m/f) – <i>friend</i>	homme (m) – <i>man</i>
aimer (v) – <i>to love</i>	honnête (adj) – <i>honest, decent</i>
amitié (f) – <i>friendship</i>	impoli(e) (adj) – <i>rude, impolite</i>
amour (m) – <i>love</i>	joli(e) (adj) – <i>pretty</i>
animal domestique (m) – <i>pet</i>	jumeau(x) (m) – <i>twin(s)</i>
avoir les cheveux (noirs) (v) – <i>to have (dark/black) hair</i>	jumelle(s) (f) – <i>female twin(s)</i>
avoir X ans (v) – <i>to be X (years old)</i>	laid(e) (adj) – <i>ugly</i>
barbe (f) – <i>beard</i>	lapin (m) – <i>rabbit</i>
bavard(e) – <i>chatty, talkative</i>	long(ue) (adj) – <i>long</i>
bébé (m/f) – <i>baby</i>	lunettes (f pl) – <i>spectacles, glasses</i>
bête (adj) – <i>stupid</i>	maigre (adj) – <i>thin</i>
blond(e) (adj) – <i>blond(e)</i>	maman (f) – <i>mummy, mum, mother</i>
bouche (f) – <i>mouth</i>	mari (m) – <i>husband</i>
bouclé (adj) – <i>curly</i>	marié(e) (adj) – <i>married</i>
cadet(te) (adj) – <i>younger</i>	marron (adj inv) – <i>brown (of eyes)</i>
camarade (de classe) (m/f) – <i>(school) friend</i>	méchant(e) (adj) – <i>nasty, unpleasant/naughty</i>
caractère (m) – <i>personality, character</i>	mère (f) – <i>mother</i>
célibataire (adj) – <i>single, unmarried</i>	mignon(ne) (adj) – <i>sweet, cute</i>
chat (m) – <i>cat</i>	mince (adj) – <i>slim</i>
châtain (adj inv) – <i>brown (hair)</i>	mort(e) (adj) – <i>dead</i>
chauve (adj) – <i>bald</i>	nationalité (f) – <i>nationality</i>
cheveux (m pl) – <i>hair</i>	neveu (m) – <i>nephew</i>
chien (m) – <i>dog</i>	nièce (f) – <i>niece</i>
cobaye (m) – <i>guinea pig</i>	nom (de famille) (m) – <i>family name</i>
cochon d'Inde (m) – <i>guinea pig</i>	oncle (m) – <i>uncle</i>
confiant(e) (adj) – <i>self-confident</i>	papa (m) – <i>daddy, dad, father</i>
	parents (m pl) – <i>parents/relatives</i>
	paresseux(˜euse) (adj) – <i>lazy</i>

## Relationships with family and friends (continued)

connaître (v) – <i>to know (a person)</i>	partager (v) – <i>to share</i>
content(e) (adj) – <i>happy, pleased, glad</i>	perdre (v) – <i>to lose</i>
copain (m) – <i>friend/boyfriend</i>	père (m) – <i>father</i>
copine (f) – <i>friend/girlfriend</i>	petit(e) (adj) – <i>small</i>
court(e) – <i>short</i>	petit ami (m) – <i>boyfriend</i>
cousin (m) – <i>male cousin</i>	petite amie (f) – <i>girlfriend</i>
cousine (f) – <i>female cousin</i>	poisson rouge (m) – <i>goldfish</i>
demi-frère (m) – <i>half-brother</i>	poli(e) (adj) – <i>polite</i>
demi-sœur (f) – <i>half-sister</i>	prénom (m) – <i>first/given name</i>
divorcé(e) – <i>divorced</i>	rencontrer (v) – <i>to meet</i>
égoïste – <i>selfish</i>	rire (v) – <i>to laugh</i>
enfant (unique) (m/f) – <i>(only) child</i>	roux (rousse) (adj) – <i>red-headed, auburn, ginger</i>
épouser (v) – <i>to marry</i>	savoir (v) – <i>to know (a fact)</i>
être amoureux de (v) – <i>to be in love with</i>	sœur (f) – <i>sister</i>
être né(e) (v) – <i>to be born</i>	souris (f) – <i>(pet) mouse</i>
famille (f) – <i>family</i>	sportif (adj) – <i>sporty/sport-loving/athletic</i>
fatigant (adj) – <i>tiring</i>	sympathique (adj) – <i>friendly, kindly, nice</i>
fatigue (f) – <i>tiredness</i>	tante (f) – <i>aunt</i>
fatigué(e) (adj) – <i>tired</i>	timide (adj) – <i>shy</i>
femme (f) – <i>woman/wife</i>	tortue (f) – <i>tortoise</i>
fille (f) – <i>girl/daughter</i>	triste (adj) – <i>sad</i>
fil(s) (m) – <i>son</i>	unique (adj) – <i>only</i>
foncé(e) (adj) – <i>dark</i>	vieux (vieille) (adj) – <i>old, elderly</i>
fou (folle) (adj) – <i>mad, crazy</i>	voisin(e) (m/f) – <i>neighbour</i>
frère (m) – <i>brother</i>	voix (f) – <i>voice</i>
frisé(e) (adj) – <i>curly</i>	
garçon (m) – <i>boy</i>	
gâté(e) (adj) – <i>spoilt</i>	



## 5 Childhood

adorer (v) – *to love, to adore*

aimer (v) – *to like, to love*

bébé (m) – *baby*

bande dessinée (f) – *comic book*

bouder (v) – *to sulk*

courir (v) – *to run*

détester (v) – *to hate*

dormir (v) – *to sleep*

enfance (f) – *childhood*

enfant (m/f) – *child*

figurine (f) – *action figure*

grande personne (f) – *grown-up*

grandir (v) – *to grow up*

grimper (v) – *to climb*

gronder (v) – *to tell off, to scold*

jeu (m) – *game*

jeune (adj) – *young*

jeune (m/f) – *young person*

jouet (m) – *toy*

poupée (f) – *doll*

pleurer (v) – *to cry*

préférer (v) – *to prefer*

raconter (v) – *to tell (a story)*

répéter (v) – *to repeat*

s'amuser (v) – *to enjoy oneself*

sauter (v) – *to jump*

# Theme D – The world around us

## 1 Environmental issues

ampoule (f) – <i>lightbulb</i>	inondation (f) – <i>flood</i>
avoir peur (v) – <i>to fear, to be afraid</i>	investissement (m) – <i>investment</i>
bio(logique) (adj) – <i>organic</i>	malsain (adj) – <i>unhealthy</i>
bois (m) – <i>wood, timber</i>	marée noire (f) – <i>oil slick</i>
catastrophe (f) – <i>catastrophe</i>	menacer (v) – <i>to threaten</i>
changement (m) – <i>change</i>	monter (v) – <i>to go up (temperature)</i>
charbon (m) – <i>coal</i>	panneaux solaires (m) – <i>solar panels</i>
circulation (f) – <i>traffic</i>	pénurie (f) – <i>shortage</i>
contamination (f) – <i>contamination</i>	pétrole (m) – <i>crude oil, petroleum</i>
couche d’ozone (f) – <i>ozone layer</i>	pluie acide (f) – <i>acid rain</i>
co-voiturage (m) – <i>car sharing</i>	polluant(e) (adj) – <i>polluting</i>
déchets ménagers (m) – <i>household waste</i>	pollué(e) (adj) – <i>polluted</i>
détruire (v) – <i>to destroy</i>	propre (adj) – <i>clean</i>
écologique (adj) – <i>ecological</i>	réchauffement de la planète (m) – <i>global warming</i>
effet de serre (m) – <i>greenhouse effect</i>	recyclage (m) – <i>recycling</i>
embouteillage (m) – <i>traffic jam, holdup</i>	sale (adj) – <i>dirty</i>
énergie (nucléaire) (f) – <i>(nuclear) energy</i>	sauver (v) – <i>to save</i>
énergie renouvelable (f) – <i>renewable energy</i>	sécheresse (f) – <i>drought</i>
environnement (m) – <i>environment</i>	sécurité (f) – <i>safety</i>
en voie de disparition – <i>endangered, disappearing</i>	terre (f) – <i>earth, world</i>
éoliennes (f) – <i>wind turbines</i>	tornade (f) – <i>tornado</i>
espèce (f) – <i>species</i>	tuer (v) – <i>to kill</i>
essence (f) – <i>petrol</i>	vague (f) – <i>wave (sea)</i>
être vert (v) – <i>to be 'green'/ecologically aware</i>	victime (f) – <i>victim (men and women)</i>
forêt équatoriale (f) – <i>rainforest</i>	
incendie (de forêt) (m) – <i>(forest) fire</i>	

