

# **GCSE** **FRENCH** **(8652)**

## **Specification**

For teaching from September 2024 onwards

For GCSE exams in 2026 onwards

Version 1.2 September 2025





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## Are you using the latest version of this specification?

- You will always find the most up-to-date version of this specification on our website at [aqa.org.uk/8652](https://www.aqa.org.uk/8652)
- We will write to you if there are significant changes to the specification.

# 1 Introduction

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## 1.1 Why choose AQA for GCSE French

### 1.1.1 A specification designed for you and your students

We've worked with a wide range of teachers, assessment experts and languages associations to create this specification. We want to make sure it offers your students the opportunity to develop their French language skills to their full potential, equipping them with knowledge and confidence they can use both in and outside of the classroom.

We have focused on ensuring that our assessments are clear, accessible and discriminate effectively, and that our content is engaging and relevant.

### 1.1.2 Languages beyond the classroom

We want to provide a specification that you can enjoy teaching while delivering the assessments and results you and your students deserve.

The importance of attracting students of all abilities to languages has been a high priority as we've designed our content, and we believe our approach will help you inspire and engage your students.

We know that the culture of the wider French-speaking world is one of the aspects of language-learning which excites students and brings the subject alive and it was important to us that this was clearly represented. This is why we've designed a specification that can help build your students' cultural knowledge alongside their language skills.

### 1.1.3 Supporting your teaching

We know assessment and we are here to answer your questions and always provide up-to-date, expert advice. We're here to support you throughout the year, helping you prepare for each exam season.

Our network is the largest of any exam board. From day one, you'll be surrounded by experts and enthusiastic people with the same goal – helping students to get the results they deserve. Be it having questions answered, facilitating conversation or mutual support, our community is second to none.

You can find out about all our French qualifications at [aqa.org.uk/french](https://www.aqa.org.uk/french)

## 1.2 Support and resources to help you teach

We've worked with experienced teachers to provide you with a range of resources that will help you confidently plan, teach and prepare for exams.

## 1.2.1 Teaching resources

Visit [aqa.org.uk/8652](https://www.aqa.org.uk/8652) to see all our teaching resources. They include:

- sample schemes of work to help you plan for course delivery
- resources to support teaching of grammar, phonics and to prepare your students for assessment
- textbooks and digital resources endorsed by AQA
- training courses to help you deliver AQA French qualifications
- subject expertise courses for all teachers, from newly qualified teachers who are just getting started to experienced teachers looking for fresh inspiration.

## Preparing for exams

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- past papers, mark schemes and examiner reports
- Exampro: a searchable bank of past AQA exam questions
- example student answers with examiner commentaries.

## Analyse your students' results with Data Insights

We've replaced Enhanced Results Analysis (ERA) with a new platform – Data Insights. It does the same things as ERA – and more.

Find out which questions were the most challenging, how the results compare to previous years and where your students need to improve. Data Insights, our free online results analysis tool, will help you see where to focus your teaching. Find out more at [aqa.org.uk/data-insights](https://www.aqa.org.uk/data-insights)

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## Keep your skills up-to-date with professional development

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- Feedback sessions to understand how students have performed in this year's exams.
- Virtual communities where you can chat to teachers in your subject area about what's important to you.

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# 2 Specification at a glance

This qualification is linear. Linear means that students will sit all their exams at the end of the course.

## 2.1 Subject content

Assessment is set in the context of these three themes.

- Theme 1: People and lifestyle
- Theme 2: Popular culture
- Theme 3: Communication and the world around us

## 2.2 Assessments

GCSE French has a Foundation tier (grades 1–5) and a Higher tier (grades 4–9). Students must take all four question papers at the same tier. All question papers must be taken in the same series.

Paper 1: Listening
<p><b>What's assessed</b></p> <ul style="list-style-type: none"> <li>• Understanding and responding to spoken extracts comprising the defined vocabulary and grammar for each tier</li> <li>• Dictation of short, spoken extracts</li> </ul>
<p><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>• Written exam: 35 minutes (Foundation tier), 45 minutes (Higher tier)</li> <li>• 40 marks (Foundation tier), 50 marks (Higher tier)</li> <li>• 25% of GCSE</li> </ul> <p>Recording controlled by the invigilator with built-in repetitions and pauses.</p> <p>Each exam includes 5 minutes' reading time at the start of the question paper before the listening material is played and 2 minutes at the end of the recording for students to check their work.</p>
<p><b>Questions</b></p> <ul style="list-style-type: none"> <li>• Section A – listening comprehension questions in English, to be answered in English or non-verbally (32 marks at Foundation tier and 40 marks at Higher tier)</li> <li>• Section B – dictation where students transcribe short sentences, including a small number of words from outside the prescribed vocabulary list (8 marks at Foundation tier and 10 marks at Higher tier)</li> </ul>



## Paper 2: Speaking

### What's assessed

- Speaking using clear and comprehensible language to undertake a Role-play
- Carry out a Reading aloud task
- Talk about visual stimuli

### How it's assessed

- Non-exam assessment (NEA)
- 7–9 minutes (Foundation tier) + 15 minutes' supervised preparation time
- 10–12 minutes (Higher tier) + 15 minutes' supervised preparation time
- 50 marks (for each of Foundation tier and Higher tier)
- 25% of GCSE

### Questions

The format is the same at Foundation tier and Higher tier, but with different stimulus materials for the Role-play and the Reading aloud task. For the Photo card task, the same photos are used at both tiers.

- Role-play – 10 marks (recommended to last between 1 and 1.5 minutes at both tiers)
- Reading aloud task and short conversation – 15 marks (recommended to last in total between 2 and 2.5 minutes at Foundation tier and between 3 and 3.5 minutes at Higher tier)
  - Reading aloud task: minimum 35 words of text at Foundation tier and 50 words at Higher tier
  - Short unprepared conversation
- Photo card discussion – 25 marks (recommended to last between 4 and 5 minutes in total at Foundation tier, and between 6 and 7 minutes in total at Higher tier)
  - Response to the content of the photos on the card (recommended to last approximately 1 minute at Foundation tier and approximately 1.5 minutes at Higher tier)
  - Unprepared conversation (recommended to last between 3 and 4 minutes at Foundation tier and between 4.5 and 5.5 minutes at Higher tier)



### Paper 3: Reading

#### What's assessed

- Understanding and responding to written texts which focus predominantly on the vocabulary and grammar at each tier
- Inferring plausible meanings of single words when they are embedded in written sentences
- Translating from French into English

#### How it's assessed

- Written exam: 45 minutes (Foundation tier), 1 hour (Higher tier)
- 50 marks (for each of Foundation tier and Higher tier)
- 25% of GCSE

#### Questions

- Section A – reading comprehension questions in English, to be answered in English or non-verbally (40 marks)
- Section B – translation from French into English, minimum of 35 words at Foundation tier and 50 words at Higher tier (10 marks)

## Paper 4: Writing

### What's assessed

- Writing text in the language in a lexically and grammatically accurate way in response to simple and familiar stimuli
- Translating from English into French

### How it's assessed

- Written exam: 1 hour 10 minutes (Foundation tier), 1 hour 15 minutes (Higher tier)
- 50 marks (for each of Foundation tier and Higher tier)
- 25% of GCSE

### Questions

#### Foundation tier

- Question 1 – student produces five short sentences in response to a photo (10 marks)
- Question 2 – student produces a short piece of writing in response to five compulsory bullet points, approximately 50 words in total (10 marks)
- Question 3 – student completes five short grammar tasks (5 marks)
- Question 4 – translation of sentences from English into French, minimum 35 words in total (10 marks)
- Question 5 (overlap question) – student produces a piece of writing in response to three compulsory bullet points, approximately 90 words in total. There is a choice from two questions (15 marks)

#### Higher tier

- Question 1 – translation of sentences from English into French, minimum 50 words in total (10 marks)
- Question 2 (overlap question) – student produces a piece of writing in response to three compulsory bullet points, approximately 90 words in total. There is a choice from two questions (15 marks)
- Question 3 – open-ended writing task (student responds to two bullets, producing approximately 150 words in total). There is a choice from two questions (25 marks)

# 3 Subject content

## 3.1 Themes

The specification covers three distinct themes. These themes apply to all four question papers.

Passages in the Listening and Reading assessments will be set in the context of the target language countries and communities. In the Speaking and Writing assessments, students will be able to respond according to their own interests and experiences.

The texts and tasks set for the assessments will be based on the prescribed vocabulary list in Appendix 2 and the prescribed grammar in Section 3.2.

It is not intended that the themes and topics will be specifically referenced in all assessment tasks. Students will be expected to use the prescribed vocabulary and grammar across a range of contexts and assessment tasks.

### 3.1.1 Theme 1: People and lifestyle

Theme 1 covers the following three topics:

- Topic 1: Identity and relationships with others
- Topic 2: Healthy living and lifestyle
- Topic 3: Education and work

### 3.1.2 Theme 2: Popular culture

Theme 2 covers the following three topics:

- Topic 1: Free-time activities
- Topic 2: Customs, festivals and celebrations
- Topic 3: Celebrity culture

### 3.1.3 Theme 3: Communication and the world around us

Theme 3 covers the following three topics:

- Topic 1: Travel and tourism, including places of interest
- Topic 2: Media and technology
- Topic 3: The environment and where people live

## 3.2 Grammar

GCSE students will be expected to develop and use their knowledge of grammar throughout their course.

The grammar requirements for GCSE are set out in two tiers: Foundation and Higher. Students are required to use their knowledge of grammar from the specified lists, appropriate to the relevant tier of entry. Students entering Higher tier assessments will be required to apply all grammar listed for Foundation tier in addition to the grammar listed for Higher tier.

Students will be expected to use the prescribed grammar across a range of contexts and assessment tasks.

The lists describe grammatical features of the most widely used standard varieties.

The lists are written from the point of view of English-speaking students of the language, and so include some reference to certain cross-linguistically complex relations with English.

Students are required to demonstrate both receptive and productive knowledge of the grammar from the list. **One derivational affix may be added to or removed from a word on the Vocabulary List to form a base or derived form that follows one of the patterns listed in the Annexes. Inflectional affixes may be added to derived forms (eg, *deuxième* and *deuxièmes* from *deux*).**

‘Grammar’ is defined as including the morphology (inflectional and derivational) and syntax (rules of word order, relations between words and obligatory use of specific features). The vocabulary lists contain the lexicon that is needed to apply the grammar.

Some grammatical features can be perceived as ‘grammar’ or ‘lexicon’ – these items are listed in the vocabulary list, as stipulated in the DfE Subject Content. The vocabulary list also specifies highly irregular forms within a grammatical subsystem (ie, subparts of paradigms where only some forms are irregular), as laid out in the Grammar requirements. This is because forms, such as irregular stems, are likely to be learnt and retrieved as individual items rather than as part of a broader grammatical system. Listing them in the vocabulary list, therefore, reflects the pedagogical attention required for these highly irregular forms.

Items given in brackets in the grammar list which are prefaced with 'eg' are illustrative, ie serve only to clarify the description of the grammar features, and such items are not included in the vocabulary list. In contrast, items that are not prefaced by 'eg' are comprehensive, providing all the examples of the grammar that are included in the DfE Subject Content, and all such items are contained in the vocabulary list.

Note that the English equivalents of some of the grammar are provided. This is relevant when testing students’ ability to work from English to French (eg, in translation tasks).

### 3.2.1 Foundation tier

#### 3.2.1.1 Noun phrases

##### Formation of feminine person nouns

Highly frequent irregulars are **normally** listed in the vocabulary list as separate items (eg, *chef/cheffe*, *héros/ héroïne*, *Juif/Juive*).

- Add -e
- No change (article changes only)
- -eur → -rice and/or -euse depending on which relevant base words (masculine forms) are included in the vocabulary list
- -en → -nne

##### Formation of plural nouns

Highly frequent irregulars are listed in the vocabulary list as separate items (eg, *madame/ mesdames*, *monsieur/messieurs*, *œil/yeux*).

- Add -s to most nouns
- Add -x to masculine nouns ending in -(e)au and -eu
- No change for nouns ending in -s, -x

## Infinitive used as a noun

Ie, equivalent of -ing (gerund) in English.

## Determiners: Articles

Agreement of articles with noun for gender and number (*le, la, les* and *un, une, des*).

Contraction of definite article (*le/la* → *l'*) before singular nouns that start with a vowel or *h muet*.

Functions of definite and indefinite articles, including where their use or omission differs from English (eg, *La santé est importante, le mercredi*).

Use of definite article before an adjective to form a noun, including uninflected adjectives for languages and addition of a capital letter where the resulting noun is a nationality (eg, *seul* → *le seul, anglais* → *l'anglais, anglaise* → *l'Anglaise*).

Partitive articles when distinguishing between parts and wholes. Eg, after *jouer* with musical instruments, after *faire* with sports.

Use of *de* (and omission of article) before nouns following a verb in negative and after expressions of quantity.

Contraction of *de* to *d'* before a word beginning with a vowel.

## Other determiners

Demonstrative adjectives (*ce, cet, cette, ces*).

Possessive adjectives (*mon, ma, mes, ton, ta, tes, son, sa, ses, notre, nos, votre, vos, leur, leurs*).

Interrogative adjectives (*quel, quelle, quels, quelles*).

Agreement patterns for indefinite adjectives (*chaque, plusieurs, même(s), autre(s), tout(e)(s), tous, quelque(s)*).

## Pronouns

Subject pronouns (*je, tu, il, elle, on, nous, vous* – as singular and plural formal ‘you’ – *ils* and *elles* are listed in the vocabulary list. Their grammar (agreement, position) is laid out in this grammar list.

Preverbal position of singular direct object pronouns (*me, te, vous, le, la*) (not juxtaposed with indirect object pronouns).

Preverbal position of singular indirect object pronouns (*me, te, vous, lui*) (not juxtaposed with direct object pronouns).

**Verbs used with plural reflexive pronouns, with reflexive and reciprocal meanings (eg, *nous nous écrivons; vous vous parlez; ils se regardent*)**

Preverbal position of reflexive pronouns (*me, te, se, nous, vous, se*).

Contraction of pronouns (*me* → *m'*, *te* → *t'*, *le/la* → *l'*, *se* → *s'*) before a vowel or *h muet*.

Use of emphatic pronouns *moi* and *toi* after prepositions (the pronouns and relevant individual prepositions are listed separately in the vocabulary list).

Use of relative pronoun *qui* in subject relative clauses.

**Where a word listed is used as multiple types of pronouns (eg, ‘elle’, ‘nous’, ‘vous’ as emphatic pronouns and subject pronouns, or ‘lui’ as an emphatic pronoun and an indirect object pronoun), these are listed as one entry and used in each form, and all variations of use are set out in the entry.**

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### 3.2.1.2 Verb phrases

Verbs and verb forms that do not fit into the grammar detailed here can still be listed in the vocabulary list.

## Negation

Syntax of verbal negation with *ne...pas*, *ne...jamais*, *ne...rien* (as equivalent of ‘not verb anything’ and ‘verb nothing’), and *ne...personne* (as equivalent of ‘not verb anyone/body’ and ‘verb nobody’).

## Interrogatives

Interrogatives expressed through:

- intonation with subject verb (SV) word order, including when followed by a wh-word (*qui*, *quand*, *quoi*, *pourquoi*, *comment*, *combien*, *où*)
- wh-word (*qu'*, *quand*, *pourquoi*, *comment*, *combien*, *où*) followed by *est-ce que* followed by SV word order
- wh-word (*que/qu'*, *quand*, *pourquoi*, *comment*, *combien*, *où*) followed by verb subject (VS) word order.

## Inflectional morphology

Specific irregular inflected forms (eg, *faites*, *vont*), as a minimum those specified below, are **normally** listed in the vocabulary list.

Some verbs **incur a change to** the spelling in their stems **usually in order to preserve a pronunciation pattern**. Eg, accents change **or are added** (*mener*, *je mène*), a letter is added (*jeter*, *je jette*), softened (*manger*, *nous mangeons* and *commencer*, *nous commençons*), dropped (*mettre*, *je mets*), **or substituted**. Such spelling changes **would not normally be individually credit-bearing**.

*Regular\* and four very high frequency irregular\*\* patterns in 1st, 2nd, 3rd persons in singular and plural for:*

\*-er verbs (eg, *parler*), clusters of high frequency -ir verbs that all pattern following one of these four ‘anchor’ verbs: *choisir*, *partir*, *venir*, *ouvrir*, clusters of high frequency -re verbs that all pattern following one of these three ‘anchor’ verbs: *entendre*, *prendre*, *traduire*.

\*\**aller*, *avoir*, *être*, *faire* (including use of *avoir* + noun where the English equivalent is ‘BE + adjective’ eg, + *froid*, + *chaud*, + *an(s)*, + *faim*, + *soif*, + *peur*).

- Present indicative, as equivalent of the English simple (I walk) and ongoing (I am walking) functions, and (with time adverbs) for expression of the future as equivalent of the English simple (the holidays start tomorrow) and continuous (I am working this evening).
  - Irregular inflected forms of the four very high frequency irregular verbs (*aller*, *avoir*, *être*, *faire*) are listed in the vocabulary list.
- Perfect tense, as equivalent of the English simple past (I walked, he went) and present perfect (I have walked, he has gone), including past participle formation for -er verbs and the seven verb clusters listed above.
  - Agreement of past participles**
    - Irregular past participles of three very high frequency irregular verbs (*été*, *eu*, *fait*).
- Periphrastic future expression (*aller* + infinitive), as equivalent of the English ‘will + verb’ and ‘BE + going to + verb’.
- Imperative (2nd person singular and plural only, including *aller* and *faire*; but not *avoir*, *être*; not reflexive).

Regular patterns (see \* above) and four very high frequency irregular patterns (see \*\* above) in 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons in singular only (excluding 'you' formal) for:

- Imperfect for habitual (only for equivalent of English 'used to + verb') and ongoing (BE + ing) functions.
- Irregular inflected forms of three very high frequency irregular verbs (*avais, avait; étais, était; faisais, faisait*) are listed in the vocabulary list.
- Additional English equivalent functions are listed in the vocabulary list as follows: *étais, était* (to mean 'was, were + adjectival complement'), *avais, avait* (to mean 'had').

### Other irregular inflected forms

Present indicative forms for 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons, in singular only, of nine high frequency verbs (*boire, connaître, courir, croire, écrire, recevoir, rire, suivre, voir*).

Their present indicative, past participle, imperative forms, and the infinitives are listed in the vocabulary list.

Any other irregular present indicative forms, their past participles, imperative forms, and the infinitives are listed in the vocabulary list.

### Impersonal verbs

*Il y a* to mean 'there is/are', *il y avait* to mean 'there was/were/used to be' and *il y aura* to mean 'there is going to be/are going to be/will be' are listed in the vocabulary list as multi-word phrases.

*Il fait* + adjective (eg, *il fait beau, il fait froid*). Any adjectives that would be used in this construction are listed in the vocabulary list.

*Il* + weather-related expressions (eg, *il neige, il y a du soleil*) are listed in the vocabulary list, as multi-word phrases where necessary.

*Il faut* + infinitive

*Il est* for telling the time

### Modal verbs

Present indicative forms for 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons, in singular and plural of modals *devoir, pouvoir, savoir, vouloir* followed by infinitive. All inflected forms of the modals are listed in the vocabulary list.

Conditional forms in 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons, in singular only (excluding 'you' formal), of *vouloir* (*voudrais, voudrait*), as equivalent of English 'would like (to) + verb', are listed in the vocabulary list.

### Reflexive use of verbs

1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons in singular **and plural**.

Reflexive verb forms (eg, *se laver*) with the same meaning as a listed base verb (eg, *laver*) are not listed. Reflexive verb forms with different meanings from a listed base verb (eg, *passer, se passer*) will be listed on the same line. When reflexive verb forms with different meanings from a listed base verb are **not** listed, they will not be tested. **No tenses are used which are outside the current subject content and grammar annexes. Reflexives are bound by the same rules as all other verbs - only being used in the tenses specified in the subject content and its annexes.**

### 3.2.1.3 Adjectival phrases

Agreement for gender and number with nouns following regular patterns (of adjectives listed in the vocabulary list).

## Gender

Highly frequent irregulars are listed in the vocabulary list as separate items (eg, *net/te*, *bon/ne*, *nouveau/nouvelle*, *pareil/le*, *travailleur/travailleuse*).

- Add **-e**
- No change with adjectives ending in mute **-e**
- **-x → -se**
- **-el → -lle**
- **-en → -nne**
- **-f → -ve**
- **-er → -ère**

## Number

Irregulars *beau/x* and *nouveau/x* are listed in the vocabulary list as separate items.

- Add **-s**
- No change for masculine forms already ending in **-s** and **-x**
- **-al → -aux** for masculine

Position of adjectives in relation to the nouns they refer to: mostly after nouns, before nouns only for the defined set in the vocabulary list.

Use of regular (*plus...que/de*, *moins...que/de*, *aussi...que*) and irregular comparative structures, with the irregular adjectival forms (*meilleur(e)(s)* and *pire(s)*) listed in the vocabulary list.

### 3.2.1.4 Adverbial phrases

Adverbs and adverbial phrases are listed in the vocabulary list.

Position of adverbs of time, manner, frequency, place.

Use of regular (*plus...que*, *moins...que*, *aussi...que*) and irregular comparative structures, with the irregular adverbial form (*mieux*) listed in the vocabulary list.

### 3.2.1.5 Prepositions

À/de can be needed before a noun or a second verb following some verbs **and adjectives**. Where the preposition changes or adds to the meaning of the verb, English translations are listed (eg *arriver* 'to arrive', *arriver à* 'to manage to').

Appropriate use of *en/à* with proper nouns for places (eg countries, regions/states, cities).

Contraction of definite article when used with *à* and *de* to agree with the gender and number (ie, *à la*, *au*, *aux*; *de*, *de la*, *du*, *des* are listed in the vocabulary list).

*De* to indicate possession (eg, *le sac de Léa*).

Prepositions (*pour*, *sans*) + infinitive.

### 3.2.1.6 Derivational morphology

Derivational morphology listed here indicates that even if only the base form (eg, *rapide*) is listed in the vocabulary list, a derived form that follows one of the patterns listed here (eg, *rapidement*) may be included in reading texts – or if only the specific affixed form is listed, the base form may be

included in reading texts. Note, if derived forms are included in listening material or are required for production, they must be listed separately in the Vocabulary List, unless the derivation in its spoken/written form is clearly recognisable for learners at this level as being derived from the base form.

### Uniformly applicable derivational morphology that changes meaning

Ordinal numbers created by adding *-ième* (or by dropping *-e* and adding *-ième*) to cardinal numbers eg, *deux* – *deuxième*, *quatre* – *quatrième*. Irregular forms *premier* and *première* are listed in the vocabulary list.

### Other highly frequent patterns

#### Morphology that changes meaning

Prefixes: adding *in-* or *im-* to adjectives, adverbs and nouns, only where the English equivalent is *un-* or *in-* or means 'opposite of'. Eg, *également* → *inégalement*, *sécurité* → *insécurité*, *possible* → *impossible*.

#### Morphology that changes the part of speech

Suffixes:

- Adjectives created by adding *-able* or *-eable* to the verb stem, only where the English equivalent is *-able* or *-ible*. Eg, *porter* → *portable*, *changer* → *changeable*.
- Nouns created by adding *-ion* or *-ation* to the verb stem, only where the English equivalent is *-ion* or *-ation*. Eg, *progresser* → *progression*, *préparer* → *préparation*.
- Adverbs ending in *-ment*, only where the English equivalent is *-ly*, created by:
  - adding *-ment* to the feminine form of adjectives eg, *première* → *premièrement*
  - by dropping *-ant(e)*/*-ent(e)* from an adjective and adding *-amment/-emment* eg, *courant* → *couramment*, *patient* → *patientement*.

## 3.2.2 Higher tier

### 3.2.2.1 Noun phrases

#### Determiners: Articles

Partitive articles with uncountable nouns

Use of article with *dans*, omission of article with *en*

#### Other determiners

Use of negative adjective determiner *aucun(e)*

#### Pronouns

Preverbal use of pronouns *y* and *en* (not juxtaposed with other object pronouns, except in the phrase '*il y en a*', '*il y en avait*' and '*il y en aura*').

Preverbal position of plural direct object pronouns (*nous*, *vous*, *les*) (not juxtaposed with indirect object pronouns).

Preverbal position of plural indirect object pronouns (*nous*, *vous*, *leur*) (not juxtaposed with direct object pronouns).

Use of emphatic pronouns (*lui*, *elle*, *nous*, *vous*, *eux*, *elles*), including after prepositions.

Preverbal position of plural reflexive pronouns (*nous*, *vous*, *se*).

Negative subject pronouns *personne ne* + verb and *rien ne* + verb (as equivalent of English ‘nobody + verb’ and ‘nothing + verb’).

### Relative clauses (with *où* and *que*).

#### 3.2.2.2 Verb phrases

Syntax of negation with *ne...plus*, *ne...ni...* (*ni ...*), *ne... pas encore*, *ne...que*.

Passive voice in the present (full form only, ie with *par*).

Impersonal verbs with adjectives + *de* (eg, *il est difficile/facile/interdit de* + infinitive). Any adjectives used in impersonal phrases are listed in the vocabulary list.

Impersonal verbs in phrases *il manque* + noun, *il vaut mieux* + infinitive, *il vaut la peine de* + infinitive.

Periphrastic time expressions *être en train de* (as equivalent of ‘BE [in the process of] + verb-ing’) and *venir de* (as equivalent of ‘HAVE just done + verb’).

Verbs used with plural reflexive pronouns, with reflexive and reciprocal meanings (eg, *nous nous écrivons*, *vous vous parlez*, *ils se regardent*).

#### Inflectional morphology

- Two additional clusters of high frequency verbs that all pattern following the ‘anchor’ verbs *connaître* and *écrire*, in the forms as specified at Foundation: Present indicative (in 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons, singular and plural), perfect tense, periphrastic future, imperative (2nd person singular and plural, not reflexive), imperfect (in 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons, singular), plus the additional forms laid out below for the anchor verbs.
- Present tense with *depuis* (as equivalent of ‘have been + ing’ for ‘x time’).
- Perfect tense of modals (*devoir*, *pouvoir*, *savoir*, *vouloir*) (with past participles listed in the vocabulary list).
- Inflectional future for regular -er verbs (in 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons in singular and plural) as equivalent of both ‘will + verb’ and ‘BE + going to + verb’.
  - Singular forms of four high frequency irregular verbs (*aurai/auras/aura*, *ferai/feras/fera*, *irai/iras/ira*, *serai/seras/sera*) are listed in the vocabulary list.
- Conditional of regular -er forms only (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons) in singular and plural.
  - Singular forms of four high frequency irregular verbs (*aurais/aurait*, *ferais/ferait*, *irais/irait*, *serais/serait*) are listed in the vocabulary list.
- Imperfect for regular (-er and the nine ‘anchor’ verb patterns) verbs 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person plural forms for equivalent of English habitual (‘used to + verb’) and ongoing (‘BE -ing’). This includes the 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person plural forms of the three very high frequency irregular verbs (*avoir* to mean ‘had’, *être* to mean ‘were + adjectival complement’, *faire*).
- Imperative of 2<sup>nd</sup> person singular and plural of *être* (*sois* and *soyez*, each listed in vocabulary list), and of regular (-er and the nine ‘anchor’ verb patterns) verbs 1<sup>st</sup> person plural (not reflexive), with the function ‘Let’s + verb!’
- Present participle of regular (-er and the nine ‘anchor’ verb patterns) verbs after *en*, including adjectival use where relevant.
  - Irregular present participles of three very high frequency irregular verbs (*étant*, *ayant*, *faisant*) are listed in the vocabulary list.

#### 3.2.2.3 Adjectival phrases

Use of regular superlative adjective structures (irregulars *le meilleur/la meilleure/les meilleurs/les meilleures*, and *le pire/la pire/les pires* are listed in the vocabulary list).

### 3.2.2.4 Adverbial phrases

Use of regular superlative adverb structures (irregular *le mieux* is listed in the vocabulary list).

### 3.2.2.5 Prepositions

Preposition (*avant de*) + infinitive

Preposition (*après avoir*) + past participle

### 3.2.2.6 Derivational morphology

Derivational morphology listed here indicates that even if only the base form (eg, *porter*) is listed in the vocabulary list, a derived form that follows one of the patterns listed here (eg, *porteur*) may be included in reading texts. Or, if only the specific affixed form is listed, the base form may be included in reading texts. **Note, if derived forms are included in listening material or are required for production, they must be listed separately in the Vocabulary List, unless the derivation in its spoken/written form is clearly recognisable for learners at this level as being derived from the base form.**

#### Morphology that changes the part of speech

Suffixes: agent nouns created by adding *-eur* or *-ateur* to a verb stem, eg, *porter* → *porteur*, *consommer* → *consommateur*

#### French sound-symbol correspondences

This list specifies key differences in sound-spelling correspondences between French and English which students will need to learn at GCSE to be able to read out loud and transcribe with sufficient accuracy at this level. It is not an exhaustive list of all the sound-spelling correspondences in the French language. Where a letter or combination of letters is pronounced (or a sound spelt) in approximately the same way in French as in English, it is not listed.

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

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

- silent final consonant
- a
- i/y
- eu
- e
- au/eau/closed o/ô
- ou
- u
- silent final e
- é (-er, -ez)
- en/an/em/am
- on/om
- ain/in/aim/im
- è/ê/ai
- oi/oy
- ch
- ç (and soft 'c')

- qu
- j
- -tion
- -ien
- s-liaison
- t-liaison
- n-liaison
- x-liaison
- h
- un
- -gn-
- r
- open eu/œu
- open o
- -s-
- th
- -ill-/ille
- -aill-/ail

Please see Appendix 1 for examples of French words demonstrating the sound-symbol correspondences.

## 3.3 Vocabulary

Students should learn the GCSE French vocabulary list (Appendix 2) and will be expected to use this vocabulary across a range of contexts and assessment tasks.

### 3.3.1 Composition of vocabulary content

1. Students are expected to know 1,200 lexical items for Foundation tier, and a further 500 lexical items for Higher tier. Students are also required to know words which can be regularly inflected and (for Paper 3 Reading only) regularly derived from listed lexical items using the grammar specified in section 3.3.
2. Because no vocabulary is specified for KS2 or KS3, the vocabulary list is comprehensive and makes no assumptions about vocabulary previously taught.
3. The vocabulary lists include, as part of the 1,200 or 1,700 items, the words listed in the DfE subject content Annex E. These are the words which are referenced in the grammar in section 3. They include irregular forms of high frequency verbs and other parts of speech.
4. In addition to the 1,200 and 1,700 items, the vocabulary lists contain:
  - a. 30 short phrases that are multi-word phrases in French
  - b. 20 items to refer to relevant geographical or cultural places/events, including the names of countries to be known receptively and productively.
5. For Reading only:
  - a. Higher and overlapping tier texts in Paper 3 may include a small number of words outside the vocabulary list. English meanings of such words will be supplied adjacent to the text for

reference. No more than 2% of words (rounded to the nearest whole word) in any given text may be glossed in this way.

- b. For both Foundation and Higher tiers, all proper nouns (such as cities or countries) that are not on the vocabulary list and are not deemed to be easily understood, can be glossed or explained in an adjacent note.
- c. Up to 2% of words (rounded to the nearest whole word) of any given text can be comprised of cognates which are not included in the vocabulary list. Cognates are words in which the substantial majority of letters are the same in English and the assessed language; they have the same meaning in both languages and any difference in spelling should not impede understanding for students entered for GCSE French.

6. Words with multiple meanings **and/or parts of speech** (eg, the French noun *histoire* that can be translated by the different English words 'story' and 'history', **or recycled (as a past participle) and recycled (as an adjective) should** be listed as one entry in the vocabulary list. All English equivalents that could be tested (eg, in questions that require working from English to French) **should be explicitly** provided.

7. The vocabulary which students will be expected to know, for both comprehension and production, will be compiled with close and explicit reference for each item on the list to frequency of occurrence in the language. This information about frequency has been taken from Lonsdale, D. & Le Bras. Y. (2009). *A frequency dictionary of French: Core vocabulary for learners*.

8. At least 85% of the 1,200 and 1,700 words selected **should be** from the 2,000 most frequent words occurring in the most widely used standard forms of the language. In some cases, more than one spelling is in common use, including where recent spelling reforms have taken place. In such cases, tolerance is shown for both versions of the spelling, eg *coût/cout*.

The vast majority of lexical items listed as vocabulary are single word vocabulary items. Where a compound word or multi-word phrase translates a single English word, it is counted either as a separate lexical item in the main vocabulary list, or as one of the 30 multi-word phrases. However, where a compound word or phrase can easily be understood from its components, and where the components are already included in the list, the compound word will not be included. Easily understood from its components means that the literal translation of the component parts unambiguously gives the meaning in English. An example of an easily understood compound word or phrase in French is *point de vue*. An example of a compound word/phrase in French that is not easily understood is *petit déjeuner*.



# 4 Scheme of assessment

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Find past papers and mark schemes, and sample papers for new courses, on our website at [aqa.org.uk/pastpapers](https://www.aqa.org.uk/pastpapers)

This specification is designed to be taken over two years.

This is a linear qualification. In order to achieve the award, students must complete all assessments at the end of the course and in the same series.

GCSE exams and certification for this specification are available for the first time in May/June 2026 and then every May/June for the life of the specification.

All materials are available in English only.

Our GCSE exams in French include questions that allow students to demonstrate their ability to:

- draw together their knowledge, skills and understanding from across the full course of study.

## 4.1 Aims and learning outcomes

Courses based on this specification should provide a coherent, satisfying and worthwhile course of study. They should encourage students to develop confidence in, and a positive attitude towards, French and to recognise the importance of languages. They should also provide a strong linguistic and cultural foundation for students who go on to study French at a higher level post-16.

Through studying GCSE French, students should develop their ability and ambition to communicate independently in speech and writing with speakers of the language for authentic purposes and about subjects which are meaningful and interesting to them.

The study of French at GCSE should also build students' confidence and broaden their horizons, enabling them to step beyond familiar cultural boundaries, develop new ways of seeing the world, and better understand relationships between the foreign language and the English language.

It is important that students following a GCSE French course should become familiar with aspects of the contexts and cultures of the countries and communities where the language is spoken.

Courses based on this specification must encourage students to:

- learn and use the range of vocabulary required for the tier at which they are studying as specified in the vocabulary list
- learn and use the grammar specified to understand and produce meaning in written and oral modalities. The grammar to be learnt is set out in Section 3
- learn and apply the principles by which spelling represents sounds in standard or widely used forms of the language, and use clear and comprehensible pronunciation when speaking the language
- use the language they are learning both receptively and productively, in spoken and written forms, for a range of audiences and purposes, in different genres and in formal and informal contexts which are relevant to their current and future needs and interests, having regard to the likely experiences of a wide social range
- be able to recall and use language in different situations and be able to move between French and English.

