INTERNATIONAL GCSE
French

SPECIFICATION
Pearson Edexcel International GCSE in French (4FR1)

For first teaching in September 2017
First examination June 2019
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

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

**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
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

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. 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

<table>
<thead>
<tr>
<th>Paper 1: Listening</th>
<th>*Paper code 4FR1/01</th>
</tr>
</thead>
<tbody>
<tr>
<td>Externally assessed</td>
<td>25% of the total</td>
</tr>
<tr>
<td>Availability: June</td>
<td>International GCSE</td>
</tr>
<tr>
<td>First assessment: June 2019</td>
<td></td>
</tr>
</tbody>
</table>

Content summary

This paper assesses listening skills across five topic areas.

- Home and abroad
- Education and employment
- Personal life and relationships
- The world around us
- Social activities, fitness and health.

Assessment

- Assessment is through a 30-minute examination paper set and marked by Pearson, plus five minutes’ reading time.
- The total number of marks for the paper is 40.
**Paper 2: Reading and Writing**  
*Paper code 4FR1/02*

- Externally assessed
- Availability: June
- First assessment: June 2019

50% of the total International GCSE

**Content summary**

This paper assesses reading and writing skills in separate sections across five topic areas.

- Home and abroad
- Education and employment
- Personal life and relationships
- The world around us
- Social activities, fitness and health.

**Assessment**

- Assessment is through a 1-hour and 45-minute examination paper set and marked by Pearson.
- The total number of marks for the paper is 80, with 40 marks for reading and 40 marks for writing.

**Paper 3: Speaking**  
*Paper code 4FR1/03*

- Externally assessed
- Availability: June
- First assessment: June 2019

25% of the total International GCSE

**Content summary**

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 different topics, chosen at random by Pearson from the following.

- Home and abroad
- Education and employment
- Personal life and relationships
- The world around us
- Social activities, fitness and health.

**Assessment**

- Total assessment time is 8-10 minutes.
- The total number of marks for the paper is 40.

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

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
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<td>11</td>
</tr>
<tr>
<td>Paper 1: Listening</td>
<td>12</td>
</tr>
<tr>
<td>Paper 2: Reading and Writing</td>
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</tr>
<tr>
<td>Paper 3: Speaking</td>
<td>20</td>
</tr>
<tr>
<td>Grammar list</td>
<td>29</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Topic</th>
<th>Sub-topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Home and abroad</td>
<td>1 Life in the town and rural life</td>
</tr>
<tr>
<td></td>
<td>2 Holidays, tourist information and directions</td>
</tr>
<tr>
<td></td>
<td>3 Services (e.g. bank, post office)*</td>
</tr>
<tr>
<td></td>
<td>4 Customs</td>
</tr>
<tr>
<td></td>
<td>5 Everyday life, traditions and communities</td>
</tr>
<tr>
<td>B. Education and employment</td>
<td>1 School life and routine</td>
</tr>
<tr>
<td></td>
<td>2 School rules and pressures</td>
</tr>
<tr>
<td></td>
<td>3 School trips, events and exchanges</td>
</tr>
<tr>
<td></td>
<td>4 Work, careers and volunteering</td>
</tr>
<tr>
<td></td>
<td>5 Future plans</td>
</tr>
<tr>
<td>C. Personal life and relationships</td>
<td>1 House and home</td>
</tr>
<tr>
<td></td>
<td>2 Daily routines and helping at home</td>
</tr>
<tr>
<td></td>
<td>3 Role models*</td>
</tr>
<tr>
<td></td>
<td>4 Relationships with family and friends</td>
</tr>
<tr>
<td></td>
<td>5 Childhood*</td>
</tr>
<tr>
<td>D. The world around us</td>
<td>1 Environmental issues</td>
</tr>
<tr>
<td></td>
<td>2 Weather and climate*</td>
</tr>
<tr>
<td></td>
<td>3 Travel and transport</td>
</tr>
<tr>
<td></td>
<td>4 The media</td>
</tr>
<tr>
<td></td>
<td>5 Information and communication technology</td>
</tr>
<tr>
<td>E. Social activities, fitness and health</td>
<td>1 Special occasions</td>
</tr>
<tr>
<td></td>
<td>2 Hobbies, interests, sports and exercise</td>
</tr>
<tr>
<td></td>
<td>3 Shopping and money matters</td>
</tr>
<tr>
<td></td>
<td>4 Accidents, injuries, common ailments and health issues*</td>
</tr>
<tr>
<td></td>
<td>5 Food and drink</td>
</tr>
</tbody>
</table>

*Sub-topics A3, C3, C5, D2 and E4 will not be assessed in Paper 3: Speaking
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.
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.
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.
### 2.3 Assessment criteria

**Question 6**

<table>
<thead>
<tr>
<th>Mark</th>
<th>Communication and content (AO3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material.</td>
</tr>
</tbody>
</table>
| 1    | • Isolated examples of relevant information.  
      • Only isolated words and phrases are communicated, as appropriate to the task.  
      • Only isolated items are comprehensible. |
| 2    | • The response contains little relevant information with limited use of detail. There may be repetition.  
      • Expresses simple ideas and opinions, as appropriate to the task.  
      • Just about comprehensible overall but with sentences that are mostly unconnected. |
| 3    | • The response contains some relevant information with occasional use of detail.  
      • Begins to show ability to express ideas and opinions and to inform, as appropriate to the task.  
      • Coherent overall but logical flow and sequence of ideas is intermittent, which impedes clarity. |
| 4    | • Some detail and mostly relevant response to the task.  
      • Shows some evidence of ability to express ideas and opinions and to describe, or inform, as appropriate to the task.  
      • Coherent with logical flow and sequence of ideas, though there may be some lapses. |
| 5    | • Detailed and fully relevant response to the task.  
      • Shows a clear ability to express ideas and opinions and to describe or inform, as appropriate to the task.  
      • Coherent with logical flow and sequence of ideas. |

<table>
<thead>
<tr>
<th>Mark</th>
<th>Linguistic knowledge and accuracy (AO3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable language.</td>
</tr>
</tbody>
</table>
| 1    | • Isolated examples of target language vocabulary and structures.  
      • Uses very basic language to write words and phrases.  
      • Isolated examples of accurate language. |
| 2    | • Uses very familiar and predictable vocabulary and structures, often repetitive.  
      • Uses simple, familiar and predictable language to write short sentences or phrases.  
      • Occasional correct phrases but frequent misspellings, inaccurate genders and incorrect verb forms. |
### Linguistic knowledge and accuracy (AO3)

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
</table>
| 3    | - Uses familiar and predictable vocabulary and structures.  
- Some evidence of manipulation of language to produce sentences but this is not sustained.  
- Sometimes accurate in using straightforward language but there are major errors with verbs and tenses. |
| 4    | - Tends towards use of familiar and predictable vocabulary and structures.  
- Some evidence of manipulation of language to produce sentences.  
- Mostly accurate with some minor errors, e.g. spellings, genders and agreements and an occasional major error, e.g. with verbs and tenses. |
| 5    | - Uses a range of vocabulary and grammatical structures.  
- Language manipulated to produce fluent sentences.  
- Very accurate with only isolated minor errors, e.g. spellings, genders and agreements. |

