Contents

WJEC GCSE in French

For Teaching from 2009
For Award from 2011

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This is a unitised specification: candidates may be entered for separate units at stages during the course.

For subject awards from summer 2014, this specification will not be available to centres in England: centres in England will be required to follow the linear version of this specification.
FRENCH

SUMMARY OF ASSESSMENT

Unit 1: Listening (20%)
Written Paper: approx. 35 minutes (F) approx. 45 minutes (H)
40 marks (40 UMS)

Listening Comprehension with non-verbal responses and verbal responses in English/Welsh.

Unit 2: Speaking (30%)
Controlled Assessment (untiered)
40 marks (60 UMS)

2 tasks:
Structured conversation
Presentation and discussion

Unit 3: Reading (20%)
Written Paper: 35 minutes (F) 45 minutes (H)
40 marks (40 UMS)

Reading comprehension with non-verbal and verbal responses in English/Welsh.

Unit 4: Writing (30%)
Controlled Assessment (untiered)
40 marks (60 UMS)

2 written tasks from different contexts.

AVAILABILITY OF ASSESSMENT AND CERTIFICATION

<table>
<thead>
<tr>
<th>Entry Code</th>
<th>Subject</th>
<th>Option*</th>
<th>June 2010</th>
<th>June 2011 and each year thereafter</th>
</tr>
</thead>
<tbody>
<tr>
<td>4221</td>
<td>Unit 1</td>
<td>01 or W1 (F)</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>4221</td>
<td>Unit 1</td>
<td>02 or W2 (H)</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>4222</td>
<td>Unit 2</td>
<td>01 or W1</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>4223</td>
<td>Unit 3</td>
<td>01 or W1 (F)</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>4223</td>
<td>Unit 3</td>
<td>02 or W2 (H)</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>4224</td>
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<td>01 or W1</td>
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</tr>
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<td>4220</td>
<td>Subject Award</td>
<td>SA or GU</td>
<td>✔</td>
<td>✔</td>
</tr>
</tbody>
</table>

* Option Codes
English Medium 01, Welsh Medium W1 - for units
English Medium SA, Welsh Medium GU - for subject award

Qualification Accreditation Numbers
500/4569/6 until 2013
600/5566/2 from 2014
1

INTRODUCTION

1.1 Rationale

The GCSE French specification will naturally enhance the European and global awareness of candidates. Similarly, opportunities will naturally arise to explore the spiritual, moral, ethical and cultural dimensions of topics studied. Welsh-medium versions of specifications and question papers will be available. Opportunities will be provided for candidates to develop their Key Skills.

1.2 Aims and Learning Outcomes

Following a course in GCSE French should encourage students to derive enjoyment and benefit from language learning, and be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study. Learners should recognise that their linguistic knowledge, understanding and skills help them to take their place in a multilingual global society and also provide them with a suitable basis for further study and practical use of the language. The GCSE French specification should prepare learners to make informed decisions about further learning opportunities and career choices.

The GCSE specification in French will enable learners to:

- develop understanding of the language in a variety of contexts
- develop knowledge of the language and language learning skills
- develop the ability to communicate effectively in the language
- develop awareness and understanding of countries and communities where the language is spoken.

1.3 Prior Learning and Progression

Although there is no specific requirement for prior learning, this specification builds upon the study of French in Key Stage 3. This specification may be followed by any candidate, irrespective of their gender, ethnic, religious or cultural background. This specification is not age specific and, as such, provides opportunities for candidates to extend their life-long learning.
1.4 Equality and Fair Assessment

GCSEs often require assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The revised GCSE qualification and subject criteria have been reviewed to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments. For this reason, very few candidates will have a complete barrier to any part of the assessment. Information on reasonable adjustments is found in the Joint Council for Qualifications document *Regulations and Guidance: Access Arrangements, Reasonable Adjustments and Special Consideration*. This document is available on the JCQ website ([www.jcq.org.uk](http://www.jcq.org.uk)).

Depending on the severity of the disability, it may not be possible for candidates with speech or hearing impairment to meet the criteria for the assessment of speaking and listening skills. Depending on the degree of the disability, it may not be possible for candidates with visual impairment to meet the criteria for the assessment of reading.

Candidates who are still unable to access a significant part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award. They would be given a grade on the parts of the assessment they have taken and there would be an indication on their certificate that not all of the competences have been addressed. This will be kept under review and may be amended in future.

1.5 Classification Codes

Every specification is assigned a national classification code indicating the subject area to which it belongs. The classification code for this specification is 5650.

Centres should be aware that candidates who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.

Centres may wish to advise candidates that, if they take two specifications with the same classification code, schools and colleges are very likely to take the view that they have achieved only one of the two GCSEs. The same view may be taken if candidates take two GCSE specifications that have different classification codes but have significant overlap of content. Candidates who have any doubts about their subject combinations should check with the institution to which they wish to progress before embarking on their programmes.
Candidates will be required to:

- listen and respond to different types of language
- communicate in speech for a variety of purposes
- read and respond to different types of written language
- communicate in writing for a variety of purposes
- use and understand a range of vocabulary and structures
- understand and apply the grammar of the language, as detailed in the specification

The content that will be studied will cover the following broad contexts:

**Personal and Social Life**

**The Local Community**

**The World of Work**

**The Wider World**

Candidates should be able to use language for the following purposes:

- to say which languages they speak and how well
- to greet and address someone appropriately in the language
- to state whether or not something is understood
- to ask for something to be repeated
- to spell and to ask how something is spelt
- to ask what things are called in the target language
- to ask someone to speak more slowly
- to ask for explanation, clarification and help
- to make apologies
- to ask if something is correct
- to initiate a conversation
- to express agreement or disagreement
- to state preferences and give reasons
- to ask permission to do things
- to complain
- to ask for and offer help
- to give and seek opinions

Within the broad contexts, the following areas will be included.

**Personal and social life**

Self, family, friends, home life, shopping, meals, healthy living, illness and accident, free time, fashion, relationships, future plans.
Local community
Home town, school, education, local environment, pollution, recycling, local facilities, comparisons with other towns and regions, weather and seasons.

The world of work
Work experience, part-time jobs, future careers, technology (sending messages, accessing information).