This specification in French, in line with the DfE Subject Content, requires students to:

- understand written texts in French. Texts will predominantly focus on the defined vocabulary and grammar for each tier and will be of limited complexity at Foundation tier
- understand spoken extracts comprising the defined vocabulary and grammar for each tier which are delivered at a pace which is no faster than a moderate pace, where each word is clearly discernible (as appropriate to pronunciation norms for each language), and which do not contain extraneous distractions or interruptions
- undertake dictation of short, spoken extracts (including some vocabulary from outside the vocabulary list) with credit for accurate spelling
- write text in French in a lexically and grammatically accurate way in response to simple and familiar stimuli
- translate in writing short sentences or texts, from French to English and vice versa, using a range of the vocabulary and grammar specified for each tier. In this context, translation means an appropriate and sufficient rendering of the meaning of the original language
- infer, by using knowledge of the vocabulary and grammar specified for each tier, plausible meanings of single words from outside the vocabulary list when they are embedded in the context of written sentences
- speak using clear and comprehensible language to:
  - read aloud a short written text in French and undertake a short unprepared conversation relating to the text
  - undertake a Role-play, including asking and answering questions, simulating a context such as a social conversation, where instructions about what to say are unambiguous;
  - talk about visual stimuli and extend this conversation into a short unprepared interaction.

Spoken and written language (for comprehension and production) will be of limited complexity at Foundation tier. At Higher tier students will be expected to understand (in listening and reading) and produce (in speech and writing) language at a higher level of complexity. The complexity of the language will be in both cases appropriate to the level of study. Complexity in this sense means the extent to which written and spoken language uses features such as multi-clause units (eg, relative clauses), pronouns, especially multiple pronouns, multiple verbs in one sentence or clause, long sentences, or morphology and syntax (eg, word order) which is very different to English in form and/or function.

## 4.2 Assessment objectives

Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE French specifications and all exam boards.

The exams will measure how students have achieved the following assessment objectives.

- AO1: understand and respond to spoken language in speaking and in writing
- AO2: understand and respond to written language in speaking and in writing
- AO3: demonstrate understanding and accurate application of the grammar and vocabulary prescribed in the specification.

## 4.2.1 Assessment objective weightings for GCSE French

Assessment objectives (AOs)	Component weightings (approx %)				Overall weighting (approx %)
	Paper 1: Listening	Paper 2: Speaking	Paper 3: Reading	Paper 4: Writing	
AO1	22.5	12.5			35
AO2		7.5	25	12.5	45
AO3	2.5	5		12.5	20
Overall weighting of components	25	25	25	25	100

## 4.3 Assessment weightings

The marks awarded on the papers will be scaled to meet the weighting of the components. Students' final marks will be calculated by adding together the scaled marks for each component. Grade boundaries will be set using this total scaled mark. The scaling and total scaled marks are shown in the table below.

### 4.3.1 Foundation tier

Component	Maximum raw mark	Scaling factor	Maximum scaled mark
Paper 1 (Listening)	40	x1.25	50
Paper 2 (Speaking)	50	x1	50
Paper 3 (Reading)	50	x1	50
Paper 4 (Writing)	50	x1	50
Total scaled mark:			200

### 4.3.2 Higher tier

Component	Maximum raw mark	Scaling factor	Maximum scaled mark
Paper 1 (Listening)	50	x1	50
Paper 2 (Speaking)	50	x1	50
Paper 3 (Reading)	50	x1	50
Paper 4 (Writing)	50	x1	50
Total scaled mark:			200

## 4.4 Paper 1: Listening

Students may be entered for either Foundation tier or Higher tier but they must enter at the same tier for all four skills.

25% of the marks for the qualification

Foundation tier 40 marks; 35 minutes approximately (including five minutes' reading time at the start of the test and two minutes' checking time at the end of the test)

Higher tier 50 marks; 45 minutes approximately (including five minutes' reading time at the start of the test and two minutes' checking time at the end of the test)

- The test will be studio recorded using native speakers speaking in clearly articulated, standard speech. It will be delivered at a pace which is no faster than a moderate pace, where each word is clearly discernible (as appropriate to pronunciation norms for each language) and there will be no extraneous distractions or interruptions.
- The recording will be provided to schools and colleges in an appropriate audio format.
- Different types of spoken language will be used, for a range of audiences and purposes, in different genres and in formal and informal contexts which are relevant to students' current and future needs and interests, having regard to the likely experiences of a wide social range.
- Students will have five minutes' reading time at the beginning of the test to read the questions.
- Students will have two minutes' checking time at the end of the test to check their work.
- An example will be provided in the question paper only where it is necessary to indicate to students how a particular question should be answered.
- In Section A, each item will be heard twice and pauses for students to read the questions before the item is played and then to answer the questions will be built into the test recording.
- In Section B, the dictation, students will hear each sentence three times and pauses will be built into the test recording.
- Students will be allowed to make notes at any time during the test, including the reading time.
- Access to dictionaries is not permitted at any time during the test.

#### 4.4.1 Foundation and Higher tier

In Section A, students' understanding of spoken language will be tested by a range of comprehension question types in English, requiring non-verbal responses or responses in English. The tests will contain some items which are common to both tiers.

The responses will be assessed according to a detailed mark scheme. The appropriate mark(s) will be awarded if the student has satisfactorily communicated his or her understanding.

The test at both tiers will consist of a variety of short and longer spoken pieces of language, comprising the defined vocabulary and grammar for each tier which will not place an undue burden on memory at any time.

Students will be required to identify the overall message, key points, details and opinions from items such as announcements, short conversations, bulletins, podcasts and spoken descriptions.

In Section B, students will undertake a dictation exercise of short spoken extracts (including some words from outside the vocabulary list) with credit for accurate spelling. At Foundation tier, the dictation will consist of a minimum of 20 words. At Higher tier, the dictation will consist of a minimum of 30 words. At both tiers, two words from outside the vocabulary list will be included within the dictation.

Students will hear the dictation sentences three times: the first time as a full sentence, the second time in short sections and the third time again as a full sentence. See the [dictation assessment criteria](#) (page 32).

## 4.5 Paper 2: Speaking

Students may be entered for either Foundation tier or Higher tier but they must enter at the same tier for all four skills.

25% of the marks for the qualification

A window of up to five weeks will be timetabled for the test, during which schools/colleges will be free to test their students at any time. The window will be timetabled to run in April and May. The teacher may open the Speaking test materials up to three working days in advance of the first day of the specified test period in order to prepare for conducting the tests. The Teacher's booklet will contain a *Speaking test sequence chart* which will show which Role-play, Reading aloud and Photo card each student must be allocated.

Detailed instructions for the teacher will be issued prior to the test period. Online training will also be available to ensure teachers are wholly familiar with the requirements and format of the tests.

The confidentiality of the test materials must be strictly maintained prior to and during the period of the tests.

Access to dictionaries is not permitted at any time during the test or the supervised preparation time.

Students will be allowed to make notes, on an *Additional answer sheet*, during their supervised preparation time and take them into the exam room to use at any point during the test. There is no restriction on the number of words or the material (eg conjugated verbs) which the notes may contain. They must hand the notes into the teacher-examiner at the end of the test. The notes must be stored under secure conditions until results day, after which they must be disposed of.

The test is conducted and audio-recorded by the teacher and marked by an AQA examiner.

Teachers are expected to give students the opportunity to respond fully to all tasks (being aware of the recommended length of each task specified below) to ensure that each student is able to access the maximum number of marks available. Students will be assessed on the quality of the responses they can produce within the maximum allocated time (nine minutes for Foundation tier and twelve minutes for Higher tier).

Equal credit will be given for any language used by the student which is beyond the defined content but that fulfils the task requirements.

Students should not be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses. Students' preferred ways of referring to themselves and others through the use of pronouns, gendered language and grammatical agreements will be credited by examiners, regardless of whether such usage has been adopted by official language bodies in the target language-speaking countries.

The cards for each student will be allocated according to a sequence chart for each tier provided in the Teacher's Booklet in each exam series. The Reading aloud card and the Photo card will always be from different themes and the sequence chart will ensure that there is no overlap of task between the different sections of the test for individual students.

All three parts of the test will allow students to demonstrate appropriate and accurate use of the prescribed vocabulary and grammatical structures, including some more complex forms. The language produced will be of limited complexity at Foundation tier and at a greater level of complexity at Higher tier.

The tasks will also allow students to demonstrate knowledge of the sound symbol correspondences outlined in the prescribed grammar requirements so as to be understood by a native speaker.

These are the recommended lengths for each part of the speaking test:

	Foundation tier	Higher tier
Part 1: Role-play	Between 1 and 1.5 minutes	Between 1 and 1.5 minutes
Part 2: Reading aloud task	Between 2 and 2.5 minutes	Between 3 and 3.5 minutes
Part 3: Photo card task	Between 4 and 5 minutes in total (approximately one minute for description of the photos and between 3 and 4 minutes for the unprepared conversation)	Between 6 and 7 minutes in total (approximately one and a half minutes for description of the photos and between 4.5 and 5.5 minutes for the unprepared conversation)
Total	7 to 9 minutes	10 to 12 minutes

Marking of the speaking test will stop at the maximum amount of time specified for the tier. Ie, nine minutes for Foundation tier and twelve minutes for Higher tier.

## 4.5.1 Foundation and Higher tier

50 marks

Foundation tier: students will attend one session of 7–9 minutes (and supervised preparation time of 15 minutes).

Higher tier: students will attend one session of 10–12 minutes (and supervised preparation time of 15 minutes).

Timing of the test will start when the teacher begins the Role-play using the introductory text in the Teacher's Booklet. Timing of the test will end when the maximum time allowed is reached (**nine** minutes at Foundation tier for the whole test and **twelve** minutes at Higher tier for the whole test).

The format of the test will be the same for each tier and will consist of three parts.

### 4.5.1.1 Role-play (10 marks)

Based on a stimulus card, to be prepared by the student immediately before the test during their preparation time. Students will carry out one role-playing situation (recommended to last between one and one and a half minutes at both tiers). The Role-play tasks on the Candidate card will be in English and will contain unambiguous instructions about what to say.

The Role-play card will allow students to answer questions and convey information, using the prescribed vocabulary lists, adapting language to suit the purpose of the task. Students will be required to ask a question as part of the Role-play.

### 4.5.1.2 Reading aloud task (15 marks)

Based on a short text of a minimum of 35 words at Foundation tier and a minimum of 50 words at Higher tier, to be prepared by the student immediately before the test in their supervised preparation time. The words assessed will focus on the sound symbol correspondences listed in the DfE subject content. Students will not be permitted to read their text out loud during their supervised preparation time.

After reading the text out loud during the test, students will take part in a short unprepared conversation on the topic of the text. There are four compulsory questions set on the topic of the text which teachers will ask exactly as they are written in the Teacher's Booklet. At Foundation tier, this part of the test is recommended to last between two and two and a half minutes in total. At

Higher tier, this part of the test is recommended to last between three and three and a half minutes in total. These recommended totals include the reading of the text and the short conversation.

The student's response to the four compulsory questions is marked as a whole. Marks are not awarded to individual questions.

#### 4.5.1.3 Discussion of Photo card (25 marks)

Based on a Photo card to be prepared by the student immediately before the test in their supervised preparation time. The Photo card will contain two photos from one of the three themes. Students will have the Photo card during their supervised preparation time in order to prepare their response to the first question. Students may make written notes in the preparation time and use these notes during the task. The first question in the Teacher's Booklet focuses on the content of the two photos on the card and is compulsory.

The Photo card task is recommended to last between four and five minutes in total at Foundation tier. At Higher tier, the Photo card task is recommended to last between six and seven minutes in total. These recommended time allocations include **both** parts of this task as outlined below (the student's response to the content of the photos and the unprepared conversation).

##### Response to the content of the photos

Students are recommended to talk about both photos for approximately one minute at Foundation tier and approximately one and a half minutes at Higher tier. Coverage of the photos does not need to be equal but students are required to say at least one thing about each photo as a minimum requirement. Any relevant content will be credited in this first part of the task, even if it is outside the prescribed theme of the Photo card.

##### Unprepared conversation

The second part of this task is an unprepared conversation which follows the description of the photos. At Foundation tier, this is recommended to last between 3 and 4 minutes and at Higher tier between 4.5 and 5.5 minutes. This conversation can be based on any or all of the three topics from the theme specified on the Candidate's card and in the Teacher's Notes, enabling students to develop personalised responses.

Guidance on questioning technique for the unprepared conversation is provided in the Paper 2 Teacher's Booklet.

As this conversation is unprepared, students must not know in advance of the Speaking test which questions, theme or topic areas will be covered in their test. It is also not permissible for teachers to narrow the scope of questions by discussing in advance with students their preferred areas for inclusion during the test.

See the [Speaking test assessment criteria](#) (page 34)

## 4.6 Paper 3: Reading

Students may be entered for either Foundation tier or Higher tier but they must enter at the same tier for all four skills.

25% of the marks for the qualification

Foundation tier 50 marks, 45 minutes

Higher tier 50 marks, 1 hour

- Different types of written language stimuli will be used for a range of audiences and purposes, in different genres and in formal and informal contexts which are relevant to students' current and future needs and interests, having regard to the likely experiences of a wide social range.
- An example will be provided in the question paper only where it is necessary to indicate to students how a particular question should be answered.
- Access to dictionaries is not permitted at any time during the test.

### 4.6.1 Foundation and Higher tier

In Section A, students' understanding of written language will be tested by a range of question types in English, requiring non-verbal responses or responses in English. The tests will contain some items which are common to both tiers.

Responses will be assessed according to a detailed mark scheme. The appropriate mark(s) will be awarded if the student has satisfactorily communicated his or her understanding.

The test at both tiers will consist of a variety of short and longer texts, predominantly focusing on the defined vocabulary and grammar for each tier and will be of limited complexity at Foundation tier. Students will be required to identify the overall message, key points, details and opinions from items such as public notices and advertisements, extracts from brochures, newspapers, magazines, email and websites.

Students will also be required to infer, by using knowledge of the vocabulary and grammar specified for each tier, plausible meanings of single words from outside the vocabulary list when they are embedded in the context of written sentences.

In Section B, there will be a translation of sentences from French into English (a minimum of 35 words at Foundation tier and 50 words at Higher tier). In this context, translation means an appropriate and sufficient rendering of the meaning of the original language.

## 4.7 Paper 4: Writing

Students may be entered for either Foundation tier or Higher tier but they must enter at the same tier for all four skills.

25% of the marks for the qualification

- Access to dictionaries is not permitted at any time during the test.
- All instructions are in English. All questions are in English.
- Equal credit will be given for any language used by the student which is beyond the defined content but that fulfils the task requirements.
- Students should not be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses. Students' preferred ways of referring to themselves and others through the use of pronouns, gendered language and grammatical agreements will be credited by examiners, regardless of whether such usage has been adopted by official language bodies in the target language-speaking countries.

### 4.7.1 Foundation tier

50 marks, 1 hour 10 minutes

Students are required to write in French.

#### 4.7.1.1 Question 1 (10 marks)

A task which will demonstrate students' ability to write five short sentences about a photo using the prescribed vocabulary and grammar in a familiar context. The language produced will be of limited complexity at this level.

#### 4.7.1.2 Question 2 (10 marks)

A task of five compulsory bullet points related to the topics and themes. This will demonstrate students' ability to write a short text in response to familiar stimuli, using simple sentences and familiar language accurately. The language produced will be of limited complexity at this tier.

Students are expected to write approximately 50 words to complete the task.

#### 4.7.1.3 Question 3 (5 marks)

A task testing students' understanding and accurate application of the prescribed grammar. Students will complete five short sentences with a missing word, selected from three options.

#### 4.7.1.4 Question 4 (10 marks)

A translation of sentences from English into French, requiring a minimum of 35 words. This will demonstrate students' ability to use the prescribed vocabulary and grammatical structures. In this context, translation means an appropriate and sufficient rendering of the meaning of the original language.

#### 4.7.1.5 Question 5 (15 marks)

A structured writing task of three compulsory bullets which will demonstrate students' ability to respond at a more extended length to familiar stimuli related to the topics and themes and for a range of audiences and purposes. They will also make accurate use of vocabulary and grammatical structures.

Students are expected to write approximately 90 words to complete the task.

They choose either Question 5.1 or 5.2. This question is common to Higher tier Question 2.

### 4.7.2 Higher tier

50 marks, 1 hour 15 minutes

Students are required to write in French.

#### 4.7.2.1 Question 1 (10 marks)

A translation of sentences from English into French, requiring a minimum of 50 words. This will demonstrate students' ability to use the prescribed vocabulary and grammatical structures. In this context, translation means an appropriate and sufficient rendering of the meaning of the original language.

#### 4.7.2.2 Question 2 (15 marks)

A structured writing task of three compulsory bullet points which will demonstrate students' ability to respond at a more extended length to familiar stimuli related to the topics and themes and for a range of audiences and purposes. They will also make accurate use of vocabulary and grammatical structures, but equal credit will be given for language used, which is beyond the defined content.

Students are expected to write approximately 90 words to complete the task. They choose either Question 2.1 or 2.2. This question is common to Foundation tier Question 5.

#### 4.7.2.3 Question 3 (25 marks)

An open-ended writing task of two compulsory bullet points which will demonstrate students' ability to make more creative use of the prescribed vocabulary and grammatical structures, showing a higher level of complexity and accuracy at this level.

Equal credit will be given for language used which is beyond the defined content.

Students are expected to write approximately 150 words to complete the task. They choose either Question 3.1 or 3.2.

See the [Writing test assessment criteria](#) (page 41)

## 4.8 Assessment criteria

### 4.8.1 Paper 1: Listening

#### 4.8.1.1 Foundation tier

##### Section A: Listening comprehension

See the mark scheme published each year for details of how marks are awarded.

##### Section B: Dictation

The dictation is assessed for Communication of meaning (AO1) (4 marks) and Transcription and grammatical accuracy (AO3) (4 marks) as specified in the criteria below. The maximum mark for Section B is 8. When awarding the marks for AO1 and AO3, the student's response across all the spoken extracts should be considered as a whole.

Level	Mark	AO1
4	4	The meaning of the spoken extracts is always or almost always communicated clearly.
3	3	The meaning of the spoken extracts is mostly communicated.
2	2	The meaning of the spoken extracts is sometimes communicated.
1	1	The meaning of the spoken extracts is rarely communicated.
0	0	The meaning of the spoken extracts communicated does not meet the standard for Level 1 at this tier.

Level	Mark	AO3
4	4	Words are frequently transcribed correctly with a good level of grammatical accuracy.
3	3	Words are generally transcribed correctly with a reasonable level of grammatical accuracy.
2	2	Words are occasionally transcribed correctly with a limited level of grammatical accuracy.

Level	Mark	AO3
1	1	Words are very rarely transcribed correctly with a very limited level of grammatical accuracy.
0	0	Transcription and grammatical accuracy do not meet the standard for Level 1 at this tier.

## Notes

A mark of zero for AO1 automatically results in a mark of zero for AO3, but apart from that, the AO1 mark does not limit the mark for AO3.

Please see the mark scheme for more guidance on application of the assessment criteria.

### 4.8.1.2 Higher tier

#### Section A: Listening comprehension

See the mark scheme published each year for details of how marks are awarded.

#### Section B: Dictation

The dictation is assessed for Communication of meaning (AO1) (5 marks) and Transcription and grammatical accuracy (AO3) (5 marks) as specified in the criteria below. The maximum mark for Section B is 10. When awarding the marks for AO1 and AO3, the student's response across all the spoken extracts should be considered as a whole.

Level	Mark	AO1
5	5	The meaning of the spoken extracts is communicated very clearly throughout.
4	4	The meaning of the spoken extracts is almost always communicated clearly.
3	3	The meaning of the spoken extracts is mostly communicated.
2	2	The meaning of the spoken extracts is sometimes communicated.
1	1	The meaning of the spoken extracts is rarely communicated.
0	0	The meaning of the spoken extracts communicated does not meet the standard for Level 1 at this tier.

Level	Mark	AO3
5	5	Words are always or nearly always transcribed correctly with a very high level of grammatical accuracy.
4	4	Words are frequently transcribed correctly with a good level of grammatical accuracy.
3	3	Words are generally transcribed correctly with a reasonable level of grammatical accuracy.
2	2	Words are occasionally transcribed correctly with a limited level of grammatical accuracy.
1	1	Words are very rarely transcribed correctly with a very limited level of grammatical accuracy.

Level	Mark	AO3
0	0	Transcription and grammatical accuracy do not meet the standard for Level 1 at this tier.

## Notes

A mark of zero for AO1 automatically results in a mark of zero for AO3, but apart from that, the AO1 mark does not limit the mark for AO3.

Please see the mark scheme for more guidance on application of the assessment criteria.

## 4.8.2 Paper 2: Speaking

Marks will be allocated in the following way at both Foundation and Higher tier:

	AO1	AO2	AO3	Total
Role-play		10		10
Reading aloud task	10		5	15
Discussion of Photo card	15	5	5	25
Total	25	15	10	50

### 4.8.2.1 Foundation tier

#### Part 1: Role-play (10 marks)

There are five tasks for the Role-play, each of which will be awarded up to 2 marks for AO2.

For each task:

Mark	AO2
2	The message is conveyed without ambiguity.
1	The message is partially conveyed or conveyed with some ambiguity.
0	No part of the message is conveyed.

## Notes

- Where students are required to give two responses or details in one task, failure to convey an unambiguous message in reply to one of them means that the message is partially conveyed and one mark is awarded.
- The tasks on the Candidate's card and the notes in the Teacher's Booklet clearly explain how much detail the student is expected to give per task. However, some students may still go beyond the minimum requirement of the task. When this happens, as soon as the task is accomplished, any further incorrect information given by the student is ignored for assessment purposes.

## Part 2: Reading aloud (15 marks)

This part of the test is divided into two sections:

- reading aloud of a text
- answering four compulsory questions specified in the Teacher's Booklet.

### *Reading aloud of the text (5 marks AO3)*

Reading aloud of the text is marked according to the following criteria.

Level	Mark	AO3
5	5	There may be minor errors and a few major errors in pronunciation.
4	4	There are regular minor and some major errors in pronunciation.
3	3	There are frequent minor and frequent major errors in pronunciation.
2	2	Pronunciation is rarely accurate.
1	1	Pronunciation is very rarely accurate.
0	0	Does not meet the standard required for Level 1 at this tier.

### Notes

- A major error is one which adversely affects communication.
- A minor error is one which does not affect communication.

### *Response to compulsory questions (10 marks AO1)*

Level	Mark	AO1
5	9–10	<ul style="list-style-type: none"><li>• All questions are answered clearly.</li><li>• At least two answers have an extended response and at least one other is developed well.</li></ul>
4	7–8	<ul style="list-style-type: none"><li>• At least three questions are answered clearly.</li><li>• One answer has an extended response and at least one other is developed well.</li></ul>
3	5–6	<ul style="list-style-type: none"><li>• At least two questions are answered clearly.</li><li>• One answer is developed well and at least one other is developed minimally.</li></ul>
2	3–4	<ul style="list-style-type: none"><li>• At least two questions are answered understandably.</li><li>• One answer is developed minimally.</li></ul>
1	1–2	<ul style="list-style-type: none"><li>• At least one question is answered understandably.</li><li>• The answer(s) may be a very limited response.</li></ul>
0	0	Does not meet the standard required for Level 1 at this tier.

### Part 3: Discussion of Photo card (25 marks)

This part of the test is divided into two sections:

- response to the content of the photos on the card
- unprepared conversation.

#### *Response to content of the photos (5 marks AO2)*

Level	Mark	AO2
5	5	<ul style="list-style-type: none"> <li>• Quite a lot of information is conveyed.</li> <li>• Information may lack clarity from time to time.</li> </ul>
4	4	<ul style="list-style-type: none"> <li>• Some information is conveyed.</li> <li>• Information lacks clarity from time to time.</li> </ul>
3	3	<ul style="list-style-type: none"> <li>• Some information is conveyed.</li> <li>• Information lacks clarity from time to time and occasionally messages break down.</li> </ul>
2	2	<ul style="list-style-type: none"> <li>• Little information is conveyed.</li> <li>• Messages regularly break down.</li> </ul>
1	1	<ul style="list-style-type: none"> <li>• Very little information is conveyed.</li> <li>• Messages regularly break down or the very little language produced is barely understandable.</li> </ul>
0	0	Does not meet the standard required for Level 1 at this tier.

#### Notes

- AO2 marks are awarded for the student's response to the content of the photos, in reply to the teacher's prompt 'Tell me about the photos'. Students must talk about both photos, but coverage need not be equal. The minimum requirement for each photo is for students to say one thing.
- If a student only speaks about one photo, there is a deduction of one mark. So, if according to the criteria three marks would have been awarded, this is reduced to two. However, if the mark would have been one, no deduction is made.

#### *Unprepared conversation (15 marks AO1 and 5 marks AO3)*

Marks for AO1 and for AO3 are awarded based on the conversation following the student's response to the content of the photos.

#### AO1 (15 marks)

Level	Mark	AO1
5	13–15	<ul style="list-style-type: none"> <li>• Quite a lot of information is conveyed.</li> <li>• Regular good development of responses.</li> <li>• Information may lack clarity from time to time.</li> </ul>

Level	Mark	AO1
4	10–12	<ul style="list-style-type: none"> <li>Some information is conveyed.</li> <li>Some good development and regular minimal development of responses.</li> <li>Information lacks clarity from time to time.</li> </ul>
3	7–9	<ul style="list-style-type: none"> <li>Some information is conveyed.</li> <li>Regular minimal development of responses.</li> <li>Information lacks clarity from time to time and occasionally messages break down.</li> </ul>
2	4–6	<ul style="list-style-type: none"> <li>Little information is conveyed.</li> <li>Limited responses with occasional minimal development.</li> <li>Messages regularly break down.</li> </ul>
1	1–3	<ul style="list-style-type: none"> <li>Very little information is conveyed.</li> <li>Limited responses.</li> <li>Messages regularly break down or hardly anything is said.</li> </ul>
0	0	Does not meet the standard required for Level 1 at this tier.

#### AO3 (5 marks)

Level	Mark	AO3
5	5	<ul style="list-style-type: none"> <li>Good variety of vocabulary and structures, but with some repetition.</li> <li>There may be frequent minor errors. Some major errors may occur even in basic language.</li> </ul>
4	4	<ul style="list-style-type: none"> <li>Some variety of vocabulary and structures, but with regular repetition.</li> <li>Frequent minor errors and some major errors in most responses to questions.</li> </ul>
3	3	<ul style="list-style-type: none"> <li>Limited variety of vocabulary and structures with regular repetition.</li> <li>Very frequent minor and frequent major errors in most responses to questions.</li> </ul>
2	2	<ul style="list-style-type: none"> <li>Very limited variety of vocabulary and structures with regular repetition.</li> <li>Very frequent minor and very frequent major errors in nearly all responses to questions.</li> </ul>
1	1	<ul style="list-style-type: none"> <li>Hardly any variety of vocabulary and structures.</li> <li>Minor and major errors in all responses to questions.</li> </ul>
0	0	The language does not meet the standard required for Level 1 at this tier.

## Notes

- A mark of zero for AO1 automatically results in a mark of zero for AO3, but, apart from that, the AO1 mark does not limit the mark for AO3.
- A major error is one which adversely affects communication.
- A minor error is one which does not affect communication.

More guidance on application of the assessment criteria can be found in the mark scheme for Paper 2.

### 4.8.2.2 Higher tier

#### Part 1: Role-play (10 marks)

There are five tasks for the Role-play, each of which will be awarded up to 2 marks for AO2.

For each task:

Mark	AO2
2	The message is conveyed without ambiguity.
1	The message is partially conveyed or conveyed with some ambiguity.
0	No part of the message is conveyed.

## Notes

- Where students are required to give two responses or details in one task, failure to convey an unambiguous message in reply to one of them means that the message is partially conveyed and one mark is awarded.
- The tasks on the Candidate's card and the notes in the Teacher's Booklet clearly explain how much detail the student is expected to give per task. However, some students may still go beyond the minimum requirement of the task. When this happens, as soon as the task is accomplished, any further incorrect information given by the student is ignored for assessment purposes.

#### Part 2: Reading aloud task (15 marks)

This part of the test is divided into two sections:

- reading aloud of a text
- answering four compulsory questions specified in the Teacher's role.

#### *Reading aloud of the text (5 marks AO3)*

Reading aloud of the text is marked according to the following criteria.

Level	Mark	AO3
5	5	Pronunciation is always or nearly always accurate but there may be an occasional minor error.
4	4	There are a few minor errors in pronunciation.
3	3	There are some minor errors and very occasional major errors in pronunciation.
2	2	There are minor errors and a few major errors in pronunciation.

Level	Mark	AO3
1	1	There are regular minor and some major errors in pronunciation.
0	0	Does not meet the standard required for Level 1 at this tier.

## Notes

- A major error is one which adversely affects communication.
- A minor error is one which does not affect communication.

### *Response to compulsory questions (10 marks AO1)*

Level	Mark	AO1
5	9–10	<ul style="list-style-type: none"> <li>• All questions are answered clearly.</li> <li>• At least two answers have an extended response and at least one other is developed well.</li> </ul>
4	7–8	<ul style="list-style-type: none"> <li>• At least three questions are answered clearly.</li> <li>• One answer has an extended response and at least one other is developed well.</li> </ul>
3	5–6	<ul style="list-style-type: none"> <li>• At least two questions are answered clearly.</li> <li>• One answer is developed well and at least one other is developed minimally.</li> </ul>
2	3–4	<ul style="list-style-type: none"> <li>• At least two questions are answered understandably.</li> <li>• One answer is developed minimally.</li> </ul>
1	1–2	<ul style="list-style-type: none"> <li>• At least one question is answered understandably.</li> <li>• The answer(s) may be a very limited response.</li> </ul>
0	0	Does not meet the standard required for Level 1 at this tier.

### **Part 3: Discussion of Photo card (25 marks)**

This part of the test is divided into two sections:

- response to the content of the photos on the card
- unprepared conversation.

### *Response to the content of the photos (5 marks AO2)*

Level	Mark	AO2
5	5	<ul style="list-style-type: none"> <li>• A lot of information is conveyed.</li> <li>• Information is always conveyed clearly.</li> </ul>
4	4	<ul style="list-style-type: none"> <li>• A lot of information is conveyed.</li> <li>• Information is nearly always conveyed clearly.</li> </ul>
3	3	<ul style="list-style-type: none"> <li>• Quite a lot of information is conveyed.</li> <li>• Information is nearly always conveyed clearly.</li> </ul>

Level	Mark	AO2
2	2	<ul style="list-style-type: none"> <li>Quite a lot of information is conveyed.</li> <li>Information may lack clarity from time to time.</li> </ul>
1	1	<ul style="list-style-type: none"> <li>Some information is conveyed.</li> <li>Information lacks clarity from time to time.</li> </ul>
0	0	Does not meet the standard required for Level 1 at this tier.

### Notes

- AO2 marks are awarded for the student's response to the content of the photos, in reply to the teacher's prompt 'Tell me about the photos'. Students must talk about both photos, but coverage need not be equal. The minimum requirement for each photo is for students to say one thing.
- If a student only speaks about one photo, there is a deduction of one mark. So, if according to the criteria three marks would have been awarded, this is reduced to two. However, if the mark would have been one, no deduction is made.

### *Unprepared conversation (15 marks AO1 and 5 marks AO3)*

Marks for AO1 and AO3 are awarded based on the conversation following the student's response to the content of the photos.

#### AO1 (15 marks)

Level	Mark	AO1
5	13–15	<ul style="list-style-type: none"> <li>A lot of information is conveyed.</li> <li>Consistent good development with regular extended responses.</li> <li>Information is always or nearly always conveyed clearly.</li> </ul>
4	10–12	<ul style="list-style-type: none"> <li>A lot of information is conveyed.</li> <li>Consistent good development with some extended responses.</li> <li>Information is conveyed clearly, but with occasional lapses.</li> </ul>
3	7–9	<ul style="list-style-type: none"> <li>Quite a lot of information is conveyed.</li> <li>Consistent good development with occasional extended responses.</li> <li>Information is generally conveyed clearly.</li> </ul>
2	4–6	<ul style="list-style-type: none"> <li>Quite a lot of information is conveyed.</li> <li>Regular good development of responses.</li> <li>Information may lack clarity from time to time.</li> </ul>
1	1–3	<ul style="list-style-type: none"> <li>Some information is conveyed.</li> <li>Some good development and regular minimal development of responses.</li> <li>Information lacks clarity from time to time.</li> </ul>
0	0	Does not meet the standard required for Level 1 at this tier.

### AO3 (5 marks)

Level	Mark	AO3
5	5	<ul style="list-style-type: none"> <li>Wide variety of vocabulary and structures.</li> <li>There may be a few minor errors. Few or no major errors when more complex language is attempted.</li> </ul>
4	4	<ul style="list-style-type: none"> <li>Very good variety of vocabulary and structures.</li> <li>Some minor errors. Some major errors when more complex language is attempted.</li> </ul>
3	3	<ul style="list-style-type: none"> <li>Good variety of vocabulary and structures, but with occasional repetition.</li> <li>Quite a lot of minor errors. Occasional major errors, not only in attempts at more complex language.</li> </ul>
2	2	<ul style="list-style-type: none"> <li>Good variety of vocabulary and structures, but with some repetition.</li> <li>Frequent minor errors. Some major errors which occur even in basic language.</li> </ul>
1	1	<ul style="list-style-type: none"> <li>Some variety of vocabulary and structures, but with regular repetition.</li> <li>Frequent minor errors and some major errors in most responses to questions.</li> </ul>
0	0	The language does not meet the standard required for Level 1 at this tier.

### Notes

- A mark of zero for AO1 automatically results in a mark of zero for AO3, but, apart from that, the AO1 mark does not limit the mark for AO3.
- A major error is one which adversely affects communication.
- A minor error is one which does not affect communication.

More guidance on application of the assessment criteria can be found in the mark scheme for Paper 2.

### 4.8.3 Paper 3: Reading

See the mark scheme published each year for details of how marks are awarded for this question paper.

### 4.8.4 Paper 4: Writing

#### 4.8.4.1 Foundation tier

Marks will be allocated in the following way at Foundation tier:

	<b>AO2: Understand and respond to written language in writing</b>	<b>AO3: Demonstrate knowledge and accurate application of the grammar and vocabulary</b>	<b>Total</b>
Question 1	10		10
Question 2	5	5	10
Question 3		5	5
Question 4		10	10
Question 5	10	5	15
<b>Total</b>	<b>25</b>	<b>25</b>	<b>50</b>

In all questions, vocabulary and grammar which are not on the defined list will be given equal credit to items which are on it.

### Question 1 (10 marks)

Students are required to write five sentences. Each sentence is marked separately for AO2 and is worth a maximum of two marks (10 marks in total), according to the following criteria. The whole sentence should be considered when awarding the mark.

