



Pearson
Edexcel

GCSE (9-1) French (1FR1)

Appendix 2: Grammar

First teaching September 2024
First certification from 2026

Appendix 2: Grammar

The following grammar list is the full grammar content that will be assessed by this qualification, in both receptive and productive tasks, at each tier.

Nouns, pronouns and determiners

Foundation + Higher	Higher only
<p><u>Forming feminine nouns</u></p> <ul style="list-style-type: none"> • Add -e • No change • -eur → -rice / -euse • -en → -enne 	
<p><u>Forming plural nouns</u></p> <ul style="list-style-type: none"> • Add -s • Add -x to masculine nouns ending in - (e)au, -eu • No change for nouns ending in -s, -x 	
<p><u>Infinitives used as nouns</u></p> <p>As equivalent of -ing (gerund) in English (e.g. <i>Manger trop de fastfood est mauvais pour la santé</i>)</p>	
<p><u>Determiners</u></p> <p>Articles</p> <ul style="list-style-type: none"> • Agreement of definite and indefinite articles with noun for gender and number 	<p><u>Determiners</u></p> <p>Articles</p> <ul style="list-style-type: none"> • Partitive articles with uncountable nouns (e.g. <i>du lait</i>)

Foundation + Higher	Higher only
<ul style="list-style-type: none"> • <i>le/la</i> → <i>l'</i> before singular nouns that start with a vowel or <i>h muet</i> • Functions of definite and indefinite articles, including where their use or omission differs from English (e.g. <i>La santé est importante; le mercredi</i>) • Use of definite article before an adjective to form a noun, including uninflected adjectives for languages and addition of a capital letter where the resulting noun is a nationality (e.g. <i>seul</i> → <i>le seul</i>; <i>anglais</i> → <i>l'anglais</i>, <i>français</i> → <i>les Français</i>) • Partitive articles when distinguishing between parts and wholes (e.g. <i>un pain</i> vs <i>du pain</i>); after <i>jouer</i> with musical instruments (e.g. <i>jouer du piano</i>); after <i>faire</i> with sports (e.g. <i>je fais de la danse</i>) • Use of <i>de</i> (and omission of article) before nouns following a verb in negative and after expressions of quantity (e.g. <i>je n'ai pas de stylo</i>; <i>beaucoup de choses</i>) • Contraction of <i>de</i> to <i>d'</i> before a word beginning with a vowel (e.g. <i>beaucoup d'animaux</i>) <p><i>Other determiners</i></p> <ul style="list-style-type: none"> • Demonstrative adjectives (<i>ce, cet, cette, ces</i>) 	<ul style="list-style-type: none"> • Use of article with <i>dans</i>; omission of article with <i>en</i> (e.g. <i>dans le restaurant</i>; <i>en France</i>) <p><i>Other determiners</i></p> <ul style="list-style-type: none"> • Use of negative adjective determiner <i>aucun(e)</i> (e.g. <i>je n'ai aucune idée</i>)

Foundation + Higher	Higher only
<ul style="list-style-type: none"> • Possessive adjectives (<i>mon, ma, mes, ton, ta, tes</i> etc.) • Interrogative adjectives (<i>quel, quelle, quels, quelles</i>) • Agreement patterns for indefinite adjectives (e.g. <i>chaque, plusieurs, autre(s), tout(e)(s), tous</i>) 	
<p><u>Pronouns</u></p> <ul style="list-style-type: none"> • Subject pronouns, their agreement and position • Position of singular direct object pronouns <i>me, te, vous, le, la</i> before verb, not juxtaposed with indirect object pronouns (e.g. <i>je l'ai envoyé à mon père</i> but not <i>je le lui ai envoyé</i>) • Position of singular indirect object pronouns <i>me, te, vous, lui</i> before verb, not juxtaposed with direct object pronouns (e.g. <i>il me donne un livre</i> but not <i>il me le donne</i>) • Position of singular reflexive pronouns (<i>me, te, se</i>) before verb • <i>me</i> → <i>m'</i>, <i>te</i> → <i>t'</i>, <i>le/la</i> → <i>l'</i>, <i>se</i> → <i>s'</i> before a vowel or <i>h muet</i> • Use of emphatic pronouns <i>moi</i> and <i>toi</i> after prepositions • Use of relative pronoun <i>qui</i> in subject relative clauses 	<p><u>Pronouns</u></p> <ul style="list-style-type: none"> • Use of pronouns <i>y</i> and <i>en</i> before verb (e.g. <i>j'y vais, j'en veux</i>), not juxtaposed with other object pronouns except in the phrases '<i>il y en a</i>', '<i>il y en avait</i>' and '<i>il y en aura</i>' • Position of plural direct object pronouns <i>nous, vous, les</i> before verb, not juxtaposed with indirect object pronouns (e.g. <i>tu les montres à tes amis</i> but not <i>tu les leur montres</i>) • Position of plural indirect object pronouns <i>nous, vous, leur</i> before verb, not juxtaposed with direct object pronouns (e.g. <i>elle vous achète des cadeaux</i> but not <i>elle vous les achète</i>) • Use of emphatic pronouns <i>lui, elle, nous, vous, eux, elles</i> after prepositions • Position of plural reflexive pronouns <i>nous, vous, se</i> before verb • Negative subject pronouns <i>personne</i> <i>ne</i> + verb and <i>rien</i> <i>ne</i> + verb as equivalent of English 'nobody + verb' and 'nothing + verb'

