

Contents

WJEC GCSE in French

For Teaching from 2012
For Award from 2014

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This is a linear specification: all assessments must be taken at the end of the course.

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

	Entry Code		June 2014 and each year thereafter
	Subject	Option*	
Unit 1	4221	01 or W1 (F)	✓
	4221	02 or W2 (H)	✓
Unit 2	4222	01 or W1	✓
Unit 3	4223	01 or W1 (F)	✓
	4223	02 or W2 (H)	✓
Unit 4	4224	01 or W1	✓
Subject Award	4220	LA or UL	✓

* Option Codes

English Medium 01, Welsh Medium W1 - for units
English Medium LA, Welsh Medium UL - for subject award

Qualification Accreditation Number: 500/4569/6

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FRENCH

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).

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.

2

CONTENT

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.

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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:

Tier	Grades Available
Higher	A*, A, B, C, D
Foundation	C, D, E, F, G

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:

	AO1	AO2	AO3	AO4	Total
Listening Unit 1	20%				
Speaking Unit 2		30%			
Reading Unit 3			20%		
Writing Unit 4				30%	
Total Weighting	20%	30%	20%	30%	100%

4 AWARDING, REPORTING AND RE-SITTING

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 linear specification in which all assessments must be taken at the end of the course. However, candidates may complete controlled assessment at any time during the course. Where candidates wish to re-sit, external components must be re-taken. The controlled assessment component may also be re-taken according to guidelines given in 'Administration of Controlled Assessment'. Alternatively, the UMS mark for this component may be carried forward for aggregation with the external components when these are re-taken.

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

GRADE	MAX.	A*	A	B	C	D	E	F	G
Units 1 and 3	40	36	32	28	24	20	16	12	8
Units 2 and 4	60	54	48	42	36	30	24	18	12
Subject Award	200	180	160	140	120	100	80	60	40

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ADMINISTRATION OF CONTROLLED ASSESSMENT

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, post card 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.

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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.

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GRAMMATICAL STRUCTURES

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
relative: *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**

- | | | |
|------|--|---|
| e.g. | <i>Où ?</i>
<i>être situé/se trouver</i>
<i>à</i>
<i>à côté (de)</i>
<i>à droite</i>
<i>à gauche</i>
<i>à l'intérieur (extérieur) de</i>
<i>au bord de</i>
<i>au bout de</i>
<i>au-dessus/dessous</i>
<i>au milieu (de)</i>
<i>au sommet (de)</i>
<i>autour de</i>
<i>aux environs (de)</i> | <i>avec</i>
<i>au fond (de)</i>
<i>chez</i>
<i>contre</i>
<i>dans</i>
<i>de chaque (ce, l'autre) côté (de)</i>
<i>dedans</i>
<i>dehors</i>
<i>derrière</i>
<i>devant</i>
<i>en</i>
<i>en bas (de)</i>
<i>en face (de)</i>
<i>en haut (de)</i>
<i>entre</i>
<i>hors (de)</i>
<i>ici</i>
<i>là</i> |
| 2. | Distance
e.g. <i>c'est à quelle distance ?</i>
<i>à x mètres/kilomètres de</i>
<i>loin de</i>
<i>mètre</i>
<i>près de</i>
<i>(le plus) proche</i>
<i>(tout) près</i>
<i>parmi</i> | <i>là-bas</i>
<i>le long de</i>
<i>loin (de)</i>
<i>n'importe où</i>
<i>où</i>
<i>par-dessus/dessous</i>
<i>par ici</i>
<i>par là</i> |
| 3. | Motion
e.g. <i>partout</i>
<i>aller</i>
<i>arriver</i>
<i>courir</i>
<i>descendre</i>
<i>vers</i> | <i>près (de)</i>
<i>sous</i>
<i>sur</i>
<i>tout droit</i>
<i>y</i> |
| 4. | Motion with or in relation to a person or thing
e.g. <i>accompagner</i>
<i>aller chercher</i>
<i>apporter</i>
<i>suivre</i> | |
| 5. | Direction
e.g. <i>direction</i>
<i>à droite</i>
<i>à gauche</i>
<i>tout droit</i>
<i>nord, sud, est, ouest</i>
<i>sens</i>
<i>vers</i> | |

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 . . .