<b>Mark</b>	<b>AO2</b>
2	The relevant message is clearly communicated.
1	The message is relevant but has some ambiguity and causes a delay in communication.
0	The message is irrelevant or cannot be understood.

### Question 2 (10 marks)

There are five compulsory bullet points assessed for AO2 (5 marks) and AO3 (5 marks), as specified in the criteria below. The student is expected to produce approximately 50 words over the whole question. The number of words is approximate – demonstration of the mark descriptors is more important than the word count. Examiners will mark all work produced by the student, even if it is well beyond the suggested number of words.

<b>Level</b>	<b>Mark</b>	<b>AO2</b>
5	5	<ul style="list-style-type: none"> <li>• All five bullet points are covered.</li> <li>• Communication is clear.</li> </ul>
4	4	<ul style="list-style-type: none"> <li>• At least four bullet points are covered.</li> <li>• Communication is mostly clear. There are occasional lapses in clarity.</li> </ul>
3	3	<ul style="list-style-type: none"> <li>• At least three bullet points are covered.</li> <li>• Communication is generally clear. There are several lapses in clarity.</li> </ul>

Level	Mark	AO2
2	2	<ul style="list-style-type: none"> <li>At least two bullet points are covered.</li> <li>Communication is sometimes clear. There are regular lapses in clarity.</li> </ul>
1	1	<ul style="list-style-type: none"> <li>At least one bullet point is covered.</li> <li>Communication is often not clear. There are many lapses in clarity.</li> </ul>
0	0	The content does not meet the standard required for a mark at this tier.

### Notes

- All bullet points are compulsory and must be covered, but there is no need for equal coverage of the bullet points.
- When awarding a mark, all aspects of the descriptors must be considered and not only the number of bullet points covered.

Level	Mark	AO3
5	5	<ul style="list-style-type: none"> <li>There is a variety of vocabulary and grammatical structures.</li> <li>There may be some errors, but these are minor.</li> </ul>
4	4	<ul style="list-style-type: none"> <li>There is some variety of vocabulary and grammatical structures.</li> <li>There are frequent minor errors but with an occasional major error.</li> </ul>
3	3	<ul style="list-style-type: none"> <li>There is some attempt at a variety of vocabulary and grammatical structures.</li> <li>There are frequent minor errors, together with some major errors.</li> </ul>
2	2	<ul style="list-style-type: none"> <li>There is use of limited or repetitive vocabulary and grammatical structures.</li> <li>There are frequent minor errors and a number of major errors.</li> </ul>
1	1	<ul style="list-style-type: none"> <li>There is little awareness of appropriate vocabulary and grammatical structures.</li> <li>There are errors in the vast majority of sentences.</li> </ul>
0	0	The language does not meet the standard required for Level 1 at this tier.

### Notes

- A mark of zero for AO2 automatically results in a mark of zero for AO3, but, apart from that, the AO2 mark does not limit the mark for AO3.
- A major error is one which adversely affects communication.
- A minor error is one which does not affect communication.

**Question 3 (5 marks)**

Students are required to complete five sentences by writing the correct word to complete the short sentence, using their knowledge of grammar. There are three words to choose from for each of the five sentences. There are 5 marks for AO3.

Please see the published mark scheme for each series for this question.

**Question 4 (10 marks)**

The translation is assessed for AO3 (10 marks) as specified in the criteria below. The maximum mark for Question 4 is 10.

When awarding the mark for Grid one out of a maximum of five, the translation is divided into 15 elements as shown in the mark scheme for each exam series. A tick will be awarded for each element that is communicated, despite any minor inaccuracies. The number of ticks out of 15 in column 2 of Grid one below equates to a mark out of five in column 3.

*Grid one: Rendering of the original meaning*

Level	Number of ticks credited	Mark	AO3
5	13–15	5	The meanings of all or nearly all elements of the original language are sufficiently rendered.
4	10–12	4	The meanings of most elements of the original language are sufficiently rendered.
3	7–9	3	The meanings of some elements of the original language are sufficiently rendered.
2	4–6	2	The meanings of few elements of the original language are sufficiently rendered.
1	1–3	1	The meanings of very few elements of the original language are sufficiently rendered.
0	0	0	No elements of the meanings of the original language are conveyed.

Once the mark for Grid one is awarded, a mark out of five is awarded for Grid two. This mark is based on the student's response across all five sentences as a whole.

*Grid two: Knowledge of vocabulary and grammar*

Level	Mark	AO3
5	5	<ul style="list-style-type: none"> <li>Very good knowledge of the required vocabulary. Few if any inappropriate or omitted items.</li> <li>Grammar is highly accurate and any errors that occur are only minor.</li> </ul>
4	4	<ul style="list-style-type: none"> <li>Good knowledge of vocabulary. Some inappropriate or omitted items.</li> <li>Grammar is generally accurate with regular minor errors.</li> </ul>

Level	Mark	AO3
3	3	<ul style="list-style-type: none"> <li>Satisfactory knowledge of vocabulary. Regular inappropriate or omitted items.</li> <li>Grammar is more accurate than inaccurate. Regular major and minor errors.</li> </ul>
2	2	<ul style="list-style-type: none"> <li>Limited knowledge of vocabulary. Many inappropriate or omitted items.</li> <li>Grammar is generally inaccurate. Many major and minor errors.</li> </ul>
1	1	<ul style="list-style-type: none"> <li>Very limited knowledge of vocabulary. Few appropriate items.</li> <li>Grammar is highly inaccurate. Major and minor errors in all or almost all sentences.</li> </ul>
0	0	The language produced does not meet the standard required for Level 1 at this tier.

## Notes

- A mark of zero in Grid one automatically results in a mark of zero in Grid two, but apart from that, the 'Rendering of the original meaning' mark does not limit the mark for 'Knowledge of vocabulary and grammar'.
- A major error is one which adversely affects communication.
- A minor error is one which does not affect communication.

## Question 5 (15 marks)

There are three compulsory bullet points, assessed for AO2 (10 marks) and AO3 (5 marks), as specified in the criteria below. The student is expected to produce approximately 90 words over the whole question. The number of words is approximate and demonstration of the mark descriptors is more important than the word count. Examiners will mark all work produced by the student even if it is well beyond the suggested number of words.

Level	Mark	AO2
5	9–10	<ul style="list-style-type: none"> <li>All three bullet points are covered.</li> <li>Communication is clear.</li> <li>Ideas are regularly developed with a lot of relevant information being conveyed.</li> </ul>
4	7–8	<ul style="list-style-type: none"> <li>All three bullet points are covered.</li> <li>Communication is mostly clear but perhaps with occasional lapses in clarity.</li> <li>Ideas are often developed with quite a lot of relevant information being conveyed.</li> </ul>
3	5–6	<ul style="list-style-type: none"> <li>At least two bullet points are covered.</li> <li>Communication is generally clear but there are likely to be lapses in clarity.</li> <li>A few ideas may be developed and some relevant information is conveyed.</li> </ul>

Level	Mark	AO2
2	3–4	<ul style="list-style-type: none"> <li>At least one bullet point is covered.</li> <li>Communication is sometimes clear and there are regular lapses in clarity.</li> <li>Little relevant information is conveyed.</li> </ul>
1	1–2	<ul style="list-style-type: none"> <li>At least one bullet point is covered.</li> <li>Communication is often not clear and there are very many lapses in clarity.</li> <li>Very little relevant information is conveyed.</li> </ul>
0	0	The content does not meet the standard required for a mark at this tier.

### Notes

There may be some imbalance in the coverage of the three compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will have access to full marks where the other criteria are met.

When awarding a mark, all aspects of the descriptors must be considered and not only the number of bullet points covered.

Level	Mark	AO3
5	5	<ul style="list-style-type: none"> <li>A good variety of vocabulary is used.</li> <li>There are regular attempts at complexity of language and structure.</li> <li>There are references to all three time frames which are mainly successful.</li> <li>Any errors are mainly minor but some major errors may occur, particularly in complex structures and sentences.</li> </ul>
4	4	<ul style="list-style-type: none"> <li>A variety of vocabulary is used.</li> <li>There are some attempts at complexity of language and structure.</li> <li>There are references to at least two different time frames which are mainly successful.</li> <li>Errors are mainly minor but some major errors may occur.</li> </ul>
3	3	<ul style="list-style-type: none"> <li>Some variety of vocabulary is used.</li> <li>There may be occasional attempts at complexity of language and structure.</li> <li>There are references to at least two different time frames, although these may not always be successful.</li> <li>There may be some major errors, and minor errors occur regularly but overall the response is more accurate than inaccurate.</li> </ul>

Level	Mark	AO3
2	2	<ul style="list-style-type: none"> <li>• A limited variety of vocabulary is used.</li> <li>• The language is mainly simple but there may be some attempts at longer sentences with appropriate linking words.</li> <li>• There may be no successful references to different time frames.</li> <li>• There may be frequent major and minor errors and overall the response is generally inaccurate.</li> </ul>
1	1	<ul style="list-style-type: none"> <li>• The range of vocabulary is narrow and/or repetitive.</li> <li>• The language is simple and sentences are short or may not be properly constructed.</li> <li>• There are no successful references to different time frames.</li> <li>• There may be frequent major and minor errors and overall the response is highly inaccurate.</li> </ul>
0	0	The language does not meet the standard required for Level 1 at this tier.

### Notes

- A mark of zero for AO2 automatically results in a mark of zero for AO3. Apart from that, the AO2 mark does not limit the mark for AO3.
- A major error is one which adversely affects communication.
- A minor error is one which does not affect communication.

### 4.8.4.2 Higher tier

Marks will be allocated in the following way at Higher tier:

	AO2: Understand and respond to written language in writing	AO3: Demonstrate knowledge and accurate application of the grammar and vocabulary	Total
Question 1		10	10
Question 2	10	5	15
Question 3	15	10	25
Total	25	25	50

In all questions, vocabulary and grammar which are not on the defined list will be given equal credit to items which are on it.

#### Question 1 (10 marks)

The translation is assessed for AO3 (10 marks) as specified in the criteria below. The maximum mark for Question 1 is 10.

When awarding the mark for Grid one out of a maximum of five, the translation is divided into 15 elements as shown in the mark scheme for each exam series. A tick will be awarded for each

element that is communicated, despite any minor inaccuracies. The number of ticks out of 15 in column 2 of Grid one below equates to a mark out of five in column 3.

*Grid one: Rendering of the original meaning*

Level	Number of ticks credited	Mark	AO3
5	13–15	5	The meanings of all or nearly all elements of the original language are sufficiently rendered.
4	10–12	4	The meanings of most elements of the original language are sufficiently rendered.
3	7–9	3	The meanings of some elements of the original language are sufficiently rendered.
2	4–6	2	The meanings of few elements of the original language are sufficiently rendered.
1	1–3	1	The meanings of very few elements of the original language are sufficiently rendered.
0	0	0	No elements of the meanings of the original language are conveyed.

Once the mark for Grid one is awarded, a mark out of five is awarded for Grid two. This mark is based on the student's response across all five sentences as a whole.

*Grid two: Knowledge of vocabulary and grammar*

Level	Mark	AO3
5	5	<ul style="list-style-type: none"> <li>Very good knowledge of the required vocabulary. Few if any inappropriate or omitted items.</li> <li>Grammar is highly accurate and any errors that occur are only minor.</li> </ul>
4	4	<ul style="list-style-type: none"> <li>Good knowledge of vocabulary. Some inappropriate or omitted items.</li> <li>Grammar is generally accurate with regular minor errors.</li> </ul>
3	3	<ul style="list-style-type: none"> <li>Satisfactory knowledge of vocabulary. Regular inappropriate or omitted items.</li> <li>Grammar is more accurate than inaccurate. Regular major and minor errors.</li> </ul>
2	2	<ul style="list-style-type: none"> <li>Limited knowledge of vocabulary. Many inappropriate or omitted items.</li> <li>Grammar is generally inaccurate. Many major and minor errors.</li> </ul>

Level	Mark	AO3
1	1	<ul style="list-style-type: none"> <li>Very limited knowledge of vocabulary. Few appropriate items.</li> <li>Grammar is highly inaccurate. Major and minor errors in all or almost all sentences.</li> </ul>
0	0	The language produced does not meet the standard required for Level 1 at this tier.

## Notes

- A mark of zero in Grid one automatically results in a mark of zero in Grid two, but apart from that, the 'Rendering of the original meaning' mark does not limit the mark for Knowledge of vocabulary and grammar.
- A major error is one which adversely affects communication.
- A minor error is one which does not affect communication.

## Question 2 (15 marks)

There are three compulsory bullet points assessed for AO2 (10 marks) and AO3 (5 marks), as specified in the criteria below. The student is expected to produce approximately 90 words over the whole question. The number of words is approximate – demonstration of the mark descriptors is more important than the word count. Examiners will mark all work produced by the student even if it is well beyond the suggested number of words.

All bullet points must be covered, but there is no need for equal coverage of the bullets.

Level	Mark	AO2
5	9–10	<ul style="list-style-type: none"> <li>All three bullet points are covered.</li> <li>Communication is clear.</li> <li>Ideas are regularly developed with a lot of relevant information being conveyed.</li> </ul>
4	7–8	<ul style="list-style-type: none"> <li>All three bullet points are covered.</li> <li>Communication is mostly clear but perhaps with occasional lapses in clarity.</li> <li>Ideas are often developed with quite a lot of relevant information being conveyed.</li> </ul>
3	5–6	<ul style="list-style-type: none"> <li>At least two bullet points are covered.</li> <li>Communication is generally clear but there are likely to be lapses in clarity.</li> <li>A few ideas may be developed and some relevant information is conveyed.</li> </ul>
2	3–4	<ul style="list-style-type: none"> <li>At least one bullet point is covered.</li> <li>Communication is sometimes clear and there are regular lapses in clarity.</li> <li>Little relevant information is conveyed.</li> </ul>

Level	Mark	AO2
1	1–2	<ul style="list-style-type: none"> <li>At least one bullet point is covered.</li> <li>Communication is often not clear and there are very many lapses in clarity.</li> <li>Very little relevant information is conveyed.</li> </ul>
0	0	The content does not meet the standard required for a mark at this tier.

## Notes

There may be some imbalance in the coverage of the three compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will have access to full marks where the other criteria are met.

When awarding a mark, all aspects of the descriptors must be considered and not only the number of bullet points covered.

Level	Mark	AO3
5	5	<ul style="list-style-type: none"> <li>A good variety of vocabulary is used.</li> <li>There are regular attempts at complexity of language and structure.</li> <li>There are references to all three time frames which are mainly successful.</li> <li>Any errors are mainly minor but some major errors may occur, particularly in complex structures and sentences.</li> </ul>
4	4	<ul style="list-style-type: none"> <li>A variety of vocabulary is used.</li> <li>There are some attempts at complexity of language and structure.</li> <li>There are references to at least two different time frames which are mainly successful.</li> <li>Errors are mainly minor but some major errors may occur.</li> </ul>
3	3	<ul style="list-style-type: none"> <li>Some variety of vocabulary is used.</li> <li>There may be occasional attempts at complexity of language and structure.</li> <li>There are references to at least two different time frames, although these may not always be successful.</li> <li>There may be some major errors, and minor errors occur regularly but overall the response is more accurate than inaccurate.</li> </ul>
2	2	<ul style="list-style-type: none"> <li>A limited variety of vocabulary is used.</li> <li>The language is mainly simple but there may be some attempts at longer sentences with appropriate linking words.</li> <li>There may be no successful references to different time frames.</li> <li>There may be frequent major and minor errors and overall the response is generally inaccurate.</li> </ul>

Level	Mark	AO3
1	1	<ul style="list-style-type: none"> <li>The range of vocabulary is narrow and/or repetitive.</li> <li>The language is simple and sentences are short or may not be properly constructed.</li> <li>There are no successful references to different time frames.</li> <li>There may be frequent major and minor errors and overall the response is highly inaccurate.</li> </ul>
0	0	The language does not meet the standard required for Level 1 at this tier.

### Notes

- A mark of zero for AO2 automatically results in a mark of zero for AO3. Apart from that, the AO2 mark does not limit the mark for AO3.
- A major error is one which adversely affects communication.
- A minor error is one which does not affect communication.

### Question 3 (25 marks)

For this question there are two compulsory bullet points, which are assessed for AO2 (15 marks), and AO3 (10 marks), as specified in the criteria below. The maximum mark for Question 3 is 25.

The student is expected to produce approximately 150 words over the whole question. The number of words is approximate – demonstration of the mark descriptors is more important than the word count. Examiners will mark all work produced by the student even if it is well beyond the suggested number of words.

Both bullet points must be covered, but there is no need for equal coverage of the bullets.

### AO2

Level	Mark	AO2
5	13–15	<ul style="list-style-type: none"> <li>A lot of information is conveyed in relation to the task.</li> <li>Regular successful development of ideas, accounts and/or description.</li> <li>Communication is clear with very few or no lapses in clarity.</li> </ul>
4	10–12	<ul style="list-style-type: none"> <li>Quite a lot of information is conveyed in relation to the task.</li> <li>Regular attempts at development of ideas, accounts and/or description which are mostly successful.</li> <li>Communication is mostly clear but there are a few lapses in clarity.</li> </ul>
3	7–9	<ul style="list-style-type: none"> <li>An adequate amount of information is conveyed in relation to the task.</li> <li>Some successful development of ideas, accounts and/or description.</li> <li>Communication is usually clear but there are some lapses in clarity.</li> </ul>

Level	Mark	AO2
2	4–6	<ul style="list-style-type: none"> <li>Some information is conveyed in relation to the task.</li> <li>A little development of ideas, accounts and/or description.</li> <li>Communication is sometimes unclear and there are regular lapses in clarity.</li> </ul>
1	1–3	<ul style="list-style-type: none"> <li>A limited amount of information is conveyed in relation to the task.</li> <li>Very limited or no development of ideas, accounts and/or description.</li> <li>Communication is often unclear and there are frequent lapses in clarity.</li> </ul>
0	0	The content does not meet the standard required for a mark at this tier.

### Notes

- There may be some imbalance in the coverage of the two compulsory bullet points but, provided at least some coverage of both bullet points is evident, students will have access to full marks where the other criteria are met.
- When awarding a mark, all aspects of the descriptors must be considered and not only the number of bullet points covered.
- A student who conveys information in relation to one bullet point can score a **maximum** of 12 marks for AO2.

### AO3

In this question, the marks for AO3 are split between Range and use of language (Grid 1) and Accuracy (Grid 2). There is a maximum of five marks for each of these criteria, making a total of 10 marks for AO3 in this question.

The whole of the response must be assessed when awarding the marks for AO3, even if some of it is irrelevant to the bullet points.

#### Grid one: Range and use of language

Level	Mark	AO3 (Range and use of language)
5	5	<ul style="list-style-type: none"> <li>Very good variety of appropriate vocabulary and grammatical structures.</li> <li>Complex language is regularly attempted and is often successful.</li> </ul>
4	4	<ul style="list-style-type: none"> <li>Good variety of appropriate vocabulary and grammatical structures.</li> <li>Complex language is regularly attempted and is generally successful.</li> </ul>
3	3	<ul style="list-style-type: none"> <li>Some variety of appropriate vocabulary and grammatical structures.</li> <li>Complex language is occasionally attempted and is sometimes successful.</li> </ul>

Level	Mark	AO3 (Range and use of language)
2	2	<ul style="list-style-type: none"> <li>Little variety of appropriate vocabulary and grammatical structures.</li> <li>Short and simple structures are often used but there is also regular use of longer sentences, with linking words.</li> </ul>
1	1	<ul style="list-style-type: none"> <li>Very little variety of appropriate vocabulary.</li> <li>Structures used are mainly short and simple.</li> </ul>
0	0	The range of language produced does not meet the standard required for a mark at this tier.

Grid two: Accuracy

Level	Mark	AO3 (Accuracy)
5	5	<ul style="list-style-type: none"> <li>The response is usually accurate, although there may be occasional major and some minor errors, especially in attempts at more complex structures.</li> <li>Verbs and tense formations are secure.</li> </ul>
4	4	<ul style="list-style-type: none"> <li>The response is generally accurate with several major and minor errors, usually in attempts at more complex structures.</li> <li>Verbs and tense formations are generally correct.</li> </ul>
3	3	<ul style="list-style-type: none"> <li>The response is reasonably accurate. There are major and minor errors in both simple and complex structures.</li> <li>Verb and tense formations are sometimes correct.</li> </ul>
2	2	<ul style="list-style-type: none"> <li>The response is more inaccurate than accurate. There are frequent major and minor errors.</li> <li>Verb and tense formations are often incorrect.</li> </ul>
1	1	<ul style="list-style-type: none"> <li>The response is mostly inaccurate. There are major and minor errors in all sentences.</li> <li>Verb and tense formations are nearly always incorrect.</li> </ul>
0	0	The accuracy of language produced does not meet the standard required for a mark at this tier.

### Notes

- A mark of zero for AO2 automatically results in a mark of zero for AO3. Apart from that, the AO2 mark does not limit the mark for AO3.
- A major error is one which adversely affects communication.
- A minor error is one which does not affect communication.

More guidance on application of the assessment criteria can be found in the mark scheme for Paper 4.



# 5 General administration

You can find information about all aspects of administration, as well as all the forms you need, at [aqa.org.uk/examsadmin](https://www.aqa.org.uk/examsadmin)

## 5.1 Entries and codes

You only need to make one entry for each qualification – this will cover all the question papers and certification.

Every specification is given a national discount (classification) code by the Department for Education (DfE), which indicates its subject area.

If a student takes two specifications with the same discount code:

- further and higher education providers are likely to take the view that they have only achieved one of the two qualifications
- only one of them will be counted for the purpose of the *School and College Performance tables* – the DfE's rules on 'early entry' will determine which one.

Please check this before your students start their course.

Qualification title	Option	AQA entry code	DfE discount code
AQA GCSE in French	Foundation tier	8652F	FKF
	Higher tier	8652H	FKF

This specification complies with:

- Ofqual *General conditions of recognition* that apply to all regulated qualifications
- Ofqual GCSE qualification level conditions that apply to all GCSEs
- Ofqual GCSE subject level conditions that apply to all GCSEs in this subject
- all other relevant regulatory documents.

The Ofqual qualification accreditation number (QAN) is 610/2790/X .

## 5.2 Overlaps with other qualifications

There are no overlaps with any other AQA qualifications at this level.

## 5.3 Awarding grades and reporting results

The qualification will be graded on a nine-point scale: 1 to 9 – where 9 is the best grade.

A student taking Foundation tier assessments will be awarded a grade within the range of 1 to 5. Students who fail to reach the minimum standard for grade 1 will be recorded as U (unclassified) and will not receive a qualification certificate.

A student taking Higher tier assessments will be awarded a grade within the range of 4 to 9. A student sitting the Higher tier who just fails to achieve grade 4 will be awarded an allowed grade 3. Students who fail to reach the minimum standard for the allowed grade 3 will be recorded as U (unclassified) and will not receive a qualification certificate.

## 5.4 Resits and shelf life

Students can resit the qualification as many times as they wish, within the shelf life of the qualification.

## 5.5 Previous learning and prerequisites

There are no previous learning requirements. Any requirements for entry to a course based on this specification are at the discretion of schools and colleges.

## 5.6 Access to assessment: diversity and inclusion

General qualifications are designed to prepare students for a wide range of occupations and further study. Therefore our qualifications must assess a wide range of competences.

The subject criteria have been assessed to see if any of the skills or knowledge required present any possible difficulty to any students, whatever their ethnic background, religion, sex, age, disability or sexuality. Tests of specific competences were only included if they were important to the subject.

As members of the Joint Council for Qualifications (JCQ) we participate in the production of the JCQ document *Access Arrangements and Reasonable Adjustments: General and Vocational qualifications*. We follow these guidelines when assessing the needs of individual students who may require an access arrangement or reasonable adjustment. This document is published at [jcq.org.uk](https://www.jcq.org.uk)

### Students with disabilities and special needs

We're required by the Equality Act 2010 to make reasonable adjustments to remove or lessen any disadvantage that affects a disabled student.

We can make arrangements for disabled students and students with special needs to help them access the assessments, as long as the competences being tested aren't changed. Access arrangements must be agreed **before** the assessment. For example, a Braille paper would be a reasonable adjustment for a Braille reader.

To arrange access arrangements or reasonable adjustments, you can apply using the online service at [aqa.org.uk/eaqa](https://www.aqa.org.uk/eaqa)

### Special consideration

We can give special consideration to students who have been disadvantaged at the time of the assessment through no fault of their own – for example a temporary illness, injury or serious problem such as family bereavement. We can only do this **after** the assessment.

Your exams officer should apply online for special consideration at [aqa.org.uk/eaqa](https://www.aqa.org.uk/eaqa)

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For more information and advice visit [aqa.org.uk/access](https://aqa.org.uk/access) or email [accessarrangementsqueries@aqa.org.uk](mailto:accessarrangementsqueries@aqa.org.uk)

## 5.7 Working with AQA for the first time

If your school or college hasn't previously offered our specifications, you need to register as an AQA centre. Find out how at [aqa.org.uk/becomeacentre](https://aqa.org.uk/becomeacentre)

## 5.8 Private candidates

This specification is available to private candidates.

A private candidate is someone who enters for exams through an AQA approved school or college but is not enrolled as a student there.

A private candidate may be self-taught, home schooled or have private tuition, either with a tutor or through a distance learning organisation. They must be based in the UK.

If you have any queries as a private candidate, you can:

- speak to the exams officer at the school or college where you intend to take your exams
- visit our website at [aqa.org.uk/privatecandidates](https://aqa.org.uk/privatecandidates)
- email [privatecandidates@aqa.org.uk](mailto:privatecandidates@aqa.org.uk)



# 6 Appendix 1: Sound symbol correspondences (SSCs)

Examples of words demonstrating the sound symbol correspondences (SSCs).

Sound symbol correspondence	Example 1	Example 2
silent final consonant	sommes	effort
a	arriver	avec
i/y	physique	public
eu	deux	(un) peu
e	le	de
au/eau/closed o/ô	sauf	beau
ou	sous	toujours
u	dur	connu
silent final e	jeune	chaque
é (-er, -ez)	moitié	région
en/an/em/am	immédiatement	grand
on/om	tomber	compétence
ain/in/aim/im	matin	faim
è/ê/ai	vrai	collège
oi/oy	mois	moyen
ch	chose	marché
ç (and soft 'c')	façon	français
qu	banque	informatique
j	jusque	jeunesse
-tion	construction	application
-ien	ne...rien	canadien
s-liaison	nos	les
t-liaison	tout	petit
n-liaison	bon	mon
x-liaison	faux	nouveaux
h	homme	hôpital
un	lundi	emprunter

Sound symbol correspondence	Example 1	Example 2
-gn-	campagne	gagner
r	rester	comprendre
open eu/œu	leur	cœur
open o	porte	alors
-s-	maison	cuisine
th	bibliothèque	thème
-ill-/ille	brouillard	famille
-aill-/ail	taille	travail

## Appendix 2: GCSE French (8652) - Foundation tier vocabulary

rank frequency	part of speech	headword	English equivalent	Tier F	Selection principle
1	det	le/l'*	the (m)	F	R
	det	la/l'*	the (f)	F	R
	det	les	the (pl)	F	R
	pron	le/l**	him, it (m) (obj)	F	R
	pron	la/l**	her, it (f) (obj)	F	R
2	det	de*/d'*	indefinite article following a verb in negative or expression of quantity, partitive article following a verb in negative or expression of quantity	F	R
	det	du*/de l'*	some (of the) (m)	F	R
	det	de la*/de l'*	some (of the) (f)	F	R
	det	des*	plural indefinite article, some (of the) (pl)	F	R
	prep	de**/d***	of, from	F	R
	prep	du**/de l***	of the, from (the) (m)	F	R
	prep	de la**/de l***	of the, from (the) (f)	F	R
	prep	des**	of the, from (the) (pl)	F	R
3	det	un*	a/an (m)	F	R
	num	un**	one	F	R
	det	une	a/an (f)	F	R
4	prep	à	at, to, in, on	F	R
	prep	au/à l'	at the, to the, in the, on the (m)	F	R
	prep	à la/à l'	at the, to the, in the, on the (f)	F	R
	prep	aux	at the, to the, in the, on the (pl)	F	R
5	v	être	(to) be   being	F	R
	v	suis*	(I) am   (I) am being	F	R
	v	es	(you (sing informal)) are   (you (sing informal)) are being	F	R
	v	est	(she, he, it, one) is   (she, he, it, one) is being, (we (informal, impersonal)) are   (we (informal, impersonal)) are being	F	R
	v	sommes	(we) are   (we) are being	F	R
	v	êtes	(you (pl, sing formal)) are   (you (pl, sing formal)) are being	F	R
	v	sont	(they) are   (they) are being	F	R
	v	(aux) été	was   (have, has) been	F	R
	v	étais	(I) was + adjectival complement   (I) used to be   (I) was being   (you (sing informal)) were + adjectival complement   (you (sing informal)) used to be   (you (sing informal)) were being	F	R
	v	était	(she, he, it, one) was + adjectival complement   (she, he, it, one) used to be   (she, he, it, one) was being   (we (informal, impersonal)) were + adjectival complement   (we (informal, impersonal)) used to be   (we (informal, impersonal)) were being	F	R
6	conj	et	and	F	O
7	prep	en	in, by, to	F	R
8	v	avoir	(to) have   having	F	R
	v	ai	(I) have   (I) am having	F	R
	v	as	(you (sing informal)) have   (you (sing informal)) are having	F	R
	v	a	(she, he, it, one) has   (she, he, it, one) is having   (we (informal, impersonal)) have   (we (informal, impersonal)) are having	F	R
	v	avons	(we) have   (we) are having	F	R
	v	avez	(you (pl, sing formal)) have   (you (pl, sing formal)) are having	F	R
	v	ont	(they) have   (they) are having	F	R
	v	(aux) eu	had   (have, has) had	F	R
	v	avais	(I) had   (I) used to have   (I) was having   (you (sing informal)) had   (you (sing informal)) used to have   (you (sing informal)) were having	F	R
	v	avait	(she, he, it, one) had   (she, he, it, one) used to have   (she, he, it, one) was having   (we (informal, impersonal)) had   (we (informal, impersonal)) used to have   (we (informal, impersonal)) were having	F	R
9	pron	que*/qu'* ?	what?	F	R
	conj	que**/qu***	that	F	R
10	prep	pour	for, in order to	F	R
11	prep	dans	in	F	R
12	det	ce/cet/c'	this, that, it (m)	F	R
	det	cette	this, that (f)	F	R
	det	ces	these, those	F	R
13	pron	il	he, it (m) (subj)	F	R
	pron	ils	they (m, mixed gender) (subj)	F	R
14	pron	qui   qui ?	who, that   who?	F	R
16	prep	sur	on	F	O
17	pron	se/s'	himself, herself, itself, oneself (reflex)   ourselves (informal, impersonal) (reflex)   <b>themselves (reflex)</b>   <b>each other</b>   <b>one another (reciprocal)</b>	F	R
18	adv	ne... pas (de)	not (any)	F	R
19	adv	plus (...que/qu')*	adv + -er (...than), more (...than)	F	R
	adj	plus (...que/qu')**; plus de (+ num)	adj + -er (...than), more (...than); more (than + num)	F	R
20	v	pouvoir	(to) be able to, can   being able to	F	R
	v	peux	(I) am able to, can   (you (sing informal)) are able to, can	F	R

	v	peut	(she, he, it, one) is able to, can   (we (informal, impersonal)) are able to, can	F	R
	v	pouvons	(we) are able to, can	F	R
	v	pouvez	(you (pl, sing formal)) are able to, can	F	R
	v	peuvent	(they) are able to, can	F	R
21	prep	par	by, per	F	O
22	pron	je	I (subj)	F	R
23	prep	avec	with	F	O
24	det	tout*(e)(s)	all, the whole (m) (f) (pl)	F	R
	det	tous	all, the whole (mpl, mixed gender pl)	F	R
	pron	tout**	everything, all	F	O
25	v	faire; faire de + noun	(to) do, make, go on/for + noun   doing, making, going on/for + noun; (to) do + -ing, go + -ing, play + noun   doing + -ing, going + -ing, playing + noun	F	R
	v	fais   fais !; fais de + noun   fais de + noun !	(I) do, make, go on/for + noun   (I) am doing, am making, am going on/for + noun   (you (sing informal)) do, make, go on/for + noun   (you (sing informal)) are doing, are making, are going on/for + noun   (I) do!, make!, go on/for + noun! (sing informal); (I) do + -ing, go + -ing, play + noun   (I) am doing + -ing, am going + -ing, am playing + noun   (you (sing informal)) do + -ing, go + -ing, play + noun   (you (sing informal)) are doing + -ing, are going + -ing, are playing + noun   do + -ing!, go + -ing!, play + noun! (sing informal)	F	R
	v	fait*   (aux) fait; fait de + noun   (aux) fait de + noun	(she, he, it, one) does, makes, goes on/for + noun   (she, he, it, one) is doing, is making, is going on/for + noun   (we (informal, impersonal)) do, make, go on/for + noun   (we (informal, impersonal)) are doing, are making, are going on/for + noun   (have, has) done, (have, has) made, (have, has) gone on/for + noun; (she, he, it, one) does + -ing, goes + -ing, plays + noun   (she, he, it, one) is doing + -ing, is going + -ing, is playing + noun   (we (informal, impersonal)) do + -ing, go + -ing, play + noun   (we (informal, impersonal)) are doing + -ing, are going + -ing, are playing + noun   (have, has) done + -ing, (have, has) gone + -ing, (have, has) played + -ing	F	R
	v	faisons; faisons de + noun	(we) do, make, go on/for + noun   (we) are doing, are making, are going on/for + noun   (we) do + -ing, go + -ing, play + noun   (we) are doing + -ing, are going + -ing, are playing + noun	F	R
	v	faites   faites !; faites de   faites de !	you (pl, sing formal) do, make, go on/for + noun   (you (pl, sing formal)) are doing, are making, are going on/for + noun   (I) do!, make!, go on/for + noun! (pl, sing formal); you (pl, sing formal) do + -ing, go + -ing, play + noun   (you (pl, sing formal)) are doing + -ing, are going + -ing, are playing + noun   do + -ing!, go + -ing!, play + noun! (pl, sing formal)	F	R
	v	font; font de	(they) do, make, go on/for + noun   (they) are doing, are making, are going on/for + noun   (they) do + -ing, go + -ing, play + noun   (they) are doing + -ing, are going + -ing, are playing + noun	F	R
	v	faisais; faisais de	(I) used to do, used to make, used to go on/for + noun   (I) was doing, was making, was going on/for + noun   (you (sing informal)) used to do, used to make, used to go on/for + noun   (you (sing informal)) were doing, were making, were going on/for + noun; (I) used to do + -ing, used to go + -ing, used to play + noun   (I) was doing + -ing, was going + -ing, was playing + noun   (you (sing informal)) used to do + -ing, used to go + -ing, used to play + noun   (you (sing informal)) were doing + -ing, were going + -ing, were playing + noun	F	R
	v	faisait; faisait de	(she, he, it, one) used to do, used to make, used to go on/for + noun   (she, he, it, one) was doing, was making, was going on/for + noun   (we (informal, impersonal)) used to do, used to make, used to go on/for + noun   (we (informal, impersonal)) were doing, were making, were going on/for + noun; (she, he, it, one) used to do + -ing, used to go + -ing, used to play + noun   (she, he, it, one) was doing + -ing, was going + -ing, was playing + noun   (we (informal, impersonal)) used to do + -ing, used to go + -ing, used to play + noun   (we (informal, impersonal)) were doing + -ing, were going + -ing, were playing + noun	F	R
26	det	son	his, her, its (m, f before a vowel or h)	F	R
	det	sa	his, her, its (f)	F	R
	det	ses	his, her, its, everyone's, one's (pl)	F	R
27	v	mettre; se mettre à (+ noun) (+ infinitive)	(to) put (on)   putting (on); (to) start, begin (+ noun) (+ verb)   starting, beginning (+ noun) (+ verb)	F	O
	v	(aux) mis; se (aux) mis à (+ noun) (+ infinitive)	put (on)   (have, has) put (on); started, began (+ noun) (+ verb)   (have, has) started, begun (+ noun) (+ verb)	F	O
28	det	autre(s)	other (m, f) (pl)	F	R
29	pron	on	everyone, you, one, (we (informal, impersonal))	F	R
30	conj	mais	but	F	O
31	pron	nous	we (subj)   us / to us (emph)   ourself (reflex)   each other   one another (reciprocal)	F	R
32	conj	comme	like, as	F	O
33	conj	ou	or	F	O
34	conj	si	if, whether	F	O
35	det	leur	their (m, f)	F	R
	det	leurs	their (pl)	F	R
37	v	dire; dire (à ... de + infinitive)	(to) say, tell   saying, telling; (to) tell (someone + verb)   telling (someone + verb)	F	O
	v	dit   (aux) dit	(she, he, it, one) says, tells   (she, he, it, one) is saying, is telling   said, told   (have, has) said, (have, has) told	F	O
38	pron	elle	she, it (f) (subj)   her (emph)   herself (reflex)   each other   one another (reciprocal)	F	R
	pron	elles	they (f) (subj)	F	R
39	v	devoir	(to) have to, must   having to	F	R
	v	dois	(I) have to, must   (you (sing informal)) have to, must	F	R
	v	doit	(she, he, it, one) has to, must   (we (informal, impersonal)) have to, must	F	R
	v	devons	(we) have to, must	F	R
	v	devez	(you (pl, sing formal)) have to, must	F	R
	v	doivent	(they) have to, must	F	R
n (mpl)	devoirs	homework		F	O
40	prep	avant; avant de + infinitive	before; before + verb	F	O