## 2 Weather and climate

averse (f) – <i>shower</i>	il gèle – <i>it is icy</i>
beau (adj) – <i>fine</i>	il neige – <i>it is snowing</i>
brouillard (m) – <i>fog</i>	il tonne – <i>it is thundering</i>
brume (f) – <i>mist</i>	il y a du brouillard – <i>it is foggy</i>
brumeux(~euse) (adj) – <i>misty</i>	il y a du vent – <i>it is windy</i>
chaleur (f) – <i>heat</i>	imperméable (m) – <i>raincoat</i>
changer (v) – <i>to change</i>	manteau (m) – <i>coat</i>
chaud(e) (adj) – <i>hot</i>	mauvais(e) (adj) – <i>bad</i>
ciel (m) – <i>sky</i>	météo (f) – <i>weather forecast</i>
climat (m) – <i>climate</i>	neige (f) – <i>snow</i>
couvert(e) (m) – <i>cloudy, overcast</i>	neiger – <i>to snow</i>
degré (m) – <i>degree</i>	neigeux(~euse) (adj) – <i>snowy</i>
département (m) – <i>county</i>	nord (m) – <i>north</i>
écharpe (f) – <i>scarf, muffler</i>	nuage (m) – <i>cloud</i>
éclaircie (f) – <i>sunny interval</i>	nuageux(~euse) (adj) – <i>cloudy</i>
est (m) – <i>east</i>	orage (m) – <i>storm</i>
étoile (f) – <i>star</i>	ouest (m) – <i>west</i>
foulard (m) – <i>(head) scarf</i>	parapluie (m) – <i>umbrella</i>
fort(e) (adj) – <i>strong</i>	pleuvoir (v) – <i>to rain</i>
froid(e) (adj) – <i>cold</i>	pluie (f) – <i>rain</i>
glace (f) – <i>ice</i>	saison (f) – <i>season</i>
il fait X degrés (v) – <i>it is X degrees</i>	soleil (m) – <i>sun</i>
il fait beau – <i>it is fine</i>	sud (m) – <i>south</i>
il fait chaud – <i>it is warm</i>	température (f) – <i>temperature</i>
il fait soleil/il y a du soleil – <i>it is sunny</i>	temps (m) – <i>weather</i>
il fait froid – <i>it is cold</i>	tonnerre (m) – <i>thunder</i>
il fait mauvais – <i>it is bad weather</i>	vent (m) – <i>wind</i>

### 3 Travel and transport

accident (m) – <i>accident</i>	gare (f) – <i>station</i>
aéroglysseur (m) – <i>hovercraft</i>	gazole (m) – <i>diesel</i>
aéroport (m) – <i>airport</i>	gare routière (f) – <i>bus station</i>
à l'étranger (adv) – <i>abroad</i>	gare SNCF (f) – <i>railway station</i>
aller-retour (m/adj) – <i>return (ticket)</i>	gas-oil (m) – <i>diesel</i>
aller simple (m/adj) – <i>single (ticket)</i>	garer (v) – <i>to park</i>
arrêt d'autobus (m) – <i>bus stop</i>	guichet (m) – <i>ticket office</i>
arrivée (f) – <i>arrival</i>	kilomètre (m) – <i>kilometre</i>
arriver (v) – <i>to arrive</i>	marcher (v) – <i>to walk</i>
atterrir (v) – <i>to land</i>	mètre (m) – <i>metre</i>
automobiliste (m/f) – <i>driver</i>	métro (m) – <i>underground</i>
autoroute (f) – <i>motorway</i>	mobylette (f) – <i>moped</i>
avion (m) – <i>aeroplane</i>	monter dans (v) – <i>get in/get on</i>
bagages (m pl) – <i>luggage</i>	moteur (m) – <i>engine</i>
bateau (m) – <i>boat, ship</i>	motocyclette (f) – <i>motorbike</i>
billet (m) – <i>ticket</i>	panne (f) – <i>breakdown</i>
bon séjour (adj+m) – <i>have a nice stay</i>	permis de conduire (m) – <i>driving licence</i>
bon voyage (adj+m) – <i>have a good journey</i>	pièce d'identité (f) – <i>(form of) identification</i>
bicyclette (f) – <i>bicycle</i>	piéton(ne) (adj+m) – <i>pedestrian</i>
billet (m) – <i>ticket</i>	pneu (m) – <i>tyre</i>
bureau des objets trouvés (m) – <i>lost property office</i>	portière (f) – <i>door (of vehicle)</i>
bus (m) – <i>bus</i>	priorité (f) – <i>priority</i>
camion (m) – <i>lorry, truck</i>	prochain(e) (adj) – <i>next</i>
car (m) – <i>(long distance) coach</i>	quai (m) – <i>platform</i>
carrefour (m) – <i>crossroads</i>	ralentir (v) – <i>to reduce speed</i>
casque (m) – <i>(crash) helmet</i>	rater (v) – <i>to miss (e.g. train)</i>
changer – <i>change</i>	retard (m) – <i>delay</i>
chauffeur (m) – <i>driver (of bus, taxi etc.)</i>	roue (f) – <i>wheel</i>
chemin de fer (m) – <i>railway</i>	route (nationale) (f) – <i>main road</i>
circulation (f) – <i>traffic</i>	salle d'attente (f) – <i>waiting room</i>
coffre (m) – <i>boot (of car)</i>	sans plomb (adj) – <i>unleaded</i>
coin (m) – <i>corner</i>	s'arrêter (v) – <i>to stop</i>
	sécurité (f) – <i>safety</i>
	sortie (de secours) (f) – <i>(emergency) exit</i>

### 3 Travel and transport

conducteur/conductrice (m/f) – *driver*

conduire (v) – *to drive*

consigne (f) – *left-luggage office*

contrôleur (m) – *ticket inspector*

décoller (v) – *take off (aeroplane)*

défense de (+verb) – *do not*

départ (m) – *departure*

descendre de (v) – *get out/get off*

douane (f) – *customs*

doubler (v) – *to overtake, to pass*

droit (m) – *right (to do something)*

en panne (adj) – *broken down, not working*

embouteillage (m) – *traffic jam*

essence (f) – *petrol*

faire de l'auto-stop (v) – *to hitchhike*

faire le plein (v) – *to fill the tank*

ferry(boat) (m) – *ferry*

frontière (f) – *border*

stationner (v) – *to park*

station-service (f) – *service station*

taxi (m) – *taxi*

train (m) – *train*

trajet (m) – *journey, trip*

tram (m) – *tram*

station-service (f) – *service station*

transports en commun (m) – *public transport*

tunnel sous la Manche (m) – *Channel Tunnel*

vélo (m) – *bicycle*

vélocycle (m) – *moped*

vérifier/contrôler (v) – *to check*

vite (adv) – *quickly, fast*

vitesse (f) – *speed*

voiture (f) – *car*

voler (v) – *to fly*

voyager (v) – *to travel*

### 4 The media

actualités (f pl) – *the news*

adulte (adj) – *adult*

acteur(~/trice) (m/f) – *actor/actress*

amusant(e) (adj) – *amusing*

auditeur (m) – *listener*

bande dessinée (f) – *cartoon strip/graphic novel*

billet (m) – *ticket*

célèbre (adj) – *famous*

chaîne (de télévision) (f) – *(television) channel*

chanson (f) – *song*

chanter (v) – *to sing*

hebdomadaire (adj) – *weekly (magazine)*

jeu télévisé (m) – *game show*

journal (m) – *newspaper/news broadcast*

journal télévisé (m) – *news*

lire (v) – *to read*

mode (f) – *fashion*

montrer (v) – *to show*

nouvelles (f) – *news*

personnalité (f) – *celebrity (men and women)*

petites annonces (f pl) – *small ads*

pièce de théâtre (f) – *play*

place (f) – *seat (in cinema etc.)*

prix (m) – *price*

## The media (continued)

chanteur(˘euse) (m/f) – <i>singer</i>	poste de télévision/de radio (m) – <i>television/radio set</i>
choquer (v) – <i>to shock</i>	
combien (adv) – <i>how much/how many</i>	présentateur(˘trice) – <i>newsreader/presenter</i>
comédie de situation/sitcom (f) – <i>sitcom</i>	pub(licité) (f) – <i>advertising/advertisement</i>
commencer (v) – <i>to start</i>	quotidien (m) – <i>daily (newspaper)</i>
coûter (v) – <i>to cost</i>	réduit(e) (adj) – <i>reduced</i>
décrire (v) – <i>to describe</i>	regarder (v) – <i>to watch, to look at</i>
dessin animé (m) – <i>cartoon film</i>	reportage (sportif) (m) – <i>(sports) report</i>
documentaire (m) – <i>documentary</i>	réserver (à l'avance) (v) – <i>to book (ahead)</i>
doublé(e) (adj) – <i>dubbed</i>	roman (d'aventures) (m) – <i>(adventure) novel</i>
drôle (adj) – <i>funny</i>	roman policier (m) – <i>detective novel</i>
écouter (v) – <i>to listen to</i>	séance (f) – <i>performance, showing (of film), session</i>
effets spéciaux (m pl) – <i>special effects</i>	série (f) – <i>series</i>
émission (f) – <i>programme, broadcast</i>	se divertir (v) – <i>to be entertained</i>
émouvant(e) (adj) – <i>moving</i>	sous-titré(e) (adj) – <i>subtitled</i>
entrée (f) – <i>way in, entrance/entrance fee</i>	spectacle (m) – <i>show, performance</i>
étudiant(e) (m/f) – <i>student</i>	spot publicitaire (m) – <i>commercial</i>
fana (m/f) – <i>fan</i>	station de radio (f) – <i>radio station</i>
fanatique de (adj) – <i>fan of</i>	tarif (m) – <i>list of prices</i>
feuilleton (m) – <i>serial, soap opera</i>	télécommande (f) – <i>remote control</i>
film comique (m) – <i>comedy</i>	télé-réalité (f) – <i>reality television</i>
film d'amour (f) – <i>romantic film</i>	triste (adj) – <i>sad</i>
film d'horreur (m) – <i>horror film</i>	vedette (f) – <i>star (men and women)</i>
film policier (m) – <i>crime film</i>	zapper (v) – <i>to channel hop</i>
finir (v) – <i>to end, to finish</i>	
fin (f) – <i>end</i>	