Foundation + Higher	Higher only
	<ul style="list-style-type: none"><li data-bbox="802 264 1366 344">• Relative clauses using pronouns <i>où</i>, <i>quand</i> and <i>que</i>

Verbs

Foundation + Higher	Higher only
<p><u>Negation</u></p> <p>Syntax of negation with:</p> <ul style="list-style-type: none"> • <i>ne...pas</i> • <i>ne...jamais</i> • <i>ne...rien</i> (as equivalent of 'not verb anything' and 'verb nothing') • <i>ne...personne</i> (as equivalent of 'not verb anyone/anybody' and 'verb nobody') 	<p><u>Negation</u></p> <p>Syntax of negation with:</p> <ul style="list-style-type: none"> • <i>ne...plus</i> • <i>ne...ni... (ni ...)</i> • <i>ne... pas encore</i> • <i>ne...que</i>
<p><u>Interrogatives and asking questions</u></p> <p>Interrogatives expressed through:</p> <ul style="list-style-type: none"> • Intonation with SV word order, including when followed by a question word (<i>qui, quand, quoi, pourquoi, comment, combien, où</i>) (e.g. <i>il vient quand?; tu veux aller où?</i>) • Est-ce que + SV word order (e.g. <i>est-ce que tu veux aller au cinéma?</i>), including when followed by a question word (<i>qu', quand, pourquoi, comment, combien, où</i>: e.g. <i>quand est-ce qu'il vient?; où est-ce que tu veux aller?</i>) • Question word (<i>que/qu', quand, pourquoi, comment, combien, où</i>) + VS word order (e.g. <i>quand vient-il?; où veux-tu aller?</i>) 	

Foundation + Higher	Higher only
	<u>Passive voice</u> In the present using <i>par</i>
<u>Impersonal verbs</u> <ul style="list-style-type: none"> • <i>il y a; il y avait; il y aura</i> • <i>il fait</i> + adjective • <i>il</i> + weather expressions • <i>il faut</i> + infinitive • <i>il est</i> for telling the time 	<u>Impersonal verbs</u> <ul style="list-style-type: none"> • <i>il est</i> + adjective + <i>de</i> • <i>il manque</i> + noun • <i>il vaut mieux</i> + infinitive • <i>il vaut la peine de</i> + infinitive
<u>Reflexive verbs</u> 1 st , 2 nd and 3 rd persons singular (using reflexive pronouns <i>me, te, se</i>) (e.g. <i>je m'habille</i>)	<u>Reflexive verbs</u> 1 st , 2 nd and 3 rd person plural (using reflexive pronouns <i>nous, vous, se</i>), with reflexive and reciprocal meanings (e.g. <i>nous nous levons tôt; ils se donnent des cadeaux</i>)
	<u>Periphrastic time expressions</u> <ul style="list-style-type: none"> • <i>être en train de</i> • <i>venir de</i>

Verbs: Tenses

Foundation + Higher	Higher only
<p><u>Present</u></p> <p>Present indicative, as equivalent of:</p> <ul style="list-style-type: none"> • English simple (I walk) • English continuous (I am walking) • English simple and continuous with time adverbs to express the future (the holidays start tomorrow; I am working this evening) <p>1st, 2nd and 3rd persons singular and plural:</p> <ul style="list-style-type: none"> • <i>-er</i> verbs • <i>choisir, partir, venir, ouvrir</i> and other <i>-ir</i> verbs following the same four patterns • <i>entendre, prendre, traduire</i> and other <i>-re</i> verbs following the same three patterns • <i>aller</i> • <i>avoir</i> (including <i>avoir</i> + noun as equivalent of English 'be + adjective', e.g. <i>j'ai faim</i>) • <i>être</i> • <i>faire</i> • <i>mettre</i> 	<p><u>Present</u></p> <p>Present indicative with <i>depuis</i>, as equivalent of 'have been -ing for' + time period</p> <p>1st, 2nd and 3rd persons singular and plural:</p> <ul style="list-style-type: none"> • <i>connaître, écrire</i> and other verbs following the same two patterns