41	num	deux	two	F	R
	adj	deux	two	F	R
42	det	même*(s)	same (m, f) (pl)	F	R
	adv	même**	even	F	O
43	v	prendre	(to) take   taking	F	R
44	adv	aussi	also, too, as well	F	O
46	v	donner	(to) give   giving	F	O
47	adv	bien	well	F	R
48	pron	où ?	where?	F	R
49	n (f)	fois	time	F	R
50	pron	vous	<i>you</i> (pl, sing formal) (subj)   <i>you</i> (sing formal) (obj)   to <i>you</i> (sing formal) (indirect obj)   <i>yourself</i> (reflex)   each other   one another (reciprocal)	F	R
51	adv	encore	yet, again	F	O
52	adj	nouveau	new (m)	F	O
	adj	nouvelle	new (f)	F	O
	adj	nouveaux	new (mpl, mixed gender pl)	F	O
53	v	aller	(to) go   going	F	R
	v	vais	(I) go   (I) am going	F	R
	v	vas	(you (sing informal)) go   (you (sing informal)) are going	F	R
	v	va   va !	(she, he, it, one) goes   (she, he, it, one) is going   (we (informal, impersonal)) go   (we (informal, impersonal)) are going   go! (sing informal)	F	R
	v	vont	(they) go   (they) are going	F	R
54	pron	ça	that, it [informal]	F	O
55	prep	entre	between	F	O
56	adj	premier	first (m)	F	R
	n (f)	première	year 12	F	O
57	v	vouloir	(to) want (to)   wanting (to)	F	R
	v	veux	(I) want (to)   (you (sing informal)) want (to)	F	R
	v	veut	(she, he, it, one) wants (to)   (we (informal, impersonal)) want (to)	F	R
	v	voulons	(we) want (to)	F	R
	v	voulez	(you (pl, sing formal)) want (to)	F	R
	v	veulent	(they) want (to)	F	R
	v	voudrais	(I) would like   (you (sing informal)) would like	F	R
	v	voudrait	(she, he, it, one) would like   (we (informal, impersonal)) would like	F	R
58	adv	déjà	already, yet	F	O
59	adj	grand	tall, big, large (m)	F	R
60	det	mon	my (m, f before a vowel or h)	F	R
	det	ma	my (f)	F	R
	det	mes	my (pl)	F	R
61	pron	me/m'	me (obj)   to me (indirect obj)   myself (reflex)	F	R
62	adv	moins (...que/qu')*	less (...than)	F	R
	adj	moins (...que/qu')**; moins de (+ num)	less (...than); less, fewer (than + num)	F	R
64	pron	lui	(to) him, (to) her, (to) it (m, f) (indirect obj)	F	R
65	n (m)	temps	time, weather	F	R
66	adv	très	very	F	O
67	v	savoir	(to) know (how to), can   knowing (how to)	F	R
	v	sais	(I) know (how to), can   (you (sing informal)) know (how to), can	F	R
	v	sait	(she, he, it, one) knows (how to), can   (we (informal, impersonal)) know (how to), can	F	R
	v	savons	(we) know (how to), can	F	R
	v	savez	(you (pl, sing formal)) know (how to), can	F	R
	v	savent	(they) know (how to), can	F	R
69	v	voir	(to) see   seeing	F	R
	v	vois   vois !	(I) see   (I) am seeing   (you (sing informal)) see   (you (sing informal)) are seeing   see! (sing informal)	F	R
	v	voit	(she, he, it, one) sees   (she, he, it, one) is seeing   (we (informal, impersonal)) see   (we (informal, impersonal)) are seeing	F	R
	v	(aux) vu	saw   (have, has) seen	F	R
70	det	quelque(s)	some (m, f) (pl)	F	R
71	prep	sans	without	F	R
72	n (f)	raison	reason	F	O
73	det	notre	our (m, f)	F	R
	det	nos	our (pl)	F	R
75	adv	non	no, not	F	R
76	n (m)	an	year	F	R
77	n (m)	monde	world	F	O
78	n (m)	jour	day	F	R
79	n (m)	monsieur	Sir, Mr, (sing). gentleman	F	O
80	v	demander; demander à ...	(to) ask for   asking for; (to) ask someone (+ verb)   asking someone (+ verb); (to) wonder   wondering (de + infinitive); se demander	F	O
81	adv	alors	so, well, then	F	O
82	prep	après	after	F	O
83	v	trouver; se trouver	(to) find   finding; (to) be situated   being situated	F	O
84	pron	ne... personne*	not anyone, no one	F	R
	n (f)	personne**	person	F	O
87	adj	dernier	last (m)	F	O
88	v	venir	(to) come   coming	F	R
89	prep	pendant	during	F	O
90	v	passer; se passer	(to) spend time, pass   spending time, passing time; (to) happen   happening	F	O

91	adv	(un) peu	a bit, (a) little	F	O
94	adj	bon	good (m)	F	R
	adj	bonne	good (f)	F	R
95	v	comprendre	(to) understand   understanding	F	O
99	n (f); n (f)(pl)	heure; heure(s)	hour, time; o'clock	F	R
100	v	rester	(to) stay, remain   staying, remaining	F	O
101	adj	seul	alone (m)	F	R
102	n (f)	année	year	F	O
103	adv	toujours	always	F	O
105	v	porter	(to) wear, carry   wearing, carrying	F	O
106	v	parler	(to) speak, talk   speaking, talking	F	R
107	adj	fort	strong (m), loud	F	R
108	v	montrer	(to) show   showing	F	O
109	adv	là	there, here	F	O
110	adj	certain	certain, sure (m)	F	O
	n (mpl)	certains	some people	F	O
111	n (f)	fin	end	F	O
112	pron	tu	you (sing informal) (subj)	F	R
113	v	continuer (à/de + infinitive)	(to) continue (+ verb), carry on (+ verb)   continuing (+ verb), carrying on (+ verb)	F	R
114	n (m)	pays	country	F	O
115	num	trois	three	F	O
116	v	penser (à + noun) (à + infinitive) (de + noun) (de + infinitive)	(to) think (of + noun) (of + verb) (about + noun) (about + verb)   thinking (of + noun) (of + verb) (about + noun) (about + verb)	F	O
117	n (m)	lieu	place	F	O
118	n (f)	partie	part, game, match	F	O
119	conj/adv	quand   quand?	when   when?	F	R
120	v	suivre	(to) follow   following	F	R
	v	suis*   suis !	(I) follow   (I) am following   (you (sing informal)) follow   (you (sing informal)) are following   follow! (sing informal)	F	R
	v	suit	(she, he, it, one) follows   (she, he, it, one) is following   (we (informal, impersonal)) follow   (we (informal, impersonal)) are following	F	R
	v	(aux) suivi	followed   (have, has) followed	F	R
121	prep	contre	against	F	O
122	prep	sous	under	F	R
123	n (m)	côté	side	F	O
124	adv	ensemble	together	F	O
125	n (f)	chose	thing	F	O
126	n (m, f)	enfant	child (m, f)	F	R
127	n (f)	cause	cause	F	O
128	n (f)	politique	politics	F	O
129	n (f)	place	room, space, square, place	F	O
130	adv	seulement	only	F	O
131	pron	(à) moi	(to) me (emph)	F	R
132	n (f)	vie	life	F	O
133	v	connaitre	(to) know, be familiar with   knowing, being familiar with	F	R
	v	connais   connais !	(I) know, am familiar with   (you (sing informal)) know, are familiar with   know!, be familiar with! (sing informal)	F	R
	v	connaît	(she, he, it, one) knows, is familiar with   (we (informal, impersonal)) know, are familiar with	F	R
	v/adj	(aux) connu; connu	knew, was familiar with   (have, has) known, (have, has) been familiar with; known	F	R
134	prep	jusque	to, up to, until	F	O
135	v	croire	(to) believe   believing	F	R
	v	crois   crois !	(I) believe   (I) am believing   (you (sing informal)) believe   (you (sing informal)) are believing   believe! (sing informal)	F	R
	v	croit	(she, he, it, one) believes   (she, he, it, one) is believing   (we (informal, impersonal)) believe   (we (informal, impersonal)) are believing	F	R
	v	(aux) cru	believed   (have, has) believed	F	R
136	n (m)	homme	man	F	O
138	adj	petit	short, small, little (m)	F	O
139	v	commencer (à + infinitive)	(to) start (+ verb), begin (+ verb)   starting (+ verb), beginning (+ verb)	F	O
140	v	compter	(to) count   counting	F	O
143	adj	droit	right (m)	F	O
144	n (f)	question	question	F	R
145	conj	donc	so, therefore	F	O
146	det	quel(lle)(s) ?	which? (m) (f) (pl)	F	R
147	adj	général	general (m)	F	O
148	n (m)	moment	moment	F	O
149	v	entendre; s'entendre (avec ...)	(to) hear   hearing; (to) get on, get along (with someone)   getting on, getting along (with someone)	F	R
150	adv	beaucoup	a lot	F	O
151	det	chaque	each, every	F	R
152	adj	jeune	young (m, f)	F	R
153	n (m)	travail	work (sing), job, task	F	O
154	n (f)	femme	woman, wife	F	O
155	v	attendre	(to) wait (for), expect   waiting (for), expecting	F	O
157	v	appeler; s'appeler	(to) call   calling; (to) be named   being named	F	O
160	n (m)	gouvernement	government	F	O
162	v	devenir	(to) become   becoming	F	O

163	v	partir	(to) leave   leaving	F	R
165	v	décider (de + infinitive); se décider (à + infinitive)	(to) decide (+ verb)   deciding (+ verb); (to) make the decision (+ verb)   making the decision (+ verb)	F	O
167	adv	ici	here	F	R
168	pron	ne... rien	not anything, nothing	F	R
169	n (m)	cours*	course, lessons	F	O
170	n (fpl)	affaires	business, matters	F	O
171	n (m)	nom	full name, surname, name	F	R
172	n (f)	famille	family	F	O
174	v	arriver; arriver à + infinitive	(to) arrive   arriving; (to) manage + verb, succeed in + verb   managing + verb, succeeding in + verb	F	R
175	adj	possible	possible (m, f)	F	R
176	conj	car	because, for	F	O
177	v	servir; se servir de	(to) serve   serving; (to) use, make use of   using, making use of	F	O
178	n (m)	mois	month	F	O
179	adv	ne... jamais	never, not ever	F	R
183	n (m)	besoin	need	F	O
184	v	revenir	(to) come back, return   coming back, returning	F	O
186	n (m)	moyen	means, way	F	O
187	n (m)	groupe	group	F	O
188	n (m)	problème	problem	F	O
190	adv	peut-être	maybe, perhaps	F	O
191	n (f)	vue	view	F	O
192	adv	maintenant	now	F	O
193	pron	pourquoi ?	why?	F	R
194	adj	meilleur(e)(s)	better, best (m) (f) (pl)	F	R
	adj	le meilleur/la meilleure/les meilleures	the best (m/f/(f)pl)	F	O
195	adv	trop	too much, too many, too	F	O
197	n (m)	ordre	order	F	O
198	prep	devant	in front of	F	O
199	v	recevoir	(to) receive   receiving	F	R
	v	reçois   reçois !	(I) receive   (I) am receiving   (you (sing informal)) receive   (you (sing informal)) are receiving   receive! (sing informal)	F	R
	v	reçoit	(she, he, it, one) receives   (she, he, it, one) is receiving   (we (informal, impersonal)) receive   (we (informal, impersonal)) are receiving	F	R
	v	(aux) reçu	received   (have, has) received	F	R
200	v	répondre (à + noun)	(to) answer (+ noun), reply to (+ noun)   answering (+ noun), replying to (+ noun)	F	O
201	v	vivre	(to) live   living	F	O
202	adj	long	long (m)	F	O
	adj	longue	long (f)	F	O
206	prep	chez	(to) (the place of), at (the place of), at, with	F	O
207	pron	te/t'	you (sing informal) (obj)   to you (sing informal) (indirect obj), yourself (sing informal) (reflex)	F	R
210	v	accepter	(to) accept, admit   accepting, admitting	F	O
212	adj	simple	simple (m, f)	F	O
213	det	plusieurs	several, many	F	R
214	det	votre	your (formal) (m, f)	F	R
	det	vos	your (formal) (pl)	F	R
215	adj	important	important (m)	F	O
216	n (m)	présent	present	F	O
217	adv	mieux	better	F	R
219	v	jouer (à/de + noun)	(to) play (+ noun)   playing (+ noun)	F	R
220	n (m)	mot	word	F	O
223	n (f)	situation	situation	F	O
225	adv	près	nearby, close by, near	F	O
226	v	choisir	(to) choose   choosing	F	R
227	adj	national	national (m)	F	O
228	n (m)	projet	plan	F	O
230	adv	puis	then, so	F	O
232	n (m)	train	train	F	R
233	adv	aujourd'hui	today	F	O
234	pron	comment ?	how?	F	R
235	adv	surtout	especially, above all	F	O
236	n (mpl)	gens	people	F	O
237	adj	propre	clean, proper, own (m, f)	F	O
239	n (f)	idée	idea	F	O
240	prep	selon	according to	F	O
241	n (f)	région	region, area	F	O
242	v	aimer	(to) like, love   liking, loving	F	O
243	n (m)	sens	sense, meaning	F	O
245	n (f)	semaine	week	F	O
246	adv	également	also, too, as well, equally	F	R
248	n (f)	façon	way, manner	F	O
249	n (m)	nombre	number	F	O
250	v	perdre; se perdre	(to) lose   losing; (to) get lost   getting lost	F	R
251	adj	français	French (m)	F	R
252	v	expliquer	(to) explain   explaining	F	O
253	adj	quatre	four	F	R
	num	quatre	four	F	O
257	v	ouvrir	(to) open   opening	F	R

258	v	gagner	(to) win, earn, gain   winning, earning, gaining	F	R
259	n (m)	exemple	example	F	O
260	n (f)	ville	town	F	O
263	n (f)	histoire	history, story	F	O
264	adj	haut	high (m)	F	O
265	adv	ensuite	next	F	O
268	n (m)	président	president (m)	F	R
269	v	exister	(to) exist   existing	F	O
270	adj	sûr	safe, sure (m)	F	O
273	n (m)	bureau	desk, office	F	R
274	adj	mauvais	bad, wrong (m)	F	O
276	adj	mort*	dead (m)	F	O
	n (f)	mort**	death	F	O
277	adv	mal*	badly	F	R
	adj	mal**	bad (m, f)	F	R
	n (m)	mal***	ache	F	O
278	v	lire	(to) read   reading	F	O
	v	(aux) lu	read   (have, has) read	F	O
279	v	réussir (à + infinitive) (à + noun)	(to) succeed (in + verb), pass (an exam)   succeeding (in + verb), passing (an exam)	F	O
280	n (m)	marché	market	F	O
282	adj	international	international (m)	F	O
283	v	changer; se changer	(to) change   changing; (to) get changed   getting changed	F	O
284	adv	oui	yes	F	O
285	adj	public	public (m)	F	O
287	adv	souvent	often	F	R
288	num	cinq	five	F	O
289	n (m)	système	system	F	O
290	v	travailler	(to) work   working	F	O
291	n (m)	jeu	game	F	R
292	adj	vrai	true (m)	F	R
294	n (f)	madame	Mrs, Ms, (sing), madam, lady	F	O
295	n (f)	société	society	F	O
296	adj	difficile	difficult (m, f)	F	O
297	pron	quoi ?	what?	F	R
298	n (f)	entreprise	company	F	O
301	adj	social	social (m)	F	O
303	v	essayer (de + infinitive)	(to) try (+ verb), attempt (+verb)   trying (+ verb), attempting (+ verb)	F	O
304	adj	juste	right, true, correct, fair (m, f)	F	O
305	adj	étranger*	foreign (m)	F	O
	n (m)	étranger**	foreigner, stranger, abroad	F	O
307	n (m)	million	million	F	O
309	v	sortir	(to) go out, exit, take out, release   going out, exiting, taking out, releasing	F	O
310	n (m)	prix	price, prize	F	R
312	adv	longtemps	a long time, a long while	F	O
314	adj	courant	current, common (m)	F	R
315	n (m)	intérêt	interest	F	O
317	n (f)	information	information	F	O
320	n (f)	liberté	liberty, freedom	F	O
321	adv	assez	quite	F	O
325	n (f)	maison	house, home	F	R
326	adv	d'abord	first of all, firstly, to start with	F	O
327	v	apprendre; apprendre à ...	(to) learn   learning; (to) teach someone   teaching someone	F	O
328	n (m)	niveau	level	F	O
329	v	rencontrer	(to) meet, run into   meeting, running into	F	O
330	det	ton	your (sing informal) (m, f before a vowel or h)	F	R
	det	ta	your (sing informal) (f)	F	R
	det	tes	your (sing informal) (pl)	F	R
332	v	créer	(to) create   creating	F	O
335	adj	clair	clear (m)	F	O
336	v	chercher	(to) look for   looking for	F	R
337	v	entrer	(to) enter, go in, come in   entering, going in, coming in	F	O
338	v	proposer; proposer de + infinitive	(to) propose, offer   proposing, offering; (to) suggest + verb   suggesting + verb	F	O
339	v	apporter	(to) bring (something)   bringing (something)	F	O
340	n (m)	programme	schedule	F	O
341	adv	loin	far	F	O
342	n (f)	ligne	line	F	R
343	n (f)	tête	head	F	R
344	adj	libre	free (m)	F	O
345	v	utiliser	(to) use   using	F	O
348	adv	tard	late (something)	F	O
349	adv	enfin	finally	F	O
350	adj	différent	different (m)	F	O
351	n (f)	sorte	sort, kind	F	O
352	conj	cependant	however	F	O
355	n (f)	action	action	F	O
358	n (m) (f)	livre	book, pound	F	O
361	adv	vraiment	truly, really, very	F	O

362	n (m)	doute	doubt	F	O
368	v	préparer; se préparer	(to) prepare   preparing; (to) get ready   getting ready	F	O
369	n (f)	forme	form, shape	F	O
370	n (f)	décision	decision	F	O
372	num	dix	ten	F	O
373	n (m)	produit	product	F	O
374	adj	américain	American (m)	F	O
375	n (f)	minute	minute	F	O
380	adj	prochain	next (m)	F	O
382	v	écrire	(to) write   writing	F	R
	v	écris   écris !	(I) write   (I) am writing   (you (sing informal)) write   (you (sing informal)) are writing   write! (sing informal)	F	R
	v	écrit   (aux) écrit	(she, he, it, one) writes   (she, he, it, one) is writing   (we (informal, impersonal)) write   (we (informal, impersonal)) are writing   wrote   (have, has) written	F	R
386	n (m)	chef	boss, cook (m)	F	O
388	n (m)	effort	effort	F	O
390	n (m)	membre	member	F	O
393	adj	beau/bel	beautiful (m)	F	O
	adj	belle	beautiful (f)	F	O
	adj	beaux	beautiful (mpl, mixed gender pl)	F	O
394	adj	plein	full (m)	F	O
396	v	éviter (de + infinitive)	(to) avoid (+ verb)   avoiding (+ verb)	F	O
397	n (m)	soir	evening	F	O
406	prep	malgré	despite, in spite of	F	O
410	adv	parfois	sometimes	F	O
412	adj	sérieux	conscientious, responsible (m)	F	R
413	v	aider (... à + infinitive)	(to) help (someone + verb)   helping (someone + verb)	F	O
415	v	terminer (de + infinitive)	(to) finish (+ verb), end   finishing (+ verb), ending	F	O
417	v	espérer	(to) hope (for)   hoping (for)	F	O
418	n (f)	main	hand	F	O
420	v	arrêter (de + infinitive)	(to) stop (+ verb)   stopping (+ verb)	F	O
421	n (m)	retour	return	F	O
422	adj	prêt	ready (m)	F	O
423	n (f)	occasion	chance, opportunity	F	O
425	v	regarder	(to) watch, look at   watching, looking at	F	O
428	n (m)	résultat	result, follow-up	F	O
429	v	écouter	(to) listen to   listening to	F	O
430	n (f)	terre	earth, world, soil, land	F	O
435	n (f)	confiance	confidence, trust	F	O
436	n (m)	choix	choice	F	O
438	n (f)	chance	luck	F	O
441	n (m)	but	goal, aim, objective, purpose	F	O
442	n (m)	matin	morning	F	O
443	adj	grave	serious, grave (m, f)	F	O
445	n (m)	Européen	European	F	R
450	num	six	six	F	O
451	adj	nécessaire	necessary, required (m, f)	F	O
452	n (f)	activité	activity	F	O
456	n (f)	réponse	reply, response, answer	F	O
457	n (f)	aide	help	F	O
466	v	exprimer	(to) express   expressing	F	O
467	n (m)	ami	friend (m)	F	O
470	n (f)	moitié	half	F	O
471	n (m)	avenir	future	F	O
472	n (m)	argent	money	F	O
474	n (mpl)	yeux	eyes	F	O
475	n (f)	eau	water	F	O
476	prep	sauf	except	F	O
477	n (f)	école	school	F	O
478	n (f)	sécurité	security, safety	F	R
480	n (f)	lettre	letter	F	O
481	adv	presque	almost, nearly	F	O
482	n (f)	attention*	attention	F	O
	intj	attention !**	watch out!	F	R
484	n (m)	futur	future	F	O
487	v	conduire	(to) drive   driving	F	O
488	n (f)	règle	rule, ruler	F	O
489	n (f)	poste	post office	F	O
491	n (m)	centre	centre	F	O
501	n (m)	passé	past	F	O
502	n (m)	âge	age	F	O
504	v	oublier (de + infinitive)	(to) forget (+ verb)   forgetting (+ verb)	F	O
507	v	quitter; se quitter	(to) leave somewhere, take off   leaving somewhere, taking off; (to) leave each other   leaving each other	F	O
509	n (f)	population	population	F	O
510	pron	(à) toi	(to) you (sing informal) (emph)	F	R
512	n (f)	route	road	F	O
513	adv	tôt	early	F	O
517	n (m)	emploi	job	F	O
520	n (m)	journal	newspaper	F	O

	n (mpl)	journaux	newspapers	F	O
523	n (m) (f)	tour	turn, tour, tower	F	O
524	prep	voilà	right, there, here	F	O
526	v	envoyer	(to) send   sending	F	R
527	v	partager	(to) share   sharing	F	O
532	n (f)	réalité	reality	F	O
533	v	interdire (à ...)	(to) forbid, ban (from someone)   forbidding, banning (from someone)	F	O
534	v	finir (de + infinitive)	(to) end, finish   ending, finishing; (to) finish (+ verb)   finishing (+ verb)	F	R
537	v	payer	(to) pay (for)   paying (for)	F	O
542	n (f)	nature	nature	F	O
545	adj	court*	short (m)	F	O
546	n (m)	parent	parent	F	O
547	v	tomber	(to) fall   falling	F	O
548	n (m)	départ	departure	F	O
552	n (fpl)	paroles	lyrics	F	O
554	adj	publique	public (f)	F	O
555	adj	faux	false (m)	F	O
	adj	fausse	false (f)	F	O
559	v	intéresser + s/o inversion; s'intéresser (à + noun)	(to) find interesting   finding interesting; (to) be interested (in + noun)   being interested (in + noun)	F	O
561	n (m)	corps	body	F	O
562	n (f)	matière	subject	F	O
564	n (f)	difficulté	difficulty	F	O
568	n (m)	cœur	heart	F	R
569	n (m)	père	father	F	O
570	n (f)	organisation	organisation	F	O
572	adj	noir	black (m)	F	O
573	n (m)	événement	event	F	O
580	n (f)	nuit	night	F	O
581	adv	partout	everywhere	F	O
584	adj	actuel	current (m)	F	R
586	v	signifier	(to) mean   meaning	F	O
587	n (f)	journée	day	F	O
591	v	tuer	(to) kill   killing	F	R
593	adv	rapidement	quickly, rapidly	F	O
595	v	réduire	(to) reduce   reducing	F	O
597	v	préférer	(to) prefer   preferring	F	O
	adj	préféré	favourite (m)	F	O
598	n (f)	rue	street	F	R
599	adj	riche	rich (m, f)	F	O
602	n (f)	violence	violence	F	O
603	n (m)	siècle	century	F	O
604	n (m)	article	article, item	F	O
605	v	durer	(to) last   lasting	F	O
607	adj	gauche	left (m, f)	F	R
608	n (f)	solution	solution	F	O
610	adj	capable	able, capable (m, f)	F	O
611	adj	canadien	Canadian (m)	F	O
612	n (f)	erreur	mistake, error	F	O
616	v	se souvenir (de + noun)	(to) remember (+ noun)   remembering (+ noun)	F	O
620	n (m)	succès	success	F	O
622	adj	local	local (m)	F	O
623	n (m)	été	summer	F	O
624	v	inviter	(to) invite   inviting	F	O
626	n (m)	pied	foot	F	O
629	n (f)	fille	girl, daughter	F	R
630	v	répéter	(to) repeat   repeating	F	O
631	n (m)	texte	text	F	O
633	n (f)	chambre	bedroom	F	O
636	v	acheter	(to) buy   buying	F	O
640	n (m)	directeur	head teacher, manager (m)	F	R
641	n (f)	santé	health	F	O
645	n (f)	mère	mother	F	O
650	n (m)	endroit	place, spot	F	O
652	adj	impossible	impossible (m, f)	F	O
660	n (f)	date	date	F	O
663	adj	énorme	enormous (m, f)	F	O
666	n (f)	campagne	countryside	F	O
667	v	(aux) né	was born   (have, has) been born	F	O
670	v	participer à + noun	(to) take part in + noun, participate in + noun   taking part in + noun, participating in + noun	F	O
671	adj	vieux/viel	old (m)	F	O
	adj	vieille	old (f)	F	O
672	adj	rapide	fast, quick (m, f)	F	O
675	adj	essentiel	essential (m)	F	O
678	adv	environ	about, whereabouts, or so	F	O
679	n (f)	expérience	experience	F	O
681	v	découvrir	(to) discover   discovering	F	O
691	adj	fraîs	fresh (m)	F	O
	adj	fraîche	fresh (f)	F	O
695	v	réserver	(to) reserve, book, keep   reserving, booking, keeping	F	O

696	n (f)	porte	door	F	R
699	adj	pauvre	poor (m, f)	F	O
701	v	organiser; s'organiser	(to) organise   organising; (to) get organised   getting organised	F	O
704	num	cent	one hundred	F	O
706	v	prononcer	(to) pronounce   pronouncing	F	O
708	adj	blanc	white (m)	F	O
	adj	blanche	white (f)	F	O
710	v	vendre	(to) sell   selling	F	O
711	adv	vite	quickly, fast	F	R
712	n (f)	langue	language, tongue	F	O
713	adj	dangereux	dangerous (m)	F	R
715	n (f)	importance	importance	F	O
717	n (m)	espoir	hope	F	R
720	n (f)	énergie	energy	F	O
721	n (m)	réseau	network	F	O
722	v	mourir	(to) die   dying	F	O
	v	(aux) mort	died   (have, has) died	F	O
723	adj	faible	weak (m, f)	F	O
724	v	employer	(to) use, employ   using, employing	F	O
725	n (f)	possibilité	possibility	F	O
726	adj	spécial	special (m)	F	O
735	n (m)	fils	son	F	O
736	intj	d'accord	okay, alright	F	O
737	v	discuter (de + noun)	(to) discuss, talk about (+ noun)   discussing, talking about (+ noun)	F	O
738	n (f)	différence	difference	F	O
739	v	protéger	(to) protect   protecting	F	O
741	n (m)	avis	opinion, mind	F	O
743	adj	pire*(s)	worse, worst (m, f) (pl)	F	R
	adv	pire**	worse, less well	F	O
751	v	remplir	(to) fill (up), (in)   filling (up), (in)	F	O
754	v	frapper	(to) hit, knock   hitting, knocking	F	O
755	n (f)	peur	fear	F	R
757	v	fermer	(to) close, shut   closing, shutting	F	O
760	adj	naturel	natural (m)	F	O
762	n (m, f)	auteur	author	F	O
764	adj	heureux	happy (m)	F	O
765	n (f)	crise	crisis	F	O
766	n (m)	numéro	number	F	O
772	pron	quelqu'un	somebody, someone	F	O
774	n (f)	banque	bank	F	O
777	n (f)	opinion	opinion	F	O
778	n (f)	classe	class	F	O
782	n (f)	intention	intention	F	O
784	adj	anglais	English (m)	F	R
785	n (m)	échange	exchange	F	O
786	n (m)	feu	fire	F	O
787	num/adj	neuf; neuf	nine; (brand) new (m)	F	O
792	n (m)	message	message	F	O
793	v	construire	(to) build, construct   building, constructing	F	O
800	pron	combien ?	how many?, how much?	F	R
801	adj	nul	rubbish (m)	F	O
	adj	nulle	rubbish (f)	F	O
803	adj	cher	expensive; dear (m)	F	O
805	prep	derrière	behind	F	O
807	adv	immédiatement	immediately	F	O
808	n (f)	entrée	entrance, starter	F	O
811	v	couper	(to) cut   cutting	F	O
812	n (f)	salle	room	F	O
813	n (f)	pièce	piece, room, play	F	O
814	n (f)	équipe	team	F	O
815	v	situer; se situer	(to) place, put, situate   placing, putting, situating; (to) be situated, take place   being situated, taking place	F	O
822	adj	facile	easy (m, f)	F	O
823	v	augmenter; s'augmenter	(to) increase, raise   increasing, raising; (to) grow, expand   growing, expanding	F	O
826	n (m)	octobre	October	F	O
827	n (m, f)	médecin	doctor (m, f)	F	O
833	adj	normal	normal (m)	F	R
835	n (f)	faute	mistake, error, fault	F	O
837	v	lever; se lever	(to) lift, raise   lifting, raising; (to) get up, stand up, rise (sun)   getting up, standing up, rising (sun)	F	O
838	prep	proche	nearby, close	F	O
840	v	imaginer	(to) invent, imagine   inventing, imagining	F	O
842	adj	pratique	practical (m, f)	F	O
844	adj	allemand	German (m)	F	O
848	n (m)	film	film	F	O
852	n (f)	ressource	resource	F	O
853	v	monter; monter (à + noun)	(to) go up   going up; (to) climb (up + noun)   climbing (up + noun)	F	O
854	v	promettre (à ...) (de + infinitive)	(to) promise (someone) (+ verb)   promising (someone) (+ verb)	F	O
859	n (m)	chemin	way, path	F	O
868	n (m)	mars	March	F	O

