



# How to revise for English Language

- 1) Use the recommended guides to revise key skills/questions

REVISE Edexcel GCSE (9-1) English Language Revision Guide (REVISE Edexcel GCSE English 2015)

- **ISBN-10:** 1447988086
- **ISBN-13:** 978-1447988083

REVISE Edexcel GCSE English Language Revision Workbook: For the 9-1 Exams (REVISE Edexcel GCSE English 2015)

- **ISBN-10:** 1447987896
- **ISBN-13:** 978-1447987895

- 2) **Revisit Section B** the writing section of last year's PPE and remind yourself of any targets/feedback
- 3) **Watch Mr Bruff videos** on youtube on: semi-colons, commas, sentence variety and apostrophes to revise these core skills. If you type in **Mr Bruff A06** the relevant videos will show up.
- 4) **Revisit any marking/feedback** for each skill area that is covered in the exams.
- 5) **Visit BBC bitesize** – just Google BBC bitesize English Language Edexcel 9-1 and the below link should come up!  
<http://www.bbc.co.uk/education/subjects/zr9d7ty>
- 6) **Communicate with your teachers.** If you are unsure about anything or if you need specific help you must ask your teacher. Make an appointment to close any gaps in your knowledge.
- 7) **Use any of the PPE papers to revisit past attempts of questions.**



# How to revise for English Literature

We recommend the York notes revision guides and workbooks for revision.  
See details below. We have followed the Edexcel syllabus.

**All students** have studied:

## **Shakespeare**

Romeo and Juliet: York Notes for GCSE (9-1)

- ISBN-10: 1447982231
- ISBN-13: 978-1447982234
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Romeo and Juliet: York Notes for GCSE Workbook: Grades 9-1

- ISBN-10: 1292100826
- ISBN-13: 978-1292100821

## **Modern Drama**

Please check which play have you studied:

- An Inspector Calls

**OR**

- Journey's End

An Inspector Calls: York Notes for GCSE (9-1)

- ISBN-10: 1447982169
- ISBN-13: 978-1447982166

An Inspector Calls: York Notes for GCSE Workbook: Grades 9-1

- ISBN-10: 1292100796
- ISBN-13: 978-1292100791

Journey's End: York Notes for GCSE

- ISBN-10: 1405835621
- ISBN-13: 978-1405835626

## **19<sup>th</sup> Century Novel**

**Please check you know which novel you have studied**

- Dr Jekyll and Mr Hyde
- A Christmas Carol
- Great Expectations

Dr Jekyll and Mr Hyde: York Notes for GCSE (9-1)

- ISBN-10: 1447982185
- ISBN-13: 978-1447982180

The Strange Case of Dr Jekyll and Mr Hyde: York Notes for GCSE (9-1) Workbook



- **ISBN-10:** 1292138084
- **ISBN-13:** 978-1292138084

A Christmas Carol: York Notes for GCSE (9-1)

- **ISBN-10:** 1447982126
- **ISBN-13:** 978-1447982128

A Christmas Carol: York Notes for GCSE (9-1) Workbook

- **ISBN-10:** 1292138076
- **ISBN-13:** 978-1292138077

Great Expectations: York Notes for GCSE (9-1)

- **ISBN-10:** 1447982150
- **ISBN-13:** 978-1447982159

Great Expectations: York Notes for GCSE (9-1) Workbook

- **ISBN-10:** 1292138106
- **ISBN-13:** 978-1292138107

## Tasks for revision:

- Creating mind maps for characters, themes and ideas.
- Spend time learning and memorising quotations for each element of the closed book examinations (Shakespeare, Poetry, Modern Drama and 19<sup>th</sup> Century text)
- Attempt past papers or questions from the workbooks.
- Watch Mr Bruff videos on the key Literature texts (please check you are only watching videos that relate to our set texts as Mr Bruff covers all exam boards and we have taught Edexcel) <https://www.youtube.com/user/mrbruff/playlists>