Foundation + Higher	Higher only
<ul style="list-style-type: none"> • <i>devoir</i> + infinitive • <i>pouvoir</i> + infinitive • <i>savoir</i> + infinitive • <i>vouloir</i> + infinitive <p>1st, 2nd and 3rd persons singular only:</p> <ul style="list-style-type: none"> • <i>boire</i> • <i>connaître</i> • <i>courir</i> • <i>croire</i> • <i>écrire</i> • <i>recevoir</i> • <i>rire</i> • <i>suivre</i> • <i>voir</i> 	
<p><u>Perfect</u></p> <p>As equivalent of:</p> <ul style="list-style-type: none"> • English simple past (I walked, he went) • present perfect (I have walked, he has gone) <ul style="list-style-type: none"> • 1st, 2nd and 3rd persons singular and plural, including past participle formation: <ul style="list-style-type: none"> • -er verbs 	<p><u>Perfect</u></p> <p>1st, 2nd and 3rd persons singular and plural, including past participle formation:</p> <ul style="list-style-type: none"> • <i>connaître, écrire</i> and other verbs following the same two patterns • <i>devoir</i> + infinitive • <i>pouvoir</i> + infinitive • <i>savoir</i> + infinitive

Foundation + Higher	Higher only
<ul style="list-style-type: none"> • <i>choisir, partir, venir, ouvrir</i> and other <i>-ir</i> verbs following the same four patterns • <i>entendre, prendre, traduire</i> and other <i>-re</i> verbs following the same three patterns • <i>aller</i> • <i>avoir</i> (including <i>avoir</i> + noun as equivalent of English 'be + adjective') • <i>être</i> • <i>faire</i> • <i>lire</i> • <i>mettre</i> • <i>pleuvoir</i> (<i>il</i> form only) 	<ul style="list-style-type: none"> • <i>vouloir</i> + infinitive • <i>découvrir</i> • <i>se plaindre</i> • <i>convaincre</i> • <i>taire</i>
<p><u>Imperfect</u></p> <p>As equivalent of:</p> <ul style="list-style-type: none"> • habitual (I used to walk) • continuous (I was walking) <p>1st, 2nd and 3rd persons singular only, excluding 'you' formal:</p> <ul style="list-style-type: none"> • <i>-er</i> verbs • <i>choisir, partir, venir, ouvrir</i> and other <i>-ir</i> verbs following the same four patterns • <i>entendre, prendre, traduire</i> and other <i>-re</i> verbs following the same three patterns 	<p><u>Imperfect</u></p> <p>1st, 2nd and 3rd persons plural:</p> <ul style="list-style-type: none"> • <i>-er</i> verbs • <i>choisir, partir, venir, ouvrir</i> and other <i>-ir</i> verbs following the same four patterns • <i>entendre, prendre, traduire</i> and other <i>-re</i> verbs following the same three patterns • <i>aller</i> • <i>avoir</i> (including <i>avoir</i> + noun as equivalent of English 'be + adjective') • <i>être</i> • <i>faire</i>

Foundation + Higher	Higher only
<ul style="list-style-type: none"> • <i>aller</i> • <i>avoir</i> (including <i>avoir</i> + noun as equivalent of English 'be + adjective') • <i>être</i> • <i>faire</i> 	<p>1st, 2nd and 3rd persons singular and plural:</p> <ul style="list-style-type: none"> • <i>connaître, écrire</i> and other verbs following the same two patterns
<p><u>Periphrastic future</u></p> <p><i>Aller</i> + infinitive, as equivalent of:</p> <ul style="list-style-type: none"> • 'will' + verb (I will walk) • 'be going to' + verb (I am going to walk) <p>1st, 2nd and 3rd persons singular and plural:</p> <ul style="list-style-type: none"> • -<i>er</i> verbs • <i>choisir, partir, venir, ouvrir</i> and other -<i>ir</i> verbs following the same four patterns • <i>entendre, prendre, traduire</i> and other -<i>re</i> verbs following the same three patterns • <i>aller</i> • <i>avoir</i> (including <i>avoir</i> + noun as equivalent of English 'be + adjective') • <i>être</i> • <i>faire</i> 	<p><u>Periphrastic future</u></p> <p>1st, 2nd and 3rd persons singular and plural:</p> <ul style="list-style-type: none"> • <i>connaître, écrire</i> and other verbs following the same two patterns