### Communication and content (AO3)

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material.</td>
</tr>
</tbody>
</table>
| 1–2  | - The response shows minimal ability to express ideas relevant to the narrative, report or description required, and ideas hardly follow a logical sequence.  
- The response is rarely coherent and there is so much digression that the overall theme or purpose of the piece is greatly obscured. |
| 3–4  | - 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.  
- The response is occasionally coherent and, while there is some digression, the theme or purpose is generally clear. |
| 5–6  | - 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.  
- The response is sometimes coherent and there is digression from the topic but the overall theme or purpose is clear. |
| 7–8  | - 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.  
- 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. |
| 9–10 | - 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.  
- 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. |
<table>
<thead>
<tr>
<th>Mark</th>
<th>Linguistic knowledge and accuracy (AO3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable language.</td>
</tr>
</tbody>
</table>
| 1–2  | • Very limited range and variety of vocabulary and grammatical structures, use of only one tense, with a high degree of repetition.  
    | • Very little evidence of correct spelling, verb formation, gender and agreement. |
| 3–4  | • Narrow range of vocabulary and grammatical structures, and a possible attempt at a second tense, though with a significant amount of repetition.  
    | • Occasional evidence of correct spelling, verb formation, gender and agreement. |
| 5–6  | • Satisfactory range of vocabulary and grammatical structures, and unsteady use of two tenses, though with some noticeable repetition.  
    | • Some evidence of correct spelling, verb formation, gender and agreement. |
| 7–8  | • Good range of vocabulary and grammatical structures, and secure use of at least two tenses, with little noticeable repetition.  
    | • Significant evidence of correct spelling, verb formation, gender and agreement. |
| 9–10 | • Excellent range of vocabulary and grammatical structures, and secure use of at least three tenses, including some complex lexical items and no noticeable repetition.  
    | • Very strong evidence of correct spelling, verb formation, gender and agreement. |
Paper 3: Speaking

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).
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)

<table>
<thead>
<tr>
<th>Mark</th>
<th>Communication and content (AO4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material.</td>
</tr>
</tbody>
</table>
| 1–2  | - Responds briefly to questions, some responses may consist of single-word answers, much hesitation and continuous prompting needed  
     | - Limited success in adapting language to describe, narrate, inform in response to questions and sometimes unable to respond  
     | - Straightforward opinions may be expressed but generally without justification  
     | - Pronunciation and intonation are inconsistently intelligible, with inaccuracies that lead to some impairment in communication |
| 3–4  | - Responds to questions with some development, some hesitation and some prompting necessary  
     | - Some effective adaptation of language to describe, narrate and inform in response to the questions  
     | - Expresses opinions with occasional, brief justification  
     | - Pronunciation and intonation are intelligible but occasionally inaccuracies affect clarity of communication |
| 5–6  | - Responds to questions with frequently developed responses, only occasional hesitation and only occasional prompting necessary  
     | - Frequently effective adaptation of language to describe, narrate and inform in response to questions  
     | - Expresses opinions effectively and gives justification, with some development  
     | - Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication |
| 7–8  | - Responds to questions with consistently fluent and developed responses  
     | - Consistently effective adaptation of language to describe, narrate and inform, in response to questions  
     | - Expresses opinions with ease and gives fully-developed justification  
<pre><code> | - Pronunciation and intonation are consistently accurate and intelligible |
</code></pre>
<table>
<thead>
<tr>
<th>Mark</th>
<th>Linguistic knowledge and accuracy (AO4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable language.</td>
</tr>
</tbody>
</table>
| 1    | • Occasional accuracy in grammatical structures in response to questions; occasional success when referring to past, present and/or future events  
     • Occasional coherent phrases and short sentences in response to questions; regular instances of error that sometimes prevent meaning being conveyed |
| 2    | • Some accurate grammatical structures, including some successful references to past, present and/or future events in response to questions, some ambiguity  
     • Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed |
| 3    | • Generally accurate grammatical structures, generally successful references to past, present and/or future events in response to questions, occasional ambiguity  
     • Responses are generally coherent although errors occur that occasionally hinder clarity of communication |
| 4    | • Consistently accurate grammatical structures, successful references to past, present and/or future events in response to questions  
     • Responses are fully coherent and any errors do not hinder the clarity of the communication |

**Tasks B and C (conversations)**

<table>
<thead>
<tr>
<th>Mark</th>
<th>Communication and content (AO4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material.</td>
</tr>
</tbody>
</table>
| 1–3  | • Communicates brief information relevant to the topics and questions  
     • Uses language to express straightforward ideas and opinions, but generally without justification  
     • Repetitive use of familiar vocabulary and expression, communication is disjointed and sometimes breaks down because of restricted range of vocabulary  
     • Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to some impairment in communication |
| 4–6  | • Communicates information relevant to the topics and questions, with occasionally extended sequences of speech  
     • Uses language to produce straightforward ideas, thoughts and opinions with occasional justification  
     • Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary  
     • Pronunciation and intonation are intelligible, inaccuracies occasionally affect clarity of communication |
<table>
<thead>
<tr>
<th>Mark</th>
<th>Communication and content (AO4)</th>
</tr>
</thead>
</table>
| 7–9  | • Communicates information relevant to the topics and questions, usually with extended sequences of speech  
• Frequently uses language creatively to express and justify some individual thoughts, ideas and opinions  
• Uses a variety of vocabulary, including some examples of uncommon language with some variation of expression that fulfil most purposes  
• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication |
| 10–12| • Communicates detailed information relevant to the topics and questions, consistently extended sequences of speech  
• Consistently uses language creatively to express and justify a wide variety of individual thoughts, ideas and opinions  
• Consistently uses a wide variety of vocabulary, including uncommon language, to consistently vary expression for different purposes  
• Pronunciation and intonation are consistently accurate and intelligible |

<table>
<thead>
<tr>
<th>Mark</th>
<th>Interaction and spontaneity (AO4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material.</td>
</tr>
</tbody>
</table>
| 1–2  | • Basic exchange in which answers rely on rehearsed language that is occasionally irrelevant to the question  
• Short responses, some incomplete, any development depends on examiner prompting  
• Limited ability to sustain communication and pace is mostly slow and hesitant |
| 3–4  | • Able to respond spontaneously to some questions with some examples of natural interaction although often stilted  
• Sometimes able to initiate and develop responses independently but regular prompting needed  
• Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation |
| 5–6  | • Responds spontaneously to most questions, interacting naturally for parts of the conversation  
• Mostly able to initiate and develop the conversation independently, occasional prompting needed  
• Able to sustain communication throughout most of the conversation, using rephrasing/repair strategies if necessary to continue the flow; occasional hesitation |
| 7–8  | • Responds spontaneously and with ease to questions, resulting in natural interaction  
• Consistently able to initiate and develop the conversation independently  
• Able to sustain communication throughout, using rephrasing/repair strategies if necessary to continue the flow |
<table>
<thead>
<tr>
<th>Mark</th>
<th>Linguistic knowledge and accuracy (AO4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable language.</td>
</tr>
<tr>
<td>1–2</td>
<td>• Repetitive use of straightforward, words, phrases and grammatical structures; limited evidence of language manipulation</td>
</tr>
<tr>
<td></td>
<td>• Occasionally accurate use of structures and occasional success when referring to past, present and future events, much ambiguity</td>
</tr>
<tr>
<td></td>
<td>• Occasional coherent phrases and short sentences; regular instance of errors that sometimes prevent meaning being conveyed</td>
</tr>
<tr>
<td>3–4</td>
<td>• Manipulates a variety of mainly straightforward grammatical structures, minimal use of complex structures</td>
</tr>
<tr>
<td></td>
<td>• Some accurate grammatical structures and some successful references to past, present and future events, some ambiguity</td>
</tr>
<tr>
<td></td>
<td>• Sequences of coherent speech although errors occur that hinder clarity of communication and sometimes prevent meaning being conveyed</td>
</tr>
<tr>
<td>5–6</td>
<td>• Manipulates grammatical structures with occasional variation, complex structures used, but repetitive</td>
</tr>
<tr>
<td></td>
<td>• Generally accurate grammatical structures and generally successful references to past, present and future events</td>
</tr>
<tr>
<td></td>
<td>• Generally coherent speech although errors occur that occasionally hinder clarity of communication</td>
</tr>
<tr>
<td>7–8</td>
<td>• Manipulates a wide variety of grammatical structures, frequent use of complex structures</td>
</tr>
<tr>
<td></td>
<td>• Consistently accurate grammatical structures, consistently successful references to past, present and future events</td>
</tr>
<tr>
<td></td>
<td>• Fully coherent speech; any errors do not hinder the clarity of the communication</td>
</tr>
</tbody>
</table>
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
  - e.g. très, assez, beaucoup, peu, trop