ALL students should watch the Romeo and Juliet videos/

- <https://www.youtube.com/playlist?list=PLqGFsWf-P-cB7YAoARj6iAFCglAfy9aN2>

**Please check for the post-1914 play or 19th century novel**

- An Inspector Calls

<https://www.youtube.com/playlist?list=PLqGFsWf-P-cDvuiSH8SycEDh1Ugke9tmb>

- Dr Jekyll and Mr Hyde

<https://www.youtube.com/playlist?list=PLqGFsWf-P-cD6Q25r3wSEIHP6JIU8UK-f>

- A Christmas Carol

<https://www.youtube.com/playlist?list=PLqGFsWf-P-cBhNFIdX59nQmTodoDmDQsh>

- Great Expectations

<https://www.youtube.com/playlist?list=PLqGFsWf-P-cB91yYIPsMe2POaDQGVfEhg>



## **Top tips for maths revision:**

- The most effective way of revising maths is to **answer questions**. Reading through notes is necessary, but it will not suffice on its own.
- Get yourself the Pearson Edexcel guide and workbook. These allow you to fully understand a topic and complete questions on it.

Higher Tier Revision Guide ISBN: 9781447988090

Higher Tier Workbook ISBN: 9781447987932

Foundation Tier Revision Guide ISBN: 9781447988045

Foundation Tier Workbook ISBN: 9781447987925

- Use your past papers/self-assessment sheets/topics list to **identify a topic** you need to improve and **do something about it**. Make sure you learn how to do it and complete some questions on it.
- **Communicate with your teachers**. If you are unsure about anything or if you need specific help you must ask your teacher. Make an appointment to close any gaps in your knowledge.
- Attend **KS4 Maths Drop-In**: Tuesdays 3pm-4pm in M2.
- Do **5 questions a day** – these are on a range of topics. There may be one question you cannot do on these...<http://corbettmaths.com/5-a-day/gcse1/>
- Complete part of a **booster pack** on mymaths.
- Complete **past papers** and mark it using the mark schemes.  
<http://www.mathsgenie.co.uk/>
- Remember to **highlight keywords and information**.
- Remember to **check through your answers** afterwards.



## Science – revision and exam technique guide

### Course

Double Science	Triple Science
<ul style="list-style-type: none"><li>- AQA GCSE Science A (4405)</li><li>- AQA GCSE Additional Science (4408)</li></ul>	<ul style="list-style-type: none"><li>- AQA GCSE Biology (4401)</li><li>- AQA GCSE Chemistry (4402)</li><li>- AQA GCSE Physics (4403)</li></ul>

### Revision resources

- CPG Revision guides specific to your course
- Google Classroom
- Past papers

### What can you do to revise?

- Find a quiet place to revise and turn off your phone. Take a short break every hour or so.
- **Keyword glossary:** Write down the keywords and their definitions
- **Simplify:** Break down your topic/sub-topic into keywords, diagrams and pictures. There are lots of ways to do this, find one that works for you.
- **Reduce:** Take the work you have simplified and turn it into even smaller piece of information.
- **Explode:** Take all the pieces of information you have reduced and start to find links between them joining different topics together.
- **Fact posters:** Make a poster of the key facts, things that you need to remember and stick them in places that you look at every day.
- **Talk to someone:** Give your notes to someone who will listen and talk to them about the topic you are studying.
- **Past paper questions:** Use past paper to get a feel for the type of questions you will be asked. Initially you should use the past papers with your notes and try and get everything right. As you get close to the exams you should use the questions to work on your timing and exam technique, do the questions under exam conditions.
- **Mark schemes and examiners reports:** You should use the mark scheme to get a feel for what the examiner wants you to say. Mark your work and improve your answers by using the examiners key terms and phrases. Examiners reports tell you where most candidates scored their marks and what the better candidates said to get the higher marks. Use these to support your answers to questions.

### Exam questions – General tips

- Read **all** the information in the question.
- **Circle** any **command words** given in the question
- **Underline** any **important pieces of information** given in the question
- How many marks is the question, the exam board give you **one minute per mark**. Don't spend five minutes trying to answer a one mark question, move on and return to it at the end.
- How many marks is the question, the exam board usually expect **one keyword/piece of information per marking point**.
- Does the question contain **two or more command words**? You must **address each command** word in your answer.



## Exam questions – Command words

### **Calculate:**

- Use the **numbers given** in the question to work out the answer. **Remember your equations sheet.**
- **Show all your working**, you may be awarded marks for the method even if the final answer is incorrect.
- Always **give the units**, you may get a mark for the correct unit even if the calculation is wrong.