The wider world
Travel and holidays, media, social issues (e.g., life of young people today, homelessness, crime, drugs, healthy living, religion, politics), life in the countries and communities where the language is spoken.
3 ASSESSMENT

3.1 Scheme of Assessment

Assessment for GCSE French is tiered, i.e. externally assessed components/units are targeted at the grade ranges of A*-D (Higher Tier) and C-G (Foundation Tier). Questions and tasks will be designed to enable candidates to demonstrate what they know, understand and can do.

A candidate may enter for one tier only in each component at any particular examination sitting:

<table>
<thead>
<tr>
<th>Tier</th>
<th>Grades Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher</td>
<td>A*, A, B, C, D</td>
</tr>
<tr>
<td>Foundation</td>
<td>C, D, E, F, G</td>
</tr>
</tbody>
</table>

Candidates who narrowly fail to achieve Grade D on the Higher Tier will be awarded Grade E.

The scheme of assessment will consist of:

**External Assessment**

**Listening - Unit 1**

The examination, lasting about 35 minutes (+ 5 minutes reading time) at Foundation Level and 45 minutes (+ 5 minutes reading time) at Higher Level, will be designed to allow candidates to show that they are able to understand spoken French in a variety of situations. Each item will be heard twice. Candidates will be allowed five minutes to study the questions before the recording is played.

Use will be made of non-verbal responses, such as box ticking, multiple choice and matching and verbal responses in English/Welsh.

The listening test may assess, among other things, the comprehension of public announcements, instructions and requests, interviews, news items, short dialogues and monologues such as weather forecasts.

No dictionaries will be allowed.

**Reading - Unit 3**

The examination, lasting 35 minutes at Foundation Tier and 45 minutes at Higher Tier, will be designed to allow candidates to show that they are able to understand and respond to written French in different registers and contexts and from different sources.

Use will be made of non-verbal responses such as box-ticking, multiple choice and matching and verbal responses in English/Welsh.
The reading test may assess, among other things, the comprehension of written public notices and signs, magazines or newspaper articles and personal information such as that found in letters, notes, e-mails or messages.

No dictionaries will be allowed.

**Controlled Assessments**

**Speaking - Unit 2**

Candidates may complete controlled assessments at any time during the course.

2 Tasks. They will comprise:

- Structured conversation
- Giving a presentation

Structured conversation based on the contexts (4-5 minutes) 20 marks. Frameworks for the structured conversation will be provided or centres may create their own frameworks based on the interests of each candidate.

Giving a presentation (5-7 minutes) 20 marks. A free choice of topic presented by the candidate (2-3 minutes) followed by discussion of the presentation (3-4 minutes).

Tasks will be administered and assessed by the classroom teacher and a sample sent to WJEC for moderation.

Exemplar material is provided in the specimen assessment papers.

The tasks must be chosen from different contexts.

**Writing - Unit 4**

Candidates may complete controlled assessments at any time during the course.

Candidates must complete two tasks, 20 marks each, which may be taken from a task bank provided by WJEC, or may be adapted by the teacher.

Candidates will complete all work under direct supervision within one session. Dictionaries will be allowed and candidates will have access to notes which they have prepared prior to the session that will be submitted with their work. Work may be produced by IT but teachers must ensure that there is no access to online grammar and spell checks.

The tasks must be chosen from different contexts.

All work will be sent to WJEC for marking.
3.2 Assessment Objectives

Candidates will be required to demonstrate their ability to:

AO1 Understand spoken language
AO2 Communicate in speech
AO3 Understand written language
AO4 Communicate in writing

The weighting of assessment objectives across examination components is as follows:

<table>
<thead>
<tr>
<th></th>
<th>AO1</th>
<th>AO2</th>
<th>AO3</th>
<th>AO4</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Listening</td>
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<tr>
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<td>Reading</td>
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<td>Unit 3</td>
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<td>Total Weighting</td>
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<td>20%</td>
<td>30%</td>
<td>100%</td>
</tr>
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</table>
GCSE qualifications are reported on an eight point scale from A* to G, where A* is the highest grade. The attainment of pupils who do not succeed in reaching the lowest possible standard to achieve a grade is recorded as U (unclassified) and they do not receive a certificate.

This is a unitised specification which allows for an element of staged assessment. At least 40% of the assessment must be taken at the end of the course, to satisfy the requirement for terminal assessment. Units may be re-taken once only (with the better result counting) before aggregation for the subject award.

Results for a unit have a shelf-life limited only by the shelf-life of the specification. A candidate may retake the whole qualification more than once.

Individual unit results are reported on a uniform mark scale (UMS) with the following grade equivalences:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>MAX.</th>
<th>A*</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
</tr>
</thead>
<tbody>
<tr>
<td>Units 1 and 3</td>
<td>40</td>
<td>36</td>
<td>32</td>
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<td>16</td>
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<td>Units 2 and 4</td>
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<td>Subject Award</td>
<td>200</td>
<td>180</td>
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<td>140</td>
<td>120</td>
<td>100</td>
<td>80</td>
<td>60</td>
<td>40</td>
</tr>
</tbody>
</table>
Regulations for controlled assessment are defined for the three stages of the assessment:

- task setting
- task taking
- task marking

For each stage the regulatory authorities have specified a certain level of control to ensure authenticity and reliability.

The controlled assessments are untiered and differentiation is by outcome.

**Speaking**

**Task setting**

**Limited control**

There is a limited level of control in order to give teachers the freedom and flexibility to devise tasks to suit their students’ interests. WJEC will provide a bank of exemplar tasks (examples may be seen in the specimen assessments booklets) which will be changed every two years. Centres may adapt these tasks to suit the needs of their candidates (suggestions for alternative questions are given in the specimen assessment papers). Centre adaptations must also be changed every two years.

**Task 1** – Candidates will take part in a structured conversation based on a framework (concept web) linked to one of the contexts. The conversation will last 4-5 minutes.

**Task 2** – Candidates will give a presentation on a topic of their choice. The presentation will last 2-3 minutes and will be followed by a discussion with the teacher lasting 3-4 minutes.

**Task taking**

**Medium control**

Full details of the tasks are provided in the specimen assessment materials booklet.

Candidates may have sight of the Structured Conversation task 2 weeks prior to the test and may make notes (brief headings only). These notes should be handed to the teacher at the end of the test.
The Presentation task should show evidence of candidate research which may include on-line investigation or study through other relevant media. Candidates are permitted to use brief notes (no more than 30 words in bullet point form) which should be retained by the teacher. A visual stimulus such as a photograph, postcard or small object may also be used.