## 5 Information and communication technology

aide (f) – <i>help</i>	mot de passe (m) – <i>password</i>
appli (f) – <i>app</i>	musique (f) – <i>music</i>
base de données (f) – <i>database</i>	navigateur (m) – <i>browser</i>
chatter/tchater (v) – <i>to chat (online)</i>	naviguer (v) – <i>to browse</i>
clavier (m) – <i>keyboard</i>	numérique (adj) – <i>digital</i>
clé USB (f) – <i>USB</i>	ordinateur (m) – <i>computer</i>
cliquer (v) – <i>to click</i>	ordinateur portable (m) – <i>laptop</i>
coller (v) – <i>to paste</i>	page d'accueil (f) – <i>homepage</i>
console (f) – <i>games console</i>	piratage (m) – <i>hacking, illegal downloading</i>
copier (v) – <i>to copy</i>	pirate (m) – <i>hacker</i>
couper (v) – <i>to cut</i>	portable (m) – <i>mobile phone</i>
courriel/courrier électronique (m) – <i>email</i>	réseau social (m) – <i>social network</i>
curseur (m) – <i>cursor</i>	sans fil – <i>wireless</i>
disque dur (m) – <i>hard disk/hard drive</i>	sauvegarder (v) – <i>to back up</i>
dossier (m) – <i>folder</i>	se connecter (v) – <i>to log in/on</i>
écran (m) – <i>screen</i>	site (web) (m) – <i>website</i>
effacer (v) – <i>to erase</i>	SMS (m) – <i>text message</i>
e-mail (m) – <i>email</i>	souris (informatique) (f) – <i>(computer) mouse</i>
en direct – <i>live (unrecorded)</i>	supprimer (v) – <i>to delete</i>
en ligne – <i>online</i>	surfer sur Internet (v) – <i>to surf the internet</i>
enregistrer (v) – <i>to record</i>	tablette (f) – <i>tablet</i>
forum de discussion (m) – <i>chat room</i>	télécharger (v) – <i>to download/to upload</i>
haut débit (m) – <i>broadband</i>	télé par satellite (f) – <i>satellite TV</i>
imprimante (f) – <i>printer</i>	texto (m) – <i>text message</i>
internaute (m) – <i>web user, surfer</i>	touche (f) – <i>key</i>
lecteur DVD (m) – <i>DVD player</i>	réalité virtuelle (f) – <i>virtual reality</i>
livre numérique (m) – <i>e-book</i>	virus (m) – <i>virus</i>
logiciel (m) – <i>software</i>	wifi/Wi-Fi (m) – <i>Wi-Fi</i>
messagerie électronique (f) – <i>electronic mail</i>	
moniteur (informatique) (m) – <i>screen, monitor</i>	

# Theme E – Social activities, fitness and health

## 1 Special occasions

acrobate (m/f) – <i>acrobat</i>	lumière (f) – <i>light</i>
animal (m) – <i>animal</i>	mariage (m) – <i>wedding</i>
anniversaire (m) – <i>birthday</i>	marié (m) – <i>groom</i>
attendre (v) – <i>to wait</i>	mariée (f) – <i>bride</i>
bague (f) – <i>ring with stone</i>	montre (f) – <i>watch</i>
bienvenu(e) (adj) – <i>welcome</i>	musée (m) – <i>museum</i>
bijou(x) (m) – <i>jewel(s)/jewellery</i>	nappe (f) – <i>tablecloth</i>
bizarre (adj) – <i>odd, curious, strange</i>	noces (f pl) – <i>wedding (festivities)</i>
bon appétit (m) – <i>enjoy your meal</i>	parc d'attractions (m) – <i>theme park</i>
bonjour (m) – <i>hello</i>	parc aquatique (m) – <i>waterpark, aquapark</i>
boum/soirée/fête (m) – <i>party</i>	parfum (m) – <i>perfume</i>
bouteille (f) – <i>bottle</i>	passionnant(e) (adj) – <i>exciting, gripping</i>
cadeau(x) (m) – <i>present(s)</i>	pique-nique (m) – <i>picnic</i>
cérémonie (f) – <i>ceremony</i>	présenter (v) – <i>to introduce</i>
(restaurant) chic (inv adj) – <i>smarty, stylish, 'posh'</i>	ravi(e) (adj) – <i>delighted</i>
circonstances (f pl) – <i>circumstances</i>	rencontrer (v) – <i>to meet</i>
cirque (m) – <i>circus</i>	rendre visite à (v) – <i>to visit (people)</i>
embrasser (v) – <i>to hug/to kiss</i>	robe (f) – <i>dress</i>
en famille – <i>with the family, as a family</i>	ruban (m) – <i>ribbon</i>
excursion (f) – <i>outing</i>	self-(service) (m) – <i>self-service restaurant</i>
faire la bise (v + f) – <i>to greet with a kiss</i>	serviette (m) – <i>table napkin, serviette</i>
fast-food (m) – <i>fast-food restaurant</i>	sortie (scolaire) (f) – <i>(school) outing</i>
félicitations – <i>congratulations</i>	sortie (f) – <i>exit, way out</i>
fiançailles (pl) – <i>engagement</i>	souhaiter la bienvenue (v) – <i>to welcome</i>
fiancé(e) (m/f) – <i>fiancé, betrothed</i>	spécialité (de la maison) (f) – <i>speciality of the house</i>
gardien(ne) (m/f) – <i>warden, (zoo)keeper</i>	spectacle (m) – <i>show, performance</i>
gaspillage d'argent – <i>waste of money</i>	tutoyer (v) – <i>to call someone 'tu'</i>
gâteau de fête (m) – <i>celebration cake</i>	visiteur (euse) (m/f) – <i>visitor</i>
grand public (m) – <i>general public</i>	(jardin) zoo (logique) (m) – <i>zoo</i>
impressionnant(e) (adj) – <i>impressive</i>	
jour de congé (m) – <i>day off, holiday</i>	



## 2 Hobbies, interests, sports and exercise

aller à la pêche (v) – <i>to go fishing</i>	jardinage (m) – <i>gardening</i>
aller chercher (v) – <i>to fetch</i>	jardiner (v) – <i>to garden</i>
athlétisme (m) – <i>athletics</i>	jeu de société (m) – <i>board game</i>
balle (de tennis) (f) – <i>(tennis) ball</i>	jeu électronique (m) – <i>electronic game</i>
ballon de football (m) – <i>(foot)ball</i>	jeu vidéo (m) – <i>video game</i>
batterie (f) – <i>drums</i>	jouer de (v) – <i>to play (musical instrument)</i>
boîte de nuit (f) – <i>discotheque, nightclub</i>	jouer à (v) – <i>to play (games/sports)</i>
bowling (m) – <i>(ten-pin) bowling alley</i>	jouer de (v) – <i>to play (instrument)</i>
bricolage (m) – <i>do-it-yourself (DIY)</i>	jouer aux boules (v) – <i>to play a game of boules</i>
centre sportif (m) – <i>sports centre</i>	lancer (v) – <i>to throw</i>
chez moi – <i>at (my) home</i>	lecture (f) – <i>reading</i>
complexe sportif (m) – <i>sports centre</i>	lire (v) – <i>to read</i>
correspondant(e) (m/f) – <i>penfriend</i>	loisirs (m pl) – <i>leisure, pastime(s)</i>
courir (v) – <i>to run</i>	maison des jeunes (f) – <i>youth club</i>
danser (v) – <i>to dance</i>	match de (m) – <i>match of, game of</i>
dessiner (v) – <i>to draw</i>	nager (v) – <i>to swim</i>
échecs (m pl) – <i>chess</i>	passe-temps (m) – <i>pastime</i>
écouter (v) – <i>to listen</i>	patinage (artistique) (m) – <i>(figure) skating</i>
équipe (f) – <i>team</i>	patinoire (f) – <i>skating/ice rink</i>
faire de la musculation (v) – <i>to do weight training</i>	patins à glace (m pl) – <i>ice skates</i>
faire de la natation (v) – <i>to go swimming</i>	patins à roulettes (m pl) – <i>rollerskates</i>
faire de la peinture (v) – <i>to paint</i>	piano (m) – <i>piano</i>
faire de la planche à voile (v) – <i>to windsurf</i>	plonger (v) – <i>to dive</i>
faire de la voile (v) – <i>to sail</i>	raquette (f) – <i>racket</i>
faire de l'équitation (v) – <i>to go horse riding</i>	roman (m) – <i>novel</i>
faire du bowling (v) – <i>to go (ten-pin) bowling</i>	sauter (v) – <i>to jump</i>
faire du cheval (v) – <i>to go horse riding</i>	s'amuser (v) – <i>to enjoy oneself</i>
faire du footing (v) – <i>to go jogging</i>	se baigner (v) – <i>to go swimming</i>
faire du roller (v) – <i>to go rollerblading</i>	se détendre (v) – <i>to relax</i>
faire du skate (v) – <i>to skateboard</i>	s'inscrire (v) – <i>to register, to enter (for competition)</i>
faire du ski (nautique) (v) – <i>to (water) ski</i>	se promener (v) – <i>to go for a walk</i>
faire du sport (v) – <i>to do sports</i>	se reposer (v) – <i>to rest</i>
	sortir (v) – <i>to go out</i>

## Hobbies, interests, sports and exercise (continued)

faire du vélo (v) – <i>to go cycling</i>	sportif(˜tive) (adj) – <i>sporty</i>
faire partie de (v) – <i>to belong to/to be part of</i>	stade (m) – <i>stadium</i>
faire une promenade (v) – <i>to go for a walk</i>	temps libre (m) – <i>spare time</i>
faire une randonnée (v) – <i>to go for a long walk/hike</i>	terrain de sport (m) – <i>sports ground</i>
flûte (f) – <i>flute</i>	trompette (f) – <i>trumpet</i>
flûte à bec (f) – <i>(descant) recorder</i>	violon (m) – <i>violin</i>
gymnastique (f) – <i>gymnastics</i>	