### **Compare:**

- This requires you to **describe** the **similarities** and **differences** between things.
- **Do not** just write about one thing.
- If you are asked to “compare x with y”, you need to write down something about x **and** something about y using **comparatives**, e.g. x is **bigger** than y.

### **Complete:**

- You will be given either a **diagram**, **spaces** in a sentence or a **table** to fill in.
- Answers should be **written in the space provided**.

### **Describe:**

- You should **recall** some facts, events or process in an **accurate** way.
- You may need to **give an account** of what something looked like, or what happened.
- You may be asked to give details of a **trend** or **pattern** in some data.

### **Draw:**

- You may be asked to **produce** a diagram.
- You may be asked to **add a line of best fit** to a graph.

### **Evaluate:**

- You should use the **information supplied** or your **own knowledge and understanding** to consider the **evidence for and against** and draw **conclusions**.
- This is more than “compare” you will need to write down some of the **pros** and **cons**, **and** then **state** which one is better and why.
- You should complete your answer with a **conclusion**.

### **Explain:**

- You should state the reasons why something happened.
- The points in your answer **must** be linked to your **scientific knowledge**.

### **State/name:**

- Your answers should be **short, concise** and to the **point!**
- Often it can be answered with a single word, phrase or sentence.
- If the question asks you for **one** (or **two** etc) examples, you should write down **only** the specified number of answers, or you may lose marks for any wrong examples given.

### **Suggest:**

- Used in questions where you need to **apply** your knowledge and understanding to a **new situation**.
- Often there may be **more than one correct answer** but you are expected to explain your answer using **scientific knowledge and/or principles**.



***Use the information in the passage/diagram/graph/table:***

- The answer **must** be based on the information given in the question.
- Unless the **information given in the question is used**, no marks can be given.



## **How to revise GCSE Business Studies**

### **Which examinations will I be sitting?**

The specification is Edexcel GCSE Business Studies and you will sit the following examinations this summer:

<b>Unit 1: Introduction to Small Business</b> <ul style="list-style-type: none"><li>- 45 minutes</li><li>- Compulsory multiple-choice questions</li><li>- 25% of the total GCSE qualification</li><li>- Monday 23<sup>rd</sup> May 2016 (afternoon)</li></ul>	<b>Unit 3: Building a Business</b> <ul style="list-style-type: none"><li>- 1 hour 30 minutes</li><li>- Combination of short and extended questions</li><li>- 50% of the total GCSE qualification</li><li>- Friday 10<sup>th</sup> June 2016 (afternoon)</li></ul>
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### **Which topics should I be revising?**

<b>Unit 1:</b> <ul style="list-style-type: none"><li>I.1: Spotting a Business Opportunity</li><li>I.2: Showing Enterprise</li><li>I.3: Putting a Business Idea into Practice</li><li>I.4: Making the Start-up Effective</li><li>I.5: Understanding the Economic Context</li></ul>	<b>Unit 3:</b> <ul style="list-style-type: none"><li>3.1: Marketing</li><li>3.2: Meeting Customer Needs</li><li>3.3: Effective Financial Management</li><li>3.4: Effective People Management</li><li>3.5: The Wider World Affecting Business</li></ul>
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### **What should I revise?**

Subject content **and** practice examination technique – both are key. You will need to have a thorough knowledge of the content above **and** also how the examiner wants you to apply it in order to access the higher grade bands. The key to success in examinations and revision often lies in the right planning. Know your strengths and weaknesses and create a revision plan accordingly, putting more time into your weaker areas. Revise one topic at a time, and consider how the topics interrelate.

### **How should I revise for Business Studies?**

#### **I. Practising questions using past examination papers:**

The most important and useful way to revise is by completing as many past papers for unit 1 and unit 3 as possible. The more past papers you complete, the better your examination technique and knowledge will become. All past papers for both units are saved on the school shared docs area and are available on the VLE.





## **2. Attend all of the department 'past paper' club sessions:**

These dates have been emailed out to parents and you have been informed. Practice makes perfect!

## **3. Learn all of the key terminology for unit 1 and unit 3:**

There are many definitions that must be learnt in preparation for both units. Ensure you have got a copy of the key terminology for each sub-unit.