Prior to the task, teachers should discuss the nature of the presentation with the students and offer advice on how to research the topic and advice on the language. No other support should be offered and teachers must not comment on the notes used to support the presentation.

During the assessments, candidates are not allowed access to a dictionary.

The assessments may be completed under informal supervision in the classroom where candidates may work in groups. For assessment purposes, however, candidates must provide an individual response.

Candidates may be assessed on more than one occasion for each task (using different tasks) and may submit the best marks.

**Task marking**

**Medium control**

Teachers will conduct and assess the oral tasks following the criteria set out in the mark schemes in the specimen assessments booklet.

Candidates will be recorded and a sample (based on numbers in the group and following WJEC guidelines for all subjects) will be sent in May to WJEC for moderation.

Centres must ensure that careful internal standardisation is carried out when there is more than one teacher responsible for marking. Where internal moderation is necessary, the teacher assuming overall responsibility for this process should provide a written outline (which should be sent to the moderator) of the procedures that have been adopted.

**Writing**

**Task setting**

**Limited control**

Candidates will be required to produce two pieces of written work from different contexts.

Candidates aiming at grades G-D should produce 200-350 words over the two pieces and candidates aiming at grades C-A* should produce 400-600 words.

There is a limited level of control in order to give teachers the freedom and flexibility to devise tasks to suit their students’ interests. WJEC will provide a bank of exemplar tasks (examples may be seen in the specimen assessments booklet) which will be changed every two years. Centres may adapt these tasks to suit the needs of their candidates (suggestions for alternatives are given in the specimen assessments booklet) or devise their own tasks. These tasks must be changed every two years.

Centres must ensure that tasks they have designed or adapted give candidates the opportunity to gain the highest marks.
Task Taking
High control

Full details of the tasks are provided in the specimen assessment materials booklet.

Candidates may have sight of the task 2 weeks prior to the test.

Preparation prior to assessment may include class notes, textbooks, dictionaries or IT resources and teacher input. Candidates should be encouraged to research the topic and teachers may offer advice on research methodology and advice on the language. No other support should be offered. A proforma will be provided by WJEC where teachers will record the advice given.

Each task will be completed during the course of a normal timetabled lesson (45-60 minutes). Candidates will complete all work independently under formal supervision and may access notes (35-40 words in bullet points) which must be submitted at the end of the task.
Candidates may use dictionaries and may complete the tasks using IT but teachers must ensure that there is no access to online spell checks and grammar notes.

Candidates may be assessed on more than one occasion for each task (using different tasks) and submit the best pieces for marking.

Task marking
High control

The two tasks for each candidate will be submitted to WJEC in May for external marking.

Further guidelines on the controlled assessments will be provided at Inset sessions and in the 'Guidelines for Teachers' booklet.

Authentication of Controlled Assessments

Candidates are required to sign that the work submitted is their own and teachers/assessors are required to confirm that the work assessed is solely that of the candidate concerned and was conducted under the required conditions. A copy of the authentication form, which forms part of the cover sheet for each candidate’s work will be provided by WJEC. It is important to note that all candidates are required to sign this form, and not merely those whose work forms part of the sample submitted to the moderator. Malpractice discovered prior to the candidate signing the declaration of authentication need not be reported to WJEC but must be dealt with in accordance with the centre’s internal procedures.

Before any work towards the Controlled Assessment is undertaken, the attention of candidates should be drawn to the relevant JCQ Notice to Candidates. This is available on the JCQ website (www.jcq.org.uk) and included in Instructions for Conducting Coursework/Portfolios. More detailed guidance on the prevention of plagiarism is given in Plagiarism in Examinations; Guidance for Teachers/Assessors also available on the JCQ website.
GRADE DESCRIPTIONS

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified by the specification; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of candidates’ performance in the assessment may be balanced by better performances in others.

Grade A

Candidates show understanding of a variety of spoken language that contains some complex language and relates to a range of contexts. They can identify main points, details and points of view and draw simple conclusions.

They initiate and develop conversations and discussions, present information and narrate events. They express and explain ideas and points of view, and produce extended sequences of speech using a variety of vocabulary, structures and verb tenses. They speak confidently, with reasonably accurate pronunciation and intonation. The message is clear but there may be some errors, especially when they use more complex structures.

They show understanding of a variety of written texts relating to a range of contexts. They understand some unfamiliar language and extract meaning from more complex language and extended texts. They can identify main points, extract details, recognise points of view, attitudes and emotions and draw simple conclusions.

They write for different purposes and contexts about real or imaginary subjects. They express and explain ideas and points of view. They use a variety of vocabulary, structures and verb tenses. Their spelling and grammar are generally accurate. The message is clear but there may be some errors, especially when they write more complex sentences.

Grade C

Candidates show understanding of different types of spoken language that contain a variety of structures. The spoken material relates to a range of contexts, including some that may be unfamiliar, and may relate to past and future events. They can identify main points, details and opinions.

They take part in conversations and simple discussions and present information. They express points of view and show an ability to deal with some unpredictable elements. Their spoken language contains a variety of structures and may relate to past and future events. Their pronunciation and intonation are more accurate than inaccurate. They convey a clear message but there may be some errors.

They show understanding of different types of written texts that contain a variety of structures. The written material relates to a range of contexts, including some that may be unfamiliar and may relate to past and future events. They can identify main points, extract details and recognise opinions.

They write for different contexts that may be real or imaginary. They communicate information and express points of view. They use a variety of structures and may include different tenses or time frames. The style is basic. They convey a clear message but there may be some errors.
Grade F

Candidates show some understanding of simple language spoken clearly that relates to familiar contexts. They can identify main points and extract some details.

They take part in simple conversations, present simple information and can express their opinion. They use a limited range of language. Their pronunciation is understandable. There are grammatical inaccuracies but the main points are usually conveyed.

They show some understanding of short, simple written texts that relate to familiar contexts. They show limited understanding of unfamiliar language. They can identify main points and some details.

They write short texts that relate to familiar contexts. They can express simple opinions. They use simple sentences. The main points are usually conveyed but there are mistakes in spelling and grammar.
7 THE WIDER CURRICULUM

Key Skills

Key Skills are integral to the study of GCSE French and may be assessed through the course content and the related scheme of assessment as defined in the specification. The following key skills can be developed through this specification at levels 1 and 2:

- Communication
- Problem Solving
- Information and Communication Technology
- Working with Others
- Improving Own Learning and Performance

Mapping of opportunities for the development of these skills against Key Skills evidence requirement is provided in 'Exemplification of Key Skills for French', available on WJEC website.