## 3 Shopping and money matters

achats (m pl) – <i>purchases</i>	faire des économies (v) – <i>to save/to make savings</i>
acheter (v) – <i>to buy</i>	faire du lèche-vitrine (v) – <i>to window shop</i>
argent de poche (m) – <i>pocket money</i>	faire du shopping (v) – <i>(to go) shopping (for pleasure)</i>
banque (f) – <i>bank</i>	fermer (v) – <i>to close</i>
bijouterie (f) – <i>jewellery shop</i>	fermeture (f) – <i>closing</i>
bon marché (inv adj) – <i>cheap</i>	grande surface (f) – <i>supermarket, hypermarket</i>
boucherie (f) – <i>butcher's shop</i>	grand magasin (m) – <i>department store</i>
boulangerie(f) – <i>baker's shop</i>	hypermarché (m) – <i>hypermarket</i>
boutique (f) – <i>small shop</i>	librairie (f) – <i>bookshop</i>
bureau de change (m) – <i>foreign exchange office</i>	magasin (m) – <i>shop, store</i>
bureau de tabac (m) – <i>small shop selling cigarettes etc.</i>	magasin de cadeaux (m) – <i>gift shop</i>
caisse (f) – <i>till, cash desk</i>	libre-service (m) – <i>self-service shop</i>
carte de crédit (f) – <i>credit card</i>	marchand (m) – <i>seller/shopkeeper</i>
carte bancaire (f) – <i>debit card</i>	marché (m) – <i>market</i>
centre commercial (m) – <i>shopping centre, shopping mall</i>	marque (m) – <i>make</i>
chapeau (m) – <i>hat</i>	monnaie (f) – <i>(small) change, coins/currency</i>
charcuterie (f) – <i>cooked meat shop</i>	ouverture (f) – <i>opening</i>
chaussures (f pl) – <i>shoes</i>	ouvrir (v) – <i>to open</i>
	papeterie (f) – <i>stationery/stationery shop</i>
	pharmacie (f) – <i>chemist's shop</i>

## Shopping and money matters (continued)

chèque (de voyage) (m) – <i>(traveller's) cheque</i>	pointure (f) – <i>shoe size</i>
cher/chère (adj) – <i>expensive</i>	portefeuille (m) – <i>wallet</i>
choix (m) – <i>choice</i>	porte-monnaie (m) – <i>purse</i>
client(e) (m/f) – <i>customer, client</i>	prix (m) – <i>price</i>
combien (adv) – <i>how much/how many</i>	produit (m) – <i>product</i>
commander (v) – <i>to order</i>	rayon (m) – <i>department</i>
commerçant(e) (m/f) – <i>shopkeeper</i>	sac (en plastique) (m) – <i>(plastic) bag</i>
concurrence (f) – <i>competition</i>	solde (m) – <i>(end of season) sale</i>
confiserie (f) – <i>sweet shop</i>	supermarché (m) – <i>supermarket</i>
consommateur (m) – <i>consumer</i>	taille (f) – <i>size</i>
coûter (v) – <i>to cost</i>	vendre (v) – <i>to sell</i>
cuir (m) – <i>leather</i>	vêtements (m pl) – <i>clothes</i>
doigt (m) – <i>finger</i>	vitrine (f) – <i>(shop) window</i>
exercice (m) – <i>exercise</i>	
facture (f) – <i>bill, charge</i>	
faire les courses (v) – <i>(to go) shopping (for essentials)</i>	

## 4 Accidents, injuries, common ailments and health issues

alcool (m) – <i>alcohol</i>	langue (f) – <i>tongue</i>
aller mieux (v) – <i>to be better</i>	maigrir (v) – <i>to lose weight</i>
asthme (m) – <i>asthma</i>	main (f) – <i>hand</i>
avoir (de) la fièvre (v) – <i>to have a temperature</i>	malade (adj) – <i>ill, sick</i>
avoir mal à l'estomac (v) – <i>to have stomach ache</i>	maladie (f) – <i>illness</i>
avoir mal à l'oreille (v) – <i>to have earache</i>	médecin (m/f) – <i>doctor</i>
avoir mal à la gorge (v) – <i>to have a sore throat</i>	médicament (m) – <i>medicine, drugs</i>
avoir mal à la tête (v) – <i>to have a headache</i>	mouchoir (en papier) (m) – <i>(paper) handkerchief</i>
avoir mal au cœur (v) – <i>to feel sick</i>	nez (m) – <i>nose</i>
avoir mal au cou (v) – <i>to have a stiff neck</i>	œil (m) yeux (m pl) – <i>eye(s)</i>
avoir mal au dos (v) – <i>to have backache</i>	ordonnance (f) – <i>prescription</i>
	mal d'oreille (f) – <i>ear ache</i>
	pied (m) – <i>foot</i>

## Accidents, injuries, common ailments and health issues (continued)

avoir mal au ventre (v) – to have stomach	pilule (f) – pill
avoir mal aux dents (v) – to have toothache	piquer (v) – to inject/to sting (e.g. bee)
blessé(e) (adj) – injured	piqûre (f) – injection/bite, sting
bouche (f) – mouth	poitrine (f) – chest
bras (m) – arm	prendre (v) – to take
cœur (m) – heart	rendez-vous (m) – appointment
comprimé (m) – pill, tablet	respirer (v) – to breathe
corps (m) – body	sain(e) (adj) – healthy
dent (f) – tooth	SAMU (m) – ambulance service
diarrhée (f) – diarrhoea	sang (m) – blood
dormir (v) – to sleep	santé (f) – health
être enrhumé(e) (v) – to have a cold	se reposer (v) – to rest
être en (pleine) forme (v) – to be in (good) shape, to be (very) well	sirop (m) – mixture, syrup
fumer (v) – to smoke	souffrir (v) – to suffer
fumeur (m) – smoker	pansement (m) – sticking plaster
garder le lit (v) – to stay in bed	tabac (m) – tobacco
genou (m) – knee	tête (f) – head
gorge (f) – throat	tomber (v) – to fall
grandir (v) – to get taller	tomber malade – to become ill, to fall sick
grave (adj) – serious	tousser (v) – to cough
grippe (f) – flu, influenza	ventre (m) – stomach
grossir (v) – to put on weight	vomir (v) – to vomit
heurter (v) – to hit, to knock	yeux (m pl) – see œil
hôpital (m) – hospital	
infirmier (~ère) (m/f) – nurse	
jambe (f) – leg	

## 5 Food and drink

abricot (m) – apricot	lait (m) – milk
agneau (m) – lamb	lapin (m) – rabbit
ananas (m) – pineapple	lard (m) – bacon
baguette (f) – French stick (bread)	légume (m) – vegetable
banane (f) – banana	limonade (f) – lemonade

## Food and drink (continued)

beurre (m) – <i>butter</i>	manger (v) – <i>to eat</i>
bien cuit(e) (adj) – <i>well done (cooked)</i>	meilleur(e) (adj) – <i>better</i>
bière (f) – <i>beer</i>	morceau de (m) – <i>(small) piece of</i>
bifteck (m) – <i>steak (beef)</i>	moules (marinière) (f) – <i>mussels (cooked in white wine)</i>
bœuf (m) – <i>beef</i>	moutarde (f) – <i>mustard</i>
boire (v) – <i>to drink</i>	mouton (m) – <i>mutton</i>
boisson (f) – <i>drink</i>	nourriture (f) – <i>food</i>
boîte (f) – <i>tin</i>	œuf (m) – <i>egg</i>
bon(ne) (adj) – <i>good</i>	oignon (m) – <i>onion</i>
bon appétit – <i>enjoy your meal</i>	omelette (f) – <i>omelette</i>
bonbon (m) – <i>sweet</i>	orange (f) – <i>orange</i>
boucherie (f) – <i>butcher's shop</i>	pain (m) – <i>bread</i>
boulangerie (f) – <i>bread shop</i>	pain grillé (m) – <i>toast</i>
café (m) – <i>coffee</i>	parfum (m) – <i>flavour</i>
café au lait (m) – <i>coffee with milk</i>	pâté (m) – <i>meat paté</i>
(café) crème (m) – <i>white coffee</i>	pâté en croûte (m) – <i>meat pie</i>
(café) expresso (m) – <i>espresso coffee</i>	pâtes (f) – <i>pasta</i>
café noir – <i>black coffee</i>	pâtisserie (f) – <i>(sweet) pastry/cake</i>
canard (m) – <i>duck</i>	pâtisserie (f) – <i>cake shop</i>
cannette de (f) – <i>can of (drink)</i>	pêche (f) – <i>peach</i>
carotte (f) – <i>carrot</i>	petit-déjeuner (m) – <i>breakfast</i>
casse-croûte (m) – <i>snack</i>	petit pain (m) – <i>bread roll</i>
céréales (f pl) – <i>(breakfast) cereals</i>	petits pois (m pl) – <i>(green) peas</i>
cerise (f) – <i>cherry</i>	plat du jour (m) – <i>today's special, dish of the day</i>
champignon (m) – <i>mushroom</i>	plat principal (m) – <i>main meal</i>
chips (f pl) – <i>crisps</i>	poire (f) – <i>pear</i>
chocolat (chaud) (m) – <i>(hot) chocolate</i>	poisson (m) – <i>fish</i>
chou (m) – <i>cabbage</i>	poissonnerie (f) – <i>fishmonger's shop</i>
chou de Bruxelles (m) – <i>Brussel sprouts</i>	poivre (m) – <i>pepper</i>
chou-fleur (m) – <i>cauliflower</i>	pomme (f) – <i>apple</i>
cidre (m) – <i>cider</i>	pomme de terre (f) – <i>potato</i>
citron (m) – <i>lemon</i>	porc (m) – <i>pork</i>
coca (m) – <i>cola drink</i>	
concombre (m) – <i>cucumber</i>	