## **4. Learn all of the formulae for unit 1 and unit 3:**

Ensure you have a copy for the formulae sheets for both units.

## **5. Actively use your Personal Learning Checklist (PLCs):**

Use your Personal Learning Checklists to see the breakdown of different topics and which areas you need to focus your revision on the most. Use this document to highlight any gaps in your knowledge and start your revision there.

## **6. Use revision cards:**

Use revision cards to help make links and connections between different topics. For example, write on one side 'increase profit' and on the other side the 'methods' to achieve this. Ask a friend or someone at home to test you on what you are learning.

## **7. Mind-mapping:**

On a sheet of A4 or A3 paper produce an overview of a topic you are revising. Use colour for different concepts and link them together explaining how one links to another (cause and effect). This will give you a clear overview of how different Business Studies topics are linked together.

## **8. Summarising:**

Summarising key facts and content on flash cards or lined paper: read through your notes and pick out the key points; write those down. From these key points you should be able to elaborate further when recalling them in an exam.

## **9. Purchase the Course Revision Guide and Student Workbook:**

These resources will help to complement your revision techniques:

We recommend:

Revise Edexcel GCSE Business Revision Guide: Units 1, 3 & 5. ISBN:  
9781446903735

Revise Edexcel GCSE Business Revision Workbook: Units 1, 3 & 5. ISBN:  
9781446903766

## **10. Communicate!**

If you are not sure about something or need specific help, please ask your teacher for an appointment to close any gaps in your knowledge.

## **11. Use the online tools to complement your revision:**

<https://qualifications.pearson.com>

[www.examzone.co.uk](http://www.examzone.co.uk)

[www.bbc.co.uk/schools/gcsebitesize/](http://www.bbc.co.uk/schools/gcsebitesize/)

[www.bized.co.uk](http://www.bized.co.uk)

[www.s.cool.co.uk](http://www.s.cool.co.uk)

[www.bized.co.uk](http://www.bized.co.uk)

[www.revisionguru.co.uk](http://www.revisionguru.co.uk)

[www.tutor2u.net/revision\\_notes\\_gcse](http://www.tutor2u.net/revision_notes_gcse)



## Catering

1. Only revise from the GREEN sections GCSE Catering (single award) pages 1-108. Go through each chapter in the textbook you were issued- making notes and answering the exam questions Part 1 pages 189- 196 ( catering questions) checking your answers. Then read the “exam tips” Pages 206-7.  
Find your class notes and highlight the relevant sections.  
You must also revise the Glossary terms pages 208-210 as some of these ALWAYS come up in questions 1 and 2.
2. Use the Red Catering Revision guide (WJEC) to support your learning of each topic. You could try answering the practice questions at the end of each chapter first to see how much you know already.
3. Print off past papers from the WJEC website and answer the questions Use the marks schemes to assess your work to see what and how much is expected in each section to gain full marks.
4. Use the following website to read around the subject:  
<http://www.nhs.uk/Livewell/Goodfood/Pages/eatwell-plate.aspx>  
Supermarket websites and TV programmes about food for tips on healthy eating and producing food in the Catering industry.

REMEMBER- MAKE SURE ANY WEBSITES YOU USE  
ARE UK NOT AMERICAN



**AQA: GCSE Drama**  
**Section A – Writing about work done in class**  
**HOW TO REVISE**



**Firstly, remember!**

This question is compulsory. **Each year, the wording of the question will change**

(AQA: Candidates need to be aware that they will have to **shape their material** in order to answer the **specific demands of each question.**)

However, the questions will always have the same **key words**:

0 1 – you **describe** a piece of practical performance work that you have contributed to

0 2 – you **explain** what you did, in relation to the question, e.g. what it was that made you proud, or what your ideas were to begin with and how you developed them

0 3 - you **analyse** the rehearsal process, e.g. explaining what improvements you made and why

0 4 – you **evaluate** the experience, e.g. the effectiveness of your contribution, or what you thought your strengths and weaknesses were

**The best way to revise for this section of the paper is:**

- Prepare your exemplar ‘Starter for 10’ answer for Question 1, where you describe your work.
- Practise writing out your Question 1 answer, so that you become familiar with its content and structure.
- Time yourself – can you write out the perfect Question 1 answer in 10 minutes flat?
- Practise writing answers for Questions 2-4 using past question papers.
- Get feedback from your teacher and address any targets
- You will have LOTS of support materials in your Drama file to help you with this – use them!
- Revise your subject specific vocabulary – meanings and spellings!
- You cannot revise ‘facts’ for this section of the exam, but you need to remember what you did for your TIE or Devised piece and how you used your skills and made progress.