Spiritual, moral, ethical, social, legislative, economic and cultural issues

The study of French provides opportunities to promote:

- spiritual development, through stimulating candidates' fascination in the phenomenon of language and the meanings and feelings it can transmit;

- moral development, through helping candidates formulate and express opinions in French about issues of right and wrong;

- social development, through exploring different social conventions, such as forms of address, through developing candidates' ability to communicate with others, particularly speakers of French, in an appropriate, sympathetic and tolerant manner, and through fostering the spirit of co-operation when using French to communicate with other people, whether other learners or native speakers;

- cultural development and understanding of legislative and economic issues through providing candidates with insights into cultural differences and opportunities to relate these to their own experience and to consider different cultural and linguistic traditions, attitudes and behaviours. Studying all aspects of the target-language country will foster an awareness of legislative and economic issues.

Environmental Issues & Health & Safety Considerations

The study of French will help to inculcate in candidates an appreciation of environmental issues and contribute to candidates' environmental education. Health and Safety considerations will also be raised through the topic areas.
The European Dimension

The study of GCSE French is naturally an integral part of the European dimension, equipping the workforce of the future with skills appropriate to the global economy. The study of French widens candidates' horizons and increases awareness of the similarities and differences in the two cultures.

Citizenship

The study of French will help to develop in candidates a full understanding of their roles and responsibilities as citizens in a modern democracy within a European context.

Opportunities for use of ICT

In order to play a full part in modern society, candidates need to be able to use ICT confidently and effectively. Opportunities will be provided, particularly in homework assignments, for candidates to demonstrate their use of ICT, through using audio, video and the internet to access and communicate information. The assessments may require candidates to read and respond to ICT based sources. Opportunities will be available for e-assessment.

Curriculum Cymreig

Candidates will have opportunities, through the target language, to discuss aspects of Welsh life and culture.
GCSE candidates will be 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, drawing from the following lists. The examples in brackets are indicative, not exclusive. For structures marked (R), only receptive knowledge is required.

**FRENCH FOUNDATION TIER**

**Nouns:**
- gender
- singular and plural forms

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

**Adjectives:**
- agreement
- position
- comparative and superlative: regular and *meilleur*
- demonstrative (*ce, cet, cette, ces*)
- indefinite (*chaque, quelque*)
- possessive
- interrogative (*quel, quelle*)

**Adverbs:**
- comparative and superlative:
  - regular
  - interrogative (*comment, quand*)
- adverbs of time and place (*aujourd'hui, demain, ici, là-bas*)
- common adverbial phrases

**Quantifiers/Intensifiers:**
- (*très, assez, beaucoup, peu, trop*)

**Pronouns:**
- personal: all subjects, including *on*
  - reflexive *qui*
  - relative: *que* (R)
  - object: direct (R) and indirect (R)
  - position and order of object pronouns (R)
  - disjunctive/emphatic
  - demonstrative (*ça, cela*)
  - indefinite (*quelqu’un*)
  - interrogative (*qui, que*)
  - use of *y, en* (R)
Verbs: regular and irregular verbs, including reflexive verbs
all persons of the verb, singular and plural
negative forms
interrogative forms
modes of address tu, vous
impersonal verbs (il faut)
verbs followed by an infinitive, with or without a preposition
tenses: present
       perfect
       imperfect: avoir, être and faire
other common verbs in the imperfect tense (R)
immediate future
future (R)
conditional: vouloir and aimer
pluperfect (R)
passive voice: present tense (R)
imperative
       present participle (R)

Prepositions

Conjunctions

Number, quantity, dates and time including use of depuis with present tense

FRENCH HIGHER TIER
All grammar and structures listed for Foundation Tier, plus:

Adjectives: comparative and superlative, including meilleur, pire

Adverbs: comparative and superlative, including mieux, le mieux

Pronouns: use of y, en
       relative: que
       relative: dont (R)
object: direct and indirect
position and order of object pronouns
demonstrative (celui) (R)
possessive (le mien) (R)

Verbs: tenses: future
       imperfect
       conditional
       pluperfect
passive voice: future, imperfect and perfect tenses (R)
perfect infinitive
present participle, including use after en
subjunctive mood: present, in commonly used expressions (R)

Time: including use of depuis with imperfect tense
LANGUAGE FUNCTIONS

These functions can be defined as what we do with language. For example, we can use language to assert, question, command, persuade, apologise. The functions contained in this specification fall into four main categories:

(a) giving and seeking factual information;
(b) attitudes, judgement and evaluation;
(c) getting things done;
(d) socialising.

The examination will be designed to assess how well candidates can perform and respond to the functions listed below, within the context of the topic areas using the structures and vocabulary specified in the specification. Candidates entered for the Higher Tier would demonstrate a wider range of language functions.

The following list contains all the functions which candidates should be able to understand or express in the examination.

(a) **Giving and Seeking Factual Information**
   1. asking for information
   2. giving information
   3. reporting (including explaining, describing and narrating)
   4. correcting
   5. stating whether or not you know something or someone
   6. finding out whether or not someone knows something or someone.

(b) **Attitudes, Judgement and Evaluation**
   1. expressing agreement and disagreement
   2. inquiring about agreement and disagreement
   3. stating whether or not you remember or have forgotten something or someone
   4. finding out whether or not someone remembers or has forgotten something or someone
   5. stating that something is possible or impossible
   6. finding out whether something is considered possible or impossible
7. expressing lack of comprehension and/or requesting clarification
8. stating how certain or uncertain you are of something
9. finding out how certain or uncertain others are of something
10. expressing pleasure with, or liking of, something or someone
11. expressing displeasure with, or dislike of, something or someone
12. inquiring about pleasure, liking, displeasure, dislike
13. expressing interest or lack of interest
14. inquiring about interest or lack of interest
15. expressing surprise
16. expressing hope
17. expressing satisfaction or dissatisfaction
18. inquiring about satisfaction or dissatisfaction
19. expressing disappointment
20. expressing fear or worry
21. inquiring about fear or worry
22. expressing preference
23. inquiring about preference
24. expressing gratitude
25. expressing sympathy
26. expressing happiness and unhappiness
27. apologising and reacting to an apology
28. expressing approval or disapproval
29. inquiring about approval or disapproval
30. expressing appreciation
31. expressing regret
32. expressing indifference
33. accusing or reproaching
34. expressing ability and inability
35. finding out whether or not others can do something.