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)

Conjunctions

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

Numbers, quantity, dates and time

including use of depuis with present and imperfect tenses
### Assessment information

#### Assessment requirements

<table>
<thead>
<tr>
<th>Component/paper number and title</th>
<th>Level</th>
<th>Assessment information</th>
<th>Number of raw marks allocated in the component/paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1: Listening</td>
<td></td>
<td>The listening examination lasts 30 minutes and is worth a quarter (25%) of the qualification. Students will be awarded a maximum of 40 marks. This paper will consist of seven tasks, each based around a single recorded text. Students may <strong>not</strong> bring a dictionary into the examination room.</td>
<td>40</td>
</tr>
<tr>
<td>Paper 2: Reading and Writing</td>
<td></td>
<td>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. The paper is divided into two sections: reading, and writing and grammar. The first section will consist of five tasks, each based around a collection of short texts or a longer single text. The second section will consist of two writing tasks and a third grammar-based task.</td>
<td>80</td>
</tr>
</tbody>
</table>
| Paper 3: Speaking               |       | The examination is made up of three tasks (A, B and C). The tasks must be conducted in consecutive order. 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 | 40                                                    |
<table>
<thead>
<tr>
<th>Component/paper number and title</th>
<th>Level</th>
<th>Assessment information</th>
<th>Number of raw marks allocated in the component/paper</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• 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 <strong>not</strong> be assessed.</td>
<td></td>
</tr>
</tbody>
</table>
Assessment objectives and weightings

<table>
<thead>
<tr>
<th>AO1</th>
<th>AO2</th>
<th>AO3</th>
<th>AO4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand and respond, in writing, to spoken language</td>
<td>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</td>
<td>Understand and respond, in writing, to written language</td>
<td>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</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>

Relationship of assessment objectives to papers

<table>
<thead>
<tr>
<th>Unit number</th>
<th>AO1</th>
<th>AO2</th>
<th>AO3</th>
<th>AO4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1</td>
<td>25%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Paper 2</td>
<td>0%</td>
<td>25%</td>
<td>25%</td>
<td>0%</td>
</tr>
<tr>
<td>Paper 3</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Total for International GCSE</strong></td>
<td><strong>25%</strong></td>
<td><strong>25%</strong></td>
<td><strong>25%</strong></td>
<td><strong>25%</strong></td>
</tr>
</tbody>
</table>

All components will be available for assessment from 2019.
4 Administration and general information

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
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). The form can be emailed to 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).

The form, supporting documentation and as much information as possible can be emailed to 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.

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 5: Glossary 93
Appendix 6: Candidate cover sheet (Paper 3: Speaking) 95
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

<table>
<thead>
<tr>
<th>French Word</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>affiche (f)</td>
<td>poster</td>
</tr>
<tr>
<td>aimer (v)</td>
<td>to love</td>
</tr>
<tr>
<td>à l'étranger</td>
<td>abroad</td>
</tr>
<tr>
<td>amusant(e)</td>
<td>amusing</td>
</tr>
<tr>
<td>arbre (m)</td>
<td>tree</td>
</tr>
<tr>
<td>ascenseur (m)</td>
<td>lift</td>
</tr>
<tr>
<td>auberge (f)</td>
<td>inn</td>
</tr>
<tr>
<td>banlieue (f)</td>
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<tr>
<td>bâtiment (m)</td>
<td>building</td>
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<tr>
<td>beau/belle</td>
<td>handsome, beautiful</td>
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<tr>
<td>bibliothèque(f)</td>
<td>library</td>
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<td>campagne (f)</td>
<td>countryside</td>
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<tr>
<td>canard (m)</td>
<td>duck</td>
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<tr>
<td>carrefour (m)</td>
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<tr>
<td>centre-ville (m)</td>
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<tr>
<td>chat (m)</td>
<td>cat</td>
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<tr>
<td>château (m)</td>
<td>castle</td>
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<td>cochon (m)</td>
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<tr>
<td>colline (f)</td>
<td>hill</td>
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<td>commissariat (m)</td>
<td>police station</td>
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<td>complexe sportif (m)</td>
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<td>cockerel</td>
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<td>distraction (f)</td>
<td>pastime</td>
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<td>endroit (m)</td>
<td>place</td>
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<td>ennuyeux/euse (adj)</td>
<td>boring</td>
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<td>étage (m)</td>
<td>floor/storey</td>
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<td>ferme (f)</td>
<td>farm</td>
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<td>fermier(~ière) (m/f)</td>
<td>farmer</td>
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<td>feu (m)</td>
<td>fire</td>
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<tr>
<td>lac (m)</td>
<td>lake</td>
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<td>lent(e) (adj)</td>
<td>slow</td>
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<tr>
<td>loin (adv)</td>
<td>far</td>
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<td>magasin (m)</td>
<td>shop</td>
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<td>mairie (f)</td>
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<td>mosquito</td>
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<td>paysage (m)</td>
<td>landscape</td>
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<td>(aller à la) pêche (f)</td>
<td>(to go fishing</td>
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<td>pied (m)</td>
<td>foot</td>
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<tr>
<td>à pied</td>
<td>on foot</td>
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<td>pedestrian</td>
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<tr>
<td>piscine (f)</td>
<td>swimming pool</td>
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<td>pittoresque (adj)</td>
<td>picturesque, pretty</td>
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<tr>
<td>place (f)</td>
<td>town square</td>
</tr>
<tr>
<td>place du marché (f)</td>
<td>market square</td>
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<td>pont (m)</td>
<td>bridge</td>
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<tr>
<td>port (m)</td>
<td>harbour/port</td>
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<td>poule (f)</td>
<td>hen</td>
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<tr>
<td>poulet (m)</td>
<td>chicken</td>
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<tr>
<td>quartier (m)</td>
<td>district</td>
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<tr>
<td>région (f)</td>
<td>region</td>
</tr>
<tr>
<td>rivière (f)</td>
<td>river (tributary)</td>
</tr>
<tr>
<td>rue (f)</td>
<td>street</td>
</tr>
<tr>
<td>se trouver (v)</td>
<td>to be situated</td>
</tr>
</tbody>
</table>
Life in the town and rural life (continued)

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

2 Holidays, tourist information and directions

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

complète (adj) – full
compris(e) (adj) – included
continuer (v) – to go, continue
crème solaire (f) – suncream, sunblock, sunscreen
décrire (v) – describe
défaire sa valise – to unpack
demi-pension – half board
dépliant (m) – brochure
donner sur (v) – to overlook
douche (f) – shower
durée (m) – period (of time)
emplacement (m) – pitch (for tent)
en avance – in advance
en plein air – outdoors
envoyer (v) – to send
estivant (m) – summer visitor
excursion (f) – outing
faire du camping – go camping
faire la connaissance de – to make the acquaintance of, to meet
faire ses bagages – to pack
fiche (f) – form (to fill in)
gîte (m) – holiday cottage/flat
grand lit (m) – double bed
guide touristique (m) – tourist guide
hébergement (m) – accommodation
inclus(e) (adj) – included
lampe de poche (f) – pocket torch, lamp
libre – free
location (f) – rental
louer (v) – to rent/to hire
loyer (m) – rent

projets (m) – plan
quinzé jours (m) – a fortnight
réception (f) – reception
rencontrer (v) – to meet
réserver (v) – to book (hotel etc.)
rester (v) – to stay
rond-point (m) – roundabout
sable (m) – sand
sac de couchage (m) – sleeping bag
salle de jeux (f) – games room
se baigner (v) – to go swimming
(se faire) bronzer (v) – to sunbathe
séjour (m) – stay
sens unique (m) – one way (system)
ski nautique (m) – water-skiing
spacieux (~se) (adj) – spacious
syndicat d'initiative (m) – tourist information office
tourner (v) – to turn	
tout droit (adv) – straight ahead
traverser (v) – cross, go over
vers (prep) – towards
visiter (v) – to visit (a place)
voir (v) – to see
vue (sur) (f) – view (of)
3 Services (e.g. bank, post office)