**AQA: GCSE Drama**  
**Section C - Study of a live theatre production seen**  
**HOW TO REVISE**

**Firstly, remember!**

You will get a choice of 2 sets of questions. : You must answer either 9&10 **or** 11&12. This section of the paper is worth *40 marks*, with each question being out of *20*.

**Important:** In one question you will be asked to **DESCRIBE** and in the other **EVALUATE/ANALYSE**. You will need to be able to separate the two.

**The best way to revise for this section of the paper is:**

- Book in with the Drama Department to watch 'Woyzeck' or 'The Odyssey' on DVD.
- During your screening session, make notes on your chosen sections.
- Using past questions, develop your notes into a full answer.
- Get feedback from your teacher.
- Note your targets and apply these to a second draft of the *same* essay.
- Once you have mastered one question, try another, so that you become confident at focusing on the **PRECISE WORDING OF THE QUESTION**.

**Example 1** Choose **one** live theatre production you have seen during your course where you saw two actors working well together in **at least two** scenes or sections.

**0 9** Describe in detail the skills used by these two actors in **one** scene or section from this live theatre production where they appeared together. You should include reference to the actors' voices, movement and facial expressions, and to their interaction together in this **one** scene or section.

**AND**

**1 0** Evaluate the success of these actors in engaging the audience through their creative co-operation in **at least one** further scene or section from this production.

**OR**

Choose **one** live theatre production you have seen during your course where **one** area of design or technical skill was used in an inventive way.

**1 1** Describe in detail what the designer or technician produced and how it was used in **at least one** scene or section to demonstrate inventiveness, in your opinion.

**AND**

**1 2** Evaluate the success of this design or technical skill in combining with other aspects of the performance at particular moments. Give clear reasons to support your answer.

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## GCSE Economics

The specification is OCR GCSE Economics and you will sit the following examinations this summer:

<b>Unit 1: How the Market Works</b> <ul style="list-style-type: none"><li>- 60 minutes</li><li>- Short-answer, data interpretation and extended questions</li><li>- 25% of the total GCSE qualification</li><li>- Monday 6<sup>th</sup> June 2016 (afternoon)</li></ul>	<b>Unit 2: How the Economy Works</b> <ul style="list-style-type: none"><li>- 60 minutes</li><li>- Short-answer, data interpretation and extended questions</li><li>- 25% of the total GCSE qualification</li><li>- Monday 6<sup>th</sup> June 2016 (afternoon)</li></ul>
<b>Unit 3: The UK Economy and Globalisation</b> <ul style="list-style-type: none"><li>- 90 minutes</li><li>- Questions based upon pre-released stimulus material and data interpretation</li><li>- 50% of the total GCSE qualification</li><li>- Thursday 9<sup>th</sup> June 2016 (afternoon)</li></ul>	

### Which topics should I be revising?

<b>Unit 1:</b> What is the economic problem? What are competitive markets? How do firms operate in competitive markets?	<b>Unit 2:</b> What are the economic objectives of the government? How does the UK government raise and spend money? Which policies can the UK government use?
<b>Unit 3:</b> Why do countries trade? Why is the UK in the European Union? How is the UK's international trade recorded? How important is the value of a currency? How does a country become more competitive? Why do some less developed countries struggle to achieve growth and benefit from international trade? What measures may be used to support growth in less developed countries?	

### What should I revise?

Subject content **and** practice examination technique – both are key. You will need to have a thorough knowledge of the content above **and** also how the examiner wants you to apply it in order to access the higher grade bands. The key to success in examinations and revision often lies in the right planning. Know your strengths and weaknesses and create a revision plan accordingly, putting more time into your weaker areas. Revise one topic at a time, and consider how the topics interrelate.