(c) **Getting Things Done**

1. suggesting a course of action
2. offering to do something
3. asking or inviting someone to do something
4. inviting others to do something
5. asking for advice
6. advising others to do (or not to do) something
7. warning others
8. instructing or directing others to do (or not to do) something
9. stating whether or not something is necessary or compulsory
10. finding out whether or not something is necessary or compulsory
11. giving and seeking permission to do something
12. finding out whether others have permission to do something
13. refusing permission
14. expressing need
15. finding out about need
16. expressing intention
17. inquiring about intention
18. expressing wish or desire
19. inquiring about wish or desire.

(d) **Socialising**

1. greeting people
2. introducing someone and being introduced
3. taking leave
4. attracting attention
5. congratulating, complimenting
6. offering good wishes.
GENERAL NOTIONS

The notions listed below indicate those which candidates should be able to understand and express. These contribute to the range of language candidates are expected to understand and express. Under each main heading a brief list of examples is given in order to illustrate the individual notions. In certain sections, however, where it is considered appropriate, more detailed lists are provided.

(a) EXISTENTIAL

1. Existence, non-existence
   e.g.  
   il y a
   être
   exister

2. Presence, absence
   e.g.  
   il y a
   absent
   ici
   là

3. Availability, non-availability
   e.g.  
   avoir
   il reste

4. Occurrence, non-occurrence
   e.g.  
   arriver
   avoir lieu
   se passer

5. Demonstration
   e.g.  
   celui-ci
   voici
   montrer
(b) **SPACE**

- **Où ?** avec
- être situé/se trouver au fond (de)
- à chez
- à côté (de) contre
- à droite dans
- à gauche de chaque (ce, l'autre) côté (de)
- à l'intérieur (extérieur) de dedans
- au bord de dehors
- au bout de derrière
daussi
- au-dessus/dessous devant
- au milieu (de) en
- au sommet (de) en bas (de)
- autour de en face (de)
aussi
- aux environs (de) en haut (de)
- entre
- hors (de)
- ici
- là

2. **Distance**

- e.g. c'est à quelle distance ? là-bas
- à x mètres/kilomètres de le long de
- loin de loin (de)
- mètre où
- près de par-dessus/dessous
- (le plus) proche par ici
- (tout) près par là
- parmi

3. **Motion**

- e.g. partout près (de)
- aller sous
- arriver sur
- courir tout droit
- descendre y
- vers

4. **Motion with or in relation to a person or thing**

- e.g. accompagner
- aller chercher
- apporter
- suivre

5. **Direction**

- e.g. direction
- à droite
- à gauche
- tout droit
- nord, sud, est, ouest
- sens
- vers
6. Origin
   e.g. à
de
d'où
sortir
venir

7. Places
   e.g. endroit
        ici, là
        quelque part
        région

(c) TIME

1. Calendar

Nous sommes le combien ? Le premier janvier,
le deux janvier etc.
Quand ?
Quelle est la date ?
C'est le . . .
lundi janvier
mardi février
mercredi mars
jeudi avril
vendredi mai
samedi juin
dimanche juillet
jour août
mois septembre
saison octobre
semaine novembre
week-end décembre

au printemps an/année
en été
en automne
en hiver siècle
vacances Pâques
fêtes Noël
congé
jour férié

2. Clock

Quand ? quart Il est x heures
A quelle heure ? demi(e) A x heures. (inc. twenty-four hour clock)
Quelle heure est-il? moins Vers trois heures.
seconde juste
minute pile
heure en avance
midi en retard
minuit
3. Point in time

e.g. aujourd'hui
dans trois jours etc.
dans les années soixante etc.
de bonne heure
demain
après-demain
hier
il y a (trois jours) etc.
le lendemain
récent
la veille

4. Length of time

e.g. Combien de temps ?
de . . . à
depuis
durer
en
huit jours
journée
pendant
quinze jours
quinzaine
voilà
weekend

5. Frequency

e.g. fois
quelquefois
d'habitude
seulement
souvent
toujours
tous les jours
le vendredi

6. Sequence

e.g. d'abord
après + perfect infinitive
avant de + infinitive
puis
plus tard
venir de

7. Imminence

e.g. aller + infinitive
bientôt
dans quelques instants
tout de suite
8. Rapidity
   e.g. 100 kilomètres à l’heure
         lent (ement)
         rapide (ment)
         ralentir

9. Contemporaneity
   e.g. en même temps que
         maintenant
         pendant que
         soudain

10. Beginning, continuation and end
    e.g. à partir de
         commencer (à/par)
         continuer
         finir (de/par)
         jusqu’à

11. Change and permanence
    e.g. changer
         devenir
         rester

(d) QUALITIES AND CHARACTERISTICS

1. Size, Measurement and Dimensions
   e.g. Comment ?
        Quelle est votre taille/pointure ?
        petit
        le plus grand
        plus gros que
        centimètre, mètre
        grand/petit

2. Age
   e.g. Quel âge . . . ?
        avoir x ans
        adolescent
        adulte
        âge
        âgé de
        plus/moins âgé que
        aîné
        cadet
        jeune
        moderne
        né le
        vieux

3. Appearance
   e.g. avoir l’air
        beau
        laid
        sale/propre
        sembler
4. Quantity
   e.g. Combien ? assez
        gramme beaucoup
        livre pas de
        kilo peu
        litre trop encore

5. Shape
   e.g. carré (en) forme (de)
        rond

6. Temperature
   e.g. il (avoir, être, faire) chaud/froid
córégré
        geler
        température

7. Quality
   e.g. bien
        bon/mauvais
        excellent
        mieux

8. Access
   e.g. complet
        entrée
        fermé/ouvert
        libre/occupé
        interdit
        sortie

9. Value
   e.g. bon marché
        cher
        coûter
        prix
        valoir

10. Veracity, correctness
    e.g. avoir raison/tort
           faux/vrai
           correct
           exact

11. Nationality
    e.g. d’où ?
        pays
        venir
        gallois etc.
12. Facility
e.g. aider
    facile/difficile
    empêcher
    essayer