869	adv	tellement	so much	F	O
870	n (m)	espace	space	F	O
871	adv	demain; à demain !	tomorrow; see you tomorrow!	F	R
872	adv	hier	yesterday	F	O
877	num	huit	eight	F	O
881	n (f)	voiture	car	F	O
882	n (f)	discussion	discussion	F	O
886	n (m)	sentiment	feeling	F	O
887	n (f)	tâche	task, chore	F	O
889	intj	eh	er, um, uh	F	O
890	v	raconter	(to) tell, narrate   telling, narrating	F	O
891	n (m)	décembre	December	F	O
892	v	développer	(to) develop   developing	F	O
896	n (m)	fruit	fruit	F	O
897	v/adj	(aux) ouvert; ouvert	opened; open, unlocked (m)	F	O
900	n (m)	avantage	advantage	F	O
902	adj	historique	historic (m, f)	F	O
904	n (m)	voyage	trip, journey	F	O
905	num	sept	seven	F	O
907	n (f)	vérité	truth	F	O
908	adj	commercial	commercial, shopping (m)	F	O
913	n (f)	culture	culture	F	O
914	v	cacher	(to) hide   hiding	F	O
915	v	prêter	(to) lend   lending	F	O
917	n (m)	client	customer, client	F	O
919	n (m)	progrès	progress	F	O
920	n (m, f)	secrétaire	secretary	F	O
921	n (f)	mer	sea	F	O
924	n (f)	liste	list	F	O
925	v	rentrer	(to) go in, come in, come back (in), go back (in)   going in, coming in, coming back (in), going back (in)	F	O
928	v	détruire	(to) destroy   destroying	F	O
931	n (m)	juin	June	F	O
932	n (m)	danger	danger	F	O
935	n (m)	transport	transportation	F	O
939	n (m)	janvier	January	F	O
943	n (m)	mai	May	F	O
944	n (m)	septembre	September	F	O
945	n (m)	environnement	environment	F	O
946	v	séparer; se séparer	(to) separate   separating; (to) break up   breaking up	F	O
949	adj	positif	positive (m)	F	R
950	n (m, f)	scientifique	scientist	F	O
955	n (f)	carte	menu, map, card	F	O
960	v	étudier	(to) study   studying	F	O
965	adj	complet	full, complete (m)	F	O
967	n (m)	amour	love	F	O
969	v	menacer (de + infinitive)	(to) threaten (+ verb)   threatening (+ verb)	F	O
971	n (f)	réunion	meeting	F	O
973	n (f)	maladie	illness	F	O
976	n (f)	construction	construction, building	F	O
979	n (m)	voisin	neighbour	F	O
982	n (m)	novembre	November	F	O
984	v	coûter	(to) cost   costing	F	O
987	adj	rouge	red (m, f)	F	O
991	n (m)	bord	edge, side	F	O
995	n (f)	éducation	education	F	O
999	v	retourner	(to) return, go back, turn over, turn around   returning, going back, turning over, turning around	F	O
1002	n (m)	animal	animal, pet	F	R
	n (mpl)	animaux	animals, pets	F	O
1003	adj	utile	useful (m, f)	F	O
1008	num	mille	thousand	F	O
1015	n (m)	salaire	salary, wage	F	O
1016	n (f)	lecture	reading	F	O
1019	n (f)	table	table	F	O
1022	n (m)	avril	April	F	O
1024	n (f)	ferme	farm, firm	F	O
1029	adj	dur*	hard (m)	F	O
	adv	dur**	hard	F	O
1030	n (f)	application/appli	application/app	F	O
1036	n (f)	communication	communication	F	O
1038	n (m)	manque	lack	F	O
1040	v	traverser	(to) cross   crossing	F	O
1043	n (m)	frère	brother	F	O
1044	n (m)	mardi; à mardi !	Tuesday; see you on Tuesday!	F	O
1046	n (m)	vote	vote	F	O
1048	v	regretter	(to) be sorry, regret   being sorry, regretting	F	O
1053	v	surprendre	(to) surprise   surprising	F	O
1056	v	améliorer	(to) improve   improving	F	O
1059	n (f)	lumière	light	F	O
1060	adj	vert	green (m)	F	O
1064	n (m)	étudiant	student	F	O

1066	adj	malade	ill (m, f)	F
1068	n (m, f)	élève	pupil, student (m, f)	F
1070	intj	merci	thank you	F
1072	n (f)	visite	visit, tour	F
1074	n (f)	émission	TV programme	F
1075	n (f)	arrivée	arrival	F
1077	n (m, f)	partenaire	partner	F
1083	n (f)	influence	influence	F
1086	n (m)	vendredi; à vendredi !	Friday; see you on Friday!	F
1090	n (m)	nord	north	F
1091	n (m)	lundi; à lundi !	Monday; see you on Monday!	F
1096	n (f)	vente	sale	F
1099	n (m, f)	collègue	colleague	F
1103	prep	voici	here is	F
1108	v	examiner	(to) examine   examining	F
1109	n (m)	soin	care	F
1112	n (m)	jeudi; à jeudi !	Thursday; see you on Thursday!	F
1114	n (f)	science	science	F
1117	adj	demi	half	F
1123	v	emprunter (à ...)	(to) borrow (from someone)   borrowing (from someone)	F
1125	v	traduire	(to) translate   translating	F
1127	n (m)	millier	thousand	F
1128	v	emporter	(to) take with, take away   taking with, taking away	F
1131	adj	industriel	industrial (m)	F
1136	n (m)	février	February	F
1137	n (f)	mode	way, fashion	F
1139	n (f)	musique	music	F
1146	n (f)	physique	physics	F
1150	n (m)	professeur/prof	teacher (m)	F
1156	intj	dommage !	what a shame!	F
1161	n (f)	note	mark, grade	F
1167	n (m)	couple	couple	F
1168	n (m)	mercredi; à mercredi !	Wednesday; see you on Wednesday!	F
1169	adj	régional	regional (m)	F
1174	n (f)	sortie	exit	F
1176	v	décrire	(to) describe   describing	F
	v	décris   décris!	(I) describe   (I) am describing   (you (sing informal)) describe   (you (sing informal)) are describing   describe! (sing informal)	F
	v	décrit   (aux) décrit	(she, he, it, one) describes   (she, he, it, one) is describing   (we (informal, impersonal)) describe   (we (informal, impersonal)) are describing   described   (have, has) described	F
1178	adj	récent	recent (m)	F
1179	n (f)	télévision/télé	television/TV	F
1183	adj	égal	equal (m)	F
1186	v	habiter	(to) live (somewhere)   living (somewhere)	F
1187	n (m)	quartier	district, quarter	F
1192	n (f)	université	university	F
1193	v	rire	(to) laugh   laughing	F
	v	ris   ris !	(I) laugh   (I) am laughing   (you (sing informal)) laugh   (you (sing informal)) are laughing   laugh! (sing informal)	F
	v	rit	(she, he, it, one) laughs   (she, he, it, one) is laughing   (we (informal, impersonal)) laugh   (we (informal, impersonal)) are laughing	F
	v	(aux) ri	laughed   (have, has) laughed	F
1194	adv	facilement	easily	F
1199	n (f)	urgence	emergency	F
1200	n (f)	clé	key	F
1202	v	jeter	(to) throw   throwing	F
1203	adj	religieux	religious (m)	F
1205	adj	disponible	available (m, f)	F
1208	adv	bientôt; à bientôt !	soon; see you soon!	F
1210	n (m)	mariage	marriage, wedding	F
1211	n (f)	couleur	colour	F
1216	adj	bleu	blue (m)	F
1217	adv	dehors	outside	F
1219	adj	actif	active, energetic (m)	F
1221	n (f)	habitude	habit	F
1222	adv	récemment	recently	F
1225	adj	excellent	excellent (m)	F
1226	adj	moral	moral (m)	F
1227	n (m)	accident	accident	F
1231	v	fabriquer	(to) manufacture, produce, make   manufacturing, producing, making	F
1234	adj	extraordinaire	extraordinary (m, f)	F
1235	n (m)	dimanche; à dimanche !	Sunday; see you on Sunday!	F
1238	v	enregistrer	(to) record, save   recording, saving	F
1239	adj	moderne	modern (m, f)	F
1240	n (m)	parc	park	F
1242	n (m)	sud	south	F
1244	adj	intéressant	interesting (m)	F
1245	n (f)	île	island	F
1247	n (f)	carrière	career	F
1248	v	voter	(to) vote   voting	F

1253	n (m)	bras	arm	F	O
1256	v	rechercher	(to) look for, collect   looking for, collecting	F	O
1258	n (m)	lendemain	next day	F	O
1262	n (m)	roman	novel	F	O
1264	n (m)	facteur	postman	F	O
1265	n (m)	policier	policeman	F	O
	n (f)	policière	policewoman	F	O
1273	num	vingt	twenty	F	O
1287	n (m)	bateau	boat, ship	F	O
1288	n (m)	printemps	spring	F	O
1289	n (f)	course	race, shopping	F	O
	n (fpl)	courses	food shopping	F	O
1290	n (m)	exercice	written exercise, physical exercise	F	O
1292	n (m)	visage	face	F	O
1293	n (f)	droite	right	F	O
1295	n (m)	village	village	F	O
1296	adj	britannique	British (m, f)	F	O
1300	n (f)	leçon	lesson	F	O
1305	n (f)	naissance	birth	F	O
1307	adj	froid	cold (m)	F	O
1308	n (m)	hôpital	hospital	F	O
1310	adj	terrible	terrible, dreadful (m)	F	O
1313	n (m)	rêve	dream	F	O
1318	adj	quotidien	daily (m)	F	O
1324	n (m)	après-midi	afternoon	F	O
1326	n (m)	juillet	July	F	O
1328	n (m)	candidat	candidate	F	O
1331	adj	fier	proud (m)	F	O
1333	n (m)	habitant	resident (m)	F	O
1335	n (m)	mur	wall	F	O
1337	n (m, f)	journaliste	journalist	F	O
1338	v	manger	(to) eat   eating	F	R
1341	adj	travailleur	hard-working (m)	F	O
	adj	travailleuse	hard-working (f)	F	O
1349	adj	populaire	popular (m, f)	F	O
1351	n (f)	participation	participation	F	R
1355	n (m)	samedi; à samedi !	Saturday; see you on Saturday!	F	O
1357	adj	fou	crazy (m)	F	O
	adj	folle	crazy (f)	F	O
1366	n (m)	téléphone	telephone	F	O
1371	n (f)	tradition	tradition	F	O
1374	n (m)	arrêt	stop	F	O
1375	n (m)	concours	entrance exam, competition	F	O
1378	v	visiter	(to) visit   visiting	F	O
1384	v	désirer	(to) want, desire   wanting, desiring	F	O
1385	n (f)	côte	coast	F	O
1386	n (f)	génération	generation	F	O
1387	n (m)	vent	wind	F	O
1388	n (f)	technologie	technology	F	O
1389	v	inquiéter; s'inquiéter (de + noun)	(to) bother, disturb   bothering, disturbing; (to) be worried (about + noun)   being worried (about + noun)	F	O
1392	adj	inquiet	worried, anxious (m)	F	O
	adj	inquiète	worried, anxious (f)	F	O
1398	v	ressembler à + noun; se ressembler	(to) look like + noun   looking like + noun; (to) look alike   looking alike	F	O
1399	n (f)	station	station	F	O
1400	v	supporter	(to) tolerate, bear, put up with   tolerating, bearing, putting up with	F	O
1406	n (m, f)	propriétaire	owner	F	O
1409	n (m)	avion	aeroplane	F	O
1412	n (f)	photo	photo	F	R
1420	n (m)	appareil	apparatus, device	F	O
1425	n (m)	bois*	wood	F	O
1429	adj	idéal	ideal (m)	F	O
1430	n (m)	chômage	unemployment	F	O
1431	n (m)	courage	courage	F	O
1433	n (m)	entretien	interview, maintenance	F	O
1434	v	encourager (à + infinitive)	(to) encourage (+ verb)   encouraging (+ verb)	F	O
1435	n (m)	kilomètre	kilometre	F	O
1437	n (f)	identité	identity	F	O
1445	n (m)	août	August	F	O
1447	v	courir	(to) run   running	F	R
	v	cours**   cours !**	(I) run   (I) am running   (you (sing informal)) run   (you (sing informal)) are running   run! (sing informal)	F	R
	v	court**	(she, he, it, one) runs   (she, he, it, one) is running   (we (informal, impersonal)) run   (we (informal, impersonal)) are running	F	R
	v	(aux) couru	ran   (have, has) run	F	R
1448	n (m)	examen	exam	F	O
1449	n (m)	personnage	character, individual, person	F	O
1456	n (m)	tableau	board, picture, painting	F	O
1461	adj	final	final	F	O

1462	n (m)	site	site	F	O
1467	n (f)	inquiétude	worry, anxiety	F	O
1472	num	quinze	fifteen	F	O
1473	adj	vide	empty (m, f)	F	O
1476	v	sourire	(to) smile   smiling	F	O
	v	sourit	(she, he, it, one) smiles   (she, he, it, one) is smiling   (we (informal, impersonal)) smile   (we (informal, impersonal)) are smiling	F	O
1482	n (f)	usine	factory	F	O
1485	n (m)	employé	employee, worker	F	O
1488	adj	évident	obvious (m)	F	O
1490	n (f)	fête	party, festival	F	O
1494	n (f)	réduction	reduction	F	O
1495	adj	culturel	cultural (m)	F	O
1500	n (f)	taille	size, height	F	R
1503	n (m)	automne	autumn	F	O
1507	v	diminuer	(to) lower, decrease   lowering, decreasing	F	O
1510	adj	juif	Jewish (m)	F	O
1514	v	communiquer	(to) pass on, communicate   passing on, communicating	F	O
1520	adj	négatif	negative (m)	F	O
1524	n (m)	bruit	noise	F	O
1526	n (f)	radio	radio	F	O
1530	n (f)	soirée	evening	F	O
1531	n (m)	vol	flight, theft	F	O
1532	v	marcher	(to) walk, work   walking, working	F	O
1534	n (m)	mètre	metre	F	O
1538	n (m)	ciel	sky	F	O
1542	n (f)	seconde	second, year 11	F	O
1551	n (m)	gaz	gas	F	O
1552	n (m)	acteur	actor (m)	F	O
1554	n (f)	cour	courtyard, playground	F	R
1556	n (m)	souci	worry, concern	F	O
1557	n (m)	expert	expert	F	O
1558	n (f)	sœur	sister	F	O
1560	v	comparer	(to) compare   comparing	F	O
1566	adj	médical	medical (m)	F	O
1568	n (f)	colère	anger	F	O
1574	adj	traditionnel	traditional (m)	F	R
1575	n (m)	quart	quarter	F	O
1580	n (m, f)	adulte	adult	F	O
1582	n (m)	métier	job, occupation	F	O
1584	v	peser	(to) weigh   weighing	F	O
1585	n (mpl)	médias	media	F	O
1586	n (m)	hiver	winter	F	O
1589	n (m)	mari	husband	F	O
1599	n (m)	garçon	boy, waiter	F	O
1600	adj	parfait	perfect (m)	F	O
1603	n (f)	quatrième	year 9	F	O
1604	n (f)	fenêtre	window	F	O
1607	n (f)	menace	threat	F	O
1609	n (f)	jeunesse	youth	F	O
1610	v	voler (à ...)	(to) fly, steal (from someone)   flying, stealing (from someone)	F	O
1614	adj	inutile	useless (m, f)	F	O
1616	n (m)	poisson	fish	F	O
1617	n (f)	révolution	revolution	F	O
1622	adj	familial	family (m)	F	O
1623	n (m)	cinéma	cinema	F	O
1626	n (m)	enseignement	education, teaching	F	O
1639	v	corriger	(to) correct, mark   correcting, marking	F	O
1646	num	trente	thirty	F	O
1650	n (m)	instrument	instrument	F	O
1651	n (f)	indépendance	independence	F	O
1652	n (m)	tort	wrong	F	O
1659	n (f)	drogue	drug	F	O
1664	num	douze	twelve	F	O
1666	adj	espagnol	Spanish (m)	F	O
1667	n (f)	saison	season	F	O
1672	n (m)	dos	back	F	O
1678	v	rêver (à/de + noun)	(to) dream (about + noun)   dreaming (about + noun)	F	O
1686	v	marier; se marier (avec)	(to) marry   marrying; (to) get married (to)   getting married (to)	F	O
1687	n (m)	spectacle	sight, show	F	O
1689	adj	célèbre	famous (m)	F	O
1690	n (m)	ouest	west	F	O
1694	n (m)	accent	accent	F	O
1697	n (m)	concert	concert	F	O
1699	n (f)	religion	religion	F	O
1701	n (m)	théâtre	theatre, drama	F	O
1704	n (m)	équipement	equipment	F	O
1705	v	descendre; descendre de + noun	(to) go down, ride down, drive down   going down, riding down, driving down; (to) get off + noun, get out of + noun   getting off + noun, getting out of + noun	F	O
1706	n (m)	patron	boss	F	O

1708	n (m)	abri	shelter	F	O
1709	n (f)	recette	recipe	F	O
1710	adv	généralement	generally	F	O
1713	n (m)	soleil	sun	F	O
1719	n (m)	dialogue	dialogue	F	O
1720	n (m)	thème	theme, topic	F	O
1724	n (f)	forêt	forest	F	O
1725	n (m)	outil	tool	F	O
1726	n (f)	vacances	holiday	F	O
1728	n (m)	défi	challenge	F	O
1731	adj	calme	calm, quiet (m, f)	F	O
1732	n (f)	montagne	mountain	F	O
1736	n (m)	magasin	shop	F	O
1738	n (m)	écrivain	writer	F	O
1744	n (m)	chien	dog	F	O
1747	n (f)	conversation	conversation	F	O
1753	n (m)	euro	euro	F	O
1757	n (f)	compétence	competence, skill	F	O
1763	adj	sain	healthy (m)	F	O
1764	v	intégrer; s'intégrer	(to) incorporate, integrate   incorporating, integrating, including; (to) become integrated, fit in   becoming integrated, fitting in	F	O
1771	n (f)	boîte	box	F	O
1774	n (m)	hôtel	hotel	F	O
1777	adv	là-bas	over there, out there	F	O
1782	n (f)	église	church	F	O
1791	n (f)	découverte	discovery	F	O
1797	n (m, f)	artiste	artist	F	O
1798	n (m)	coin	corner	F	O
1801	n (m)	uniforme	uniform	F	O
1803	n (f)	grève	strike	F	O
1815	n (f)	surprise	surprise	F	O
1818	n (f)	capitale	capital city	F	O
1820	v	chanter	(to) sing   singing	F	O
1824	n (f)	neige	snow	F	O
1829	n (m)	goût	taste, flavour	F	O
1832	n (f)	catastrophe	catastrophe, disaster	F	O
1835	n (f)	manifestation	demonstration, event	F	O
1836	v	dormir	(to) sleep   sleeping	F	O
1837	n (m)	lit	bed	F	O
1838	n (f)	bouche	mouth	F	O
1841	adj	content	glad, pleased (m)	F	O
1843	adj	triste	sad (m, f)	F	O
1849	n (m)	logement	accommodation	F	O
1852	adj	chaud	hot, warm (m)	F	O
1856	v	progresser	(to) progress   progressing	F	R
1859	adj	strict	strict (m)	F	O
1860	n (m)	club	club	F	O
1873	n (m)	rendez-vous	appointment	F	O
1875	n (f)	planète	planet	F	O
1879	v	boire	(to) drink   drinking	F	R
	v	bois**   bois !	(I) drink   (I) am drinking   (you (sing informal)) drink   (you (sing informal)) are drinking   drink! (sing informal)	F	R
	v	boit	(she, he, it, one) drinks   (she, he, it, one) is drinking   (we (informal, impersonal)) drink   (we (informal, impersonal)) are drinking	F	R
	v	(aux) bu	drank   (have, has) drunk	F	R
1881	n (f)	caisse	checkout	F	O
1884	n (f)	oreille	ear	F	O
1886	n (m)	café	café, coffee	F	O
1887	n (f)	annonce	announcement	F	O
1889	n (m)	pont	bridge	F	O
1895	adj	chrétien	Christian (m)	F	R
1898	n (f)	égalité	equality	F	O
1906	n (m)	match	match	F	O
1916	n (m)	billet	ticket	F	O
1925	n (f)	adresse	address	F	O
1951	n (f)	pauvreté	poverty	F	O
1952	n (m)	bâtiment	building	F	O
1954	n (m)	médicament	medicine, drug	F	O
1959	n (m)	véhicule	vehicle	F	O
1963	n (f)	personnalité	personality	F	O
1967	n (m)	stade	stadium, stage	F	O
1972	n (m)	bonjour	hello, good morning	F	O
1983	n (f)	dame	lady	F	O
1986	n (f)	faim	hunger	F	R
1987	v	excuser (de/pour + noun); s'excuser (de/pour + noun)	(to) excuse (for + noun), forgive (for + noun)   excusing (for + noun), forgiving (for + noun); (to) apologise (for + noun)   apologising (for + noun)	F	O
1988	v	recommander	(to) recommend   recommending	F	O
1993	adj	scolaire	school (m, f)	F	O
1997	adj	inquiétant	worrying, disturbing (m)	F	O
1999	n (m)	style	style	F	R

2006	n (m)	climat	climate	F	O>
2011	n (m)	sport	sport	F	O>
2018	adv	normalement	normally	F	O>
2043	n (f)	anniversaire	birthday	F	O>
2085	n (m)	adolescent/ado	teenager, adolescent	F	O>
2111	n (m)	arbre	tree	F	O>
2113	n (m)	aéroport	airport	F	O>
2116	n (m)	collège	secondary school	F	O>
2142	n (f)	chanson	song	F	O>
2160	v	coucher; se coucher	(to) lie down; sleep   lying down, sleeping; (to) go to bed, set (sun)   going to bed, setting (sun)	F	O>
2166	adj	drôle	funny (m, f)	F	O>
2170	v	célébrer	(to) celebrate   celebrating	F	O>
2186	adj	probable	probable, likely	F	O>
2191	n (m)	plastique	plastic	F	O>
2194	v	voyager	(to) travel (around)   travelling (around)	F	O>
2201	n (m)	ordinateur	computer	F	O>
2216	n (m)	musée	museum	F	O>
2245	adj	musulman	Muslim (m)	F	O>
2273	num	cinquante	fifty	F	O>
2284	n (m)	jardin	garden	F	O>
2285	n (f)	nourriture	food	F	O>
2296	n (mpl)	cheveux	hair	F	O>
2298	n (m)	cadeau	present, gift	F	O>
2305	n (f)	fleur	flower	F	O>
2309	n (m)	vin	wine	F	O>
2322	v	adorer	(to) really like, love, adore   really liking, loving, adoring	F	O>
2323	n (m)	appartement	apartment, flat	F	O>
2336	n (m)	restaurant	restaurant	F	O>
2343	n (m)	sac	bag, sack	F	O>
2365	n (m)/v	dîner; <b>dîner</b>	dinner; (to) have dinner	F	O>
2372	adj	malheureux	unhappy, sad, unfortunate, regrettable	F	O>
2383	n (m)	vêtement	garment, item or article of clothing	F	O>
2398	adj	joli	pretty, attractive (m)	F	O>
2421	n (m)	écran	screen	F	O>
2436	num	quarante	forty	F	O>
2447	num	onze	eleven	F	O>
2465	n (m)	alcool	alcohol	F	O>
2470	adj	gratuit	free (of charge) (m)	F	O>
2472	n (f)	jambe	leg	F	O>
2475	n (m)	week-end	weekend	F	O>
2483	n (m)	midi	noon	F	R
2507	n (m)	lait	milk	F	O>
2509	adj	intelligent	intelligent (m)	F	O>
2511	n (f)	bibliothèque	library	F	O>
2572	adj	lent	slow	F	O>
2580	n (f)	glace	ice cream, ice	F	O>
2581	n (f)	gare	station, railway station	F	O>
2588	n (f)	informatique	computer science, computing	F	O>
2602	n (m)	foot(ball)	football, soccer	F	O>
2611	n (f)	vidéo	video	F	O>
2618	n (f)	cuisine	cooking, kitchen	F	O>
2623	v	fumer	(to) smoke   smoking	F	O>
2625	n (f)	viande	meat	F	O>
2653	n (m)	touriste	tourist	F	O>
2670	adj	sportif	athletic, competitive, sporty, sporting (m)	F	O>
2693	n (f)	plage	beach	F	O>
2724	n (m)/v	déjeuner; <b>déjeuner</b>	lunch; (to) have lunch	F	O>
2725	v	disputer; se disputer	(to) scold, tell off   scolding, telling off; (to) argue   arguing	F	O>
2729	n (m)	salon	lounge, living room	F	O>
2802	n (m)	pain	bread	F	O>
2816	n (m)	lycée	college, sixth form	F	O>
2832	adj	gentil	kind (m)	F	O>
2841	adj	agréable	pleasant, nice, agreeable (m, f)	F	O>
2855	n (f)	cigarette	cigarette	F	O>
2882	n (m)	déchets	rubbish	F	O>
2898	v	détester	(to) hate, detest   hating, detesting	F	O>
2906	adj	sale	dirty (m, f)	F	O>
2929	n (m)	boulot	work, job	F	O>
2934	v	danser	(to) dance   dancing	F	O>
2948	n (m)	repas	meal	F	O>
2993	adj	super	great	F	O>
3011	v	poster	(to) post   posting	F	O>
3020	n (m)	copain	friend (m), boyfriend	F	O>
n (f)	copine	friend, girlfriend	F	O>	
3073	n (f)	pollution	pollution	F	O>
3117	n (m)	légume	vegetable	F	O>
3148	n (f)	Mademoiselle	Miss, Ms, (sing), miss	F	O>
3151	num	soixante	sixty	F	O>
3229	adj	fatigué	tired (m)	F	O>
3245	num	treize	thirteen	F	O>

3251	n (m)	chanteur	singer	F	R
3285	num	seize	sixteen	F	O>
3322	n (f)	star	star, celebrity	F	O>
3359	num	quatorze	fourteen	F	O>
3362	adj	célibataire	single, unmarried (m, f)	F	O>
3387	n (m)	cousin	cousin	F	O>
3399	n (m)	inconvénient	snag, drawback, disadvantage, inconvenience	F	O>
3419	n (f)	chaise	chair	F	O>
3438	n (fpl)	maths	mathematics/math	F	O>
3441	n (m)	temple	temple	F	O>
3453	n (m)	minuit	midnight	F	O>
3458	n (m)	bain	bath, bathing	F	O>
3503	v	laver; se laver	(to) wash (something)   washing (something); (to) get washed   getting washed	F	O>
3510	n (m)	château	castle, palace	F	O>
3517	n (m)	thé	tea	F	R
3613	adj	handicapé	disabled (m)	F	O>
3614	n (f)	boisson	drink, beverage	F	O>
3628	n (m)	oncle	uncle	F	O>
3636	n (m)	apprentissage	apprenticeship	F	O
3714	intj	bienvenue !	welcome	F	O>
3835	adj	timide	timid, shy, bashful (m, f)	F	R
3858	n (m)	festival	festival	F	O
3872	adj	génial	great, brilliant (m)	F	O>
3891	n (f)	tante	aunt	F	O>
3938	intj	bonsoir	good evening	F	O>
4002	n (m)	portable	mobile phone, laptop	F	O>
4007	n (m)	stage	work experience	F	O>
4094	n (m)	lexique	dictionary	F	O>
4164	adj	sympathique/sympa	nice, kind, friendly (m, f)	F	O>
4215	n (f)	toilette	washing, toilet, lavatory, bathroom, restroom	F	O>
4216	n (m)	autobus/bus	bus	F	O>
4369	adj	affreux	dreadful, awful, horrible (m)	F	O>
4377	n (m)	serveur	waiter, server	F	O>
4451	v/adj	<b>(aux) interdit; interdit</b>	<b>prohibited, banned;</b> prohibited, banned (m)	F	O>
4452	n (m)	brouillard	fog, mist, haze	F	O
4475	n (m)	fromage	cheese	F	O>
4506	n (m, f)	bénévole	volunteer	F	O>
4594	n (m)	vélo	bike, bicycle	F	O>
4659	n (f)	soif	thirst	F	O>
4670	n (m)	pantalon	trousers	F	O>
4845	n (m)	gâteau	cake	F	O>
n/a	n (m)	aidant	carer	F	O>
n/a	adj	amusant	funny, fun, enjoyable, amusing (m)	F	O>
n/a	n (f)	Angleterre	England	F	O>
n/a	adj	bavard	chatty, talkative (m)	F	O>
n/a	n (m)	beau-père	step-father, father-in-law	F	O>
n/a	n (f)	belle-mère	step-mother, mother-in-law	F	O>
n/a	adj	bi(sexuel)	bi(sexual) (m)	F	O>
n/a	n (m)	blog	blog	F	O>
n/a	adj	bouddhiste	Buddhist (m, f)	F	O>
n/a	n (f)	boulangerie	bakery	F	O>
n/a	adj	brun	brown (m)	F	O
n/a	n (m)	camping	camping	F	O>
n/a	n (f)	célébrité	celebrity	F	O>
n/a	v	chatter/tchatter	(to) chat   chatting	F	O>
n/a	n (m)	défilé	parade, procession	F	O>
n/a	adj	désolé	sorry (m)	F	O>
n/a	adj	embêtant	annoying (m)	F	O>
n/a	adj	ennuyeux	boring (m)	F	O>
n/a	adj	équilibré	balanced (m)	F	O>
n/a	n (m)	fast-food	fast food	F	O>
n/a	intj	félicitations	congratulations	F	O>
n/a	adj	férié	public holiday (m)	F	O>
n/a	n (fpl)	frites	chips	F	O>
n/a	adj	gay	gay (m, f)	F	O>
n/a	n (f)	géographie	geography	F	O>
n/a	adj	hétéro	straight, heterosexual (m, f)	F	O>
n/a	n (m)	influenceur	influencer	F	O>
n/a	n (m)	internet	internet	F	O>
n/a	n (m)	mail/e-mail	e-mail	F	O>
n/a	adj	méchant	nasty, naughty, mean (m)	F	O>
n/a	n (f)	mosquée	mosque	F	O>
n/a	n (f)	natation	swimming	F	O>
n/a	adj	non-binaire	non-binary (m, f)	F	O>
n/a	n (m)	PACS	civil partnership	F	O>
n/a	adv	parce que/qu'	because	F	O>
n/a	adj	paresseux	lazy (m) (mpl, mixed gender pl)	F	O>
n/a	n (m)	passé-temps	hobby	F	O>
n/a	adj	passionnant	exciting, thrilling (m)	F	O>
n/a	n (m)	petit-déjeuner	breakfast	F	O>

n/a	n (f)	piscine	swimming pool	F	O>
n/a	v	polluer	(to) pollute   polluting	F	O>
n/a	n (f)	poubelle	rubbish bin	F	O>
n/a	n (f)	promenade	walk	F	O>
n/a	adj	queer	queer (m, f)	F	O>
n/a	n (m)	réchauffement	warming	F	O>
n/a	n (f)	récré(ation)	break (time)	F	O>
n/a	n (m)	recyclage	recycling	F	O>
n/a	v	recycler	(to) recycle   recycling	F	O>
n/a	v	se relaxer	(to) relax   relaxing	F	O>
n/a	n (m)	selfie	selfie	F	O>
n/a	n (m)	shopping	shopping	F	O>
n/a	n (m)	SMS	SMS	F	O>
n/a	n (m)	streaming	streaming	F	O>
n/a	n (m)	stylo	pen	F	O>
n/a	n (m)	supermarché	supermarket	F	O>
n/a	n (f)	synagogue	synagogue	F	O>
n/a	v	télécharger	(to) download   downloading	F	O>
n/a	adj	transgenre	trans (m, f)	F	O>
n/a	v	vapoter	(to) vape   vaping	F	O>
n/a	adj	végan	vegan (m)	F	O>
n/a	adj	végétarien	vegetarian (m)	F	O>
n/a	mwp	il y a   il y avait   il y aura	there is, <b>ago</b>   there are   there was   there were   there used to be   there is going to be   there will	F	R
n/a	mwp	à cause de	because of	F	O>
n/a	mwp	à gauche	on the left	F	O>
n/a	mwp	au revoir	goodbye	F	O>
n/a	mwp	aussi...que/qu'	as...as	F	R
n/a	mwp	ça m'est égal	I'm not bothered	F	O>
n/a	mwp	ça va / ça va ?	It's fine, I'm fine, it's OK/how's it going?, how are you?	F	O>
n/a	mwp	en ce moment	at the moment	F	O>
n/a	mwp	en retard	late	F	O>
n/a	mwp	est-ce que/est-ce qu' ?	questioning device	F	R
n/a	mwp	feu d'artifice	firework display	F	O>
n/a	mwp	il est + time	it is/it's + time	F	R
n/a	mwp	il fait (beau)	it is/it's (nice)	F	R
n/a	mwp	il faut + infinitive	it is/it's necessary + verb, must + verb	F	R
n/a	mwp	il pleut	it rains   it's raining	F	R
n/a	mwp	mariage du même sexe	same sex marriage	F	O>
n/a	mwp	par contre	on the other hand	F	O>
n/a	mwp	s'il te plaît/s'il vous plaît	please (informal)/please (formal)	F	O>
n/a	mwp	tout le monde	everyone, everybody	F	O>
n/a	n (f)	Fête Nationale	Bastille Day, French national holiday	F	c
n/a	n (fpl)	Pyrénées	the Pyrenees	F	c
n/a	n (f)	Méditerranée	the Mediterranean	F	c
n/a	n (m)	Aïd	Eid	F	c
n/a	n (fpl)	Alpes	Alps	F	c
n/a	n (m)	baccalauréat/bac	high school final exam (like A levels)	F	c
n/a	n (f)	Belgique	Belgium	F	c
n/a	n (m)	Canada	Canada	F	c
n/a	n (f)	France	France	F	c
n/a	n (f)	La Réunion	Reunion Island	F	c
n/a	n (m)	le Tour de France	Tour de France	F	c
n/a	n (f)	Manche	English Channel	F	c
n/a	n (m)	Maroc	Morocco	F	c
n/a	n (m)	Noël	Christmas	F	c
n/a	n (m)	Pâques	Easter	F	c
n/a	n (m)	Paris	Paris	F	c
n/a	n (m)	Québec	Quebec	F	c
n/a	n (f)	Saint Valentin	Valentine's Day	F	c
n/a	n (m)	Sénégal	Senegal	F	c
n/a	n (f)	Suisse	Switzerland	F	c