## **How should I revise for Economics?**

### **12. Practising questions using past examination papers:**

The most important and useful way to revise is by completing as many past papers for unit 1, 2 and unit 3 as possible. The more past papers you complete, the better your examination technique and knowledge will become. All past papers for the three units are saved on the school shared docs area and are available on the VLE.

### **13. Attend all of the department 'past paper' club sessions:**

These dates have been emailed out to parents and you have been informed. Practice makes perfect!

### **14. Learn all of the key terminology for unit 1, 2 and 3:**

There are many definitions that must be learnt in preparation for all units. Ensure you have got a copy of the key terminology for each sub-unit and each unit.

### **15. Learn all of the formulae for unit 1, 2 and 3:**

Ensure you have a copy for the formulae sheets for all units.

### **16. Actively use your Personal Learning Checklist (PLCs):**

Use your Personal Learning Checklists to see the breakdown of different topics and which areas you need to focus your revision on the most. Use this document to highlight any gaps in your knowledge and start your revision there.

### **17. Use revision cards:**

Use revision cards to help make links and connections between different topics. For example, write on one side 'economic growth' and on the other side the 'causes of economic growth.' Ask a friend or someone at home to test you on what you are learning.

### **18. Mind-mapping:**

On a sheet of A4 or A3 paper produce an overview of a topic you are revising. Use colour for different concepts and link them together explaining how one links to another (cause and effect). This will give you a clear overview of how different Economic topics are linked together.

### **19. Summarising:**

Summarising key facts and content on flash cards or lined paper: read through your notes and pick out the key points; write those down. From these key points you should be able to elaborate further when recalling them in an exam.

### **20. Ensure you have the department revision guides for unit 1 and unit 2:**

These can be found on the shared area.

### **21. Ensure you have the pre-release stimulus document and pre-release tool kit document**

These can be found on the shared area.

### **22. Complete the course textbook 'ExamCafe' questions**

These exam-style questions will help develop understanding and examination technique.

### **23. Communicate!**

If you are not sure about something or need specific help, please ask your teacher for an appointment to close any gaps in your knowledge.

### **24. Use the online tools to complement your revision:**

[www.ocr.org.uk/](http://www.ocr.org.uk/)

[www.bbc.co.uk/schools/gcsebitesize/](http://www.bbc.co.uk/schools/gcsebitesize/)

[www.bankofengland.co.uk/](http://www.bankofengland.co.uk/)

[www.bized.co.uk](http://www.bized.co.uk)

[www.tutor2u.net/revision\\_notes\\_gcse](http://www.tutor2u.net/revision_notes_gcse)

[www.examzone.co.uk](http://www.examzone.co.uk)

[www.bized.co.uk](http://www.bized.co.uk)

[www.s.cool.co.uk](http://www.s.cool.co.uk)

[www.revisionguru.co.uk](http://www.revisionguru.co.uk)

**Extension:** You may wish to purchase the course textbook (this is not compulsory):

OCR GCSE Economics (Bancroft/Chapman/Riches)

ISBN: 978-0-435-84905-4



## **AQA GCSE Design and Technology- Food Technology**

1. Go through each chapter in the AQA Design and Technology textbook you were issued- making notes and answer the exam questions- check your answers.  
Find your class notes and highlight the relevant sections.
2. Use the CGP GCSE D&T Food Technology AQA Revision guide to support your learning of each topic. You could try answering the practice questions at the end of each chapter first to see how much you know already.
3. Print off past papers from the AQA website and answer Section B- the detail in Section A will be covered thoroughly in the lessons as it changes each year. Use the marks schemes to assess your work to see how much is expected to gain the marks.
4. When you know the topic in Section A – complete all home works to research, design and plan products to suit the theme.
5. Use the following websites to read around the subject:  
<http://www.bbc.co.uk/schools/gcsebitesize/design/foodtech/>  
<http://www.nhs.uk/Livewell/Goodfood/Pages/eatwell-plate.aspx>  
Supermarket websites for tips on healthy eating and recipe ideas.  
REMEMBER- MAKE SURE ANY WEBSITES YOU USE ARE UK NOT AMERICAN
6. Use your PLC to help you understand which areas you know well and which need improvement. Then write a list of all the topics that you need to really focus on first and create a revision plan that indicates how much time you want to spend on each topic area.