## Food and drink (continued)

confiserie (f) – <i>sweets</i>	potage (m) – <i>soup</i>
confiserie (f) – <i>sweet shop</i>	poulet (m) – <i>chicken</i>
confiture (f) – <i>jam, fruit preserves</i>	prendre un repas – <i>to have a meal</i>
côtelette (f) – <i>chop, cutlet</i>	pression (f) – <i>draft beer</i>
crème (f) – <i>cream</i>	prune (f) – <i>plum</i>
crêpe (f) – <i>pancake</i>	radis (m) – <i>radish</i>
crêperie (f) – <i>pancake stall</i>	ragoût (m) – <i>casserole</i>
crevette (f) – <i>shrimp, prawn</i>	raisin (m) – <i>grape</i>
croque-madame (m) – <i>croque-monsieur with fried egg</i>	recette (f) – <i>recipe</i>
croque-monsieur (m) – <i>toasted ham and cheese sandwich</i>	repas (m) – <i>meal</i>
crudités (f pl) – <i>raw vegetables</i>	riz (m) – <i>rice</i>
déjeuner (m) – <i>lunch</i>	rôti(e) (adj) – <i>roast</i>
délicieux(~/ieuse) – <i>delicious</i>	salade (verte) (f) – <i>(green) salad</i>
dessert (m) – <i>dessert, pudding, sweet course</i>	sandwich (au fromage/au jambon) (m) – <i>(cheese/ham) sandwich</i>
dinde (f) – <i>turkey</i>	sauce vinaigrette (f) – <i>oil and vinegar dressing</i>
dîner (m) – <i>dinner</i>	saucisse (f) – <i>sausage (uncooked meat)</i>
eau minérale (f) – <i>mineral water</i>	saucisson (m) – <i>cooked meat sausage</i>
entrée (f) – <i>starter</i>	saumon (m) – <i>salmon</i>
farine (f) – <i>flour</i>	savoureux(~/euse) (adj) – <i>tasty, full of flavour</i>
filet (m) – <i>fillet</i>	sel (m) – <i>salt</i>
frais (fraîche) (adj) – <i>fresh/cool</i>	soda (m) – <i>fizzy drink</i>
fraise (f) – <i>strawberry</i>	souper (m) – <i>supper</i>
framboise (f) – <i>raspberry</i>	steak-frites (m) – <i>steak and chips</i>
frites (f pl) – <i>(potato) chips</i>	sucre (m) – <i>sugar</i>
fromage (m) – <i>cheese</i>	tarte (aux pommes) (f) – <i>(apple) tart</i>
fruits de mer (m pl) – <i>seafood</i>	tartine (f) – <i>(slice of) bread and butter</i>
fumé(e) (adj) – <i>smoked</i>	thé (m) – <i>tea</i>
gâteau (m) – <i>cake</i>	thon (m) – <i>tuna</i>
gauffre (f) – <i>waffle</i>	tomate (f) – <i>tomato</i>
glace (f) – <i>ice cream</i>	tranche de (f) – <i>slice of</i>
goûter (v) – <i>to taste, to sample</i>	(avoir) un goût de – <i>(to) taste of</i>
	veau (m) – <i>veal</i>
	végétarien(ne) (adj) – <i>vegetarian</i>

## **Food and drink (continued)**

goûter (m) – *afternoon snack*

haricot vert (m) – *green bean*

hors d'œuvre (m) – *starter*

huile (m) – *oil*

jambon (m) – *ham*

jus (m) – *juice*

viande (f) – *meat*

vin (m) – *wine*

vinaigre (m) – *vinegar*

yaourt (m) – *yog(h)urt*

# Non-topic-specific vocabulary

## Abbreviations/acronyms

Bac: baccalauréat – *school leaving exam*

EPS: éducation physique et sportive – *PE*

M.: Monsieur – *Mr*

M<sup>me</sup>: Madame – *Mrs*

M<sup>lle</sup>: Mademoiselle – *Miss*

ONU: Organisation des Nations Unies – *UN (United Nations)*

SNCF: Société nationale des chemins de fer français – *National Society of French Railways*