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

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

5 Everyday life, traditions, and communities

association du quartier (f) – neighbourhood association
chants (m) de Noël – Christmas carols
communauté (f) – community
déjeuner (m) – lunch
déjeuner – to take lunch
jour férié (f) – public holiday
prise le goûter – to have afternoon tea
procession (f) – procession
quartier (m) – neighbourhood
réveillon du Nouvel An – new year’s meal
tradition (f) – tradition
voisin(e) (m/f) – neighbour
Theme B – Education and employment

1 School life and routine

texte de l'image
<table>
<thead>
<tr>
<th>French Term</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>éducation civique (f)</td>
<td>citizenship</td>
</tr>
<tr>
<td>élève (m/f)</td>
<td>pupil, student</td>
</tr>
<tr>
<td>emploi du temps (m)</td>
<td>timetable</td>
</tr>
<tr>
<td>enseignement (m)</td>
<td>education</td>
</tr>
<tr>
<td>EPS (f)</td>
<td>physical education</td>
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<tr>
<td>espagnol (m)</td>
<td>Spanish</td>
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<tr>
<td>étudier (v)</td>
<td>to study</td>
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<tr>
<td>études (f pl)</td>
<td>studies</td>
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<tr>
<td>exemple (m)</td>
<td>example</td>
</tr>
<tr>
<td>expliquer (v)</td>
<td>to explain</td>
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<tr>
<td>faire l’appel (v)</td>
<td>to take the register</td>
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<tr>
<td>finir (v)</td>
<td>end, finish</td>
</tr>
<tr>
<td>français (m)</td>
<td>French</td>
</tr>
<tr>
<td>géographie (f)</td>
<td>geography</td>
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<tr>
<td>gomme (f)</td>
<td>rubber</td>
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<tr>
<td>gymnase (m)</td>
<td>gymnasium</td>
</tr>
<tr>
<td>heure (f)</td>
<td>hour/lesson period</td>
</tr>
<tr>
<td>histoire (f)</td>
<td>history</td>
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<tr>
<td>informatique (f)</td>
<td>computer (science)</td>
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<tr>
<td>instituteur/institutrice (m/f)</td>
<td>primary school teacher</td>
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<tr>
<td>italien (m)</td>
<td>Italian</td>
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<td>journée (scolaire) (f)</td>
<td>(school) day</td>
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<td>laboratoire (m)</td>
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<tr>
<td>langue (f)</td>
<td>language</td>
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<tr>
<td>leçon (f)</td>
<td>lesson</td>
</tr>
<tr>
<td>livre (m)</td>
<td>book</td>
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<tr>
<td>lycée (m)</td>
<td>15–19 school</td>
</tr>
<tr>
<td>maître d’école/maîtresse d’école</td>
<td>primary school teacher (see ‘professeur’)</td>
</tr>
</tbody>
</table>

salle de réunion (f) – assembly hall
scolaire (adj) – school
sixième (f) – first year of secondary school
sociologie (f) – sociology
sonner (v) – to ring
sport (m) – sport
stage en entreprise (m) – work experience
stylo (m) – pen
survêtement (m) – tracksuit
tableau (m) – picture
tableau blanc (interactif) (m) – (interactive) whiteboard
tableau noir (m) – chalkboard
taille-crayon (m) – pencil sharpener
terminale (f) – Sixth Form, last/final year (of school)
terrain de sport (m) – sports field
toilettes (f pl) – toilet(s)
trimestre (m) – term
utile (adj) – useful
vestiaire (m) – cloakroom/changing room
vrai (adj) – right, correct
2 School rules and pressures

améliorer (v) – improve
asseyez-vous (v) – sit down
bulletin scolaire (m) – end-of-term report
cahier (m) – exercise book
cartable (m) – school bag
casque (m) – headphones
CDI (m) – school library
chaussettes (f) – socks
chaussures (f.pl) – shoes
chemise (f) – shirt
chemisier (m) – blouse
collant (m) – (pair of) tights
collège (m) – 11–15 school
conseiller(~ère) d’orientation (m/f) – careers adviser
copier (v) – to copy
crayon (m) – pencil
devoirs (m) – homework
difficile (adj) – difficult
nenuyeux(~euse) (adj) – boring
épreuve (f) – test (in class)
essai (m) – essay
être fort(e) en – to be good at
examen oral (m) – oral (exam)
facile (adj) – easy
facultative (-ive) – optional
faible (adj) – weak
faute (f) – mistake
intéressant(e) (adj) – interesting

jupe (f) – skirt
juste (adj) – right, correct
laisser tomber – to drop/give up (a subject)
livre (m) – textbook
note (f) – mark
nul(le) en (adj) – hopeless, no good at
obligatoire (adj) – compulsory
orientation professionnelle (f) – careers advice
pantalon (m) – trousers
parler – to speak
passer un examen (v) – to take an exam
perdre (v) – to lose
préféré(e) (adj) – favourite
rater un examen (v) – to fail an exam
rayé(e) (adj) – striped
règle (f) – rule, regulation
règlement scolaire (m) – school rules
retenue (f) – detention
réussir à un examen (v) – to pass an exam
robe (f) – dress
sévère (adj) – strict
short (m) – a pair of shorts
sixième (f) – first year of secondary school
stylo (m) – pen
trousse (f) – pencil case
sévère (adj) – strict
3 School trips, events and exchanges

accueillir (v) – to welcome
animateur (m) – activity leader
assister à (v) – to attend
auberge de jeunesse (f) – youth hostel
cérémonie de remise des prix (f) – award ceremony
compétition (f) – competition
correspondant(e) (m/f) – penpal
echange (m) – exchange
enrichissant(e) (adj) – enriching
excursion (f) – excursion, day trip
famille d’accueil (f) – host family
graduation (f) – graduation
grandes vacances (f pl) – summer holidays
guide touristique (f) – tourist guide
invité(e) – guest

logement (m) – accommodation
loger (v) – to stay
mal du pays (m) – homesickness
moniteur de ski (m) – ski instructor
participant à (v) – to take part in
prix (m) – prize
recevoir (v) – to host
séjour (m) – stay
spectacle (m) – theatre show
visite culturelle (f) – cultural visit
voyage linguistique (m) – language trip
voyage scolaire/sortie scolaire – school trip

4 Work, careers and volunteering

agent de police (m/f) – police officer
acteur(~trice) (m/f) – actor/actress
animateur (~trice) (m/f) – presenter
annonce (f) – advertisement
apprenti(e) (m/f) – apprentice
apprentissage (m) – apprenticeship
au chômage (adj) – unemployed
bénévole (m) – volunteer worker
bien payé(e) (adj) – well paid
boulanger (~ère) (m/f) – baker
boulot (m) – job (colloquial)
bureau (m) – office
caisse (f) – till, cash desk
caisseier (~ière) (m/f) – cashier
chauffeur(~euse) de taxi (m/f) – taxi driver
chef de cuisine (m) – chef
choisir (v) – to choose

informaticien(ne) (m/f) – IT expert
ingénieur(e) (m/f) – engineer
job d’été (m) – summer job
journaliste (m) – journalist
licence (f)/diplôme (m) – degree (academic)
maçon (m) – builder/bricklayer/mason
mal payé(e) (adj) – badly paid
mannequin (m inv) – (fashion) model
mécanicien(ne) (m/f) – mechanic
médecin (m/f) – doctor
message (m) – message
métier (m) – trade, profession
œuvre caricative (f) – charitable organisation
ouvrier(~ière) (m/f) – manual worker
patron(ne) (m/f) – boss
payé(e) (adj) – paid
payer (v) – to pay
Work, careers and volunteering (continued)