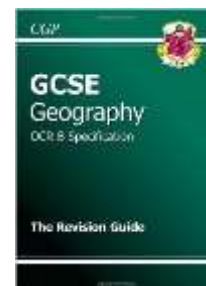




## How to revise in Geography at GCSE level?

...active revision little and often...

Revision guide: ISBN-10: 1847623735



**Traffic Lighting of the Specification:** Identifying your **weakest areas** is vital so you target your revision in your weakest areas and not your strongest. Go through a copy of the **specification** / review sheets and highlight:

- Red = I am not sure about this, I need extra support
- Orange = I understand in parts, needs recapping
- Green = Confident, I could answer a question on this.

Starting with Reds. Go and seek help, from a friend / parent / teacher or a sensible website such as <http://www.bbc.co.uk/schools/gcsebitesize/geography/>.

### Traffic Lighting of the Past Paper

**Question Booklet:** Go through every question in the booklet and put a red, yellow or green next to it. Now go through and answer all the questions that you have identified as **red first**. This means that you are **improving your weakest area first**. After you have completed the questions go online to find the mark scheme to mark it. 9-markers may need to go to your teacher to mark. The mark schemes are found here: <http://www.ocr.org.uk/qualifications/gcse-geography-b-j385-from-2012/> (Google: OCR GCSE Geography B to find it by searching)

**Case Studies:** In geography one of the most important things to learn is the **case studies**. Producing an A3/A4 revision card on each of the case studies is one way to summarise the information you have in your folders. A list of case studies you have covered is below.

Next try writing down from memory the key facts and figures and memorising them. Or make a brief mind map. Or complete a 9-mark question, or cover and reveal, or get a friend to test you.

Then check back to see what you have forgotten and go about learning these points too. Perhaps you could get another colour pen and add the bits you forgotten onto your mind map.

CASE STUDIES FOR GCSE GEOGRAPHY		
<b>Population and Settlement</b>		
To illustrate strategies to influence natural population change within a country		China 1- child Pop
International migration to illustrate the causes, consequences and management of migration.		Mexico to USA
Migration within a country.		Buriton
Urban change to show social, economic and environmental planning. Also to evaluate its sustainability.		Curitiba
To show how retail service provision changes over time.		Reading
<b>Hazards</b>		
A tectonic event – LEDC		Nevado del Ruiz 1985
A tectonic event - MEDC		Japan 2011
An atmospheric event - LEDC		Ethiopia 1984
An atmospheric event - MEDC		Katrina 2005
<b>Economic Development</b>		
An AID project in an LEDC	<b>FOR SDME EXAMINATION ONLY</b>	Water Aid in Mali
MNC investment in a specific area and in an international context		Nike in Vietnam
Illustrate the factors that affect the location of different types of economic activity - LEDC		Fiat in Brazil
Illustrate the factors that affect the location of different types of economic activity – MEDC		High Tech in Winnersh Triangle
Specific development where conflicts exist between economic development and environmental damage		Pearl Delta River
<b>Rivers and Coasts – FOR SDME EXAMINATION ONLY</b>		
Cause, effects and management of river flooding in - LEDC		River Ganges, Bangladesh
Cause, effects and management of river flooding in - MEDC		River Valency
Coastline management, including reasons for protection, measures taken, resulting effects and possible conflicts		Pevensey Bay





Or for Hazards put the causes on post-it notes on one wall of your bedroom, effects on another and responses on another. As you turn around your room can you remember each of the points? Or reading the post-it note out loud and then developing it, by saying "this means that"

**Definitions:** These are vital for you to do well in geography, so to revise these, firstly ensure that your glossary is fully up to date for each of the modules. If not use a website like this one to help you write a good definition. <http://www.itseducation.asia/geography/a.htm>. Now you are in position to test yourself, get a friend or parent to ask for a definition or give you the definition and then you give them the term or definition.

Here is a list of **other ways to revise**. Those with an \* next to them we strongly recommend trying out.