<i>lundi</i>	<i>janvier</i>
<i>mardi</i>	<i>février</i>
<i>mercredi</i>	<i>mars</i>
<i>jeudi</i>	<i>avril</i>
<i>vendredi</i>	<i>mai</i>
<i>samedi</i>	<i>juin</i>
<i>dimanche</i>	<i>juillet</i>
<i>jour</i>	<i>août</i>
<i>mois</i>	<i>septembre</i>
<i>saison</i>	<i>octobre</i>
<i>semaine</i>	<i>novembre</i>
<i>week-end</i>	<i>décembre</i>

au printemps *an/année*

en été

en automne

en hiver

vacances

fêtes

siècle

Pâques

Noël

congé

jour férié

2. Clock

Quand ?

A quelle heure ?

Quelle heure est-il? moins

seconde

minute

heure

midi

minuit

quart

demi(e)

moins

Il est x heures

A x heures. (inc. twenty-four hour clock)

Vers trois heures.

juste

pile

en avance

en retard

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. Contemporaneousness
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 ?* e.g. *Quelle est votre taille/pointure ?*
petit *centimètre, mètre*
le plus grand *grand/petit*
plus gros que
2. Age
e.g. *Quel âge . . . ?* *jeune*
avoir x ans *moderne*
adolescent *né le*
adulte *vieux*
âge
âgé de
plus/moins âgé que
aîné
cadet
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*
degré
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

a côté de	ambulance
à droite	ami
à gauche	amour
à l'étranger	amusant
à l'heure	an
à mon avis	ananas
à point	ancien
à travers	année
à ... kilomètres	anniversaire
à ... mètres	annuaire
abricot	(à l') appareil
absent	appétissant
absolument	apporter
accent	apprécier
accident	apprendre
accompagner	après
achat	après-demain
acheter	après-midi
acteur	arbre
activité	argent
actualité(s)	argent de poche
addition	armoire
adolescent	arrêt (d'autobus)
adulte	arrêter
aéroglysseur	arriver
aéroport	article
affaires	ascenseur
affiche	aspirateur
affreux	(s') asseoir
âge	aspirine
âgé	assez
agence de voyages	assiette
agent de police	assis
agneau	athlétisme
agréable	attacher
agriculteur	attaquer
aider	attendre
aimable	attention!
aimer	(faire) attention
aîné	au moins
air	au revoir
alimentation	au secours!
aller	au-dessous
aller bien, mieux, mal	au-dessus
aller chercher	auberge de jeunesse
aller-simple	aujourd'hui
aller-retour	aussi
allô	auteur
allumer	auto(mobile)
allumette	autobus
alors	autocar
alphabet	autoroute
alpinisme	auto-stop
ambition	autre
	autrefois
	avant

avant-hier
 avec (plaisir)
 avenue
 averse
 (par) avion
 avoir
 avoir (faim, soif)
 avoir besoin de
 avoir envie de
 avoir l'air
 avoir lieu
 avoir mal à
 avoir raison
 avoir tort

B

bac(calauréat)
 bagages
 baguette
 (se) baigner
 baignoire
 bain
 bal
 balcon
 balle
 ballon
 banane
 bande dessinée
 banlieue
 banque
 bar
 bas
 bassin
 (en) bas
 bateau
 bâtiment
 bavarder
 beau
 beau-père
 beaucoup
 beaucoup de monde
 bébé
 belge
 belle-mère
 bête
 beurre
 bibliothèque
 bicyclette
 bidet
 bien
 bien entendu
 bientôt
 bienvenu(e)
 bière
 bifteck

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
 (au) bord (de)
 botte
 bouche
 boucher
 boulanger
 boulevard
 boum
 (au) bout (de)
 bouteille
 boutique
 bouton
 bras
 bricolage
 briller
 britannique
 brochure
 (se) bronzer
 brosse
 brosse à dents
 brouillard
 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

cambriolage

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

casser

casserole

cassette vidéo

cassis

cathédrale

cave

ce

cédérom

ceinture

célèbre

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

châtain

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
 coiffeur/coiffeuse
 coin
 collant
 collègue
 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
 connaître
 consigne (automatique)
 content
 continuer (à)
 contre
 contrôleur
 copain/copine
 corps
 correspondance
 correspondant
 costume
 coton
 cou
 (se) coucher

couchette
 coude
 couleur
 coup de pied
 coup de soleil
 coup de téléphone
 (se) couper
 courir
 courriel
 (faire des) courses
 court
 cousin(e)
 couteau
 coûter
 couvert
 couverture
 cravate
 crayon
 crème
 crêpe
 crevé
 crier
 croire
 croissant
 crudités
 cuiller
 cuir
 (faire la) cuisine
 cuisinière
 (bien) cuit
 curseur
 cyclisme
 cycliste