13. Interest
e.g. s’ennuyer
    ennuyeux
    intéressant
    s’intéresser à

14. Emotion
e.g. aimer/détester
    content/triste
    heureux/malheureux

15. Health and Strength
e.g. aller bien/mal
    faible/fort
    fatigué
    fragile

16. Materials
e.g. (en) bois laine
    coton métal
    cuir papier
    fer plastique
    argent verre

17. Taste and smell
e.g. goût
    odeur
    parfum
    salé
    sentir
    sucré

18. Colour
e.g. De quelle couleur ?
    blanc rouge
    bleu roux
    blond vert
    clair foncé

19. Personal characteristics
e.g. agréable
    amusant
    caractère
    gentil
    paresseux
20. Audibility
  e.g. 
  bruit
  calme
  écouter
  entendre
  fort
  tranquille
  à voix haute

21. Degree, manner
  e.g.  à peine
  assez
  plutôt
  si (+ adjectives/adverbs)

(e) MENTAL NOTIONS

1. Communication
  e.g.  demander
  dire
  écrire
  parler

2. Reflection
  e.g.  croire
  se demander
  oublier
  se souvenir de
VOCABULARY

This section contains an alphabetical list of the minimum Core Vocabulary for Foundation Tier.

The assessment tasks at Foundation Tier will be based on the minimum core Vocabulary List, but candidates should also expect to encounter unfamiliar vocabulary which may occur in the listening and reading papers. This vocabulary will not be tested.

The following will **not** be included:

- easily recognisable cognates
- prefixes or suffixes to words already listed
- derivatives
- words in common use in English
- English words in common use in the foreign language
- towns, countries and nationalities
- numerals and ordinals
- days of the week, months of the year and seasons
- genders
- meanings
- plurals
A côté de
à droite
à gauche
à l'étranger
à l'heure
à mon avis
à point
à travers
à ... kilomètres
à ... mètres
abricot
absent
absolument
accent
accident
accompagner
achat
acheter
acteur
activité
actualité(s)
addition
adolescent
adulte
aéroglisseur
aéroport
affaires
affiche
affreux
âge
âgé
agence de voyages
agent de police
agneau
agréable
agriculteur
aider
aimable
aimer
ainé
air
alimentation
aller
aller bien, mieux, mal
aller chercher
aller-simple
aller-retour
allô
allumer
allumette
alors
alphabet
alpinisme
ambition
ambulance
ami
amour
amusant
an
ananas
ancien
année
anniversaire
annuaire
(à l') appareil
appétissant
apporter
apprécier
apprendre
après
après-demain
après-midi
arbre
argent
argent de poche
armoire
arrêt (d'autobus)
arrêter
arriver
article
ascenseur
aspirateur
(s') asseoir
aspirine
assez
assiette
assis
athlétisme
attacher
attaquer
attendre
attention!
(faire) attention
au moins
au revoir
au secours!
au-dessous
auberge de jeunesse
aujourd'hui
aussi
auteur
auto(mobile)
autobus
autocar
autoroute
auto-stop
autre
autrefois
avant
avant-hier
avec (plaisir)
avenue
averse
(par) avion
avoir
avoir (laim, soif)
avoir besoin de
avoir envie de
avoir l'air
avoir lieu
avoir mal à
avoir raison
avoir tort

billet
billet de banque
biologie
biscuit
bistro
blanc
(se) blesser
bleu
blond
blouson
boeuf
boire
bois
boîte
boisson
bol
bon
bon appétit
bonbon
bonjour
bonne année
bonne nuit
bonsoir
bon voyage
(bord) de
botte
bouche
bocher
boulanger
boulevard
boum
(bord) de
bouteille
boutique
bouton
bras
bricolage
briller
britannique
brochure
(se) bronzer
brosse
brosse à dents
brûillard
bruit
brun
buffet
bulletin
bureau
bureau de poste
bureau de change
bureau de tabac
bureau des objets trouvés
bus
(bien) cuit
C.
C.E.S. c'est-à-dire cabine téléphonique cable (télévision par) cadeau cadet café café-tabac cafetière cahier caisse calme camarade cambrailage camion campagne camper campeur camping canard canapé cantine car caravane carafe carnet (de chèques) carotte carré carrefour carte carte bancaire à la carte carte postale cassé casser casserole cassette vidéo cassis cathédrale cave ce cédérom ceinture célibère célibataire celui-ci (-là) cent centime centimètre centre de loisirs centre commercial centre-ville cerise certain chacun chaîne chaîne stéréo chaise chambre champ champignon champion (avoir de la) chance changer chanson chanter chanteur chapeau chaque charcuterie charger (un programme) chariot charmant chat château chaud chauffage (central) chauffeur chaussette chaussure chef chemin chemin de fer chemise chemisier chèque chèque de voyage cher chercher cheval cheveux chez (moi) chic chien chiffre chimie chips chocolat choisir choix chômage chose chou chou-fleur chouette! cidre ciel cigarette cinéma circulation
cirque
citron
clair
classe
clavier
clé
client
climat
club
coca(-cola)
cochon
code de la route
coffre
coin
collant
collège
colline
colonie (de vacances)
combien
commander
comme
commencer
comment
commerçant
commissariat (de police)
commode
compartiment
complet
complètement
comprendre
comprimé
compris
compter
concert
concierge
conduire
confiserie
confiture
confortable
congé
congélateur
connaitre
consigne (automatique)
content
continuer (à)
contre
contrôleur
copain/copine
corps
correspondance
correspondant
costume
coton
cou
(se) couche
défense de
dégoûtant
degré
dehors
déjà
déjeuner (pause déjeuner)
délicieux
(après-)demain
demander
demi
dent
dentifrice
dentiste
départ
département
dépenser
dépliant
depuis
dernier
derrière
descendre
description
désirer
désolé
dessert
dessin
dessin (animé)
dessiner
destination
détester
deuxième
devant
déviation
devoir
différence
différent
difficile
dîner
diplôme
direct
directeur
direction
discothèque
discuter
disque
disquette
distance
divorcé
dizaine
docteur
doigt
domicile
dommage
donc
donner
dormir
dortoir
dos
douane
douanier
doublé
doucement
douche
doux
drap
drogues
droit
drôle
dur
durer
eau
eau (minérale)
échange
échecs
échouer
éclair
éclaircie
école
écouter
écran
église
eh bien
élection
électricité
électrophone
élégant
élève
elle(s)
embouteillage
émotion (policière, de musique pop etc.)
emplACEMENT
emploi
emploi du temps
employé
en
en avoir marre
en bas
en différé
en direct
en face de
en forme
en général
en panne
en retard
en sus
enchante
encore
endroit
enfant
enfin
ennuyeux
enregistrer
enseignant
ensoleillé
ensuite
entendre (s') (avec)
entouré (de)
entre
entrecôte
entrer
environ
épais
envoyer
épaule
épicier
épouse
époux
équipe
équitation
escalier
escargot
espérer
essayer
essence
essuyer
est
estomac
étage
étape
(en bon/mauvais) état
étoile
étonnant
étranger
(à l') étranger
être
être d'accord
étudier
euro
événement
évier
examen
excellent
excursion
excusez-moi
s'excuser
excursion
(par) exemple
explication
expliquer
extraordinaire