Foundation + Higher	Higher only
	<p><u>Inflectional future</u></p> <p>As equivalent of:</p> <ul style="list-style-type: none"> • 'will' + verb (I will walk) • 'be going to' + verb (I am going to walk) <p>1st, 2nd and 3rd persons singular and plural:</p> <ul style="list-style-type: none"> • -er verbs <p>1st, 2nd and 3rd persons singular only:</p> <ul style="list-style-type: none"> • <i>aller</i> • <i>avoir</i> (including <i>avoir</i> + noun as equivalent of English 'be + adjective') • <i>être</i> • <i>faire</i>
<p><u>Conditional</u></p> <p>1st, 2nd and 3rd persons singular only, excluding 'you' formal:</p> <ul style="list-style-type: none"> • <i>vouloir</i> (meaning 'would like') 	<p><u>Conditional</u></p> <p>1st, 2nd and 3rd persons singular and plural:</p> <ul style="list-style-type: none"> • -er verbs <p>1st, 2nd and 3rd persons singular only:</p> <ul style="list-style-type: none"> • <i>aller</i> • <i>avoir</i> (including <i>avoir</i> + noun as equivalent of English 'be + adjective') • <i>être</i> • <i>faire</i>

Foundation + Higher	Higher only
<p><u>Imperative</u></p> <p>2nd person singular and plural only; not reflexive:</p> <ul style="list-style-type: none"> • -er verbs • <i>choisir, partir, venir, ouvrir</i> and other -ir verbs following the same four patterns • <i>entendre, prendre, traduire</i> and other -re verbs following the same three patterns • <i>aller</i> • <i>faire</i> 	<p><u>Imperative</u></p> <p>2nd person singular and plural; not reflexive:</p> <ul style="list-style-type: none"> • <i>être</i> • <i>connaître, écrire</i> and other verbs following the same two patterns <p>1st person plural, not reflexive (meaning 'Let's + verb'):</p> <ul style="list-style-type: none"> • -er verbs • <i>choisir, partir, venir, ouvrir</i> and other -ir verbs following the same four patterns • <i>entendre, prendre, traduire</i> and other -re verbs following the same three patterns
	<p><u>Present participle</u></p> <p>After <i>en</i>, including adjectival use where relevant:</p> <p>-er verbs</p> <ul style="list-style-type: none"> • <i>choisir, partir, venir, ouvrir</i> and other -ir verbs following the same four patterns • <i>entendre, prendre, traduire</i> and other -re verbs following the same three patterns • <i>connaître, écrire</i> and other verbs following the same two patterns • <i>avoir</i> • <i>être</i> • <i>faire</i>

Adjectives

Foundation + Higher	Higher only
<p><u>Agreement in gender</u></p> <ul style="list-style-type: none"> • Add final <i>-e</i> • No change with adjectives ending in mute <i>-e</i> • <i>-x</i> → <i>-se</i> • <i>-el</i> → <i>-elle</i> • <i>-en</i> → <i>-enne</i> • <i>-f</i> → <i>-ve</i> • <i>-er</i> → <i>-ère</i> 	
<p><u>Agreement in number</u></p> <ul style="list-style-type: none"> • Add final <i>-s</i> • No change for masculine forms already ending in <i>-s</i> and <i>-x</i> • <i>-al</i> → <i>-aux</i> for masculine adjectives 	
<p><u>Position</u></p> <ul style="list-style-type: none"> • Mostly after nouns • Before nouns, sometimes with a specific meaning: <i>ancien; bon; cher; dernier; grand; nouveau; propre; seul</i> 	
<p>Regular comparative adjectival structures (e.g. <i>plus...que, moins...que, aussi...que</i>)</p>	<p>Regular superlative adjectival structures (e.g. <i>le meilleur, la meilleure, les meilleur(e)s</i>)</p>

Adverbs

Foundation + Higher	Higher only
Position of adverbs of time (e.g. <i>tôt</i>), manner (e.g. <i>vite</i>), frequency (e.g. <i>souvent</i>), place (e.g. <i>ici</i>)	
Regular comparative adverbial structures (e.g. <i>plus...que, moins...que, aussi...que</i>)	Regular superlative adverbial structures (<i>le mieux, le pire</i>)