TGV: Train à Grande Vitesse – *High Speed Train*

TVA: Taxe sur la valeur ajoutée – *VAT (Value Added Tax)*

UE: Union Européenne – *EU (European Union)*

## Social conventions

à bientôt – *see you soon*

à demain – *see you tomorrow*

à toute à l'heure – *see you later*

amicalement – *kind regards*

au revoir – *goodbye*

au secours! – *help!*

bonjour – *hello*

bonne journée – *have a nice day*

bonne nuit – *good night*

bonsoir – *good evening*

de rien – *don't mention it*

(je suis) désolé(e) – *I'm sorry*

enchanté(e) – *pleased to meet you!*

félicitations! – *congratulations*

merci – *thank you*

salut – *hello*

s'il vous plaît – *please*

## Prepositions

à – *to, toward*

à cause de – *because of*

à l'arrière plan – *in the background*

à l'extérieur de – *outside*

après – *after*

au lieu de – *instead of*

au premier plan – *in the foreground*

avant – *before*

avec – *with*

chez – *at the home of*

contre – *against*

dans – *in*

en cas de – *in case of*

en haut – *at the top of/upstairs*

entre – *between (two objects)*

environ – *about*

jusqu'à – *until/up to*

loin de – *far from*

par – *through, by*

parmi – *between (several objects)*

pendant – *during/for*

pour – *for*

près de – *near to*

sans – *without*



## Prepositions (continued)

de – *of/from*

depuis – *since/from*

derrière – *behind*

devant – *in front of*

en – *in*

sauf – *except for*

selon – *according to*

sous – *under(neath), beneath*

sur – *on/about (a subject)*

## Adjectives

actuel – *present-day*

affreux(∼euse) – *dreadful, awful*

ancien(ne) – *old/former*

autre – *other*

bête – *stupid/silly*

beau (belle) – *handsome, beautiful, fine*

bon(ne) – *good*

bref (brève) – *short, brief*

bryant – *noisy*

cassé(e) – *broken*

charmant – *charming*

chouette – *great, terrific, nice*

confortable – *comfortable*

content – *happy*

court(e) – *short*

dangereux – *dangerous*

de bonne humeur – *in a good mood*

debout (inv) – *standing*

dégoûtant(e) – *disgusting*

dernier (dernière) – *last*

désolé(e) – *very sorry*

d'une grande valeur – *very valuable*

dur(e) – *hard, harsh*

dynamique – *dynamic*

efficace – *effective*

en colère – *angry*

en plein air – *in the open air*

épuisé – *exhausted*

léger (légère) – *light (weight)*

lourd(e) – *heavy*

magnifique – *magnificent*

marrant – *funny*

mauvais(e) – *bad*

meilleur(e) – *better*

merveilleux(∼euse) – *marvellous*

même – *same*

moche – *ugly/not pleasant*

mûr(e) – *mature/ripe*

nécessaire – *necessary*

neuf (neuve) – *new*

nombreux(∼euse) – *numerous*

nouveau (nouvelle) – *new*

pareil – *similar*

parfait(e) – *perfect*

pire – *worse*

plein(e) – *full*

pressé(e) – *in a hurry*

prochain(e) – *next*

proche – *near*

propre – *(one's) own/clean*

reconnaisant(e) – *grateful*

réel(le) – *real, true, genuine*

sale – *dirty*

salé – *savoury/salty*

satisfait – *satisfied*

sensass (inv) – *terrific, sensational*

## Adjectives (continued)

faible – *weak*

fatigant(e) – *tiring*

fatigué – *tired*

faux (fausse) – *false, not true*

favori (favorite) – *favourite*

fermé(e) à clef – *locked*

formidable – *formidable/very good*

fort(e) – *strong*

gros(se) – *big/fat*

haut(e) – *high*

incroyable – *unbelievable*

jeune – *young*

sérieux(~euse) – *serious*

seul(e) – *alone*

silencieux (~ieuse) – *silent*

sûr(e) (adj) – *sure*

tard – *late*

tôt – *early*

tranquille – *peaceful*

typique – *typical*

utile – *useful*

valable – *valid*

vrai(e) – *true*

## Verbs

accepter – *to accept*

accueillir – *to welcome*

accompagner – *to accompany*

acheter – *to buy*

aider – *to help*

aimer – *to love*

aller – *to go*

allumer – *to light, to switch on*

améliorer – *to improve*

appeler – *to ring up, to call*

apprendre – *to learn*

arrêter – *to stop*

arriver – *to arrive, to happen*

attendre – *to wait/expect*

atterrir – *to land*

attraper – *to catch*

avoir – *to have*

avoir besoin de – *to need*

avoir envie de – *to want to*

avoir l'intention de – *to intend to*

avoir lieu – *to take place*

nager – *to swim*

naître – *to be born*

naviguer – *to browse (web)*

nettoyer – *to clean*

oublier – *to forget*

ouvrir – *to open*

pardonner – *to excuse*

parler – *to speak, to talk*

partir – *to leave*

passer – *to spend*

payer – *to pay*

penser – *to think*

perdre – *to lose*

permettre – *to allow*

piquer – *to sting/bite (bee, etc.)*

plaire – *to please*

pleurer – *to cry*

pleuvoir – *to rain*

plonger – *to dive*

poser – *to put, to place*

poser une question – *to ask a question*

## Verbs (continued)

boire – <i>to drink</i>	pousser – <i>to push</i>
bouder – <i>to sulk</i>	pouvoir – <i>to be able to</i>
brûler – <i>to burn</i>	pratiquer – <i>to practise</i>
cachez – <i>to hide</i>	prendre – <i>to take/to eat</i>
changer – <i>to change, to alter</i>	préférer – <i>to prefer</i>
chanter – <i>to sing</i>	préparer – <i>to prepare for (an exam)</i>
chercher – <i>to look for</i>	présenter – <i>to introduce</i>
choisir – <i>to choose</i>	prêter – <i>to lend</i>
choquer – <i>to shock</i>	quitter – <i>to leave</i>
cliquer – <i>to click</i>	raconter – <i>to tell</i>
commander – <i>to order</i>	ralentir – <i>to slow down</i>
commencer – <i>to begin/start</i>	rater – <i>to miss (train, etc.)</i>
comprendre – <i>to understand</i>	recevoir – <i>to receive</i>
compter – <i>to count/reckon</i>	regarder – <i>to watch</i>
conduire – <i>to drive/to take</i>	regretter – <i>to regret, to be sorry</i>
connaître – <i>to know (a person)</i>	remercier – <i>to thank</i>
conseiller – <i>to advise</i>	remplir – <i>to fill in (a form, etc.)</i>
continuer – <i>to continue</i>	rencontrer – <i>to meet</i>
contrôler – <i>to check</i>	rentrer – <i>to go in/go home</i>
copier – <i>to copy</i>	réparer – <i>to repair</i>
couper – <i>to cut</i>	répéter – <i>to repeat</i>
coûter – <i>to cost</i>	répondre – <i>to reply</i>
courir – <i>to run</i>	réserver – <i>to book (hotel, etc)</i>
croire – <i>to believe/think</i>	respirer – <i>to breathe</i>
danser – <i>to dance</i>	rester – <i>to stay</i>
décider – <i>to decide</i>	résumer – <i>to summarise</i>
décoller – <i>to take off (aeroplane)</i>	retourner – <i>to turn round</i>
décrire – <i>to describe</i>	réussir – <i>to succeed/to be successful/to pass (exam)</i>
déjeuner – <i>to have lunch</i>	revenir, retourner – <i>to return</i>
demander – <i>to ask for</i>	rire – <i>to laugh</i>
dépenser – <i>to spend (money)</i>	s’amuser – <i>to have fun</i>
descendre – <i>to go down/get off</i>	s’arrêter – <i>to stop</i>
désirer – <i>to want, to desire</i>	s’asseoir – <i>to sit down</i>
dessiner – <i>to draw</i>	sauter – <i>to jump</i>

## Verbs (continued)

détester – <i>to hate/detest</i>	sauvegarder – <i>to back up</i>
détruire – <i>to destroy</i>	savoir – <i>to know</i>
devenir – <i>to become</i>	s'échapper – <i>to escape</i>
devoir – <i>to have to</i>	se dépêcher – <i>to hurry up</i>
dire – <i>to say</i>	s'ennuyer – <i>to be bored, to get bored</i>
disputer – <i>to argue</i>	s'intéresser à – <i>to be interested in</i>
donner – <i>to give</i>	s'inscrire – <i>to register/enter (e.g. competition)</i>
donner sur – <i>to overlook</i>	s'occuper de – <i>to look after/to take an interest in</i>
dormir – <i>to sleep</i>	
doubler – <i>to overtake</i>	se baigner – <i>to go swimming</i>
durer – <i>to last</i>	(se faire) bronzer – <i>to tan, to sunbathe</i>
échanger – <i>to exchange</i>	se comporter – <i>to behave</i>
écouter – <i>to listen to</i>	se connecter – <i>to log in/on</i>
écrire – <i>to write</i>	se débrouiller – <i>to manage, to cope</i>
effacer – <i>to erase</i>	se dépêcher – <i>to hurry</i>
embrasser – <i>to hug/to kiss</i>	se détendre – <i>to relax</i>
emprunter – <i>to borrow</i>	se fâcher – <i>to get angry</i>
enregistrer – <i>to record</i>	se lever – <i>to get up</i>
entendre – <i>to hear</i>	se passer – <i>to happen</i>
entrer – <i>to enter, to go in</i>	se rappeler de – <i>to remember, to recall</i>
envoyer – <i>to send</i>	se raser – <i>to shave</i>
espérer – <i>to hope</i>	se reposer – <i>to rest</i>
essayer – <i>to try</i>	se retrouver – <i>to meet up</i>
être – <i>to be</i>	se réveiller – <i>to wake up</i>
étudier – <i>to study</i>	se sentir – <i>to feel</i>
éviter – <i>to avoid</i>	se servir de – <i>to use</i>
expliquer – <i>to explain</i>	se taire – <i>to be quiet, to stop making a noise</i>
faire – <i>to make/do</i>	se trouver – <i>to be (situated)</i>
falloir – <i>to be necessary</i>	sembler – <i>to seem, to appear</i>
fermer – <i>to close/shut</i>	sentir – <i>to smell</i>
fêter – <i>to celebrate</i>	server – <i>to serve</i>
finir – <i>to finish</i>	sonner – <i>to ring</i>
fonctionner – <i>to work, to function</i>	sortir – <i>to go out</i>
frapper – <i>to hit, to knock</i>	souffrir – <i>to suffer</i>
	sourire – <i>to smile</i>

## Verbs (continued)

fumer – *to smoke*

gagner – *to win/earn*

garder – *to keep*

garer – *to park*

grandir – *to grow up*

grimper – *to climb*

gronder – *to tell off, to scold*

grossir – *to put on weight*

habiter – *to live*

heurter – *to hit/knock*

il vaut mieux – *it is better to*

imiter – *to imitate*

suivre – *to follow*

supprimer – *to delete*

taper – *to type*

télécharger – *to download/upload*

tenir – *to hold*

tirer – *to pull*

tomber – *to fall*

toucher – *to touch*

tourner – *to turn*

tousser – *to cough*

travailler – *to work*

traverser – *to cross*

## Verbs (continued)

imprimer – *to print*

inviter – *to invite*

jeter – *to throw*

jouer – *to play*

laisser – *to leave*

laisser tomber – *to drop*

lancer – *to throw*

lire – *to read*

louer – *to rent/hire*

maigrir – *to lose weight*

manger – *to eat*

mener – *to lead*

mentir – *to lie, to tell untruths*

mériter – *to deserve*

mettre – *to put*

monter – *to go up*

montrer – *to show*

mourir – *to die*

trouver – *to find*

tuer – *to kill*

utiliser – *to use*

vendre – *to sell*

venir – *to come*

vérifier – *to check*

verser – *to pour*

vider – *to empty*

visiter – *to visit*

vivre – *to live*

vomir – *to vomit*

zapper – *to channel hop*

## Adverbs

actuellement – *currently*

autrefois – *in the past*

bien – *well*

cependant, pourtant – *however*

déjà – *already*

dehors – *outside*

encore – *still (continuation)/again*

ensemble – *together*

ici – *here*

là – *(over) there*

là-bas – *down there*

là-haut – *up there*

longtemps – *(for) a long time*

mal – *badly*

mieux – *better*

partout – *everywhere*

peut-être – *perhaps*

plus – *more*

plutôt – *rather*

pourtant – *(and) yet*

presque – *nearly*

quelquefois – *sometimes*

toujours – *always/still (continuation)*

tout de suite – *immediately*

très – *very*

trop – *too*

trouver – *to find*

récemment – *recently*

souvent – *often*

surtout – *above all, especially*

tôt – *soon*

vouloir – *to want, to wish*

## Colours

blanc(he) – *white*

bleu(e) – *blue*

brun(e) – *brown, tanned, dark*

clair – *light*

foncé – *dark*

gris(e) – *grey*

jaune – *yellow*

marron (inv) – *chestnut, brown*

noir(e) – *black*

orange – *orange*

rose – *pink*

rouge – *red*

vert(e) – *green*

violet – *violet/purple*

## Quantities

assez de – *enough*

cent – *one hundred*

une centaine – *about one hundred*

beaucoup de – *a great deal of, a lot of*

plusieurs – *several*

un quart de – *one quarter of*

la moitié – *half*

quelques – *some*

mille – *one thousand*

un millier (m) – *about a thousand*

un milliard (m) – *one billion, one thousand million*

un morceau de – *a piece of*

un paquet de – *a packet, parcel of*

un peu de – *a little*

un pot de – *a pot of*

un tiers de – *a third of*

une boîte de – *a tin of*

une bouteille de – *a bottle of*

une dizaine de – *about ten of*

une douzaine de – *a dozen of*

une tranche de – *a slice of*

## Conjunctions

aussi – *also, too*

ensuite – *then*

et – *and*

d'abord – *first (of all)*

donc – *therefore, so*

mais – *but*

ou – *or*

puis – *then*

## Time expressions

à demain – <i>see you tomorrow</i>	hier (adv) – <i>yesterday</i>
à l'heure (adv) – <i>on time</i>	jour (m) – <i>day</i>
an (m) – <i>year</i>	journée (f) – <i>day</i>
année (f) – <i>year</i>	le lendemain – <i>the following day</i>
après-midi (m) – <i>afternoon</i>	maintenant (adv) – <i>now</i>
au début (adv) – <i>at the beginning</i>	matin (m) – <i>morning</i>
au printemps (m) – <i>in (the) spring</i>	midi (m) – <i>midday</i>
après-demain (adv) – <i>the day after tomorrow</i>	minuit (m) – <i>midnight</i>
après-midi (m) – <i>afternoon</i>	mois (m) – <i>month</i>
aujourd'hui (adv) – <i>today</i>	nuit (f) – <i>night</i>
bientôt (adv) – <i>soon</i>	quinzaine (f) – <i>a fortnight</i>
demain (adv) – <i>tomorrow</i>	quinze jours (m) – <i>a fortnight</i>
de temps en temps (adv) – <i>from time to time</i>	semaine (f) – <i>week</i>
d'ici cinq ans – <i>in five years from now</i>	soir (m) – <i>evening</i>
en automne (m) – <i>in (the) autumn</i>	soirée (f) – <i>evening</i>
en été – <i>in (the) summer</i>	toujours – <i>always/still</i>
en hiver – <i>in (the) winter</i>	tous les jours (m pl) – <i>every day</i>
fois (f) – <i>time/opportunity</i>	tout à l'heure (adv) – <i>shortly, soon</i>