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

<table>
<thead>
<tr>
<th>French Word</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>avenir (m)</td>
<td>future</td>
</tr>
<tr>
<td>avoir besoin de (v)</td>
<td>to need</td>
</tr>
<tr>
<td>avoir envie de (v)</td>
<td>to want to</td>
</tr>
<tr>
<td>avoir l'intention de (v)</td>
<td>to intend to</td>
</tr>
<tr>
<td>carrière (f)</td>
<td>career</td>
</tr>
<tr>
<td>chercher (v)</td>
<td>to look for</td>
</tr>
<tr>
<td>commencer (v)</td>
<td>to begin, start</td>
</tr>
<tr>
<td>décider de (v)</td>
<td>to decide to</td>
</tr>
<tr>
<td>diplôme (m)</td>
<td>diploma/certificate</td>
</tr>
<tr>
<td>diplômé(e) (adj)</td>
<td>qualified</td>
</tr>
<tr>
<td>droit (m)</td>
<td>law (subject)</td>
</tr>
<tr>
<td>entretien (m)</td>
<td>interview</td>
</tr>
<tr>
<td>espérer (v)</td>
<td>to hope</td>
</tr>
<tr>
<td>étudiant(e) (m/f)</td>
<td>student</td>
</tr>
<tr>
<td>faire des études littéraires (v)</td>
<td>to study literature and languages</td>
</tr>
<tr>
<td>interview (f)</td>
<td>interview</td>
</tr>
<tr>
<td>permettre (v)</td>
<td>to allow</td>
</tr>
<tr>
<td>préparer (un examen)</td>
<td>to study for (an exam)</td>
</tr>
<tr>
<td>(plus) âgé(e) (adj)</td>
<td>old(er)</td>
</tr>
<tr>
<td>prochain(e) (adj)</td>
<td>next</td>
</tr>
<tr>
<td>projet (m)</td>
<td>plan (for future)</td>
</tr>
<tr>
<td>quitter (v)</td>
<td>to leave</td>
</tr>
<tr>
<td>réaliser – to achieve</td>
<td></td>
</tr>
<tr>
<td>rencontrer (v)</td>
<td>meet</td>
</tr>
<tr>
<td>savoir (v)</td>
<td>to know</td>
</tr>
<tr>
<td>université (f)</td>
<td>university</td>
</tr>
</tbody>
</table>
Theme C – Personal life and relationships

1 House and home

agréable (adj) – pleasant
appartement (m) – flat, apartment
au premier étage (m) – on the first floor
au rez-de-chaussée (m) – on the ground floor
baignoire (f) – bath(tub)
bureau (m) – office
canapé (m) – sofa, settee
cave (f) – cellar, basement
chaîne hi-fi (f) – hi-fi/stereo system
chaise (f) – chair
chambre (f) – bedroom
clef/clé (f) – key
commode (f) – chest of drawers
confortable (adj) – comfortable
congélateur (m) – freezer
couteau (m) – knife
couverture (f) – blanket
cuisine (f) – kitchen
cuisinière (f) – stove, cooker
douche (f) – shower
doublage (m) – insulation
doublure (f) – lining
doublure de fenêtre (f) – curtain(s)
étage (m) – storey, floor
fauteuil (m) – armchair, easy chair
fenêtre (f) – window
ferme (f) – farm
four (m) – oven
four à micro-ondes (m) – microwave
frigidaire/frigo (m) – refrigerator/fridge
gaz (m) – gas
grenier (m) – attic, loft

machine à laver (f) – washing machine
machine à laver la vaisselle (f) – dishwasher
maison (familiale) (f) – (family) house/home
meuble (m) – item of furniture
moderne (adj) – modern, up to date
moquette (f) – fitted carpet
mur (m) – wall
ouve-boîte (m) – tin opener
ouve-bouteille (m) – bottle opener
pavillon (m) – detached house
pelouse (f) – lawn
pièce (f) – room
placard (m) – fitted cupboard
plafond (m) – ceiling
plancher (m) – floor
plante (f) – plant
pêche (f) – frying pan
poêle (m) – (wood burning) stove
porte (f) – door
poubelle (f) – rubbish bin
radiateur (m) – radiator
réfrigérateur (m) – refrigerator
rideau(x) (m) – curtain(s)
robinet (m) – tap
salle à manger (f) – dining room
salle de bains (f) – bathroom
salle de séjour (f) – living room, lounge
salon (m) – living room, lounge, drawing room
studio (m) – studio flat
table de toilette (f) – dressing table
tapis (m) – mat, unfitted carpet
tasse (f) – cup
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
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

toilettes (f 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
cafetières (f pl) – coffee maker
casquette (f) – cap
nettoyer (v) – to clean
ordures (f pl) – rubbish
oreiller (m) – pillow
ouverte-boîte (m) – can opener
ouverte-bouteille (m) – bottle opener
paire de (f) – pair of
pantalon (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)

attendre (v) – to wait for

Daily routines and helping at home (continued)
casserole (f) – saucepan
ceinture (f) – belt
chemise de nuit (f) – nightdress
collant (m) – tights
couette (f) – continental quilt, duvet
couper (v) – to cut
couteau (m) – knife
couverture (f) – blanket
cuiller/cuillère (f) – spoon
déchets (m pl) – rubbish
de/en coton – (made of) cotton
descendre (v) – to go downstairs
de/en laine – (made of) wool
de/en soie – (made of) silk
drap (m) – (bed) sheet
etagère (f) – shelf
étage (m) – kitchen sink
faire la cuisine (v) – to do the cooking, to cook
faire la lessive (v) – to do the laundry
faire le jardinage (v) – to do the gardening
faire le linge (v) – to do the laundry
faire le lit (v) – to make the bed
faire le ménage (v) – to do the housework
faire le repassage (v) – to do the ironing
faire les courses (v) – to do the shopping
fermer (v) – to switch off/to close
fleur (f) – flower
fourchette (f) – fork
gant (m) – glove
garder un enfant (v) – to mind (a child)

rentrer (la lessive) (v) – to bring in (the washing)
réveil (m) – alarm clock
rouge à lèvres (m) – lipstick
sac à main (m) – handbag
s'amuser (v) – to have fun
savon (m) – soap
se brosser les dents/les cheveux (v) – to brush your teeth/your hair
s‘habiller (v) – to get dressed
shampooing (m) – shampoo
se laver (v) – to wash
se lever (v) – get up
se préparer (à) (v) – to get ready (for)
se raser (v) – to have a shave
se réveiller (v) – to wake up
serviette (de bain) (m) – (bath) towel
sortir (la poubelle) (v) – to take out (the rubbish bin)
sortir (v) – to go out
souvent (adv) – often
sweat (m) – a sweatshirt
tard (adv) – late
tasse (f) – cup
tee-shirt /t-shirt (m) – T-shirt
tiroir (m) – drawer
tôt (adv) – early
travailler (v) – to work
tricot (m) – sweater, jersey, woollen garment
verre (m) – glass
verser (v) – to pour
veste (f) – jacket
vêtement (m) – garment
Daily routines and helping at home (continued)

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

3 Role models

acteur (m) – actor  influence (f) – influence
annonces (f, p) – adverts  les paroles (f) – lyrics
bon/mauvais exemple (m) – good/bad example  mannequin (m) – model
caractéristique (f) – characteristic  modèle (m) – role model
célebre (adj) – famous  journal (m) – newspaper
chanson (f) – song  personnages célèbres (m, pl) – celebrities
copier (v) – to copy  personnalité (m) – personality
comportement (m) – behaviour  qualité (f) – quality
se comporter bien/mal (v) – to behave well/badly  revue (f) – magazine
serviable (adj) – helpful
se comporter bien/mal (v) – to behave well/badly
coeur (m) – heart
footballer (m) – footballer
idole (f) – idol
imiter (v) – to imitate

suivre (v) – to follow
vedette (f) – a star
4 Relationships with family and friends