Prepositions

Foundation + Higher	Higher only
Use of <i>à</i> / <i>de</i> after some verbs, before a noun or second verb (e.g. <i>commencer à</i> ; <i>decider de</i>)	
Use of <i>en</i> / <i>à</i> with proper nouns for places	
Contraction of definite article when used with <i>à</i> and <i>de</i> to agree with the gender and number	
<i>De</i> to indicate possession	
<i>Pour</i> / <i>sans</i> + infinitive	<i>avant de</i> + infinitive <i>après avoir</i> + past participle

Derivational morphology

These grammar rules are only required for the Reading exam, as derived forms of any base words listed in our vocabulary list (for example, '*cinquième*' as a derived form of '*cinq*'), or base words for any derived forms in our vocabulary list (for example, '*particulier*' as a derived form of '*particulièrement*'), may appear in the Reading exam.

Foundation + Higher	Higher only
<p><u>Prefixes</u></p> <p>Adding <i>in-</i> or <i>im-</i> to adjectives, adverbs, and nouns, only where the English equivalent is <i>un-</i> or <i>in-</i>, or means 'opposite of' (e.g. <i>également</i> → <i>inégalement</i>; <i>sécurité</i> → <i>insécurité</i>; <i>possible</i> → <i>impossible</i>)</p>	
<p><u>Suffixes</u></p> <ul style="list-style-type: none"> • Ordinal numbers created by adding <i>-ième</i> (or by dropping <i>-e</i> and adding <i>-ième</i>) to cardinal numbers • Adjectives created by adding <i>-able</i> or <i>-eable</i> to the verb stem, only where the English equivalent is <i>-able</i> or <i>-ible</i> (e.g. <i>changer</i> → <i>changeable</i>) • Nouns created by adding <i>-ion</i> or <i>-ation</i> to the verb stem, only where the English equivalent is <i>-ion</i> or <i>-ation</i> (e.g. <i>préparer</i> → <i>préparation</i>) • Only where the English equivalent is <i>-ly</i>, adverbs created by adding <i>-ment</i> to the feminine form of adjectives (e.g. <i>première</i> → <i>premièrement</i>) or by dropping <i>-ant(e)</i> / <i>-ent(e)</i> from an adjective and adding <i>-amment</i> / <i>-emment</i> (e.g. <i>patient</i> → <i>patiemment</i>) 	<p><u>Suffixes</u></p> <ul style="list-style-type: none"> • Agent nouns created by adding <i>-eur</i> or <i>-ateur</i> to a verb stem, e.g. <i>porter</i> → <i>porteur</i>

Sound-symbol correspondences (SSCs)

The list which follows specifies key differences in sound-symbol correspondences (SSCs) between French and English which students will need to learn at GCSE to be able to read out loud (Read aloud task in Paper 1, Speaking) and transcribe (Dictation task in Paper 2, Listening) with sufficient accuracy at this level, along with an example word from our vocabulary list containing the SSC. It is not an exhaustive list of all the SSCs in the French language. Where a letter or combination of letters is pronounced (or a sound spelt) in approximately the same way in French as in English, it is not listed.

Students will be expected to pronounce words with stress patterns that allow their speech to be clear and comprehensible.

The use of hyphens indicates the position of the letters in a word, when position is relevant to the sound: xx- (at the beginning of a word); -xx- (in the middle of a word); -xx (at the end of a word).

Sound-symbol correspondence	Example
silent final consonant	tout
a	aller
i/y	il/stylo
eu	peu
e	je
au/eau/closed o/ô	autre/eau/nos/tôt
ou	vous
u	tu
silent final e	elle
é/-er/-ez	été/parler/avez
en/an/em/am	entendre/dans/temps/jambe
on/om	mon/combien

Sound-symbol correspondence	Example
ain/in/aim/im	pain/fin/faim/important
è/ê/ai	collège/être/faire
oi/oy	moi/moyen
ch	cher
ç/soft 'c'	reçu/cette
qu	qui
j	jouer
-tion	pollution
-ien	bien
s-liaison	vous avez
t-liaison	on peut aller
n-liaison	on a
x-liaison	deux heures
h	hôtel
un	un
-gn-	gagner
r	rien
open eu/œu	leur/sœur
open o	notre
-s-	faisons
th	théâtre
-ill-/ille	billet/famille
-aill-/ail	travailler/travail