D

d'abord
 d'accord
 d'habitude
 d'occasion
 dactylo
 dame
 dangereux
 dans
 danser
 date
 de
 de bonne heure
 de la part de
 de rien
 de temps en temps
 décider
 décrire
 décrocher
 déçu
 défendu

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
doubler
doucement
douche
doux
drap
drogues
droit
drôle
dur
durer

E

eau
eau (minérale)
échange
échecs
échouer
éclair
éclaircie
école
écouter
écran
église
eh bien
élection
électricité
électrophone
élégant
élève
elle(s)
embouteillage
émission (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
enchanté
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

(en) face de
 fâché

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)
 feuilletton
 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)
 fraise
 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
glisser
gorge
gosse
goûter
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'oeuvre
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
 jouet
 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
 laid
 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

oiseau
oncle
opinion
opticien
orage
orange
ordinaire
ordinateur
oreille
ou
où
oublier
ouest
oui
ouvert
ouverture
ouvrir

P

(à) partir de
(en) panne
(faire une) promenade
page
pain
pâle
panier
pantalon
papa
papier
paquet
parapluie
parce que
pardessus
pardon
pare-brise
parents
paresseux
parfois
parfum
parking
parler
parmi
partir
partout
pas mal
passe-temps
passeport
passer
passionnant
patinoire
pâtisserie
pauvre
pauvreté
pays
paysan

péage
peau
pêche
peigne
pellicule
pelouse
pendant
penser
pension
perdre
père
permis (de conduire)
personne
petit
petit déjeuner
petit-fils
petite annonce
petits-enfants
petits-pois
peu
(avoir) peur
peut-être
pharmacie
phrase
physique
pièce
pièce (d'identité)
pièce (de théâtre)
(à) pied
piéton
pilule
piscine
placard
place
plafond
plage
plan
planche à voile
plancher
plante
plat (du jour)
plat cuisiné
plein
pleurer
pleuvoir
pluie
plus
plusieurs
pluvieux
pneu
poche
poids lourd
poing
pointure
poire
poisson

poitrine
poivre
poli
polluer
pomme
pomme de terre
pompier
pont
porc
port
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?
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
récréation
reçu
réduction
réduit
regarder
région
règlement
reine
remarquer
remplir
rencontrer
rendez-vous
rendre visite à
renseignements
rentrée
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
 rivière
 riz
 robe
 robinet
 roman (policier, d'amour)
 rond
 rond-point
 rose
 rosé
 rôti
 rouge
 rouler
 route
 roux
 rue

S

(s') appeler
 (s') approcher
 (s') écrire
 s'amuser
 s'il te (vous) plaît
 sac
 sac à dos
 sac à main
 sac de couchage
 sage
 saignant
 saison
 sale
 salé
 salle
 salle à manger
 salle d'attente
 salle de bains
 salle de jeux
 salle de séjour
 salon
 salut
 sandwich
 sang

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 reposer
 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
téléviseur
télévision
température
(avoir 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
truc
truite
tunnel

U

uniforme (scolaire)
unique
urgent
usine
utile
utiliser

V

(faire la) vaisselle
(grandes) vacances
vache
valise
vanille
vapeur
varié
veau
vedette
végétarien
véhicule
veille
vélo
vendeur(euse)
vendre
venir
vent
vente
ventre
vérifier
verre
vers
version (française/originale)
vert
veste
vestibule
vêtements
veuf
veuve

viande
vide
(jeux) vidéo
vie
vieux
vilain
village
ville
vin (blanc, rouge, rosé)
vinaigre
visage
visiter
vite
vitrine
vivre
voici
voilà
voir
voisin
voiture
voix
vol
voler
voleur
vomir
vouloir
vous
voyager
vrai
vue

W

W.C.
wagon (-lit, -restaurant)
western

Y

y
yaourt
yeux