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

connaître (v) – to know (a person)
content(e) (adj) – happy, pleased, glad
copain (m) – friend/boyfriend
copine (f) – friend/girlfriend
court(e) – short
cousin (m) – male cousin
cousine (f) – female cousin
demi-frère (m) – half-brother
demi-sœur (f) – half-sister
divorç(e) – divorced
épouser (v) – to marry
être amoureux de (v) – to be in love with
être né(e) (v) – to be born
famille (f) – family
fatigant (adj) – tiring
fatigue (f) – tiredness
fatigué(e) (adj) – tired
femme (f) – woman/wife
fille (f) – girl/daughter
fils (m) – son
foncé(e) (adj) – dark
fou (folle) (adj) – mad, crazy
frère (m) – brother
frisé(e) (adj) – curly
garçon (m) – boy
gâté(e) (adj) – spoilt

partager (v) – to share
perdre (v) – to lose
père (m) – father
petit(e) (adj) – small
petit ami (m) – boyfriend
petite amie (f) – girlfriend
poisson rouge (m) – goldfish
poli(e) (adj) – polite
prénom (m) – first/given name
rencontrer (v) – to meet
rire (v) – to laugh
roux (rousse) (adj) – red-headed, auburn, ginger
savoir (v) – to know (a fact)
sœur (f) – sister
souris (f) – (pet) mouse
sportif (adj) – sporty/sport-loving/athletic
sympathique (adj) – friendly, kindly, nice
tante (f) – aunt
timide (adj) – shy
tortue (f) – tortoise
triste (adj) – sad
unique (adj) – only
vieux (vieille) (adj) – old, elderly
voisin(e) (m/f) – neighbour
voix (f) – voice
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
grandir (v) – to grow up
grande personne (f) – grown-up
grimer (v) – to climb
groder (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
préfére (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) – lightbulb  
avoir peur (v) – to fear, to be afraid  
bio(logique) (adj) – organic  
bois (m) – wood, timber  
catastrophe (f) – catastrophe  
changement (m) – change  
charbon (m) – coal  
circulation (f) – traffic  
contamination (f) – contamination  
couche d’ozone (f) – ozone layer  
co-voiturage (m) – car sharing  
déchets ménagers (m) – household waste  
détruire (v) – to destroy  
écologique (adj) – ecological  
effet de serre (m) – greenhouse effect  
embouteillage (m) – traffic jam, holdup  
énergie (nucléaire) (f) – (nuclear) energy  
énergie renouvelable (f) – renewable energy  
environnement (m) – environment  
en voie de disparition – endangered, disappearing  
éoliennes (f) – wind turbines  
espèce (f) – species  
reflection (f) – petrole  
etre vert (v) – to be ‘green’/ecologically aware  
forêt équatoriale (f) – rainforest  
incendie (de forêt) (m) – (forest) fire

inondation (f) – flood  
investissement (m) - investment  
malsain (adj) – unhealthy  
marée noire (f) – oil slick  
menacer (v) – to threaten  
monter (v) – to go up (temperature)  
panneaux solaires (m) – solar panels  
pénurie (f) – shortage  
pétrole (m) – crude oil, petroleum  
pluie acide (f) – acid rain  
polluant(e) (adj) – polluting  
pollué(e) (adj) – polluted  
propre (adj) – clean  
réchauffement de la planète (m) – global warming  
recyclage (m) – recycling  
sale (adj) – dirty  
sauver (v) – to save  
sécheresse (f) – drought  
sécurité (f) – safety  
terre (f) – earth, world  
tornade (f) – tornado  
tuer (v) – to kill  
vague (f) – wave (sea)  
victime (f) – victim (men and women)
## 2 Weather and climate

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

accident (m) – accident
aéroglyisseur (m) – hovercraft
aéroport (m) – airport
à l’étranger (adv) – abroad
aller-retour (m/adj) – return (ticket)
aller simple (m/adj) – single (ticket)
arrêt d’autobus (m) – bus stop
arrivée (f) – arrival
arriver (v) – to arrive
atterrir (v) – to land
automobiliste (m/f) – driver
autoroute (f) – motorway
avion (m) – aeroplane
bagages (m pl) – luggage
bateau (m) – boat, ship
billet (m) – ticket
bon séjour (adj+m) – have a nice stay
bon voyage (adj+m) – have a good journey
bicyclette (f) – bicycle
billet (m) – ticket
bureau des objets trouvés (m) – lost property office
bus (m) – bus
camion (m) – lorry, truck
car (m) – (long distance) coach
carrefour (m) – crossroads
casque (m) – (crash) helmet
changer – change
chef (m) – driver (of bus, taxi etc.)
chemin de fer (m) – railway
circulation (f) – traffic
coffre (m) – boot (of car)
coin (m) – corner
gare (f) – station
gazole (m) – diesel
gare routière (f) – bus station
gare SNCF (f) – railway station
gas-oil (m) – diesel
garer (v) – to park
guichet (m) – ticket office
kilomètre (m) – kilometre
marcher (v) – to walk
mètre (m) – metre
métro (m) – underground
mobylette (f) – moped
monter dans (v) – get in/get on
moteur (m) – engine
motocyclette (f) – motorbike
panne (f) – breakdown
permis de conduire (m) – driving licence
pièce d'identité (f) – (form of) identification
piéton(ne) (adj+m) – pedestrian
pneu (m) – tyre
portière (f) – door (of vehicle)
priorité (f) – priority
prochain(e) (adj) – next
quai (m) – platform
ralentir (v) – to reduce speed
rater (v) – to miss (e.g. train)
retard (m) – delay
roue (f) – wheel
route (nationale) (f) – main road
salle d’attente (f) – waiting room
sans plomb (adj) – unleaded
s’arrêter (v) – to stop
sécurité (f) – safety
sortie (de secours) (f) – (emergency) exit
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
transports en commun (m) – public transport
tunnel sous la Manche (m) – Channel Tunnel
vélo (m) – bicycle
vélos (m) – mopeds
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) – singer
choquer (v) – to shock
combien (adv) – how much/how many
comédie de situation/sitcom (f) – sitcom
commencer (v) – to start
côuter (v) – to cost
décrire (v) – to describe
dessin animé (m) – cartoon film
documentaire (m) – documentary
doublé(e) (adj) – dubbed
drôle (adj) – funny
écouter (v) – to listen to
effets spéciaux (m pl) – special effects
émotion (f) – programme, broadcast
étudiant(e) (m/f) – student
fana (m/f) – fan
fanatique de (adj) – fan of
feuilleton (m) – serial, soap opera
film comique (m) – comedy
film d’amour (f) – romantic film
film d’horreur (m) – horror film
film policier (m) – crime film
finir (v) – to end, to finish
fin (f) – end

poste de télévision/de radio (m) – television/radio set
présentateur(~trice) – newsreader/presenter
pub(licité) (f) – advertising/advertisement
quotidien (m) – daily (newspaper)
réduit(e) (adj) – reduced
regarder (v) – to watch, to look at
reportage (sportif) (m) – (sports) report
réserver (à l’avance) (v) – to book (ahead)
roman (d’aventures) (m) – (adventure) novel
roman policier (m) – detective novel
séance (f) – performance, showing (of film), session
série (f) – series
se divertir (v) – to be entertained
sous-titré(e) (adj) – subtitled
spectacle (m) – show, performance
spot publicitaire (m) – commercial
station de radio (f) – radio station
tarif (m) – list of prices
télécommande (f) – remote control
télé-réalité (f) – reality television
triste (adj) – sad
vedette (f) – star (men and women)
zapper (v) – to channel hop
### 5 Information and communication technology