R = Required

O = Optional within the top 2000 words

O> = Optional outside the top 2000 words

rank frequency	part of speech	headword	English equivalent	Tier H	Selection principle
1	det	le/l'*	the (m)	H	R
	det	la/l'*	the (f)	H	R
	det	les*	the (pl)	H	R
	pron	le/l**	him, it (m) (obj)	H	R
	pron	la/l**	her, it (f) (obj)	H	R
	pron	les**	them (m, f) (obj)	H	R
2	det	de*/d*	indefinite article following a verb in negative or expression of quantity, partitive article following a verb in negative or expression of quantity	H	R
	det	du*/de l*	some (of the) (m)	H	R
	det	de la*/de l*	some (of the) (f)	H	R
	det	des*	plural indefinite article, some (of the) (pl)	H	R
	prep	de**/d**	of, from	H	R
	prep	du**/de l**	of the, from (the) (m)	H	R
	prep	de la**/de l**	of the, from (the) (f)	H	R
	prep	des**	of the, from (the) (pl)	H	R
3	det	un*	a/an (m)	H	R
	det	une	a/an (f)	H	R
	num	un**	one	H	R
4	prep	à	at, to, in, on	H	R
	prep	au/à l'	at the, to the, in the, on the (m)	H	R
	prep	à la/à l'	at the, to the, in the, on the (f)	H	R
	prep	aux	at the, to the, in the, on the (pl)	H	R
5	v	être	(to) be   being	H	R
	v	suis*	(I) am   (I) am being   (I) have been	H	R
	v	es	(you (sing informal)) are   (you (sing informal)) are being   (you (sing informal)) have been	H	R
	v	est*	(she, he, it, one) is   (she, he, it, one) is being   (she, he, it, one) has been   (we (informal, impersonal)) are   (we (informal, impersonal)) are being   (we (informal, impersonal)) have been	H	R
	v	sommes	(we) are   (we) are being   (we) have been	H	R
	v	êtes	(you (pl, sing formal)) are   (you (pl, sing formal)) are being   (you (pl, sing formal)) have been	H	R
	v	sont	(they) are   (they) are being   (they) have been	H	R
	v	(aux) été	was   (have, has) been	H	R
	v	étais	(I) was + adjectival complement   (I) used to be   (I) was being   (you (sing informal)) were + adjectival complement   (you (sing informal)) used to be   (you (sing informal)) were being	H	R
	v	était	(she, he, it, one) was + adjectival complement   (she, he, it, one) used to be   (she, he, it, one) was being   (we (informal, impersonal)) were + adjectival complement   (we (informal, impersonal)) used to be   (we (informal, impersonal)) were being	H	R
	v	serais	(I) would be   (you (sing informal)) would be	H	R
	v	serait	(she, he, it, one) would be   (we (informal, impersonal)) would be	H	R
	v	serai	(I) will be   (I) am going to be	H	R
	v	seras	(you (sing informal)) will be   (you (sing informal)) are going to be	H	R
	v	sera	(she, he, it, one) will be   (she, he, it, one) is going to be   (we (informal, impersonal)) will be   (we (informal, impersonal)) are going to be	H	R
	v	Sois... !	Be...! (sing informal)	H	R
	v	Soyez... !	Be...! (pl, sing formal)	H	R
	v	étant	being	H	R
6	conj	et	and	H	O
7	prep	en*	in, by, to	H	R
	pron	en**	of it, about it (m, f)   of them, about them (m, f)	H	R
8	v	avoir	(to) have   having	H	R
	v	ai	(I) have   (I) am having   (I) have been having	H	R
	v	as	(you (sing informal)) have   (you (sing informal)) are having   (you (sing informal)) have been having	H	R
	v	a	(she, he, it, one) has   (she, he, it, one) is having   (she, he, it, one) has been having   (we (informal, impersonal)) have   (we (informal, impersonal)) are having   (we (informal, impersonal)) have been having	H	R
	v	avons	(we) have   (we) are having   (we) have been having	H	R
	v	avez	(you (pl, sing formal)) have   (you (pl, sing formal)) are having   (you (pl, sing formal)) have been having	H	R
	v	ont	(they) have   (they) are having   (they) have been having	H	R
	v	(aux) eu	had   (have, has) had	H	R
	v	avais	(I) had   (I) used to have   (I) was having   (you (sing informal)) had   (you (sing informal)) used to have   (you (sing informal)) were having	H	R
	v	avait	(she, he, it, one) had   (she, he, it, one) used to have   (she, he, it, one) was having   (we (informal, impersonal)) had   (we (informal, impersonal)) used to have   (we (informal, impersonal)) were having	H	R
	v	aurais	(I) would have   (you (sing informal)) would have	H	R
	v	aurait	(she, he, it, one) would have   (we (informal, impersonal)) would have	H	R
	v	aurai	(I) will have   (I) am going to have	H	R
	v	auras	(you (sing informal)) will have   (you (sing informal)) are going to have	H	R
	v	aura	(she, he, it, one) will have   (she, he, it, one) is going to have   (we (informal, impersonal)) will have   (we (informal, impersonal)) is going to have	H	R
9	v	ayant	having	H	R
	pron	que*/qu*   que*/qu* ?	what, that   what?	H	R
	conj	que**/qu**	that	H	R
	adv	ne... que	only, nothing but	H	R
10	prep	pour	for, in order to	H	R



v	fera; fera de	(she, he, it, one) will do, will make, will go on/for + noun   (she, he, it, one) is going to do, is going to make, is going to go on/for + noun   (we (informal, impersonal)) will do, will make, will go on/for + noun   (we (informal, impersonal)) are going to do, are going to make, are going to go on/for + noun; (she, he, it, one) will do + -ing, will go + -ing, will play + noun   (she, he, it, one) is going to do + -ing, is going to go + -ing, is going to play + noun   (we (informal, impersonal)) will do + -ing, will go + -ing, will make + noun   (we (informal, impersonal)) are going to do + -ing, are going to go + -ing, are going to play + noun	H	R	
v	faisant; faisant de	doing, making, going on/for + noun; doing + -ing, going + -ing, playing + noun	H	R	
v	faisais; faisais de	(I) used to do, used to make, used to go on/for + noun   (I) was doing, was making, was going on/for + noun   (you (sing informal)) used to do, used to make, used to go on/for + noun   (you (sing informal)) were doing, were making, were going on/for + noun; (I) used to do + -ing, used to go + -ing, used to play + noun   (I) was doing + -ing, was going + -ing, was playing + noun   (you (sing informal)) used to do + -ing, used to go + -ing, used to play + noun   (you (sing informal)) were doing + -ing, were going + -ing, were playing + noun	H	R	
v	faisait; faisait de	(she, he, it, one) used to do, used to make, used to go on/for + noun   (she, he, it, one) was doing, was making, was going on/for + noun   (we (informal, impersonal)) used to do, used to make, used to go on/for + noun   (we (informal, impersonal)) were doing, were making, were going on/for + noun; (she, he, it, one) used to do + -ing, used to go + -ing, used to play + noun   (she, he, it, one) was doing + -ing, was going + -ing, was playing + noun   (we (informal, impersonal)) used to do + -ing, used to go + -ing, used to play + noun   (we (informal, impersonal)) were doing + -ing, were going + -ing, were playing + noun	H	R	
26	det	son*	his, her, its {m, f before a vowel or h}	H	R
	det	sa	his, her, its {f}	H	R
	det	ses	his, her, its, everyone's, one's {pl}	H	R
n (m)		son**	sound	H	O
27	v	mettre; se mettre à (+ noun) (+ infinitive)	(to) put (on)   putting (on); (to) start, begin (+ noun) (+ verb)   starting, beginning (+ noun) (+ verb)	H	O
	v	(aux) mis; se (aux) mis à (+ noun) (+ infinitive)	put (on)   (have, has) put (on); started, began (+ noun) (+ verb)   (have, has) started, begun (+ noun) (+ verb)	H	O
28	det	autre(s)	other {m, f} {pl}	H	R
29	pron	on	everyone, you, one, (we (informal, impersonal))	H	R
30	conj	mais	but	H	O
31	pron	nous   (à) nous	we {subj}   us {obj}   (to) us {indirect obj}   ourselves {reflex}   each other {recip}   (to) us {emph}	H	R
32	conj	comme	like, as	H	O
33	conj	ou	or	H	O
34	conj	si	if, whether	H	O
35	det	leur*	their {m, f}	H	R
	det	leurs	their {pl}	H	R
	pron	leur**	to them {m, f} {indirect obj}	H	R
36	pron	y	there	H	R
37	v	dire; dire (à ... de + infinitive)	(to) say, tell   saying, telling; (to) tell {someone + verb}   telling {someone + verb}	H	O
	v	dit   (aux) dit	(she, he, it, one) says, tells   (she, he, it, one) is saying, is telling   said, told   (have, has) said, (have, has) told	H	O
38	pron	elle   (à) elle	she, it {f} {subj}   (to) her, it {f} {emph}	H	R
	pron	elles	they {f} {subj}   (to) them {f} {emph}	H	R
39	v	devoir	(to) have to, must   having to	H	R
	v	dois	(I) have to, must   (I) have been having to   (you (sing informal)) have to, must   (you (sing informal)) have been having to	H	R
	v	doit	(she, he, it, one) has to, must   (she, he, it, one) has been having to   (we (informal, impersonal)) have to, must   (we (informal, impersonal)) have been having to, must	H	R
	v	devons	(we) have to, must   (we) have been having to, must	H	R
	v	devez	(you {pl, sing formal}) have to, must   (you {pl, sing formal}) have been having to, must	H	R
	v	doivent	(they) have to, must   (they) have been having to, must	H	R
	v	(aux) dû	had to   (have, has) had to	H	R
n (mpl)		devoirs	homework	H	O
40	prep	avant; avant de + infinitive	before; before + verb	H	R
41	num	deux	two	H	R
	adj	deux	two	H	R
42	det	même*{s}	same {m, f} {pl}	H	R
	adv	même**	even	H	O
43	v	prendre	(to) take   taking	H	R
44	adv	aussi	also, too, as well	H	O
46	v	donner	(to) give   giving	H	O
47	adv	bien	well	H	R
48	pron	où   où ?	where   where?	H	R
49	n {f}	fois	time	H	R
50	pron	vous   (à) vous	you {pl, formal} {subj}   (you {pl, sing formal}) {obj}   (to) you {pl, sing formal} {indirect obj}   yourselves {reflex}   yourself {formal} {reflex}   each other {recip}   (to) you {pl, sing formal} {emph}	H	R
51	adv	encore	yet, again	H	R
52	adj	nouveau	new {m}	H	O
	adj	nouvelle	new {f}	H	O
53	adj	nouveaux	new {mpl, mixed gender pl}	H	O
	v	aller	(to) go   going	H	R
	v	vais	(I) go   (I) am going   (I) have been going	H	R
	v	vas	(you (sing informal)) go   (you (sing informal)) are going   (you (sing informal)) have been going	H	R
	v	va   va !	(she, he, it, one) goes   (she, he, it, one) is going   (she, he, it, one) has been going   (we (informal, impersonal)) go   (we (informal, impersonal)) are going   (we (informal, impersonal)) have been going   go! {sing informal}	H	R
	v	vont	(they) go   (they) are going   (they) have been going	H	R
	v	irais	(I) would go   (you (sing informal)) would go	H	R
	v	irait	(she, he, it, one) would go   (we (informal, impersonal)) would go	H	R
	v	irai	(I) will go   (I) am going to go	H	R
	v	iras	(you (sing informal)) will go   (you (sing informal)) are going to go	H	R

	v	ira	(she, he, it, one) will go   (she, he, it, one) is going to go   (we (informal, impersonal)) will go   (we (informal, impersonal)) are going to go	H	R
54	pron	cela	that, it [formal]	H	O
	pron	ça	that, it [informal]	H	O
55	prep	entre	between	H	O
56	adj	premier	first (m)	H	R
n (f)	première	year 12		H	O
57	v	vouloir	(to) want (to)   wanting (to)	H	R
	v	veux	(I) want (to)   (I) have been wanting (to)   (you (sing informal)) want (to)   (you (sing informal)) have been wanting (to)	H	R
	v	veut	(she, he, it, one) wants (to)   (she, he, it, one) has been wanting (to)   (we (informal, impersonal)) want (to)   (we (informal, impersonal)) have been wanting (to)	H	R
	v	voulons	(we) want (to)   (we) have been wanting (to)	H	R
	v	voulez	(you (pl, sing formal)) want (to)   (you (pl, sing formal)) have been wanting (to)	H	R
	v	veulent	(they) want (to)   (they) have been wanting (to)	H	R
	v	voudrais	(I) would like   (you (sing informal)) would like	H	R
	v	voudrait	(she, he, it, one) would like   (we (informal, impersonal)) would like	H	R
	v	(aux) voulu	wanted   (have, has) wanted	H	R
58	adv	déjà	already, yet	H	O
59	adj	grand	tall, big, large (m)	H	R
60	det	mon	my (m, f before a vowel or h)	H	R
	det	ma	my (f)	H	R
	det	mes	my (pl)	H	R
61	pron	me/m'	me (obj)   to me (indirect obj)   myself (reflex)	H	R
62	adv	moins (...que/qu')*	less (...than)	H	R
	adj	moins (...que/qu'**)**; moins de (+ num)	less (...than); less, fewer (than + num)	H	R
63	det	ne... aucun(e)	no, not one, not any (m) (f)	H	R
64	pron	lui   (à) lui	(to) him, (to) her, (to) it (m, f) (indirect obj)   (to) him, (to) her, (to) it (m, f) (emph)	H	R
65	n (m)	temps	time, weather	H	R
66	adv	très	very	H	O
67	v	savoir	(to) know (how to), can   knowing (how to)	H	R
	v	sais	(I) know (how to), can   (you (sing informal)) know (how to), can	H	R
	v	sait	(she, he, it, one) knows (how to), can   (we (informal, impersonal)) know (how to), can	H	R
	v	savons	(we) know (how to), can	H	R
	v	savez	(you (pl, sing formal)) know (how to), can	H	R
	v	savent	(they) know (how to), can	H	R
	v	(aux) su	knew (how to), could   (have, has) known (how to), (have, has) been able to	H	R
69	v	voir	(to) see   seeing	H	R
	v	vois   vois !	(I) see   (I) am seeing   (I) have been seeing   (you (sing informal)) see   (you (sing informal)) are seeing   (you (sing informal)) have been seeing   see! (sing informal)	H	R
	v	voit	(she, he, it, one) sees   (she, he, it, one) is seeing   (she, he, it, one) has been seeing   (we (informal, impersonal)) see   (we (informal, impersonal)) are seeing   (we (informal, impersonal)) have been seeing	H	R
	v	(aux) vu	saw   (have, has) seen	H	R
70	det	quelque(s)	some (m, f) (pl)	H	R
71	prep	sans	without	H	R
72	n (f)	raison	reason	H	O
73	det	notre	our (m, f)	H	R
	det	nos	our (pl)	H	R
75	adv	non	no, not	H	R
76	n (m)	an	year	H	R
77	n (m)	monde	world	H	O
78	n (m)	jour	day	H	R
79	n (m)	monsieur	Sir, Mr, (sing), gentleman	H	O
80	v	demander; demander à ... (de + infinitive); se demander	(to) ask for   asking for; (to) ask someone (+ verb)   asking someone (+ verb); (to) wonder   wondering	H	O
81	adv	alors	so, well, then	H	O
82	prep	après	after	H	O
83	v	trouver; se trouver	(to) find   finding; (to) be situated   being situated	H	O
84	pron	ne... personne*	not anyone, no one	H	R
pron	personne ne	nobody (subj)		H	R
n (f)	personne**	person		H	O
85	v	rendre; se rendre	(to) return something, give something back, to make (+ adj)   returning something, giving something back, making (+adj); (to) get to, go to   getting to, going to	H	O
87	adj	dernier	last (m)	H	O
88	v	venir	(to) come   coming	H	R
89	prep	pendant	during	H	O
90	v	passer; se passer	(to) spend time, pass   spending time, passing time; (to) happen   happening	H	O
91	adv	(un) peu	a bit, (a) little	H	O
94	adj	bon	good (m)	H	R
adj	bonne	good (f)		H	R
95	v	comprendre	(to) understand   understanding	H	O
96	prep	dépuis	for, since	H	R
99	n (f); <b>n</b> (f)(pl)	heure; heure(s)	hour, time; o'clock	H	R
100	v	rester	(to) stay, remain   staying, remaining	H	O
101	adj	seul	alone (m)	H	R
102	n (f)	année	year	H	O
103	adv	toujours	always	H	O
104	v	tenir	(to) hold   holding	H	O
105	v	porter	(to) wear, carry   wearing, carrying	H	R
106	v	parler	(to) speak, talk   speaking, talking	H	R
107	adj	fort	strong (m), loud	H	R
108	v	montrer	(to) show   showing	H	O
109	adv	là	there, here	H	O
110	adj	certain	certain, sure (m)	H	O

111	n (mpl)	certains	some people	H	O
112	n (f)	fin	end	H	O
113	pron	tu	you (sing informal) (subj)	H	R
114	v	continuer (à/de + infinitive)	(to) continue (+ verb), carry on (+ verb)   continuing (+ verb), carrying on (+ verb)	H	R
115	n (m)	pays	country	H	O
116	num	trois	three	H	O
117	v	penser (à + noun) (à + infinitive) (de + noun) (de + infinitive)	(to) think (of + noun) (of + verb) (about + noun) (about + verb)   thinking (of + noun) (of + verb) (about + noun) (about + verb)	H	O
118	n (m)	lieu	place	H	O
119	n (f)	partie	part, game, match	H	O
120	conj/adrv	quand   quand ?	when   when?	H	R
	v	suivre	(to) follow   following	H	R
	v	suis**   suis !	(I) follow   (I) am following   (I) have been following   (you (sing informal)) follow   (you (sing informal)) are following   (you (sing informal)) have been following   follow! (sing informal)	H	R
	v	suit	(she, he, it, one) follows   (she, he, it, one) is following   (she, he, it, one) has been following   (we (informal, impersonal)) follow   (we (informal, impersonal)) are following   (we (informal, impersonal)) have been following	H	R
121	v	(aux) suivi	followed   (have, has) followed	H	R
122	prep	contre	against	H	O
123	prep	sous	under	H	R
124	n (m)	côté	side	H	O
125	adv	ensemble	together	H	O
126	n (f)	chose	thing	H	O
127	n (m, f)	enfant	child (m, f)	H	R
128	n (f)	cause	cause	H	O
129	n (f)	politique	politics	H	O
130	n (f)	place	room, space, square, place	H	O
131	adv	seulement	only	H	O
132	pron	(à) moi	(to) me (emph)	H	R
133	n (f)	vie	life	H	O
134	v	connaître	(to) know, be familiar with   knowing, being familiar with	H	R
135	prep	jusque	to, up to, until	H	O
	v	croire	(to) believe   believing	H	R
	v	crois   crois !	(I) believe   (I) am believing   (I) have been believing   (you (sing informal)) believe   (you (sing informal)) are believing   (you (sing informal)) have been believing   believe! (sing informal)	H	R
	v	croit	(she, he, it, one) believes   (she, he, it, one) is believing   (she, he, it, one) has been believing   (we (informal, impersonal)) believe   (we (informal, impersonal)) are believing   (we (informal, impersonal)) have been believing	H	R
136	v	(aux) cru	believed   (have, has) believed	H	R
137	n (m)	homme	man	H	O
138	n (m)	cas	case, scenario	H	O
139	adj	petit	short, small, little (m)	H	O
140	v	commencer (à + infinitive)	(to) start (+ verb), begin (+ verb)   starting (+ verb), beginning (+ verb)	H	O
141	n (m)	compter	(to) count   counting	H	O
142	n (m)	fait**	fact	H	O
143	adj	droit	right (m)	H	O
144	n (f)	question	question	H	R
145	conj	donc	so, therefore	H	O
146	det	quel(lle)(s) ?	which? (m) (f) (pl)	H	R
147	adj	général	general (m)	H	O
148	n (m)	moment	moment	H	O
149	v	entendre; s'entendre (avec ...)	(to) hear   hearing: (to) get on, get along (with someone)   getting on, getting along (with someone)	H	R
150	adv	beaucoup	a lot	H	O
151	det	chaque	each, every	H	R
152	adj	jeune	young (m, f)	H	R
153	n (m)	travail	work (sing), job, task	H	O
154	n (f)	femme	woman, wife	H	O
155	v	attendre	(to) wait (for), expect   waiting (for), expecting	H	O
156	v	appeler; s'appeler	(to) call   calling; (to) be named   being named	H	O
157	v	permettre (à ... de + infinitive)	(to) allow (someone + verb), allowing (someone + verb)	H	O
158	v	(aux) permis (à ... de + infinitive)	allowed, permitted (someone + verb)   (have, has) allowed, permitted (someone + verb)	H	O
159	v	occuper; s'occuper de + noun	(to) fill, keep busy   filling, keeping busy; take care of + noun   taking care of + noun	H	O
160	n (m)	gouvernement	government	H	O
161	pron	(à) eux	(to) them (m, mixed gender) (emph)	H	R
162	v	devenir	(to) become   becoming	H	O
163	v	partir	(to) leave   leaving	H	R
164	v	décider (de + infinitive); se décider (à + infinitive)	(to) decide (+ verb)   deciding (+ verb); (to) make the decision (+ verb)   making the decision (+ verb)	H	O
165	adv	ici	here	H	R
166	pron	ne... rien	not anything, nothing	H	R
167	pron	rien ne	nothing (subj)	H	R
168	n (m)	cours*	course, lessons	H	O
169	n (fpl)	affaires	business, matters	H	O
170	n (m)	nom	full name, surname, name	H	R
171	n (f)	famille	family	H	O
172	n (m)	effet	effect	H	O
173	v	arriver; arriver à + infinitive	(to) arrive   arriving; (to) manage + verb, succeed in + verb   managing + verb, succeeding in + verb	H	R
174	adj	possible	possible (m, f)	H	R
175	conj	car	because, for	H	O
176	v	servir; se servir de	(to) serve   serving; (to) use, make use of   using, making use of	H	R
177	n (m)	mois	month	H	O
178	adv	ne... jamais	never, not ever	H	R
179	v	sembler	(to) seem   seeming	H	O
180	prep	vers	towards	H	O

183	n (m)	besoin	need	H	O
184	v	revenir	(to) come back, return   coming back, returning	H	O
185	prep	dès	from, as soon as	H	O
186	n (m)	moyen	means, way	H	O
187	n (m)	groupe	group	H	O
188	n (m)	problème	problem	H	O
189	n (m)	rapport	relationship, report	H	O
190	adv	peut-être	maybe, perhaps	H	O
191	n (f)	vue	view	H	O
192	adv	maintenant	now	H	O
193	pron	pourquoi ?	why?	H	R
194	adj	meilleur(e)(s)	better, best (m) (f) (pl)	H	R
	adj	le meilleur/la meilleure/les meilleur(e)s	the best (m/f/fpl)	H	R
195	adv	trop	too much, too many, too	H	O
196	v	laisser	(to) leave, (to) let   leaving, letting	H	O
197	n (m)	ordre	order	H	O
198	prep	devant	in front of	H	O
199	v	recevoir	(to) receive   receiving	H	R
	v	reçois   reçois !	(I) receive   (I) am receiving   (I) have been receiving   (you (sing informal)) receive   (you (sing informal)) are receiving   (you (sing informal)) have been receiving   receive! (sing informal)	H	R
	v	reçoit	(she, he, it, one) receives   (she, he, it, one) is receiving   (she, he, it, one) has been receiving   (we (informal, impersonal)) receive   (we (informal, impersonal)) are receiving   (we (informal, impersonal)) have been receiving	H	R
	v	(aux) reçu	received   (have, has) received	H	R
200	v	répondre (à + noun)	(to) answer (+ noun), reply to (+ noun)   answering (+ noun), replying to (+ noun)	H	O
201	v	vivre	(to) live   living	H	O
	v	vis   vis !	(I) live   (I) am living   (I) have been living   (you (sing informal)) live   (you (sing informal)) are living   (you (sing informal)) have been living   live! (sing informal)	H	O
	v	vit	(she, he, it, one) lives   (she, he, it, one) is living   (she, he, it, one) has been living   (we (informal, impersonal)) live   (we (informal, impersonal)) are living   (we (informal, impersonal)) have been living	H	O
202	v	(aux) vécu	lived   (have, has) lived	H	O
	adj	long	long (m)	H	O
	adj	longue	long (f)	H	O
203	n (m)	service	service	H	O
204	n (m, f)	ministre	minister	H	O
206	prep	chez	(to) (the place of), at (the place of), at, with	H	O
207	pron	te/t'	you (sing informal) (obj)   to you (sing informal) (indirect obj), yourself (sing informal) (reflex)	H	R
208	v	rappelez; rappeler (à ... de + infinitive); se rappeler	to call back   calling back; (to) remind (someone + verb), reminding (someone + verb); (to) remember; remembering	H	O
209	v	présenter; présenter ... à	(to) present, show   presenting, showing; (to) introduce someone to   introducing someone to	H	O
210	v	accepter	(to) accept, admit   accepting, admitting	H	O
212	adj	simple	simple (m, f)	H	O
213	det	plusieurs	several, many	H	R
214	det	votre	your (formal) (m, f)	H	R
	det	vos	your (formal) (pl)	H	R
215	adj	important	important (m)	H	O
216	n (m)	présent	present	H	O
217	adv	mieux	better	H	R
	adv	le mieux	(the) best	H	R
218	v	poser	(to) put, ask   putting, asking	H	O
219	v	jouer (à/de + noun)	(to) play (+ noun)   playing (+ noun)	H	R
220	n (m)	mot	word	H	O
221	v	reconnaître	(to) recognise   recognising	H	O
223	n (f)	situation	situation	H	O
224	v	offrir à ...	(to) give someone, offer someone   giving someone, offering someone	H	O
225	adv	près	nearby, close by, near	H	O
226	v	choisir	(to) choose   choosing	H	R
227	adj	national	national (m)	H	O
228	n (m)	projet	plan	H	O
230	adv	puis	then, so	H	O
231	v	toucher	(to) touch   touching	H	O
232	n (m)	train	train	H	R
233	adv	aujourd'hui	today	H	O
234	pron	comment ?	how?	H	R
235	adv	surtout	especially, above all	H	O
236	n (mpl)	gens	people	H	O
237	adj	propre	clean, proper, own (m, f)	H	O
239	n (f)	idée	idea	H	O
240	prep	selon	according to	H	O
241	n (f)	région	region, area	H	O
242	v	aimer	(to) like, love   liking, loving	H	O
243	n (m)	sens	sense, meaning	H	O
245	n (f)	semaine	week	H	O
246	adv	également	also, too, as well, equally	H	R
248	n (f)	façon	way, manner	H	O
249	n (m)	nombre	number	H	O
250	v	perdre; se perdre	(to) lose   losing; (to) get lost   getting lost	H	R
251	adj	français	French (m)	H	R
252	v	expliquer	(to) explain   explaining	H	O
253	adj	quatre	four	H	R
	num	quatre	four	H	O
254	n (m)	compte	account, count	H	O
257	v	ouvrir	(to) open   opening	H	R
258	v	gagner	(to) win, earn, gain   winning, earning, gaining	H	R
259	n (m)	exemple	example	H	O
260	n (f)	ville	town	H	O

261	adj	économique	economic (m, f)	H	O
263	n (f)	histoire	history, story	H	O
264	adj	haut	high (m)	H	O
265	adv	ensuite	next	H	O
266	n (f)	guerre	war	H	O
267	n (f)	loi	law	H	O
268	n (m)	président	president (m)	H	R
269	v	exister	(to) exist   existing	H	O
270	adj	sûr	safe, sure (m)	H	O
271	v	refuser (de + infinitive)	(to) refuse (+ verb)   refusing (+ verb)	H	O
272	adv	plutôt	rather	H	O
273	n (m)	bureau	desk, office	H	R
274	adj	mauvais	bad, wrong (m)	H	O
276	adj	mort*	dead (m)	H	O
	n (f)	mort**	death	H	O
277	adv	mal*	badly	H	R
	adj	mal**	bad (m, f)	H	R
	n (m)	mal***	ache	H	O
278	v	lire	(to) read   reading	H	O
	v	(aux) lu	read   (have, has) read	H	O
279	v	réussir (à + infinitive) (à + noun)	(to) succeed (in + verb), pass (an exam)   succeeding (in + verb), passing (an exam)	H	O
280	n (m)	marché	market	H	O
281	n (f)	condition	condition	H	O
282	adj	international	international (m)	H	O
283	v	changer; se changer	(to) change   changing; (to) get changed   getting changed	H	O
284	adv	oui	yes	H	O
285	adj	public*	public (m)	H	O
	n (m)	public**	public, audience	H	O
286	n (m)	humain	human	H	O
287	adv	souvent	often	H	R
288	num	cinq	five	H	O
289	n (m)	système	system	H	O
290	v	travailler	(to) work   working	H	O
291	n (m)	jeu	game	H	R
292	adj	vrai	true (m)	H	R
293	v	représenter	(to) represent   representing	H	O
294	n (f)	madame	Mrs, Ms, (sing), madam, lady	H	O
295	n (f)	société	society	H	O
296	adj	difficile	difficult (m, f)	H	O
297	pron	quoi ?	what?	H	R
298	n (f)	entreprise	company	H	O
301	adj	social	social (m)	H	O
303	v	essayer (de + infinitive)	(to) try (+ verb), attempt (+verb)   trying (+ verb), attempting (+ verb)	H	O
304	adj	juste	right, true, correct, fair (m, f)	H	O
305	adj	étranger*	foreign (m)	H	O
	n (m)	étranger**	foreigner, stranger, abroad	H	O
306	v	empêcher (... de + infinitive)	(to) prevent (someone from + verb)   preventing (someone from + verb)	H	O
307	n (m)	million	million	H	O
308	n (f)	manière	manner, way	H	O
309	v	sortir	(to) go out, exit, take out, release   going out, exiting, taking out, releasing	H	O
310	n (m)	prix	price, prize	H	R
312	adv	longtemps	a long time, a long while	H	O
314	adj	courant	current, common (m)	H	R
315	n (m)	intérêt	interest	H	O
316	v	mener	(to) lead   leading	H	O
317	n (f)	information	information	H	O
318	n (m)	détail	detail	H	O
319	v	appartenir	(to) belong   belonging	H	O
320	n (f)	liberté	liberty, freedom	H	O
321	adv	assez	quite	H	O
322	v	risquer (de + infinitive)	(to) risk (+ verb)   risking (+ verb)	H	O
323	pron	chacun	each person	H	O
324	v	concerner	(to) affect, concern, relate to   affecting, concerning, relating to	H	O
325	n (f)	maison	house, home	H	R
326	adv	d'abord	first of all, firstly, to start with	H	O
327	v	apprendre; apprendre à ...	(to) learn   learning; (to) teach someone   teaching someone	H	O
328	n (m)	niveau	level	H	O
329	v	rencontrer	(to) meet, run into   meeting, running into	H	O
330	det	ton	your (sing informal) (m, f before a vowel or h)	H	R
	det	ta	your (sing informal) (f)	H	R
	det	tes	your (sing informal) (pl)	H	R
332	v	créer	(to) create   creating	H	O
333	n (m)	état	state	H	O
334	v	obtenir	(to) get, obtain   getting, obtaining	H	O
335	adj	clair	clear (m)	H	O
336	v	chercher	(to) look for   looking for	H	R
337	v	entrer	(to) enter, go in, come in   entering, going in, coming in	H	O
338	v	proposer; proposer de + infinitive	(to) propose, offer   proposing, offering; (to) suggest + verb   suggesting + verb	H	O
339	v	apporter	(to) bring (something)   bringing (something)	H	O
340	n (m)	programme	schedule	H	O
341	adv	loin	far	H	O
342	n (f)	ligne	line	H	R
343	n (f)	tête	head	H	R
344	adj	libre	free (m)	H	O
345	v	utiliser	(to) use   using	H	O
348	adv	tard	late (something)	H	O
349	adv	enfin	finally	H	O

350	adj	différent	different (m)	H	O
351	n (f)	sorte	sort, kind	H	O
352	conj	cependant	however	H	O
353	n (m)	sujet	subject, topic	H	O
355	n (f)	action	action	H	O
356	n (f)	relation	relationship	H	O
357	n (f)	recherche	research, search	H	O
358	n (m) (f)	livre	book, pound	H	O
359	v	ajouter	(to) add   adding	H	O
360	adv	ailleurs	elsewhere, somewhere else	H	O
361	adv	vraiment	truly, really, very	H	O
362	n (m)	doute	doubt	H	O
363	n (m)	reste	rest	H	O
364	n (m)	début	beginning	H	O
366	adj	nombreux	many, numerous, plentiful (m)	H	O
367	v	produire	(to) produce, make   producing, making	H	O
368	v	préparer; se préparer	(to) prepare   preparing; (to) get ready   getting ready	H	O
369	n (f)	forme	form, shape	H	O
370	n (f)	décision	decision	H	O
371	n (m)	rôle	role	H	O
372	num	dix	ten	H	O
373	n (m)	produit	product	H	O
374	adj	américain	American (m)	H	O
375	n (f)	minute	minute	H	O
380	adj	prochain	next (m)	H	O
382	v	écrire	(to) write   writing	H	R
383	n (f)	position	position	H	O
384	n (m)	développement	development	H	O
385	v	défendre	(to) defend, stand up for, forbid   defending, standing up for, forbidding	H	O
386	n (m)	chef	boss, cook (m)	H	O
	n (f)	cheffe	boss, cook (f)	H	O
387	n (f)	économie	economy	H	O
388	n (m)	effort	effort	H	O
389	prep	parmi	among	H	O
390	n (m)	membre	member	H	O
392	adj	ancien	former, ancient (m)	H	O
393	adj	beau/bel	beautiful (m)	H	O
	adj	belle	beautiful (f)	H	O
	adj	beaux	beautiful (mpl, mixed gender pl)	H	O
394	adj	plein	full (m)	H	O
396	v	éviter (de + infinitive)	(to) avoid (+ verb)   avoiding (+ verb)	H	O
397	n (m)	soir	evening	H	O
399	n (m)	titre	title	H	O
401	n (m)	objet	object, subject line	H	O
402	adj	unique	unique (m, f)	H	O
403	v	souhaiter	(to) wish   wishing	H	O
406	prep	malgré	despite, in spite of	H	O
409	v	réaliser	(to) realise, achieve   realising, achieving	H	O
410	adv	parfois	sometimes	H	O
412	adj	sérieux	conscientious, responsible (m)	H	R
413	v	aider (... à + infinitive)	(to) help (someone + verb)   helping (someone + verb)	H	O
414	n (f)	voix	voice	H	O
415	v	terminer (de + infinitive)	(to) finish (+ verb), end   finishing (+ verb), ending	H	O
417	v	espérer	(to) hope (for)   hoping (for)	H	O
418	n (f)	main	hand	H	O
420	v	arrêter (de + infinitive)	(to) stop (+ verb)   stopping (+ verb)	H	O
421	n (m)	retour	return	H	O
422	adj	prêt	ready (m)	H	O
423	n (f)	occasion	chance, opportunity	H	O
425	v	regarder	(to) watch, look at   watching, looking at	H	O
426	n (f)	plupart (de)	most, the majority (of)	H	O
428	n (m)	résultat	result, follow-up	H	O
429	v	écouter	(to) listen to   listening to	H	O
430	n (f)	terre	earth, world, soil, land	H	O
435	n (f)	confiance	confidence, trust	H	O
436	n (m)	choix	choice	H	O
438	n (f)	chance	luck	H	R
439	adv	notamment	notably	H	O
440	n (m)	type	type, guy	H	O
441	n (m)	but	goal, aim, objective, purpose	H	O
442	n (m)	matin	morning	H	O
443	adj	grave	serious, grave (m, f)	H	O
445	n (m)	Européen	European	H	R
446	n (f)	étude	study	H	O
448	v	remplacer (par + noun)	(to) replace (with + noun)   replacing (with + noun)	H	O
450	num	six	six	H	O
451	adj	nécessaire	necessary, required (m, f)	H	O
452	n (f)	activité	activity	H	O
455	adj	entier	whole, full (m)	H	O
456	n (f)	réponse	reply, response, answer	H	O
457	n (f)	aide	help	H	O
458	adj	principal	main (m)	H	O
460	adv	pourtant	yet, nonetheless, nevertheless	H	O
465	n (f)	époque	era, period, time	H	O
466	v	exprimer	(to) express   expressing	H	O
467	n (m)	ami	friend (m)	H	O
470	n (f)	moitié	half	H	O