F

(facile)
facteur
faible
(avoir) faim
faire
faire de l'auto-stop
faire des économies
faire du bricolage
faire du camping
faire le plein
faire les courses
famille
fatigué
faute
fauteuil
faux
favori
fax
félicitation
femme
fenêtre
ferme
(jour) férié
fermé
fermeture
fermier
fête
feu
feu (rouge, vert)
feuilleton
fiancé(e)
fiche
fille
film
fils
fin
finir
fleur
flic
fois
(au) fond (de)
football
forêt
formation professionnelle
formidable
fort
fou (folle)
fourchette
fragile
frais (fraîche)
raise
framboise
franc
frapper
freiner
frère

(facile)
facteur
faible
(avoir) faim
faire
faire de l'auto-stop
faire des économies
faire du bricolage
faire du camping
faire le plein
faire les courses
famille
fatigué
faute
fauteuil
faux
favori
fax
félicitation
femme
fenêtre
ferme
(jour) férié
fermé
fermeture
fermier
fête
feu
feu (rouge, vert)
feuilleton
fiancé(e)
fiche
fille
film
fils
fin
finir
fleur
flic
fois
(au) fond (de)
football
forêt
formation professionnelle
formidable
fort
fou (folle)
fourchette
fragile
frais (fraîche)
raise
framboise
franc
frapper
freiner
frère
frigo
frites
froid
fromage
fruit
fruits de mer
fumer

G

gagner
gallois
gant de toilette
garage
garagiste
garçon
garçon de café
garder
gare (routière)
gâteau
(à, sur votre) gauche
gaz
geler
gendarme
genou
gens
gentil
géographie
gîte
glace
glissé
gorge
gosse
gouter
gramme
grand
grand-chose
grand-mère
grand-parent
grand-père
grandes vacances
gras
gratuit
grillé
grippe
gris
gros
groupe
guichet
guide
gymnase

H

H.L.M.
habiter

habitude
haricot vert
(en) haut
hébergement
herbe
(de bonne) heure
heureux
hier
hier soir
histoire
homme
honnête
hôpital
horaire
hors-d’œuvre
hôtel (de ville)
hôtesse de l’air
hovercraft
huile
huit jours
hypermarché

I

ici
idée
idiot
il
il faut
il y a
image
immédiatement
immeuble
imperméable
important
impossible
imprimante
incendie
industrie
infirmier/ère
informations
informatique
ingénieur
inquiet
insecte
instituteur/trice
instructions
instrument
intelligent
interdit (de)
intéressant
intéresser
intérieur
international
interview
inutile
inviter

J

(ne...) jamais
jambe
jambon
jardin (public)
jaune
je suis né(e)
jeter
jeune
jeune fille
jeune homme
joli
jouer
jouer
joueur
jour
jour férié
journal
journal télévisé
journaliste
journée
joyeux Noël!
jumeau
jumelle
jumelé
jupe
jus de fruit
jusqu’à

K

kilo
kiosque

L

là-bas
lac
laide
laine
lait
lampe
langue
lapin
large
lavabo
lave-vaisselle
lecture
léger
légume
le lendemain
lent
lettre

librairie
libre
libre-service
ligne
limonade
linge
lire
(faire le) lit
litre
livre
livre (sterling)
location
loger
loin
loisirs
long
longtemps
louer
lourd
lui
lunettes
lycée