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

1 Special occasions

acrobat (m/f) – acrobat          lumière (f) – light
animal (m) – animal            mariage (m) – wedding
anniversaire (m) – birthday     marié (m) – groom
attendre (v) – to wait          mariée (f) – bride
bague (f) – ring with stone     montre (f) – watch
bienvenu(e) (adj) – welcome     musée (m) – museum
bijou(x) (m) – jewel(s)/jewellery nappe (f) – tablecloth
bizarre (adj) – odd, curious, strange
bon appétit (m) – enjoy your meal
bonjour (m) – hello
boum/soirée/fête (m) – party
bouteille (f) – bottle
cadeau(x) (m) – present(s)
cérémonie (f) – ceremony
(release) chic (inv adj) – smart, stylish, ‘posh’
circonstances (f pl) – circumstances
cirque (m) – circus
embrasser (v) – to hug/to kiss
en famille – with the family, as a family
excursion (f) – outing
faire la bise (v + f) – to greet with a kiss
fast-food (m) – fast-food restaurant
félicitations – congratulations
fiançailles (pl) – engagement
fiancé(e) (m/f) – fiancé, betrothed
gardien(ne) (m/f) – warden, (zoo)keeper
gaspillage d’argent – waste of money
gâteau de fête (m) – celebration cake
grand public (m) – general public
impressionnant(e) (adj) – impressive
jour de congé (m) – day off, holiday

parc d’attractions (m) – theme park
parc aquatique (m) – waterpark, aquapark
parfum (m) – perfume
passionnant(e) (adj) – exciting, gripping
pique-nique (m) – picnic
présenter (v) – to introduce
ravi(e) (adj) – delighted
rendre visite à (v) – to visit (people)
robe (f) – dress
ruban (m) – ribbon
self-(service) (m) – self-service restaurant
serviette (m) – table napkin, serviette
sortie (scolaire) (f) – (school) outing
sortie (f) – exit, way out
souhaiter la bienvenue (v) – to welcome
spécialité (de la maison) (f) – speciality of the house
spectacle (m) – show, performance
tutoyer (v) – to call someone ‘tu’
visiteur (euse) (m/f) – visitor
(jardin) zoo (logique) (m) – zoo
## 2 Hobbies, interests, sports and exercise

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

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

3 Shopping and money matters

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

chèque (de voyage) (m) – (traveller’s cheque)
cher/chère (adj) – expensive
choix (m) – choice
client(e) (m/f) – customer, client
combien (adv) – how much/how many
commander (v) – to order
commerçant(e) (m/f) – shopkeeper
concurrence (f) – competition
consommateurs (m) – consumer
couvrir (v) – to cover
cuir (m) – leather
doigt (m) – finger
exercice (m) – exercise
facture (f) – bill, charge
faire les courses (v) – (to go) shopping (for essentials)

porte-feuille (m) – wallet
porte-monnaie (m) – purse
prix (m) – price
produit (m) – product
rayon (m) – department
sac (en plastique) (m) – (plastic) bag
solde (m) – (end of season) sale
supermarché (m) – supermarket
taille (f) – size
vendre (v) – to sell
vêtements (m pl) – clothes
vitrine (f) – (shop) window

4 Accidents, injuries, common ailments and health issues

alcool (m) – alcohol
aller mieux (v) – to be better
asthme (m) – asthma
avoir de la fièvre (v) – to have a temperature
avoir mal à l’estomac (v) – to have stomach ache
avoir mal à l’oreille (v) – to have earache
avoir mal à la gorge (v) – to have a sore throat
avoir mal à la tête (v) – to have a headache
avoir mal au cœur (v) – to feel sick
avoir mal au cou (v) – to have a stiff neck
avoir mal au dos (v) – to have backache

langue (f) – tongue
maigrir (v) – to lose weight
main (f) – hand
malade (adj) – ill, sick
maladie (f) – illness
médecin (m/f) – doctor
médicament (m) – medicine, drugs
mouchoir (en papier) (m) – (paper) handkerchief
nez (m) – nose
œil (m) yeux (m pl) – eye(s)
ordonnance (f) – prescription
mal d’oreille (f) – ear ache
pied (m) – foot
Accidents, injuries, common ailments and health issues (continued)

avoir mal au ventre (v) – to have stomach
avoir mal aux dents (v) – to have toothache
blessé(e) (adj) – injured
bouche (f) – mouth
bras (m) – arm
cœur (m) – heart
comprimé (m) – pill, tablet
corps (m) – body
dent (f) – tooth
diarrhée (f) – diarrhoea
dormir (v) – to sleep
être enrhumé(e) (v) – to have a cold
être en (pleine) forme (v) – to be in (good) shape, to be (very) well
fumer (v) – to smoke
fumeur (m) – smoker
garder le lit (v) – to stay in bed
genou (m) – knee
gorge (f) – throat
grandir (v) – to get taller
grave (adj) – serious
grippe (f) – flu, influenza
grossir (v) – to put on weight
heurter (v) – to hit, to knock
hôpital (m) – hospital
infirmier (~ère) (m/f) – nurse
jambe (f) – leg

5 Food and drink

abricot (m) – apricot
agneau (m) – lamb
ananas (m) – pineapple
baguette (f) – French stick (bread)
banane (f) – banana

lait (m) – milk
lapin (m) – rabbit
lard (m) – bacon
 légume (m) – vegetable
 limonade (f) – lemonade
Food and drink (continued)

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

confiserie (f) – sweets
confiserie (f) – sweet shop
confiture (f) – jam, fruit preserves
côtelette (f) – chop, cutlet
crème (f) – cream
crêpe (f) – pancake
confiserie (f) – sweet shop
poulet (m) – chicken
prune (f) – plum
radis (m) – radish
prendre un repas – to have a meal
pression (f) – draft beer

potage (m) – soup

poulet (m) – chicken

repas (m) – meal

prendre un repas – to have a meal

prise (f) – draft beer

confiture (f) – jam, fruit preserves

recette (f) – recipe

sauce vinaigrette (f) – oil and vinegar dressing

pression (f) – draft beer

ragoût (m) – casserole

ragoût (m) – casserole

sauce vinaigrette (f) – oil and vinegar dressing

fruits de mer (m pl) – seafood

fruits de mer (m pl) – seafood

法律法规（continued）
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*
Mme: Madame – *Mrs*
Mlle : 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*

de rien – *don’t mention it*
(je suis) désolé(e) – *I’m sorry*
enchanté(e) – *pleased to meet you!*
félicitations! – *congratulations*
merci – *thank you*
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*
etre – *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
bruyant – 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
meilleur(e) – better
merveilleux(~euse) – marvellous
mêmes – 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
reconnaissant(e) – grateful
réel(le) – real, true, genuine
sale – dirty
salé – savoury/salty
satisfait – satisfied
sensass (inv) – terrific, sensational
Adjectives (continued)

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

détester – to hate/detest

détruire – to destroy

devenir – to become

devoir – to have to
dire – to say

disputer – to argue
donner – to give
donner sur – to overlook
dormir – to sleep
doubler – to overtake
durer – to last

echanger – to exchange

eclouter – to listen to

ecrire – to write
effacer – to erase
embrasser – to hug/to kiss
emprunter – to borrow
enregistrer – to record
entendre – to hear
entrer – to enter, to go in
envoyer – to send
espérer – to hope
essayer – to try
être – to be
étudier – to study
éviter – to avoid
expliquer – to explain
faire – to make/do
faillir – to be necessary
fermer – to close/shut
fêter – to celebrate
finir – to finish
fonctionner – to work, to function
frapper – to hit, to knock

sauvegarder – to back up

savoir – to know

s’échapper – to escape

se dépêcher – to hurry up

s’ennuyer – to be bored, to get bored

s’intéresser à – to be interested in

s’inscrire – to register/enter (e.g. competition)

s’occuper de – to look after/to take an interest in

se baigner – to go swimming

(Se faire) bronzer – to tan, to sunbathe

se comporter – to behave

se connecter – to log in/on

se débrouiller – to manage, to cope

se dépêcher – to hurry

se détendre – to relax

se fâcher – to get angry

se lever – to get up

se passer – to happen

se rappeler de – to remember, to recall

se raser – to shave

se reposer – to rest

se retrouver – to meet up

se réveiller – to wake up

se sentir – to feel

se servir de – to use

se taire – to be quiet, to stop making a noise

se trouver – to be (situated)

sembler – to seem, to appear

sentir – to smell

server – to serve

sonner – to ring

sortir – to go out

souffrir – to suffer

sourire – to smile
Verbs (continued)

fumer – to smoke

gagner – to win/earn
garder – to keep
garer – to park
grandir – to grow up
grimper – to climb
groder – 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