471	n (m)	avenir	future	H	O
472	n (m)	argent	money	H	R
474	n (m)	œil	eye	H	O
	n (mpl)	yeux	eyes	H	O
475	n (f)	eau	water	H	O
476	prep	sauf	except	H	O
477	n (f)	école	school	H	O
478	n (f)	sécurité	security, safety	H	R
479	n (m)	milieu	middle	H	O
480	n (f)	lettre	letter	H	O
481	adv	presque	almost, nearly	H	O
482	n (f)	attention*	attention	H	O
	intj	attention !**	watch out!	H	R
484	n (m)	futur	future	H	O
487	v	conduire	(to) drive   driving	H	O
488	n (f)	règle	rule, ruler	H	O
489	n (f)	poste	post office	H	O
490	n (f)	demande	request, demand	H	O
491	n (m)	centre	centre	H	O
493	v	disparaître	(to) disappear   disappearing	H	O
496	n (m)	accord	agreement	H	O
499	v	obliger	(to) require, force, oblige   requiring, forcing, obliging	H	O
501	n (m)	passé	past	H	O
502	n (m)	âge	age	H	O
503	v	déclarer	(to) announce, report   announcing, reporting	H	O
504	v	oublier (de + infinitive)	(to) forget (+ verb)   forgetting (+ verb)	H	O
506	n (f)	troisième	year 10	H	O
507	v	quitter; se quitter	(to) leave somewhere, take off   leaving somewhere, taking off; (to) leave each other   leaving each other	H	R
509	n (f)	population	population	H	O
510	pron	(à) toi	(to) you (sing informal) (emph)	H	R
511	adj	responsable	responsible (m, f)	H	O
512	n (f)	route	road	H	O
513	adv	tôt	early	H	O
514	v	lancer	(to) throw, launch   throwing, launching	H	O
515	n (f)	limite	limit	H	O
517	n (m)	emploi	job	H	O
518	n (m)	objectif	objective, aim, goal	H	O
520	n (m)	journal	newspaper	H	O
	n (mpl)	journaux	newspapers	H	O
521	v	annoncer	(to) announce, make public   announcing, making public	H	O
522	pron	lui-même	himself	H	O
523	n (m) (f)	tour	turn, tour, tower	H	O
524	prep	voilà	right, there, here	H	O
525	n (f)	volonté	will	H	O
526	v	envoyer	(to) send   sending	H	R
527	v	partager	(to) share   sharing	H	O
528	conj	puisque	as, because	H	O
530	n (m)	changement	change	H	O
531	v	garder	(to) keep, take care of, look after   keeping, taking care of, looking after	H	O
532	n (f)	réalité	reality	H	O
533	v	interdire (à ...)	(to) forbid, ban (from someone)   forbidding, banning (from someone)	H	O
534	v	finir (de + infinitive)	(to) end, finish   ending, finishing; (to) finish (+ verb)   finishing (+ verb)	H	R
535	v	placer; se placer	(to) put, place   putting, placing; (to) position yourself   positioning yourself	H	O
536	v	sentir; se sentir	(to) smell   smelling; (to) feel   feeling	H	O
537	v	payer	(to) pay (for)   paying (for)	H	O
538	n (m)	esprit	mind, spirit	H	O
540	v	diriger; se diriger	(to) direct, guide   directing, guiding; (to) make one's way   making one's way	H	O
541	v	noter	(to) mark, write down, notice   marking, writing down, noticing	H	O
542	n (f)	nature	nature	H	O
543	n (m)	régime	diet	H	O
545	adj	court*	short (m)	H	O
546	n (m)	parent	parent	H	O
547	v	tomber	(to) fall   falling	H	O
548	n (m)	départ	departure	H	O
549	adj	mondial	worldwide, global (m)	H	O
552	n (fpl)	paroles	lyrics	H	O
554	adj	publique	public (f)	H	O
555	adj	faux	false (m)	H	O
	adj	fausse	false (f)	H	O
556	n (m)	genre	type, kind, sort	H	O
558	n (f)	communauté	community	H	O
559	v	intéresser + s/o inversion; s'intéresser (à + noun)	(to) find interesting   finding interesting; (to) be interested (in + noun)   being interested (in + noun)	H	O
560	adv	c'est-à-dire	in other words, that is to say	H	O
561	n (m)	corps	body	H	O
562	n (f)	matière	subject	H	O
564	n (f)	difficulté	difficulty	H	O
567	n (m)	appel	call	H	O
568	n (m)	cœur	heart	H	R
569	n (m)	père	father	H	O
570	n (f)	organisation	organisation	H	O
572	adj	noir	black (m)	H	O
573	n (m)	événement	event	H	O
577	n (m)	conseil	advice, counsel, council	H	O
578	v	soutenir	(to) support   supporting	H	O
579	n (f)	paix	peace	H	O

580	n (f)	nuit	night	H	O
581	adv	partout	everywhere	H	O
582	n (f)	direction	direction, management	H	O
583	v	manquer; manquer à + s/o inversion	(to) fail to catch, be missing, miss   failing to catch, being missing, missing; (to) miss   missing	H	O
584	adj	actuel	current (m)	H	R
586	v	signifier	(to) mean   meaning	H	O
587	n (f)	journée	day	H	O
590	v	indiquer	(to) indicate, show   indicating, showing	H	O
591	v	tu	(to) kill   killing	H	R
592	adj	technique	technical (m, f)	H	O
593	adv	rapidement	quickly, rapidly	H	O
594	adv	autour	around	H	O
595	v	réduire	(to) reduce   reducing	H	O
597	v	préférer	(to) prefer   preferring	H	O
	adj	préféré	favourite (m)	H	O
598	n (f)	rue	street	H	R
599	adj	riche	rich (m, f)	H	O
602	n (f)	violence	violence	H	O
603	n (m)	siècle	century	H	O
604	n (m)	article	article, item	H	O
605	v	durer	(to) last   lasting	H	O
606	n (f)	qualité	quality	H	O
607	adj	gauche	left (m, f)	H	R
608	n (f)	solution	solution	H	O
609	n (f)	voie	street, route, way	H	O
610	adj	capable	able, capable (m, f)	H	O
611	adj	canadien	Canadian (m)	H	O
612	n (f)	erreur	mistake, error	H	O
613	v	livrer	(to) deliver   delivering	H	O
615	adv	simplement	simply	H	O
616	v	se souvenir (de + noun)	(to) remember (+ noun)   remembering (+ noun)	H	O
617	n (f)	conséquence	consequence	H	O
619	n (f)	contraire	opposite, contrary	H	O
620	n (m)	succès	success	H	O
622	adj	local	local (m)	H	O
623	n (m)	été	summer	H	O
624	v	inviter	(to) invite   inviting	H	O
626	n (m)	pied	foot	H	O
628	n (m)	débat	debate	H	O
629	n (f)	fille	girl, daughter	H	R
630	v	répéter	(to) repeat   repeating	H	O
631	n (m)	texte	text	H	O
632	v	profiter de + noun	(to) make the most of + noun, enjoy + noun   making the most of + noun, enjoying + noun	H	O
633	n (f)	chambre	bedroom	H	O
636	v	acheter	(to) buy   buying	H	O
638	n (f)	production	production	H	O
640	n (m)	directeur	head teacher, manager (m)	H	R
641	n (f)	santé	health	H	O
642	v	souffrir	(to) suffer   suffering	H	O
643	adj	précis	precise, accurate (m)	H	O
645	n (f)	mère	mother	H	O
647	n (m)	risque	risk	H	O
648	n (m)	arme	weapon, arms	H	O
650	n (m)	endroit	place, spot	H	O
652	adj	impossible	impossible (m, f)	H	O
655	v	amener	(to) bring (someone)   bringing (someone)	H	O
659	n (f)	image	picture, image	H	O
660	n (f)	date	date	H	O
662	n (m)	contrôle	test, check, inspection	H	O
663	adj	énorme	enormous (m, f)	H	O
665	adj	réel	real (m, f)	H	O
666	n (f)	campagne	countryside	H	O
667	v	(aux) né	was born   (have, has) been born	H	O
669	v	tourner	(to) turn, go round   turning, going round	H	O
670	v	participer à + noun	(to) take part in + noun, participate in + noun   taking part in + noun, participating in + noun	H	O
671	adj	vieux/vieil	old (m)	H	O
	adj	vieille	old (f)	H	O
672	adj	rapide	fast, quick (m, f)	H	O
673	v	respecter	(to) respect   respecting	H	O
675	adj	essentiel	essential (m)	H	O
678	adv	environ	about, thereabouts, or so	H	O
679	n (f)	expérience	experience	H	O
680	v	admettre	(to) admit, confess   admitting, confessing	H	O
681	v	découvrir	(to) discover   discovering	H	O
683	v	assister; assister à + noun	(to) assist   assisting; (to) attend + noun   attending + noun	H	O
691	adj	frais	fresh (m)	H	O
	adj	fraîche	fresh (f)	H	O
692	n (f)	industrie	industry	H	O
694	n (f)	responsabilité	responsibility	H	O
695	v	réserver	(to) reserve, book, keep   reserving, booking, keeping	H	O
696	n (f)	porte	door	H	R
697	n (f)	victime	victim	H	O
699	adj	pauvre	poor (m, f)	H	O
700	n (m)	taux	rate	H	O
701	v	organiser; s'organiser	(to) organise   organising; (to) get organised   getting organised	H	O
704	num	cent	one hundred	H	O
706	v	prononcer	(to) pronounce   pronouncing	H	O

708	adj	blanc	white (m)	H	O
	adj	blanche	white (f)	H	O
709	n (f)	origine	origin, source	H	O
710	v	vendre	(to) sell   selling	H	O
711	adv	vite	quickly, fast	H	R
712	n (f)	langue	language, tongue	H	O
713	adj	dangereux	dangerous (m)	H	R
715	n (f)	importance	importance	H	O
717	n (m)	espoir	hope	H	R
720	n (f)	énergie	energy	H	O
721	n (m)	réseau	network	H	O
722	v	mourir	(to) die   dying	H	O
	v	(aux) mort	died   (have, has) died	H	O
723	adj	faible	weak (m, f)	H	O
724	v	employer	(to) use, employ   using, employing	H	O
725	n (f)	possibilité	possibility	H	O
726	adj	spécial	special (m)	H	O
727	v	accompagner	(to) accompany   accompanying	H	O
728	adv	actuellement	at present, at the moment	H	O
732	pron	ceci	this	H	O
735	n (m)	fils	son	H	O
736	intj	d'accord	okay, alright	H	O
737	v	discuter (de + noun)	(to) discuss, talk about (+ noun)   discussing, talking about (+ noun)	H	O
738	n (f)	différence	difference	H	O
739	v	protéger	(to) protect   protecting	H	O
740	v	abandonner	(to) give up, abandon   giving up, abandoning	H	O
741	n (m)	avis	opinion, mind	H	O
742	v	battre; se battre	(to) beat, hit   beating, hitting; (to) fight, fighting	H	O
743	adj	pire*(s)	worse, worst (m, f) (pl)	H	R
	adv	pire**	worse, less well	H	O
	adj	le pire*/la pire/les pires	the worst (m/f/pl)	H	R
	adv	le pire**	the worst, the least well	H	O
749	n (m)	chiffre	figure, number	H	O
751	v	remplir	(to) fill (up), (in)   filling (up), (in)	H	O
752	adj	divers	varied, diverse (m)	H	O
754	v	frapper	(to) hit, knock   hitting, knocking	H	O
755	n (f)	peur	fear	H	R
756	n (m)	parlement	parliament	H	O
757	v	fermer	(to) close, shut   closing, shutting	H	O
759	n (f)	lutte	struggle, fight, conflict	H	O
760	adj	naturel	natural (m)	H	O
761	n (m)	air	air, appearance	H	O
762	n (m, f)	auteur	author	H	O
764	adj	heureux	happy (m)	H	O
765	n (f)	crise	crisis	H	O
766	n (m)	numéro	number	H	O
769	n (m)	instant	instant, moment	H	O
772	pron	quelqu'un	somebody, someone	H	O
774	n (f)	banque	bank	H	O
776	v	reposer; se reposer	(to) put down   putting down; (to) rest   resting	H	O
777	n (f)	opinion	opinion	H	O
778	n (f)	classe	class	H	O
779	adv	particulièrement	particularly	H	O
780	adj	commun	common (m, f)	H	O
782	n (f)	intention	intention	H	O
784	adj	anglais	English (m)	H	R
785	n (m)	échange	exchange	H	O
786	n (m)	feu	fire	H	O
787	num/adj	neuf; neuf	nine; (brand) new (m)	H	O
791	v	dépendre de	(to) depend on + noun, depending on + noun	H	O
792	n (m)	message	message	H	O
793	v	construire	(to) build, construct   building, constructing	H	O
794	n (f)	scène	stage, scene	H	O
796	adj	secret	secret (m)	H	O
	adj	secrète	secret (f)	H	O
797	n (m)	plaisir	pleasure	H	O
800	pron	combien ?	how many?, how much?	H	R
801	adj	nul	rubbish (m)	H	O
	adj	nulle	rubbish (f)	H	O
802	n (f)	absence	absence	H	O
803	adj	cher	expensive; dear (m)	H	O
805	prep	derrière	behind	H	O
806	n (f)	connaissance	knowledge, acquaintance	H	O
807	adv	immédiatement	immediately	H	O
808	n (f)	entrée	entrance, starter	H	O
811	v	couper	(to) cut   cutting	H	O
812	n (f)	salle	room	H	O
813	n (f)	pièce	piece, room, play	H	O
814	n (f)	équipe	team	H	O
815	v	situer; se situer	(to) place, put, situate   placing, putting, situating; (to) be situated, take place   being situated, taking place	H	O
816	v	souligner	(to) underline, stress   underlining, stressing	H	O
818	n (m)	respect	respect	H	O
819	n (m)	crime	crime	H	O
822	adj	facile	easy (m, f)	H	O
823	v	augmenter; s'augmenter	(to) increase, raise   increasing, raising; (to) grow, expand   growing, expanding	H	O
826	n (m)	octobre	October	H	O

827	n (m, f)	médecin	doctor (m, f)	H	O
829	n (f)	police	police	H	O
830	n (m)	coût	cost	H	O
831	n (f)	formation	training	H	O
833	adj	normal	normal (m)	H	R
834	n (f)	attitude	attitude	H	O
835	n (f)	faute	mistake, error, fault	H	O
836	n (f)	série	series	H	O
837	v	lever; se lever	(to) lift, raise   lifting, raising; (to) get up, stand up, rise (sun)   getting up, standing up, rising (sun)	H	O
838	prep	proche	nearby, close	H	O
839	adj	direct	direct (m)	H	O
840	v	imaginer	(to) invent, imagine   inventing, imagining	H	O
842	adj	pratique	practical (m, f)	H	O
844	adj	allemand	German (m)	H	O
847	n (m)	champ	field, realm	H	O
848	n (m)	film	film	H	O
852	n (f)	ressource	resource	H	O
853	v	monter; monter (à + noun)	(to) go up   going up; (to) climb (up + noun)   climbing (up + noun)	H	O
854	v	promettre (à ...) (de + infinitive)	(to) promise (someone) (+ verb)   promising (someone) (+ verb)	H	O
856	v	concentrer	(to) concentrate   concentrating	H	O
857	adv	exactement	exactly	H	O
859	n (m)	chemin	way, path	H	O
861	n (f)	province	province	H	O
862	n (f)	élection	election	H	O
864	n (m)	conflit	conflict	H	O
866	n (f)	enquête	survey, investigation	H	O
867	n (m)	terrain	ground, terrain	H	O
868	n (m)	mars	March	H	O
869	adv	tellement	so much	H	O
870	n (m)	espace	space	H	O
871	adv	demain; à demain !	tomorrow; see you tomorrow!	H	R
872	adv	hier	yesterday	H	O
874	v	remarquer	(to) remark, notice   remarking, noticing	H	O
877	num	huit	eight	H	O
880	n (m)	lien	link, bond	H	O
881	n (f)	voiture	car	H	O
882	n (f)	discussion	discussion	H	O
886	n (m)	sentiment	feeling	H	O
887	n (f)	tâche	task, chore	H	O
888	adv	directement	directly	H	O
889	intj	ehu	er, um, uh	H	O
890	v	raconter	(to) tell, narrate   telling, narrating	H	O
891	n (m)	décembre	December	H	O
892	v	développer	(to) develop   developing	H	O
896	n (m)	fruit	fruit	H	O
897	v/adj	(aux) ouvert; ouvert	opened; open, unlocked (m)	H	O
900	n (m)	avantage	advantage	H	O
902	adj	historique	historic (m, f)	H	O
904	n (m)	voyage	trip, journey	H	O
905	num	sept	seven	H	O
907	n (f)	vérité	truth	H	O
908	adj	commercial	commercial, shopping (m)	H	O
909	n (f)	critique	criticism, critic	H	O
913	n (f)	culture	culture	H	O
914	v	cacher	(to) hide   hiding	H	O
915	v	prêter	(to) lend   lending	H	O
916	v	définir	(to) define, defining	H	O
917	n (m)	client	customer, client	H	O
919	n (m)	progrès	progress	H	O
920	n (m, f)	secrétaire	secretary	H	O
921	n (f)	mer	sea	H	O
924	n (f)	liste	list	H	O
925	v	rentrer	(to) go in, come in, come back (in), go back (in)   going in, coming in, coming back (in), going back (in)	H	O
926	n (f)	mémoire	memory	H	O
928	v	détruire	(to) destroy   destroying	H	O
930	n (f)	nécessité	necessity, need	H	O
931	n (m)	juin	June	H	O
932	n (m)	danger	danger	H	O
934	n (m)	commerce	trade, commerce	H	O
935	n (m)	transport	transportation	H	O
936	n (f)	attente	wait	H	O
939	n (m)	janvier	January	H	O
943	n (m)	mai	May	H	O
944	n (m)	septembre	September	H	O
945	n (m)	environnement	environment	H	O
946	v	séparer; se séparer	(to) separate   separating; (to) break up   breaking up	H	O
949	adj	positif	positive (m)	H	R
950	n (m, f)	scientifique	scientist	H	O
951	n (m)	papier	paper	H	O
953	n (f)	protection	protection	H	O
954	adj	indépendant	independent (m)	H	O
955	n (f)	carte	menu, map, card	H	O
956	n (f)	association	association	H	O
959	v	commander; commander à ... de + infinitive	(to) order   ordering; (to) tell someone + verb   telling someone + verb	H	O
960	v	étudier	(to) study   studying	H	O

965	adj	complet	full, complete (m)	H	O
967	adj	complète	full, complete (f)	H	O
968	n (m)	amour	love	H	O
969	v	manifester	(to) protest, demonstrate   protesting, demonstrating	H	O
970	v	menacer (de + infinitive)	(to) threaten (+ verb)   threatening (+ verb)	H	O
971	v	conseiller (à ... de + infinitive)	(to) advise, recommend (to someone + verb)   advising, recommending (to someone + verb)	H	O
972	n (f)	réunion	meeting	H	O
973	n (f)	maladie	illness	H	O
974	n (f)	construction	construction, building	H	O
975	n (m)	voisin	neighbour	H	O
976	n (m)	novembre	November	H	O
977	v	coûter	(to) cost   costing	H	O
978	n (f)	presse	press	H	O
979	adj	rouge	red (m, f)	H	O
980	n (f)	majorité	majority	H	O
981	n (m)	bord	edge, side	H	O
982	adj	central	central (m)	H	O
983	n (f)	éducation	education	H	O
984	adj	officiel	official (m)	H	O
985	n (m)	document	document	H	O
986	v	retourner	(to) return, go back, turn over, turn around   returning, going back, turning over, turning around	H	O
1000	adj	professionnel	professional (m)	H	O
1002	n (m)	animal	animal, pet	H	R
1003	n (mpl)	animaux	animals, pets	H	O
1004	adj	utile	useful (m, f)	H	O
1004	v	inscrire: s'inscrire à + noun	(to) write down   writing down; (to) join + noun, enrol in + noun   joining + noun, enrolling in + noun	H	O
1005	n (f)	concurrence	competition	H	O
1008	num	mille	thousand	H	O
1009	adv	absolument	absolutely	H	O
1013	adv	complètement	completely	H	O
1015	n (m)	salaire	salary, wage	H	O
1016	n (f)	lecture	reading	H	O
1017	v	contribuer	(to) contribute   contributing	H	O
1018	v	attaquer	(to) attack   attacking	H	O
1019	n (f)	table	table	H	O
1022	n (m)	avril	April	H	O
1023	adv	autrement	differently, another way	H	O
1024	n (f)	ferme	farm, firm	H	O
1026	adj	lourd	heavy (m)	H	O
1028	n (f)	république	republic	H	O
1029	adj	dur*	hard (m)	H	O
1029	adv	dur**	hard	H	O
1030	n (f)	application/appli	application/app	H	O
1031	v	lutter	(to) fight, struggle   fighting, struggling	H	O
1033	v	contenir	(to) contain, include   containing, including	H	O
1036	n (f)	communication	communication	H	O
1038	n (m)	manque	lack	H	O
1039	n (m)	échec	failure	H	O
1040	v	traverser	(to) cross   crossing	H	O
1041	v	transformer (en + noun)	(to) transform (into + noun)   transforming (into + noun)	H	O
1043	n (m)	frère	brother	H	O
1044	n (m)	mardi; à mardi !	Tuesday; see you on Tuesday!	H	O
1046	n (m)	vote	vote	H	O
1047	v	renvoyer	(to) send back, resend   sending back, resending	H	O
1048	v	regretter	(to) be sorry, regret   being sorry, regretting	H	O
1049	n (f)	espèce	species	H	O
1052	v	réagir	(to) react   reacting	H	O
1053	v	surprendre	(to) surprise   surprising	H	O
1056	v	améliorer	(to) improve   improving	H	O
1058	v	réfléchir (à + noun)	(to) reflect (on), think (about)   reflecting (on), thinking (about)	H	O
1059	n (f)	lumière	light	H	O
1060	adj	vert	green (m)	H	O
1061	v	apprécier	(to) appreciate, like   appreciating, liking	H	O
1063	adj	sensible	sensitive (m, f)	H	O
1064	n (m)	étudiant	student	H	O
1065	n (f)	vitesse	speed	H	O
1066	adj	malade	ill (m, f)	H	O
1068	n (m, f)	élève	pupil, student (m, f)	H	R
1069	v	contrôler	(to) check, inspect, control   checking, inspecting, controlling	H	O
1070	intj	merci	thank you	H	O
1071	adv	certainement	certainly	H	O
1072	n (f)	visite	visit, tour	H	O
1074	n (f)	émission	TV programme	H	O
1075	n (f)	arrivée	arrival	H	O
1076	n (f)	puissance	power	H	O
1077	n (m, f)	partenaire	partner	H	O
1079	n (f)	perte	loss	H	O
1080	adj	libéral	liberal (m)	H	O
1081	n (m)	citoyen	citizen	H	O
1083	n (f)	influence	influence	H	O
1085	n (m)	établissement	establishment, organisation	H	O
1086	n (m)	vendredi; à vendredi !	Friday; see you on Friday!	H	O
1089	v	causer	(to) cause   causing	H	O
1090	n (m)	nord	north	H	O
1091	n (m)	lundi; à lundi !	Monday; see you on Monday!	H	O

1096	n (f)	vente	sale	H	O
1098	n (m)	soldat	soldier	H	O
1099	n (m, f)	collègue	colleague	H	O
1103	prep	voici	here is	H	O
1108	v	examiner	(to) examine   examining	H	O
1109	n (m)	soin	care	H	O
1111	n (m)	traitement	treatment	H	O
1112	n (m)	jeudi; à jeudi !	Thursday; see you on Thursday!	H	O
1114	n (f)	science	science	H	O
1115	n (m)	individu	individual	H	O
1117	adj	demi	half	H	O
1122	v	mérriter (de + infinitive); se mérriter	(to) deserve (+ verb)   deserving (+ verb); (to) have earned   having earned	H	O
1123	v	emprunter (à ...)	(to) borrow (from someone)   borrowing (from someone)	H	O
1125	v	traduire	(to) translate   translating	H	R
1126	n (m)	sang	blood	H	O
1127	n (m)	millier	thousand	H	O
1128	v	emporter	(to) take with, take away   taking with, taking away	H	O
1130	adj	nucléaire	nuclear (m, f)	H	O
1131	adj	industriel	industrial (m)	H	O
1132	adj	vif	lively (m)	H	O
1133	adj	exact	exact, correct (m)	H	O
1136	n (m)	février	February	H	O
1137	n (f)	mode	way, fashion	H	O
1139	n (f)	musique	music	H	O
1145	n (f)	étape	stage, step	H	O
1146	n (f)	physique	physics	H	O
1148	adv	parfaitement	perfectly	H	O
1150	n (m)	professeur/prof	teacher (m)	H	O
1152	v	distribuer	(to) hand out, give out   handing out, giving out	H	O
1155	adj	global	global (m)	H	O
1156	intj	dommage !	what a shame!	H	O
1161	n (f)	note	mark, grade	H	O
1166	n (m)	règlement	rule, regulation	H	O
1167	n (m)	couple	couple	H	O
1168	n (m)	mercredi; à mercredi !	Wednesday; see you on Wednesday!	H	O
1169	adj	régional	regional (m)	H	O
1174	n (f)	sortie	exit	H	O
1176	v	décrire	(to) describe   describing	H	R
1178	adj	récent	recent (m)	H	R
1179	n (f)	télévision/télé	television/TV	H	O
1181	n (m)	art	art	H	O
1182	n (f)	frontière	border	H	O
1183	adj	égal	equal (m)	H	O
1184	n (f)	promesse	promise	H	O
1186	v	habiter	(to) live (somewhere)   living (somewhere)	H	O
1187	n (m)	quartier	district, quarter	H	O
1188	n (m)	avocat	lawyer (m)	H	O
1191	adj	vivant	alive, living (m)	H	O
1192	n (f)	université	university	H	O
1193	v	rire	(to) laugh   laughing	H	R
	v	ris   ris !	(I) laugh   (I) am laughing   (I) have been laughing   (you (sing informal)) laugh   (you (sing informal)) are laughing   (you (sing informal)) have been laughing   laugh! (sing informal)	H	R
	v	rit	(she, he, it, one) laughs   (she, he, it, one) is laughing   (she, he, it, one) has been laughing   (we (informal, impersonal)) laugh   (we (informal, impersonal)) are laughing   (we (informal, impersonal)) have been laughing	H	R
1194	v	(aux) ri	laughed   (have, has) laughed	H	R
1198	adv	facilement	easily	H	O
1199	n (m)	soutien	support	H	O
1200	n (f)	urgence	emergency	H	O
1202	v	clé	key	H	O
1203	adj	jetter	(to) throw   throwing	H	R
1205	adj	religieux	religious (m)	H	O
1207	adj	disponible	available (m, f)	H	O
1208	v	prévenir	(to) let know, warn   letting know, warning	H	O
1208	adv	bientôt; à bientôt !	soon; see you soon!	H	R
1210	n (m)	mariage	marriage, wedding	H	O
1211	n (f)	couleur	colour	H	O
1213	v	sauver; se sauver	(to) rescue, save   rescuing, saving; (to) escape, get away   escaping, getting away	H	O
1216	adj	bleu	blue (m)	H	O
1217	adv	dehors	outside	H	O
1218	v	remercier	(to) thank   thanking	H	O
1219	adj	actif	active, energetic (m)	H	O
1221	n (f)	habitude	habit	H	O
1222	adv	récemment	recently	H	O
1225	adj	excellent	excellent (m)	H	O
1226	adj	moral	moral (m)	H	O
1227	n (m)	accident	accident	H	O
1229	adj	puissant	powerful (m)	H	O
1231	v	fabriquer	(to) manufacture, produce, make   manufacturing, producing, making	H	O
1233	adj	rare	rare (m, f)	H	O
1234	adj	extraordinaire	extraordinary (m, f)	H	O
1235	n (m)	dimanche; à dimanche !	Sunday; see you on Sunday!	H	O
1238	v	enregistrer	(to) record, save   recording, saving	H	O
1239	adj	moderne	modern (m, f)	H	O
1240	n (m)	parc	park	H	O
1241	n (m)	impôt	tax	H	O

1242	n (m)	sud	south	H	O
1243	adj	efficace	efficient, effective (m, f)	H	O
1244	adj	intéressant	interesting (m)	H	O
1245	n (f)	île	island	H	O
1246	n (f)	cité	council estate	H	O
1247	n (f)	carrière	career	H	O
1248	v	voter	(to) vote   voting	H	O
1250	n (f)	libération	liberation	H	O
1251	v	nourrir	(to) feed   feeding	H	O
1253	n (m)	bras	arm	H	O
1256	v	rechercher	(to) look for, collect   looking for, collecting	H	O
1258	n (m)	lendemain	next day	H	O
1262	n (m)	roman	novel	H	O
1264	n (m)	facteur	postman	H	O
1265	n (m)	policier	policeman	H	O
	n (f)	policière	policewoman	H	O
1266	n (f)	échelle	ladder, scale	H	O
1268	v	pratiquer	(to) do, play, practise (a language)   doing, playing, practising (a language)	H	O
1269	n (f)	pensée	thought	H	O
1270	adj	extrême	extreme	H	O
1272	v	bénéficier de + noun	(to) get, receive, benefit from + noun   getting, receiving, benefitting from + noun	H	O
1273	num	vingt	twenty	H	O
1278	n (m)	retard	delay	H	O
1279	n (f)	démocratie	democracy	H	O
1281	n (m)	silence	silence	H	O
1287	n (m)	bateau	boat, ship	H	O
1288	n (m)	printemps	spring	H	O
1289	n (f)	course	race, shopping	H	O
	n (fpl)	courses	food shopping	H	O
1290	n (m)	exercice	written exercise, physical exercise	H	O
1292	n (m)	visage	face	H	O
1293	n (f)	droite	right	H	O
1295	n (m)	village	village	H	O
1296	adj	britannique	British (m, f)	H	O
1300	n (f)	leçon	lesson	H	O
1302	v	décevoir	(to) disappoint   disappointing	H	O
	v	déçois   déçois !	(I) disappoint   (I) am disappointing   (I) have been disappointing   (you (sing informal)) disappoint   (you (sing informal)) are disappointing   (you (sing informal)) have been disappointing   disappoint! (sing informal)	H	O
	v	déçoit	(she, he, it, one) disappoints   (she, he, it, one) is disappointing   (she, he, it, one) has been disappointing   (we (informal, impersonal)) disappoint   (we (informal, impersonal)) are disappointing   (we (informal, impersonal)) have been disappointing	H	O
1303	v	(aux) déçu	disappointed   (have, has) disappointed	H	O
	n (f)	bataille	battle	H	O
1305	n (f)	naissance	birth	H	O
1307	adj	froid	cold (m)	H	O
1308	n (m)	hôpital	hospital	H	O
	n (mpl)	hôpitaux	hospitals	H	O
1310	adj	terrible	terrible, dreadful (m)	H	O
1313	n (m)	rêve	dream	H	O
1314	v	inspirer; s'inspirer de + noun	(to) inspire   inspiring; (to) be inspired by + noun   being inspired by + noun	H	O
1316	adv	entièrement	entirely, completely	H	O
1317	n (m)	chapitre	chapter	H	O
1318	adj	quotidien	daily (m)	H	O
1324	n (m)	après-midi	afternoon	H	O
1326	n (m)	juillet	July	H	O
1327	adj	ordinaire	ordinary (m, f)	H	O
1328	n (m)	candidat	candidate	H	O
1331	adj	fier	proud (m)	H	O
1333	n (m)	habitant	resident (m)	H	O
1335	n (m)	mur	wall	H	O
1337	n (m, f)	journaliste	journalist	H	O
1338	v	manger	(to) eat   eating	H	R
1340	adv	évidemment	obviously	H	O
1341	adj	travailleur	hard-working (m)	H	O
	adj	travailleuse	hard-working (f)	H	O
1344	n (f)	marque	brand, mark	H	O
1345	n (f)	utilisation	use	H	O
1349	adj	populaire	popular (m, f)	H	O
1351	n (f)	participation	participation	H	R
1352	n (f)	évolution	evolution	H	O
1354	v	gérer	(to) manage, handle, deal with   managing, handling, dealing with	H	O
1355	n (m)	samedi; à samedi !	Saturday; see you on Saturday!	H	O
1357	adj	fou	crazy (m)	H	O
	adj	folle	crazy (f)	H	O
1360	v	asseoir; s'asseoir	(to) sit   sitting; (to) sit down   sitting down	H	O
	v	assieds/assois   assieds !/assois !;	(I) sit   (I) am sitting   (I) have been sitting   (you (sing informal)) sit   (you (sing informal)) are sitting   (you (sing informal)) have been sitting   sit! (sing informal); (I) sit down   (I) am sitting down   (I) have been sitting down   (you (sing informal)) sit down   (you (sing informal)) are sitting down   (you (sing informal)) have been sitting down   sit down! (sing informal)	H	O
	v	m'assieds/m'assois   t'assieds/t'assois   t'assieds !/t'assois !			
	v	assied/assoit; s'assied/s'assoit	(she, he, it, one) sits   (she, he, it, one) is sitting   (she, he, it, one) has been sitting   (we (informal, impersonal)) sit   (we (informal, impersonal)) are sitting   (we (informal, impersonal)) have been sitting; (she, he, it, one) sits down   (she, he, it, one) is sitting down   (she, he, it, one) has been sitting down   (we (informal, impersonal)) sit down   (we (informal, impersonal)) are sitting down   (we (informal, impersonal)) have been sitting down	H	O
	v	(aux) assis   s'(aux) assis	sat   (have, has) sat; sat down   (have, has) sat down	H	O