## Question words

combien? – <i>how much/many?</i>
comment? – <i>how?</i>
dans quelle mesure/jusqu'à quel point est-ce que – <i>to what extent?</i>
où? – <i>where?</i>
pour quelle raison? – <i>why, for what reason?</i>
pourquoi? – <i>why?</i>
quand? – <i>when?</i>
quel(le)(s)? – <i>which?</i>
qu'est-ce que? – <i>what?</i>
qui? – <i>who?</i>



## Other general expressions

à moi – <i>mine</i>	encore une fois – <i>once more, once again</i>
à mon avis – <i>in my opinion</i>	être en train de (faire) – <i>to be in the process of (doing)</i>
avec plaisir – <i>with pleasure, gladly</i>	être sur le point de – <i>to be about to</i>
avoir raison – <i>to be right</i>	j'en ai assez/marre – <i>I've had enough, I'm fed up</i>
avoir tort – <i>to be wrong</i>	quel dommage – <i>what a pity</i>
bien sûr – <i>of course</i>	par rapport à – <i>compared to</i>
bof! – ( <i>expression of indifference</i> )	tant mieux – <i>so much the better</i>
bonne chance – <i>good luck</i>	tant pis – <i>so much the worse</i>
ça dépend – <i>it depends</i>	voici – <i>here is</i>
ça m'est égal – <i>I don't mind/I don't care</i>	voilà – <i>there is</i>
ça ne fait rien – <i>never mind/it doesn't matter</i>	
ça s'écrit comment ? – <i>How do you spell that?</i>	
ça va ? – <i>How are you?</i>	
d'accord – <i>OK, all right</i>	
de rien – <i>don't mention it/you're welcome</i>	
d'habitude – <i>usually</i>	

## Other words

cela (pron) – <i>that (formal)</i>	nombre (m) – <i>number</i>
chose (f) – <i>thing</i>	non (adv) – <i>no</i>
comme (conj) – <i>as, because</i>	oui (adv) – <i>yes</i>
comme (comp) – <i>as, like</i>	parce que (conj) – <i>because</i>
idée (f) – <i>idea</i>	par exemple (m) – <i>for example</i>
façon (de faire) (f) – <i>way (of doing)</i>	quelqu'un (pron) – <i>someone</i>
fin (f) – <i>end</i>	quelque chose (f) – <i>something</i>
fois (f) – <i>time, occasion</i>	raison (f) – <i>reason</i>
genre (m) – <i>type, sort</i>	si (conj) – <i>so, therefore</i>
inconvenient (m) – <i>disadvantage</i>	si (adv) – <i>so (intensifier)</i>
Madame (f) – <i>Mrs</i>	tout le monde (m sing) – <i>everyone, everybody</i>
Mademoiselle (f) – <i>Miss</i>	
Monsieur (m) – <i>Mr</i>	

## Countries and continents

Afrique (f) – <i>Africa</i>	Europe (f) – <i>Europe</i>
Allemagne (f) – <i>Germany</i>	France (f) – <i>France</i>
Amérique du Nord (f) – <i>North America</i>	Grande-Bretagne (f) – <i>Great Britain</i>
Amérique du Sud/Amérique latine (f) – <i>South America/Latin America</i>	Grèce (f) – <i>Greece</i>
Angleterre (f) – <i>England</i>	Inde (f) – <i>India</i>
Asie (f) – <i>Asia</i>	Irlande (f) – <i>Ireland</i>
Autriche (f) – <i>Austria</i>	Italie (f) – <i>Italy</i>
Bangladesh (m) – <i>Bangladesh</i>	Japon (m) – <i>Japan</i>
Belgique (f) – <i>Belgium</i>	Pakistan (m) – <i>Pakistan</i>
Canada (m) – <i>Canada</i>	Pays-Bas (m pl) – <i>Netherlands</i>
Chine (f) – <i>China</i>	Pays de Galles (m) – <i>Wales</i>
Corse (f) – <i>Corsica</i>	Portugal (m) – <i>Portugal</i>
Danemark (m) – <i>Denmark</i>	Royaume-Uni (m) – <i>United Kingdom</i>
Écosse (f) – <i>Scotland</i>	Russie – <i>Russia</i>
Espagne (f) – <i>Spain</i>	Suède (f) – <i>Sweden</i>
États-Unis (m pl) – <i>United States</i>	Suisse (f) – <i>Switzerland</i>

## Nationalities etc.

africain(e) – <i>African</i>	espagnol(e) – <i>Spanish</i>
allemand(e) – <i>German</i>	européen(ne) – <i>European</i>
américain(e) – <i>American</i>	français(e) – <i>French</i>
anglais(e) – <i>English</i>	gallois(e) – <i>Welsh</i>
asiatique – <i>Asian</i>	grec (grecque) – <i>Greek</i>
autrichien(ne) – <i>Austrian</i>	indien(ne) – <i>Indian</i>
du Bangladesh – <i>Bangladeshi</i>	irlandais(e) – <i>Irish</i>
belge – <i>Belgian</i>	italien(ne) – <i>Italian</i>
canadien(ne) – <i>Canadian</i>	japonais(e) – <i>Japanese</i>
chinois(e) – <i>Chinese</i>	néerlandais(e) – <i>Dutch</i>
corse – <i>Corsican</i>	portugais(e) – <i>Portuguese</i>
danois(e) – <i>Danish</i>	suédois(e) – <i>Swedish</i>
écossais(e) – <i>Scottish</i>	suisse – <i>Swiss</i>

## **Geographical areas and mountains**

Alpes (f pl) – *the Alps*

Bretagne (f) – *Brittany*

Édimbourg – *Edinburgh*

Londres – *London*

Manche (f) – *English Channel*

Massif Central (m) – *the Massif Central*

Midi (m) – *the South of France*

Pyrénées (f pl) – *the Pyrenees*



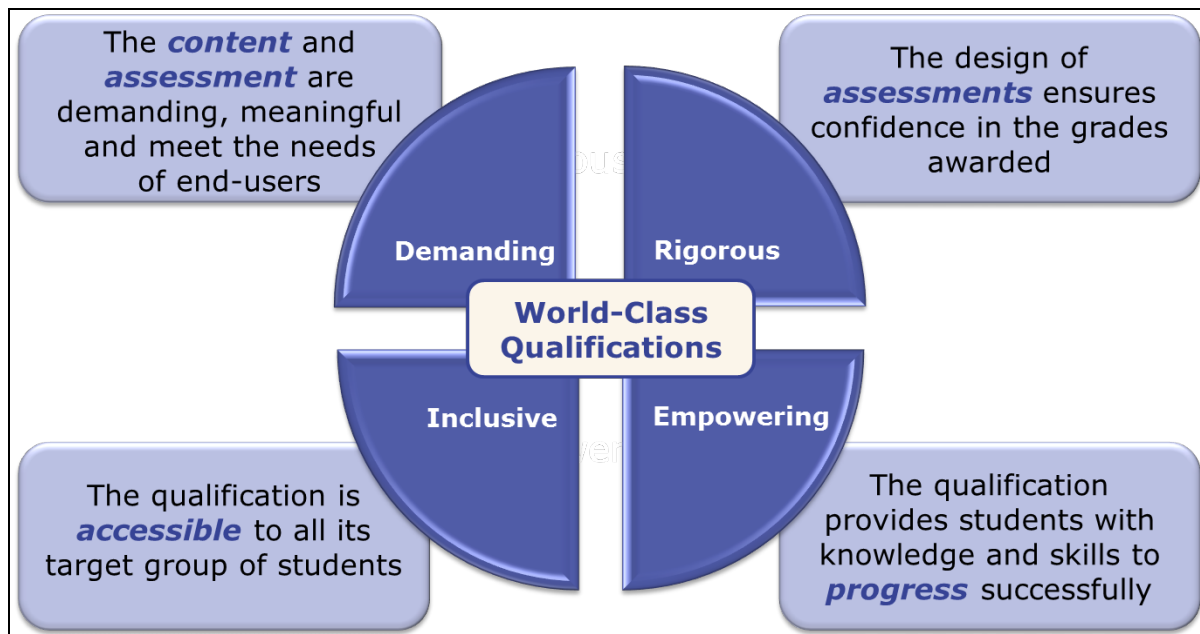
## Appendix 2: Codes

Type of code	Use of code	Code
Subject codes	The subject code is used by centres to cash-in the entry for a qualification.	International GCSE – 4FR1
Paper codes	These codes are provided for information. Students may need to be entered for individual papers.	Component/Paper 1: 4FR1/01 Component/Paper 2: 4FR1/02 Component/Paper 3: 4FR1/03



## Appendix 3: Pearson World Class Qualification Design Principles

Pearson’s world-class qualification design principles mean that all Edexcel qualifications are developed to be **rigorous, demanding, inclusive and empowering**.



We work collaboratively to gain approval from an external panel of educational thought leaders and assessment experts from across the globe. This is to ensure that Edexcel qualifications are globally relevant, represent world-class best practice in qualification and assessment design, maintain a consistent standard and support learner progression in today’s fast-changing world.