M

Madame
Mademoiselle
magasin
magazine
magnétophone
magnétoscope
magnifique
maigre
maillot de bain
main
maintenant
mairie
mais
maison
maison des jeunes
(avoir) mal (à)
malade
malheureusement
malheureux
maman
La Manche
manger
manquer
manteau
maquillage
marchand
(bon) marché
marcher
marée
mari
mariage
marié
marque
marron
match (nul)
mathématiques
matière
mauvais
mécanicien
méchant
médecin
médicament
médecine
meilleur
mél
melon
(faire le) ménage
menton
menu (à 80 francs etc.)
mer
merci
mère
merveilleux
Mesdames
Messieurs
météo
mètre
métro
mettre
meublé
meubles
mi-temps
micro(-ordinateur)
midi
mieux
mignon
(au) milieu (de)
mince
minuit
minute
miroir
mixte
moche
moderne
moi
moins (le quart)
moins (de)
mois
moitié
moment
monarchie
monnaie
Monsieur
montagne
monter
monument
mort
mot
moteur
moto
mouchoir
mouillé
moules
moutarde
mouton
moyen
mur
musée
musicien
musique
mystérieux
N
n’est-ce-pas?
nager
naissance
nappe
natation
naturel
né(e) le..à...
ne quittez pas
nécessaire
neiger
nettoyer
neuf
neveu
nez
nièce
Noël
noir
nom
non
non-fumeurs
non potable
nord
normal
note
nouveau
nouvelles
nuage
nuit
(composer le) numéro
nylon
O
obligatoire
occupé
œil/yeux
œuf
office (de tourisme)
oignon
<table>
<thead>
<tr>
<th>French Word</th>
<th>English Translation</th>
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<tbody>
<tr>
<td>oiseau</td>
<td>bird</td>
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<td>oncle</td>
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<td>opinion</td>
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<td>optometrist</td>
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<td>orange</td>
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<td>ordinaire</td>
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<td>ordinateur</td>
<td>couturier</td>
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<td>oreille</td>
<td>ear</td>
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<tr>
<td>ou</td>
<td>or</td>
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<td>oubliner</td>
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<td>oui</td>
<td>yes</td>
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<td>ouvert</td>
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<td>ouverture</td>
<td>opening</td>
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<tr>
<td>ouvrir</td>
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<tr>
<td>péage</td>
<td>fare</td>
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<tr>
<td>peau</td>
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<td>pêche</td>
<td>fish</td>
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<td>film</td>
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<td>pelouse</td>
<td>lawn</td>
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<td>pendant</td>
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<td>think</td>
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<td>pension</td>
<td>pension</td>
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<td>perdre</td>
<td>lose</td>
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<td>père</td>
<td>father</td>
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<tr>
<td>permis (de conduire)</td>
<td>driving license</td>
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<tr>
<td>personne</td>
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<td>petit</td>
<td>small</td>
</tr>
<tr>
<td>petit-fils</td>
<td>grandchild</td>
</tr>
<tr>
<td>petite annonce</td>
<td>small advertisement</td>
</tr>
<tr>
<td>petits-enfants</td>
<td>small children</td>
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<tr>
<td>petits-pois</td>
<td>small peas</td>
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<tr>
<td>peu</td>
<td>little</td>
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<tr>
<td>(avoir) peur</td>
<td>fear</td>
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<td>peut-être</td>
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<td>(à) pied</td>
<td>at foot</td>
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<td>place</td>
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<tr>
<td>planche à voile</td>
<td>windsurfing</td>
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<td>plante</td>
<td>plant</td>
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<td>plat (du jour)</td>
<td>meal</td>
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<tr>
<td>plat cuisiné</td>
<td>meal</td>
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<td>plein</td>
<td>full</td>
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<td>pleurer</td>
<td>cry</td>
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<tr>
<td>pleuvier</td>
<td>rain</td>
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<tr>
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<td>rain</td>
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<td>plus</td>
<td>more</td>
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<td>heavy</td>
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<td>poing</td>
<td>fist</td>
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<td>pointure</td>
<td>button</td>
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<td>poire</td>
<td>pear</td>
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<tr>
<td>poisson</td>
<td>fish</td>
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</table>
poitrine
poivre
poli
polluer
pomme
pomme de terre
pompier
pont
porc
porte
portefeuille
porte-monnaie
porter
poser (une question)
possible
poste de police
potage
poubelle
poule
poulet
poupée
pour
pour aller à
pourboire
pousser
préférence/préférer
Premier Ministre
prendre
prénom
préparer
près de
présent
Président
presque
pressé
prêt
prêter
 primaire
principal
privé
prix
problème
prochain
proche
produit
professeur
programme
(se) promener
promotion
prononcer
propre
prune
public
publicité
puis

pull
pyjama

Q
quai
quand
quart
quartier
quel
quelle heure est-il?
qu'elle
quelque
quelque chose
quelquefois
question
quinzaine
quitter

R
raccrocher
(avoir) raison
radio
raisin
ranger
rapide
rare
ravi
rayon
récent
réception
recette
recevoir
réclame
recommander
récompense
récupération
reçu
réduction
réduit
regarder
région
règlement
reine
remarquer
remplir
rencontrer
rendez-vous
rendre visite à
renseignements
entrée
rentrer
repas
répéter
répondre
réponse
réservation
réserver
rester
résultat
(en) retard
retourner
réunion
rez-de-chaussée
rhume
riche
rideau
(ne...) rien
rien à déclarer
rire
rivièreme
riz
robe
robinet
roman (policier, d'aimour)
rond
rond-point
rose
rosé
rôti
rouge
rouler
route
roux
rue
sans
sans abri
sans plomb
santé
satellite
satisfait
saucisse
saucisson
sauf
sauter
savoir
savon
science
scolaire
(se) déshabiller
(se) dire
(se) dépêcher
(se) laver
(se) lever
(se) noyer
(se) reposer
(se) réveiller
(se) trouver
se repose
séance
sec
sécheresse
secondaire
(au) secours
secrétaire
séjour
sel
semaine
sens interdit
sens unique
sérieux
serveur
service (non compris)
serviette
seul
seulement
shampooing
short
si
sida
siècle
siège
silence
simple
sirop
site web
situé
ski (nautique)
slip (de bain)
SNCF
sœur
soif
(du) soir
soirée
soldes
soleil
sondage
sortie (de secours)
sortir
soucoupe
soudain
souper
sourd
souris
sous
sous-sol
sous-titré
(se) souvenir (de)
souvent
sparadrap
spécial
spécialité
spectacle
spectateur
sportif
sports d'hiver
stade
stage
stagiaire
station (de ski, etc.)
station-service
stationnement
stationner
stylo
sucre
sucré
sud
super
supermarché
supplément
sur
sûr
surfer le net
surprise-partie
surtout
sympa
syndicat d'initiative

T
(faire un) tour
tabac
table
tableau
tableau noir
taille
talon
tante
tard	tarif
tarte	tartine	tasse
télécopie
télé-journal	télégramme	téléphoner	téléspectateur	téléspectateur
téléviseur
télévision
temperatures
(avoit le) temps
tente
terminer	terrain
terrible	tête
TGV
thé
théâtre	ticket
Tiers-Monde
timbre	timide
toi
toilettes	tomate	tomber
tôt
toucher	toujours
tourner
tous les combien?
tous les jours/mois
tout
tout à coup
tout à l'heure
tout de suite
tout droit
tout le monde
toutes directions
train
trajet
tranche
tranquille
transport
travailler
travaux manuels
traverser
très
trimestre
triste
trop
| trottoir | viande |
| truc | vide |
| truite | (jeux) vidéo |
| tunnel | vie |
| **U** | vieux |
| uniforme (scolaire) | village |
| unique | ville |
| urgent | vin (blanc, rouge, rosé) |
| usine | vinaigre |
| utile | visage |
| utiliser | visiter |
| **V** | vite |
| (faire la) vaisselle | vitrine |
| (grandes) vacances | vivre |
| vache | voici |
| valise | voilà |
| vanille | voir |
| vapeur | voisin |
| varié | voix |
| veau | voiture |
| vedette | vol |
| végétarien | voler |
| véhicule | voleur |
| veille | vomir |
| vélo | vouloir |
| vendeur(euse) | vous |
| vendre | voyager |
| venir | vrai |
| vent | vue |
| vente | W.C. |
| ventre | wagon (-lit, -restaurant) |
| vérifier | western |
| verre | version (française/originale) |
| vers | **Y** |
| version (française/originale) | y |
| vert | yaourt |
| veste | yeux |
| vestibule | |