1364	n (m)	roi	king	H	O
1366	n (m)	téléphone	telephone	H	O
1368	n (f)	foi	faith	H	O
1371	n (f)	tradition	tradition	H	O
1373	n (f)	victoire	victory	H	O
1374	n (m)	arrêt	stop	H	O
1375	n (m)	concours	entrance exam, competition	H	O
1378	v	visiter	(to) visit   visiting	H	O
1379	pron	elle-même	herself	H	O
1380	adj	démocratique	democratic (m, f)	H	O
1382	adv	largement	widely	H	O
1384	v	désirer	(to) want, desire   wanting, desiring	H	O
1385	n (f)	côte	coast	H	O
1386	n (f)	génération	generation	H	O
1387	n (m)	vent	wind	H	O
1388	n (f)	technologie	technology	H	O
1389	v	inquiéter; s'inquiéter (de + noun)	(to) bother, disturb   bothering, disturbing; (to) be worried (about + noun)   being worried (about + noun)	H	O
1392	adj	inquiet	worried, anxious (m)	H	O
	adj	inquiète	worried, anxious (f)	H	O
1398	v	ressembler à + noun; se ressembler	(to) look like + noun   looking like + noun; (to) look alike   looking alike	H	O
1399	n (f)	station	station	H	O
1400	v	supporter	(to) tolerate, bear, put up with   tolerating, bearing, putting up with	H	O
1406	n (m, f)	propriétaire	owner	H	O
1409	n (m)	avion	aeroplane	H	O
1412	n (f)	photo	photo	H	R
1417	n (f)	centaine	hundred	H	O
1418	n (f)	explication	explanation	H	O
1420	n (m)	appareil	apparatus, device	H	O
1425	n (m)	bois*	wood	H	O
1429	adj	idéal	ideal (m)	H	O
1430	n (m)	chômage	unemployment	H	O
1431	n (m)	courage	courage	H	O
1433	n (m)	entretien	interview, maintenance	H	O
1434	v	encourager (à + infinitive)	(to) encourage (+ verb)   encouraging (+ verb)	H	O
1435	n (m)	kilomètre	kilometre	H	O
1437	n (f)	identité	identity	H	O
1441	n (m)	contexte	context	H	O
1445	n (m)	août	August	H	O
1447	v	courir	(to) run   running	H	R
	v	cours**   cours !**	(I) run   (I) am running   (I) have been running   (you (sing informal)) run   (you (sing informal)) are running   (you (sing informal)) have been running   run! (sing informal)	H	R
	v	court**	(she, he, it, one) runs   (she, he, it, one) is running   (she, he, it, one) has been running   (we (informal, impersonal)) run   (we (informal, impersonal)) are running   (we (informal, impersonal)) have been running	H	R
	v	(aux) couru	ran   (have, has) run	H	R
1448	n (m)	examen	exam	H	O
1449	n (m)	personnage	character, individual, person	H	O
1455	n (f)	ouverture	opening	H	O
1456	n (m)	tableau	board, picture, painting	H	O
1461	adj	final	final	H	O
1462	n (m)	site	site	H	O
1464	n (f)	durée	length, duration	H	O
1465	v	élire	(to) elect   electing	H	O
	v	(aux) élu	elected   (have, has) elected	H	O
1467	n (f)	inquiétude	worry, anxiety	H	O
1470	adj	pareil	the same (m)	H	O
	adj	pareille	the same (f)	H	O
1472	num	quinze	fifteen	H	O
1473	adj	vide	empty (m, f)	H	O
1475	n (m)	essai	attempt, try, test	H	O
1476	v	sourire	(to) smile   smiling	H	O
	v	souris   souris !	(I) smile   (I) am smiling   (I) have been smiling   (you (sing informal)) smile   (you (sing informal)) are smiling   (you (sing informal)) have been smiling   smile! (sing informal)	H	O
	v	sourit	(she, he, it, one) smiles   (she, he, it, one) is smiling   (she, he, it, one) has been smiling   (we (informal, impersonal)) smile   (we (informal, impersonal)) are smiling   (we (informal, impersonal)) have been smiling	H	O
	v	(aux) souri	smiled   (have, has) smiled	H	O
1479	v	interrompre	(to) interrupt, halt   interrupting, halting	H	O
1482	n (f)	usine	factory	H	O
1483	v	unir	(to) unite, join   uniting, joining	H	O
1485	n (m)	employé	employee, worker	H	O
1488	adj	évident	obvious (m)	H	O
1489	n (m)	comportement	behaviour	H	O
1490	n (f)	fête	party, festival	H	O
1491	n (m)	sol	floor, ground	H	O
1493	n (f)	vague	wave	H	O
1494	n (f)	réduction	reduction	H	O
1495	adj	culturel	cultural (m)	H	O
1496	n (f)	coopération	cooperation	H	O
1499	n (m, f)	leader	leader	H	O
1500	n (f)	taille	size, height	H	R
1501	n (m)	contenu	contents	H	O
1502	n (f)	distance	distance	H	O
1503	n (m)	automne	autumn	H	O
1507	v	diminuer	(to) lower, decrease   lowering, decreasing	H	O
1510	adj	juif	Jewish (m)	H	O

1514	v	communiquer	(to) pass on, communicate   passing on, communicating	H	O
1519	v	démontrer	(to) demonstrate   demonstrating	H	O
1520	adj	négatif	negative (m)	H	O
1524	n (m)	bruit	noise	H	O
1525	n (f)	humanité	humanity	H	O
1526	n (f)	radio	radio	H	O
1527	pron	moi-même	myself	H	O
1530	n (f)	soirée	evening	H	O
1531	n (m)	vol	flight, theft	H	O
1532	v	marcher	(to) walk, work   walking, working	H	O
1534	n (m)	mètre	metre	H	O
1536	adj	occidental	western (m)	H	O
1537	adj	suffisant	sufficient (m)	H	O
1538	n (m)	ciel	sky	H	O
1539	v	tromper; se tromper	(to) cheat, deceive   cheating, deceiving; (to) make a mistake   making a mistake	H	O
1542	n (f)	seconde	second, year 11	H	O
1550	adv	effectivement	effectively	H	O
1551	n (m)	gaz	gas	H	O
1552	n (m)	acteur	actor (m)	H	O
1553	v	adapter; s'adapter	(to) adapt, adjust   adapting, adjusting; (to) get used to   getting used to	H	O
1554	n (f)	cour	courtyard, playground	H	R
1556	n (m)	souci	worry, concern	H	O
1557	n (m)	expert	expert	H	O
1558	n (f)	sœur	sister	H	O
1559	adv	relativement	relatively	H	O
1560	v	comparer	(to) compare   comparing	H	O
1564	adj	conscient	conscious, aware (m)	H	O
1566	adj	médical	medical (m)	H	O
1568	n (f)	colère	anger	H	O
1569	adj	patient	patient (m)	H	O
1571	n (m)	siège	seat, bench	H	O
1574	adj	traditionnel	traditional (m)	H	R
1575	n (m)	quart	quarter	H	O
1578	adj	catholique	Catholic (m, f)	H	O
1580	n (m, f)	adulte	adult	H	O
1582	n (m)	métier	job, occupation	H	O
1584	v	peser	(to) weigh   weighing	H	O
1585	n (mpl)	médias	media	H	O
1586	n (m)	hiver	winter	H	O
1587	n (f)	définition	definition	H	O
1589	n (m)	mari	husband	H	O
1599	n (m)	garçon	boy, waiter	H	O
1600	adj	parfait	perfect (m)	H	O
1603	n (f)	quatrième	year 9	H	O
1604	n (f)	fenêtre	window	H	O
1606	v	hésiter	(to) be unsure, hesitate   being unsure, hesitating	H	O
1607	n (f)	menace	threat	H	O
1609	n (f)	jeunesse	youth	H	O
1610	v	voler (à ...)	(to) fly, steal (from someone)   flying, stealing (from someone)	H	O
1614	adj	inutile	useless (m, f)	H	O
1616	n (m)	poisson	fish	H	O
1617	n (f)	révolution	revolution	H	O
1619	v	avouer	(to) admit to, confess to   admitting to, confessing to	H	O
1622	adj	familial	family (m)	H	O
1623	n (m)	cinéma	cinema	H	O
1626	n (m)	enseignement	education, teaching	H	O
1627	adj	étonnant	surprising, amazing, incredible (m)	H	O
1628	n (f)	dizaine	approximately ten	H	O
1632	n (f)	instruction	instruction, direction	H	O
1634	v	oser	(to) dare   daring	H	O
1639	v	corriger	(to) correct, mark   correcting, marking	H	O
1642	n (m)	désir	desire	H	O
1645	v	prier	(to) pray   praying	H	O
1646	num	trente	thirty	H	O
1650	n (m)	instrument	instrument	H	O
1651	n (f)	indépendance	independence	H	O
1652	n (m)	tort	wrong	H	O
1654	v	critiquer	(to) criticise   criticising	H	O
1655	n (f)	attaque	attack	H	O
1659	n (f)	drogue	drug	H	O
1662	n (m)	rythme	rhythm, rate	H	O
1664	num	douze	twelve	H	O
1666	adj	espagnol	Spanish (m)	H	O
1667	n (f)	saison	season	H	O
1672	n (m)	dos	back	H	O
1673	n (m)	consommateur	consumer, customer	H	O
1678	v	rêver (à/de + noun)	(to) dream (about + noun)   dreaming (about + noun)	H	O
1680	n (f)	quantité	quantity	H	O
1682	v	persuader de + infinitive	(to) persuade + verb   persuading + verb	H	O
1684	adj	annuel	annual, yearly (m)	H	O
1685	n (m)	commentaire	comment, remark	H	O
1686	v	marier; se marier (avec)	(to) marry   marrying; (to) get married (to)   getting married (to)	H	O
1687	n (m)	spectacle	sight, show	H	O
1689	adj	célèbre	famous (m)	H	O
1690	n (m)	ouest	west	H	O
1691	n (m)	sexé	sex	H	O
1694	n (m)	accent	accent	H	O

1697	n (m)	concert	concert	H	O
1699	n (f)	religion	religion	H	O
1701	n (m)	théâtre	theatre, drama	H	O
1704	n (m)	équipement	equipment	H	O
1705	v	descendre; descendre de + noun	(to) go down, ride down, drive down   going down, riding down, driving down; (to) get off + noun, get out of + noun   getting off + noun, getting out of + noun	H	O
1706	n (m)	patron	boss	H	O
1708	n (m)	abri	shelter	H	O
1709	n (f)	recette	recipe	H	O
1710	adv	généralement	generally	H	O
1713	n (m)	soleil	sun	H	O
1715	n (m)	ennemi	enemy	H	O
1719	n (m)	dialogue	dialogue	H	O
1720	n (m)	thème	theme, topic	H	O
1722	n (m, f)	porte-parole	spokesperson, spokeswoman, spokesman	H	O
1724	n (f)	forêt	forest	H	O
1725	n (m)	outil	tool	H	O
1726	n (f)	vacances	holiday	H	O
1727	adv	suffisamment	sufficiently	H	O
1728	n (m)	défi	challenge	H	O
1731	adj	calme	calm, quiet (m, f)	H	O
1732	n (f)	montagne	mountain	H	O
1734	adv	apparemment	apparently	H	O
1736	n (m)	magasin	shop	H	O
1738	n (m)	écrivain	writer	H	O
1744	n (m)	chien	dog	H	O
1746	adj	indispensable	essential (m, f)	H	O
1747	n (f)	conversation	conversation	H	O
1749	v	féliciter	(to) congratulate   congratulating	H	O
1753	n (m)	euro	euro	H	O
1757	n (f)	compétence	competence, skill	H	O
1763	adj	sain	healthy (m)	H	O
1764	v	intégrer; s'intégrer	(to) incorporate, integrate, include   incorporating, integrating, including; (to) become integrated, fit in   becoming integrated, fitting in	H	O
1767	n (f)	pierre	stone	H	O
1770	adj	régulier	regular (m)	H	O
1771	n (f)	boîte	box	H	O
1774	n (m)	hôtel	hotel	H	O
1777	adv	là-bas	over there, out there	H	O
1782	n (f)	église	church	H	O
1791	n (f)	découverte	discovery	H	O
1797	n (m, f)	artiste	artist	H	O
1798	n (m)	coin	corner	H	O
1801	n (m)	uniforme	uniform	H	O
1803	n (f)	grève	strike	H	O
1804	n (m)	achat	purchase	H	O
1814	adj	original	original (m)	H	O
1815	n (f)	surprise	surprise	H	O
1818	n (f)	capitale	capital city	H	O
1820	v	chanter	(to) sing   singing	H	O
1824	n (f)	neige	snow	H	O
1828	adj	étroit	narrow, tight (m)	H	O
1829	n (m)	goût	taste, flavour	H	O
1832	n (f)	catastrophe	catastrophe, disaster	H	O
1835	n (f)	manifestation	demonstration, event	H	O
1836	v	dormir	(to) sleep   sleeping	H	O
1837	n (m)	lit	bed	H	O
1838	n (f)	bouche	mouth	H	O
1841	adj	content	glad, pleased (m)	H	O
1843	adj	triste	sad (m, f)	H	O
1849	n (m)	logement	accommodation	H	O
1851	n (f)	plainte	moan, complaint	H	O
1852	adj	chaud	hot, warm (m)	H	O
1854	n (f)	émotion	emotion, feeling	H	O
1856	v	progresser	(to) progress   progressing	H	R
1859	adj	strict	strict (m)	H	O
1860	n (m)	club	club	H	O
1862	n (f)	souffrance	suffering	H	O
1866	n (f)	passion	passion	H	O
1873	n (m)	rendez-vous	appointment	H	O
1874	n (m)	argument	argument	H	O
1875	n (f)	planète	planet	H	O
1878	n (m)	attentat	attack, assassination attempt	H	O
1879	v	boire	(to) drink   drinking	H	R
	v	bois**   bois !	(I) drink   (I) am drinking   (I) have been drinking   (you (sing informal)) drink   (you (sing informal)) are drinking   (you (sing informal)) have been drinking   drink! (sing informal)	H	R
	v	boit	(she, he, it, one) drinks   (she, he, it, one) is drinking   (she, he, it, one) has been drinking   (we (informal, impersonal)) drink   (we (informal, impersonal)) are drinking   (we (informal, impersonal)) have been drinking	H	R
1880	v	(aux) bu	drank   (have, has) drunk	H	R
1880	n (f)	richesse	wealth	H	O
1881	n (f)	caisse	checkout	H	O
1883	n (m)	héros	hero (m)	H	O
	n (f)	héroïne	hero (f)	H	O
1884	n (f)	oreille	ear	H	O
1885	n (m)	incident	incident	H	O

1886	n (m)	café	café, coffee	H	O
1887	n (f)	annonce	announcement	H	O
1888	adv	régulièrement	regularly	H	O
1889	n (m)	pont	bridge	H	O
1893	v	bouger	(to) move   moving	H	O
1895	adj	chrétien	Christian (m)	H	R
1898	n (f)	égalité	equality	H	O
1903	v	préserver	(to) preserve, protect   preserving, protecting	H	O
1906	n (m)	match	match	H	O
1910	n (f)	tragédie	tragedy	H	O
1912	n (m)	scandale	scandal, uproar	H	O
1914	adj	chinois	Chinese (m)	H	O
1916	n (m)	billet	ticket	H	O
1917	n (m)	choc	shock, clash	H	O
1921	n (f)	destruction	destruction	H	O
1925	n (f)	adresse	address	H	O
1926	n (f)	réception	reception	H	O
1930	v	brûler	(to) burn, be on fire   burning, being on fire	H	O
1936	v	grandir	(to) get bigger, get taller, grow   getting bigger, getting taller, growing	H	O
1940	n (f)	poche	pocket	H	O
1943	n (f)	honte	shame	H	O
1948	n (m)	bonheur	happiness	H	O
1950	v	crier	(to) shout, scream, cry out   shouting, screaming, crying out	H	O
1951	n (f)	pauvreté	poverty	H	O
1952	n (m)	bâtiment	building	H	O
1954	n (m)	médicament	medicine, drug	H	O
1957	n (m)	électeur	elector, voter	H	O
1959	n (m)	véhicule	vehicle	H	O
1961	n (m)	chercheur	researcher (m)	H	O
1963	n (f)	personnalité	personality	H	O
1964	v	inventer	(to) invent, make up   inventing, making up	H	O
1967	n (m)	stade	stadium, stage	H	O
1970	adj	québécois	from Quebec (m)	H	O
1972	n (m)	bonjour	hello, good morning	H	O
1983	n (f)	dame	lady	H	O
1984	n (f)	joie	joy	H	O
1986	n (f)	faim	hunger	H	R
1987	v	excuser (de/pour + noun); s'excuser (de/pour + noun)	(to) excuse (for + noun), forgive (for + noun)   excusing (for + noun), forgiving (for + noun); (to) apologise (for + noun)   apologising (for + noun)	H	O
1988	v	recommander	(to) recommend   recommending	H	O
1993	adj	scolaire	school (m, f)	H	O
1994	adj	arabe	Arabic, Arab (m, f)	H	O
1995	v	diffuser	(to) diffuse, broadcast   diffusing, broadcasting	H	O
1997	adj	inquiétant	worrying, disturbing (m)	H	O
1998	v	inclure	(to) include   including	H	O
	v	(aux) inclus	included   (have, has) included	H	O
1999	n (m)	style	style	H	R
2002	v	annuler	(to) cancel, undo   cancelling, undoing	H	O>
2006	n (m)	climat	climate	H	O>
2007	n (m)	séjour	stay	H	O>
2011	n (m)	sport	sport	H	O>
2018	adv	normalement	normally	H	O>
2024	v	blesser	(to) hurt, injure   hurting, injuring	H	O>
2043	n (f)	anniversaire	birthday	H	O>
2085	n (m)	adolescent/ado	teenager, adolescent	H	O>
2086	v	dessiner	(to) draw   drawing	H	O>
2110	n (f)	publicité/pub	advert	H	O>
2111	n (m)	arbre	tree	H	O>
2113	n (m)	aéroport	airport	H	O>
2116	n (m)	collège	secondary school	H	O>
2122	n (f)	peau	skin	H	O>
2134	v	enseigner (à ... à + infinitive)	(to) teach (someone + verb)   teaching (someone + verb)	H	O>
2142	n (f)	chanson	song	H	O>
2160	v	coucher; se coucher	(to) lie down; sleep   lying down, sleeping; (to) go to bed, set (sun)   going to bed, setting (sun)	H	O>
2166	adj	drôle	funny (m, f)	H	O>
2167	n (m)	plat	dish	H	O>
2168	n (f)	maman	mum, mummy	H	O>
2170	v	célébrer	(to) celebrate   celebrating	H	O>
2174	n (m)	verre	glass	H	O>
2185	v	casser; se casser	(to) break   breaking; (to) break a body part   breaking a body part	H	O>
2186	adj	probable	probable, likely	H	O>
2191	n (m)	plastique	plastic	H	O>
2194	v	voyager	(to) travel (around)   travelling (around)	H	O>
2201	n (m)	ordinateur	computer	H	O>
2205	intj	salut	hi, bye	H	O>
2207	n (f)	enfance	childhood	H	O>
2216	n (m)	musée	museum	H	O>
2217	n (f)	pluie	rain	H	O>
2223	n (f)	rivière	river	H	O>
2241	adj	suisse	Swiss (m, f)	H	O>
2245	adj	musulman	Muslim (m)	H	O>
2262	n (m)	dieu	god	H	O>
2269	n (m)	étage	floor	H	O>
2273	num	cinquante	fifty	H	O>
2284	n (m)	jardin	garden	H	O>
2285	n (f)	nourriture	food	H	O>
2289	adj	africain	African (m)	H	O>

2293	n (f)	circulation	traffic	H	O>
2296	n (mpl)	cheveux	hair	H	O>
2298	n (m)	cadeau	present, gift	H	O>
2305	n (f)	fleur	flower	H	O>
2309	n (m)	vin	wine	H	O>
2322	v	adorer	(to) really like, love, adore   really liking, loving, adoring	H	O>
2323	n (m)	appartement	apartment, flat	H	O>
2336	n (m)	restaurant	restaurant	H	O>
2343	n (m)	sac	bag, sack	H	O>
2365	n (m)/v	dîner; <i>dîner</i>	dinner; (to) have dinner	H	O>
2372	adj	malheureux	unhappy, sad, unfortunate, regrettable	H	O>
2373	adj	numérique	digital (m, f)	H	O>
2383	n (m)	vêtement	garment, item or article of clothing	H	O>
2390	adv	heureusement	fortunately, luckily	H	O>
2393	n (m)	tabac	tobacco	H	O>
2398	adj	joli	pretty, attractive (m)	H	O>
2421	n (m)	écran	screen	H	O>
2435	n (m)	oiseau	bird	H	O>
2436	num	quarante	forty	H	O>
2440	n (f)	feuille	leaf, sheet	H	O>
2447	num	onze	eleven	H	O>
2465	n (m)	alcool	alcohol	H	O>
2470	adj	gratuit	free (of charge) (m)	H	O>
2472	n (f)	jambe	leg	H	O>
2475	n (m)	week-end	weekend	H	O>
2483	n (m)	midi	noon	H	R
2507	n (m)	lait	milk	H	O>
2509	adj	intelligent	intelligent (m)	H	O>
2511	n (f)	bibliothèque	library	H	O>
2537	n (f)	diversité	diversity	H	O>
2541	n (m)	accueil	welcome, reception	H	O>
2555	adj	tranquille	quiet (m, f)	H	O>
2572	adj	lent	slow	H	O>
2580	n (f)	glace	ice cream, ice	H	O>
2581	n (f)	gare	station, railway station	H	O>
2588	n (f)	informatique	computer science, computing	H	O>
2602	n (m)	foot(ball)	football, soccer	H	O>
2611	n (f)	vidéo	video	H	O>
2618	n (f)	cuisine	cooking, kitchen	H	O>
2623	v	fumer	(to) smoke   smoking	H	O>
2625	n (f)	viande	meat	H	O>
2634	n (m)	paysage	landscape, scenery, countryside	H	O>
2653	n (m)	touriste	tourist	H	O>
2670	adj	sportif	athletic, competitive, sporty, sporting (m)	H	O>
2683	v	mentir	(to) lie   lying	H	O>
2691	n (f)	tournée	tour, round	H	O>
2693	n (f)	plage	beach	H	O>
2702	n (f)	plante	plant	H	O>
2722	adj	formidable	terrific, astounding (m,f)	H	O>
2724	n (m)/v	déjeuner; <i>déjeuner</i>	lunch; (to) have lunch	H	O>
2725	v	disputer; se disputer	(to) scold, tell off   scolding, telling off; (to) argue   arguing	H	O>
2729	n (m)	salon	lounge, living room	H	O>
2769	adj	gris	grey (m,f)	H	O>
2774	v	ranger	(to) tidy, put away   tidying, putting away	H	O>
2776	n (f)	étoile	star	H	O>
2795	adj	belge	Belgian (m, f)	H	O>
2802	n (m)	pain	bread	H	O>
2816	n (m)	lycée	college, sixth form	H	O>
2832	adj	gentil	kind (m)	H	O>
2841	adj	agréable	pleasant, nice, agreeable (m, f)	H	O>
2855	n (f)	cigarette	cigarette	H	O>
2882	n (m)	déchets	rubbish	H	O>
2886	n (f)	affiche	poster	H	O>
2898	v	détester	(to) hate, detest   hating, detesting	H	O>
2906	adj	sale	dirty (m, f)	H	O>
2908	n (m)	chapeau	hat	H	O>
2929	n (m)	boulot	work, job	H	O>
2934	v	danser	(to) dance   dancing	H	O>
2944	n (f)	banlieue	suburbs, outskirts	H	O>
2948	n (m)	repas	meal	H	O>
2972	n (f)	rentrée	reopening, return, start of the school year	H	O>
2993	adj	super	great	H	O>
3011	v	poster	(to) post   posting	H	O>
3020	n (m)	copain	friend (m), boyfriend	H	O>
	n (f)	copine	friend, girlfriend	H	O>
3031	n (m)	poème	poem	H	O>
3073	n (f)	pollution	pollution	H	O>
3117	n (m)	légume	vegetable	H	O>
3118	adj	francophone	French-speaking (m, f)	H	O>
3121	n (m)	lac	lake	H	O>
3148	n (f)	Mademoiselle	Miss, Ms, (sing), miss	H	O>
3151	num	soixante	sixty	H	O>
3169	v	allumer	(to) turn on   turning on	H	O>
3227	n (m)	métro	underground, metro	H	O>
3229	adj	fatigué	tired (m)	H	O>
3245	num	treize	thirteen	H	O>
3251	n (m)	chanteur	singer	H	R

3285	num	seize	sixteen	H	O>
3322	n (f)	star	star, celebrity	H	O>
3359	num	quatorze	fourteen	H	O>
3362	adj	célibataire	single, unmarried (m, f)	H	O>
3387	n (m)	cousin	cousin	H	O>
3399	n (m)	inconvénient	snag, drawback, disadvantage, inconvenience	H	O>
3419	n (f)	chaise	chair	H	O>
3438	n (fpl)	maths	mathematics/math	H	O>
3441	n (m)	temple	temple	H	O>
3453	n (m)	minuit	midnight	H	O>
3458	n (m)	bain	bath, bathing	H	O>
3469	adj	marocain	Moroccan (m)	H	O>
3503	v	laver; se laver	(to) wash (something)   washing (something); (to) get washed   getting washed	H	O>
3510	n (m)	château	castle, palace	H	O>
3517	n (m)	thé	tea	H	R
3566	n (m)	bagage	luggage, baggage	H	O>
3613	adj	handicapé	disabled (m)	H	O>
3614	n (f)	boisson	drink, beverage	H	O>
3628	n (m)	oncle	uncle	H	O>
3636	n (m)	apprentissage	apprenticeship	H	O
3714	intj	bienvenue !	welcome	H	O>
3737	n (m)	couteau	knife	H	O>
3746	n (m)	manteau	coat	H	O>
3835	adj	timide	timid, shy, bashful (m, f)	H	R
3858	n (m)	festival	festival	H	O
3872	adj	génial	great, brilliant (m)	H	O>
3887	v	nettoyer	(to) clean   cleaning	H	O>
3891	n (f)	tante	aunt	H	O>
3937	n (m)	handicap	disability	H	O>
3938	intj	bonsoir	good evening	H	O>
3987	adj	joyeux	merry, joyful, happy (m)	H	O>
3999	v	harceler	(to) bully, harass   bullying, harassing	H	O>
4001	n (m)	cahier	exercise book	H	O>
4002	n (m)	portable	mobile phone, laptop	H	O>
4007	n (m)	stage	work experience	H	O>
4094	n (m)	lexique	dictionary	H	O>
4164	adj	sympathique/sympa	nice, kind, friendly (m, f)	H	O>
4215	n (f)	toilette	washing, toilet, lavatory, bathroom, restroom	H	O>
4216	n (m)	autobus/bus	bus	H	O>
4222	n (m)	poulet	chicken	H	O>
4308	n (f)	valise	suitcase	H	O>
4369	adj	affreux	dreadful, awful, horrible (m)	H	O>
4377	n (m)	serveur	waiter, server	H	O>
4451	v/adj	(aux) interdit; interdit	<b>prohibited, banned:</b> prohibited, banned (m)	H	O>
4452	n (m)	brouillard	fog, mist, haze	H	O
4475	n (m)	fromage	cheese	H	O>
4506	n (m, f)	bénévole	volunteer	H	O>
4574	n (f)	météo	weather forecast	H	O>
4594	n (m)	vélo	bike, bicycle	H	O>
4603	n (m)	est**	east	H	O>
4659	n (f)	soif	thirst	H	O>
4670	n (m)	pantalon	trousers	H	O>
4805	adj	raciste	racist (m, f)	H	O>
4822	n (f)	blague	joke	H	O>
4845	n (m)	gâteau	cake	H	O>
n/a	n (f)	addition	bill	H	O>
n/a	n (f)	Afrique	Africa	H	O>
n/a	n (m)	aidant	carer	H	O>
n/a	adj	amusant	funny, fun, enjoyable, amusing (m)	H	O>
n/a	n (f)	Angleterre	England	H	O>
n/a	n (f)	Asie	Asia	H	O>
n/a	adj	bavard	chatty, talkative (m)	H	O>
n/a	n (m)	beau-père	step-father, father-in-law	H	O>
n/a	n (f)	belle-mère	step-mother, mother-in-law	H	O>
n/a	adj	bi(sexuel)	bi(sexual) (m)	H	O>
n/a	n (m)	blog	blog	H	O>
n/a	adj	bouddhiste	Buddhist (m, f)	H	O>
n/a	n (f)	boulangerie	bakery	H	O>
n/a	adj	brun	brown (m)	H	O
n/a	n (m)	camping	camping	H	O>
n/a	n (f)	célébrité	celebrity	H	O>
n/a	v	chatter/tchatter	(to) chat   chatting	H	O>
n/a	v	cliquer	(to) click   clicking	H	O>
n/a	n (f)	Corse	Corsica	H	O>
n/a	n (m)	défilé	parade, procession	H	O>
n/a	adj	désolé	sorry (m)	H	O>
n/a	adj	embêtant	annoying (m)	H	O>
n/a	intj	enchanté !	pleased to meet you!	H	O>
n/a	adj	ennuyeux	boring (m)	H	O>
n/a	adj	équilibré	balanced (m)	H	O>
n/a	n (f)	Europe	Europe	H	O>
n/a	n (m)	fast-food	fast food	H	O>
n/a	intj	félicitations	congratulations	H	O>
n/a	adj	férié	public holiday (m)	H	O>
n/a	n (fpl)	frites	chips	H	O>
n/a	adj	gay	gay (m, f)	H	O>
n/a	n (f)	géographie	geography	H	O>

n/a	adj	hétéro	straight, heterosexual (m, f)	H	O>
n/a	n (m)	influenceur	influencer	H	O>
n/a	n (m)	internet	internet	H	O>
n/a	n (m)	Londres	London	H	O>
n/a	n (m)	mail/e-mail	e-mail	H	O>
n/a	adj	méchant	nasty, naughty, mean (m)	H	O>
n/a	n (f)	mosquée	mosque	H	O>
n/a	v	nager	(to) swim   swimming	H	O>
n/a	n (f)	natation	swimming	H	O>
n/a	adj	non-binaire	non-binary (m, f)	H	O>
n/a	n (m)	PACS	civil partnership	H	O>
n/a	adv	parce que/qu'	because	H	O>
n/a	adj	paresseux	lazy (m) (mpl, mixed gender pl)	H	O>
n/a	n (m)	passe-temps	hobby	H	O>
n/a	adj	passionnant	exciting, thrilling (m)	H	O>
n/a	n (m)	petit-déjeuner	breakfast	H	O>
n/a	n (f)	piscine	swimming pool	H	O>
n/a	v	polluer	(to) pollute   polluting	H	O>
n/a	n (f)	poubelle	rubbish bin	H	O>
n/a	n (f)	promenade	walk	H	O>
n/a	adj	queer	queer (m, f)	H	O>
n/a	v	recharger	(to) charge (an appliance)   charging (an appliance)	H	O>
n/a	n (m)	réchauffement	warming	H	O>
n/a	n (f)	récré(ation)	break (time)	H	O>
n/a	n (m)	recyclage	recycling	H	O>
n/a	v	recycler	(to) recycle   recycling	H	O>
n/a	adj	sabbatique	sabbatical, gap (m, f)	H	O>
n/a	v	se relaxer	(to) relax   relaxing	H	O>
n/a	n (m)	selfie	selfie	H	O>
n/a	n (m)	shopping	shopping	H	O>
n/a	n (m)	SMS	SMS	H	O>
n/a	n (m)	streaming	streaming	H	O>
n/a	n (m)	stylo	pen	H	O>
n/a	n (m)	supermarché	supermarket	H	O>
n/a	n (f)	synagogue	synagogue	H	O>
n/a	v	télécharger	(to) download   downloading	H	O>
n/a	n (m)	ticket	ticket	H	O>
n/a	pron	toi-même	yourself [singular]	H	O>
n/a	adj	transgenre	trans (m, f)	H	O>
n/a	n (f)	Tunisie	Tunisia	H	O>
n/a	v	vapoter	(to) vape   vaping	H	O>
n/a	adj	végan	vegan (m)	H	O>
n/a	adj	végétarien	vegetarian (m)	H	O>
n/a	mwp	à cause de	because of	H	O>
n/a	mwp	à gauche	on the left	H	O>
n/a	mwp	au revoir	goodbye	H	O>
n/a	mwp	aussi...que/qu'	as...as	H	R
n/a	mwp	ça m'est égal	I'm not bothered	H	O>
n/a	mwp	ça va / ça va ?	It's fine, I'm fine, it's OK/how's it going?, how are you?	H	O>
n/a	mwp	en ce moment	at the moment	H	O>
n/a	mwp	en retard	late	H	O>
n/a	mwp	est-ce que/est-ce qu' ?	questioning device	H	R
n/a	mwp	feu d'artifice	firework display	H	O>
n/a	mwp	il est + time	it is/it's + time	H	R
n/a	mwp	il fait (beau)	it is/it's (nice)	H	R
n/a	mwp	il faut + infinitive	it is/it's necessary + verb, must + verb	H	R
n/a	mwp	il pleut	it rains   it's raining	H	R
n/a	mwp	mariage du même sexe	same sex marriage	H	O>
n/a	mwp	par contre	on the other hand	H	O>
n/a	mwp	s'il te plaît/s'il vous plaît	please (informal)/please (formal)	H	O>
n/a	mwp	tout le monde	everyone, everybody	H	O>
n/a	mwp	après avoir + pp	after having + pp	H	R
n/a	mwp	en plus	in addition, also	H	O>
n/a	mwp	être en train de + infinitive	(to) be in the middle of + verb   being in the middle of + verb	H	R
n/a	mwp	il est (difficile) de + infinitive	it is/it's (difficult) + verb	H	R
n/a	mwp	il manque...	...is missing	H	R
n/a	mwp	il vaut la peine de + infinitive	it is/it's worth + verb	H	R
n/a	mwp	il vaut mieux + infinitive	it is/it's better + verb	H	R
n/a	mwp	il y a   il y avait   il y aura	there is, <b>ago</b>   there are   there was   there were   there used to be   there is going to be   there will be	H	O>
n/a	mwp	il y (en) a   il y (en) avait   il y (en) aura	there is (of it (m, f))   there are (of them (m, f))   there was (of it (m, f))   there were (of them (m, f))   there used to be (of it (m, f))   there used to be (of them (m, f))   there was (of it (m, f))   there were (of them (m, f))   there is going to be (of it (m, f))   there are going to be (of them (m, f))   there will be (of it (m, f))   there will be (of them (m, f))	H	R
n/a	mwp	ne... ni	neither...nor	H	R
n/a	mwp	ne... plus	not anymore, no longer	H	R
n/a	mwp	venir de + infinitive	(to) have just + pp	H	R
n/a	n (f)	Fête Nationale	Bastille Day, French national holiday	H	C
n/a	n (fpl)	Pyrénées	the Pyrenees	H	C
n/a	n (f)	Méditerranée	the Mediterranean	H	C
n/a	n (m)	Aïd	Eid	H	C
n/a	n (fpl)	Alpes	Alps	H	C
n/a	n (m)	baccalauréat/bac	high school final exam (like A levels)	H	C
n/a	n (f)	Belgique	Belgium	H	C
n/a	n (m)	Canada	Canada	H	C
n/a	n (f)	France	France	H	C

n/a	n (f)	La Réunion	Reunion Island	H	C
n/a	n (m)	le Tour de France	Tour de France	H	C
n/a	n (f)	Manche	English Channel	H	C
n/a	n (m)	Maroc	Morocco	H	C
n/a	n (m)	Noël	Christmas	H	C
n/a	n (m)	Pâques	Easter	H	C
n/a	n (m)	Paris	Paris	H	C
n/a	n (m)	Québec	Quebec	H	C
n/a	n (f)	Saint Valentin	Valentine's Day	H	C
n/a	n (m)	Sénégal	Senegal	H	C
n/a	n (f)	Suisse	Switzerland	H	C

R = Required

O = Optional within the top 2000 words

O> = Optional outside the top 2000 words



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