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

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

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 – see you tomorrow
à l’heure (adv) – on time
an (m) – year
année (f) – year
après-midi (m) – afternoon
au début (adv) – at the beginning
au printemps (m) – in (the) spring
après-demain (adv) – the day after tomorrow
après-midi (m) – afternoon
aujourd’hui (adv) – today
bientôt (adv) – soon
demain (adv) – tomorrow
de temps en temps (adv) – from time to time
d’ici cinq ans – in five years from now
en automne (m) – in (the) autumn
en été – in (the) summer
en hiver – in (the) winter
fois (f) – time/occasion

hier (adv) – yesterday
jour (m) – day
journée (f) – day
le lendemain – the following day
maintenant (adv) – now
matin (m) – morning
midi (m) – midday
minuit (m) – midnight
mois (m) – month
nuit (f) – night
quinzaine (f) – a fortnight
quinze jours (m) – a fortnight
semaine (f) – week
soir (m) – evening
soirée (f) – evening
toujours – always/still
tous les jours (m pl) – every day
tout à l’heure (adv) – shortly, soon

d’un (m) – a
pourquoi (adv) – why
quel(le)(s)? – which
qu’est-ce que? – what
qui? – who

**Question words**

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

à moi – mine
à mon avis – in my opinion
avec plaisir – with pleasure, gladly
avoir raison – to be right
avoir tort – to be wrong
bien sûr – of course
bof! – (expression of indifference)
bonne chance – good luck
cà dépend – it depends
cà m'est égal – I don't mind/I don't care
cà ne fait rien – never mind/it doesn't matter
cà s'écrit comment ? – How do you spell that?
cà va ? – How are you?
d'accord – OK, all right
de rien – don’t mention it/you’re welcome
d'habitude – usually

encore une fois – once more, once again
être en train de (faire) – to be in the process of (doing)
être sur le point de – to be about to
j'en ai assez/marre – I've had enough, I'm fed up
quel dommage – what a pity
par rapport à – compared to
tant mieux – so much the better
tant pis – so much the worse
voici – here is
voilà – there is

Other words

cela (pron) – that (formal)
chose (f) – thing
comme (conj) – as, because
comme (comp) – as, like
idée (f) – idea
façon (de faire) (f) – way (of doing)
fin (f) – end
fois (f) – time, occasion
genre (m) – type, sort
inconvénient (m) – disadvantage
Madame (f) – Mrs
Mademoiselle (f) – Miss
Monsieur (m) – Mr

nombre (m) – number
non (adv) – no
oui (adv) – yes
parce que (conj) – because
par exemple (m) – for example
quelqu'un (pron) – someone
quelque chose (f) – something
raison (f) – reason
si (conj) – so, therefore
si (adv) – so (intensifier)
tout le monde (m sing) – everyone, everybody
Countries and continents

Afrique (f) – Africa
Allemagne (f) – Germany
Amérique du Nord (f) – North America
Amérique du Sud/Amérique latine (f) – South America/Latin America
Angleterre (f) – England
Asie (f) – Asia
Autriche (f) – Austria
Bangladesh (m) – Bangladesh
Belgique (f) – Belgium
Canada (m) – Canada
Chine (f) – China
Corse (f) – Corsica
Danemark (m) – Denmark
Espagne (f) – Spain
États-Unis (m pl) – United States

Nationalities etc.

africain(e) – African
allemand(e) – German
américain(e) – American
anglais(e) – English
asiatique – Asian
autrichien(ne) – Austrian
du Bangladesh – Bangladeshi
belge – Belgian
canadien(ne) – Canadian
chinois(e) – Chinese
corse – Corsican
danois(e) – Danish
corsois(e) – Scottish
### Geographical areas and mountains

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<tr>
<th>French</th>
<th>English</th>
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<td>Pyrénées (f pl)</td>
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## Appendix 2: Codes

<table>
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<tr>
<th>Type of code</th>
<th>Use of code</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject codes</td>
<td>The subject code is used by centres to cash-in the entry for a qualification.</td>
<td>International GCSE – 4FR1</td>
</tr>
<tr>
<td>Paper codes</td>
<td>These codes are provided for information. Students may need to be entered for individual papers.</td>
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<tr>
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</table>
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’.\(^1\)

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 \(^2\) 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


| Cognitive skills | Cognitive processes and strategies | • Critical thinking  
• Problem solving  
• Analysis  
• Reasoning  
• Interpretation  
• Decision making  
• Adaptive learning  
• Executive function |
|------------------|----------------------------------|--------------------------------------------------|
| Creativity       | • Creativity  
• Innovation |
| Intellectual openness | • Adaptability  
• Personal and social responsibility  
• Continuous learning  
• Intellectual interest and curiosity |
| Work ethic/ conscientiousness | • Initiative  
• Self-direction  
• Responsibility  
• Perseverance  
• Productivity  
• Self-regulation (metacognition, forethought, reflection)  
• Ethics  
• Integrity |
| Positive core self-evaluation | • Self-monitoring/self-evaluation/self-reinforcement |
| Interpersonal Skills | Teamwork and collaboration | • Communication  
• Collaboration  
• Teamwork  
• Co-operation  
• Interpersonal skills |
| Leadership       | • Leadership  
• Responsibility  
• Assertive communication  
• Self-presentation |

**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

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment objectives</td>
<td>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.</td>
</tr>
<tr>
<td>External assessment</td>
<td>An examination that is held at the same time and place in a global region.</td>
</tr>
<tr>
<td>JCQ</td>
<td>Joint Council for Qualifications. This is a group of UK exam boards which develop policy related to the administration of examinations.</td>
</tr>
<tr>
<td>Linear</td>
<td>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.</td>
</tr>
<tr>
<td>Modular</td>
<td>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.</td>
</tr>
<tr>
<td>NEA</td>
<td>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.</td>
</tr>
<tr>
<td>Raw marks</td>
<td>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.</td>
</tr>
<tr>
<td>UMS</td>
<td>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.</td>
</tr>
<tr>
<td>Unit</td>
<td>A modular qualification will be divided into a number of units. Each unit will have its own assessment.</td>
</tr>
</tbody>
</table>
Appendix 6: Candidate cover sheet  
(Paper 3: Speaking)

To be completed by the teacher/examiner:

<table>
<thead>
<tr>
<th>Centre name:</th>
<th>Centre number:</th>
<th>Language:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate name:</td>
<td>Candidate number:</td>
<td>Specification code:</td>
</tr>
</tbody>
</table>

| Date of speaking test: | Name of teacher/examiner conducting test (Block capitals): | CD number: | Track number: |

<table>
<thead>
<tr>
<th>Topic area</th>
<th>Sub-topic</th>
</tr>
</thead>
</table>

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:

<table>
<thead>
<tr>
<th>Task A</th>
<th>Communication and content</th>
<th>Linguistic knowledge and accuracy</th>
<th>TOTAL:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Examiner</td>
<td>Senior Examiner</td>
<td>Pearson Examiner</td>
<td>Senior Examiner</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tasks B and C</th>
<th>Communication and content</th>
<th>Interaction and spontaneity</th>
<th>Linguistic knowledge and accuracy</th>
<th>TOTAL:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Examiner</td>
<td>Senior Examiner</td>
<td>Pearson Examiner</td>
<td>Senior Examiner</td>
<td>Pearson Examiner</td>
</tr>
</tbody>
</table>