Pearson’s Expert Panel for World Class Qualifications is chaired by Sir Michael Barber, a leading authority on education systems and reform. He is joined by a wide range of key influencers with expertise in education and employability.

*“I’m excited to be in a position to work with the global leaders in curriculum and assessment to take a fresh look at what young people need to know and be able to do in the 21st century, and to consider how we can give them the opportunity to access that sort of education.”* Sir Michael Barber.

## **Endorsement from Pearson’s Expert Panel for World Class Qualifications for the International GCSE development processes**

“We were chosen, either because of our expertise in the UK education system, or because of our experience in reforming qualifications in other systems around the world as diverse as Singapore, Hong Kong, Australia and a number of countries across Europe. We have guided Pearson through what we judge to be a rigorous world-class qualification development process that has included:

- extensive international comparability of subject content against the highest-performing jurisdictions in the world
- benchmarking assessments against UK and overseas providers to ensure that they are at the right level of demand
- establishing External Subject Advisory Groups, drawing on independent subject-specific expertise to challenge and validate our qualifications.

Importantly, we have worked to ensure that the content and learning is future oriented, and that the design has been guided by Pearson’s Efficacy Framework. This is a structured, evidence-based process, which means that learner outcomes have been at the heart of this development throughout.

We understand that ultimately it is excellent teaching that is the key factor to a learner’s success in education but as a result of our work as a panel we are confident that we have supported the development of Edexcel International GCSE qualifications that are outstanding for their coherence, thoroughness and attention to detail, and can be regarded as representing world-class best practice.”

### **Sir Michael Barber** (Chair)

Chief Education Adviser, Pearson plc

### **Professor Sing Kong Lee**

Professor, National Institute of Education in Singapore

### **Dr Peter Hill**

Former Chief Executive, ACARA

### **Bahram Bekhradnia**

President, Higher Education Policy Institute

### **Professor Jonathan Osborne**

Stanford University

### **Dame Sally Coates**

Director of Academies (South), United Learning Trust

### **Professor Dr Ursula Renold**

Federal Institute of Technology, Switzerland

### **Professor Bob Schwartz**

Harvard Graduate School of Education

### **Professor Janice Kay**

Provost, University of Exeter

### **Jane Beine**

Head of Partner Development, John Lewis Partnership

### **Jason Holt**

CEO, Holts Group



## Appendix 4: Transferable skills

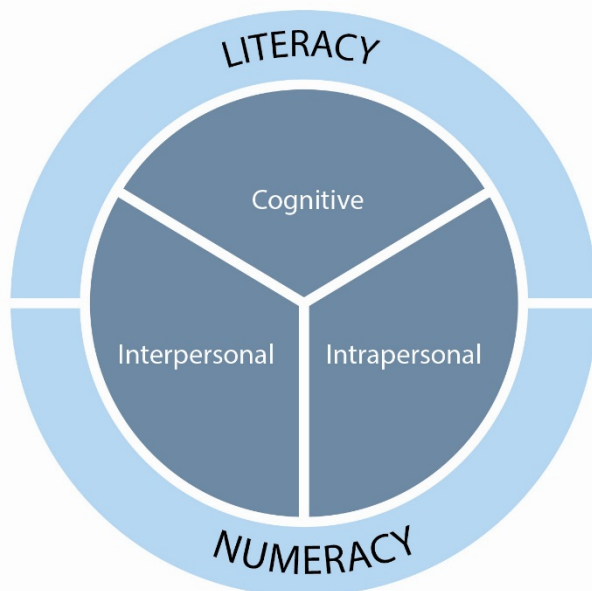
### The need for transferable skills

In recent years, higher education institutions and employers have consistently flagged the need for students to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work.

The Organisation for Economic Co-operation and Development (OECD) defines skills, or competencies, as 'the bundle of knowledge, attributes and capacities that can be learned and that enable individuals to successfully and consistently perform an activity or task and can be built upon and extended through learning.'<sup>[1]</sup>

To support the design of our qualifications, the Pearson Research Team selected and evaluated seven global 21st-century skills frameworks. Following on from this process, we identified the National Research Council's (NRC) framework<sup>[2]</sup> as being the most evidence-based and robust skills framework, and have used this as a basis for our adapted skills framework.

The framework includes cognitive, intrapersonal skills and interpersonal skills.



The skills have been interpreted for this specification to ensure that they are appropriate for the subject. All of the skills listed are evident or accessible in the teaching, learning and/or assessment of the qualification. Some skills are directly assessed. Pearson materials will support you in identifying these skills and developing these skills in students.

The table overleaf sets out the framework and gives an indication of the skills that can be found in French and indicates the interpretation of the skill in this area. A full subject interpretation of each skill, with mapping to show opportunities for students' development is provided on the subject pages of our website: [qualifications.pearson.com](http://qualifications.pearson.com)

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<sup>1</sup> OECD – *Better Skills, Better Jobs, Better Lives: A Strategic Approach to Skills Policies* (OECD Publishing, 2012) <http://skills.oecd.org/documents/OECDSkillsStrategyFINALENG.pdf>

<sup>2</sup> Koenig J A – *Assessing 21st Century Skills: Summary of a Workshop* (National Research Council, 2011)

<b>Cognitive skills</b>	Cognitive processes and strategies	<ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Problem solving</li> <li>• Analysis</li> <li>• Reasoning</li> <li>• Interpretation</li> <li>• Decision making</li> <li>• Adaptive learning</li> <li>• Executive function</li> </ul>
	Creativity	<ul style="list-style-type: none"> <li>• Creativity</li> <li>• Innovation</li> </ul>
<b>Intrapersonal Skills</b>	Intellectual openness	<ul style="list-style-type: none"> <li>• Adaptability</li> <li>• Personal and social responsibility</li> <li>• Continuous learning</li> <li>• Intellectual interest and curiosity</li> </ul>
	Work ethic/ conscientiousness	<ul style="list-style-type: none"> <li>• Initiative</li> <li>• Self-direction</li> <li>• Responsibility</li> <li>• Perseverance</li> <li>• Productivity</li> <li>• Self-regulation (metacognition, forethought, reflection)</li> <li>• Ethics</li> <li>• Integrity</li> </ul>
	Positive core self-evaluation	<ul style="list-style-type: none"> <li>• Self-monitoring/self-evaluation/self-reinforcement</li> </ul>
<b>Interpersonal Skills</b>	Teamwork and collaboration	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Collaboration</li> <li>• Teamwork</li> <li>• Co-operation</li> <li>• Interpersonal skills</li> </ul>
	Leadership	<ul style="list-style-type: none"> <li>• Leadership</li> <li>• Responsibility</li> <li>• Assertive communication</li> <li>• Self-presentation</li> </ul>

**Interpretation** for French:

*Decoding a new written/spoken extract and identifying and understanding explicit or implicit meaning and authorial aims.*

**Productivity** for French:

*Writing continuously and fluently and to a high standard.*

**Communication** for French:

*Undertaking a speaking task involving dialogue or undertaking a writing task, or when the student responds to prompts from another.*

## Appendix 5: Glossary

Term	Definition
Assessment objectives	The requirements that students need to meet to succeed in the qualification. Each assessment objective has a unique focus, which is then targeted in examinations or coursework. Assessment objectives may be assessed individually or in combination.
External assessment	An examination that is held at the same time and place in a global region.
JCQ	Joint Council for Qualifications. This is a group of UK exam boards which develop policy related to the administration of examinations.
Linear	Qualifications that are linear have all assessments at the end of a course of study. It is not possible to take one assessment earlier in the course of study.
Modular	Qualifications that are modular contain units of assessment. These units can be taken during the course of study. The final qualification grade is worked out from the combined unit results.
NEA	Non-examination assessment. This is any assessment not sat in examination conditions at a fixed time and place. Non-examination assessment includes coursework, oral examinations and practical examinations.
Raw marks	Raw marks are the actual marks that students achieve when taking an assessment. When calculating an overall grade, raw marks often need to be converted so that it is possible to see the proportionate achievement of a student across all units of study.
UMS	Uniform Mark Scale. Students' actual marks (or raw marks) will be converted into a UMS mark so that it is possible to see the proportionate result of a student. Two units may each be worth 25% of a total qualification. The raw marks for each unit may differ, but the Uniform Mark will be the same.
Unit	A modular qualification will be divided into a number of units. Each unit will have its own assessment.



## Appendix 6: Candidate cover sheet (Paper 3: Speaking)

**To be completed by the teacher/examiner:**

Centre name:	Centre number:	Language:	
Candidate name:	Candidate number:	Specification code:	
Date of speaking test:	Name of teacher/examiner conducting test (Block capitals):	CD number:	Track number:

	Topic area	Sub-topic
<b>Task A</b>	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E	
<b>Task B, Conversation 1</b>	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E	
<b>Task C, Conversation 2</b>	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E	

### Declaration of authentication

I declare that the above assessments have been carried out without assistance other than that which is acceptable under the scheme of assessment. I also agree to samples of the work being used to support the professional development and training of centre teachers/examiners and Pearson examiners.

Signed (candidate): \_\_\_\_\_ Date: \_\_\_\_\_

Signed (teacher/examiner): \_\_\_\_\_ Date: \_\_\_\_\_

**To be completed by the Pearson Examiner:**

### Task A

Communication and content		Linguistic knowledge and accuracy		TOTAL:	
Pearson Examiner	Senior Examiner	Pearson Examiner	Senior Examiner	Pearson Examiner	Senior Examiner

### Tasks B and C

Communication and content		Interaction and spontaneity		Linguistic knowledge and accuracy		TOTAL:	
Pearson Examiner	Senior Examiner	Pearson Examiner	Senior Examiner	Pearson Examiner	Senior Examiner	Pearson Examiner	Senior Examiner

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