Read through my notes	Read and highlighted my notes
Read through the revision book	Tested myself by cover and reveal*
Made new notes on revision / flash cards	Made mind maps*
Made new notes on A4	Made a glossary
Made posters of the topics / case studies	Taught someone else
Post it notes round the room*	Get someone to test you*
Write yourself a test and then completed it*	Traffic lighting the syllabus*
Recording your notes and listening to them	Listed case studies
Looked through your old milestones	Practiced past papers from exam website
BBC bite size revision	Other website
Turned notes into diagrams and pictures*	Asked for help
Worked with friend	Other: _____

What content should you be revising for...

...the **Sustainable Decision Making Exam** worth 25%?

**Population**

Indicators (e.g. BR or DR)  
DTM  
Age-sex pyramids  
Policies  
Migration Types


**Settlement**

Land use  
Changes in cities  
Sustainability  
Retail  
Changes in retail


... the **final exam**  
worth 50%?

**Atmospheric Haz (Tropical Storms + Drought)**

Causes of...  
Predicting...  
Preparing for...  
Effects of...  
Responses to...


**Tectonic Hazards (Volcanoes + Earthquakes)**

Plate theory  
Causes of...  
Predicting...  
Preparing...  
Effects of ...  
Responses to...


**Economic Activity**

Types of industry  
Location of industry


**Development**

Indicators (e.g HDI)  
LDC + NIC




Changes in location of industry  
Environment v Industry


MNCs  
Aid


**Rivers**

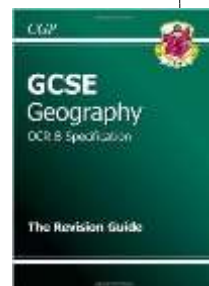
Landforms  
Hydrographs  
Flood management


**Coasts**

Landforms  
LSD + Erosion  
Coastal Management




## How to revise GCSE German



1. Complete all homework to the best of ability on time and bring folder to class (organisation)
2. Practise writing and grammar skills in lead up to assessment. BBC Bitesize has some practice grammar exercises.
3. Use class time efficiently to ask questions, absorb and use new language.
4. Focus on listening - at least once per week using listening exercises and practice papers on the VLE. Complete at least 2 papers at school by Easter on Tuesdays at revision session.
5. Focus on reading - complete extra reading exercises at the back of the textbook and practice papers on the VLE. Complete at least 2 papers at school by Easter on Tuesdays at revision session.
6. Enjoy listening to some longer extracts of German by listening to the intermediate section of German on Linguascope: [www.linguascope.com](http://www.linguascope.com); username: maiden; password: pound
7. Learn vocabulary regularly: Look at the Edexcel German GCSE Specification 2009 (Modular). On p. 54 there is a vocabulary list. Make a list of 15 of these words that you do not know every week and write them on your phone. Learn them throughout the week and test yourself on the words a week later. Keep a record of your scores.
8. Make up some sentences with the new vocabulary. If you use the vocabulary you are more likely to retain it.
9. Look back at all DIRT work and learn from your previous mistakes.
10. Expose yourself to the German language by watching and listening to programmes in German eg. Peppa Wutz on youtube.

### Resources

VLE, Edexcel examination board web-site and textbook.

<http://www.languagesonline.org.uk/>

<http://www.bbc.co.uk/schools/gcsebitesize/german/> (old site)

<http://www.deutschseite.de/inhalt.html#grammatik>





## **How to revise...History GCSE!**



### **What exams are there to revise for?**

Our specification is AQA History B (9147) and you sit 2 exams in June 2017.

#### **Paper 1**

Unit 1: International Relations: Conflict and Peace in the 20<sup>th</sup> Century (91451).

- 1 hour 45 minutes.
- Monday 5<sup>th</sup> June 2017 (morning).

#### **Paper 2**

Unit 2: 20<sup>th</sup> Century Depth Studies (91452).

- 1 hour 45 minutes.
- Wednesday 14<sup>th</sup> June 2017 (afternoon).

### **What topics are on the exams?**

#### **Paper 1 Topics – Answer all 3 topics:**

##### Topic 2:

Peacemaking, 1918-1919 and the League of Nations.

##### Topic 3:

Hitler's Foreign Policy and the Origins of WW2.

##### Topic 4:

The Origins of the Cold War, 1945-1960

#### **Paper 2 Topics – Answer 1 topic from each section.**

##### Section A

Topic 2: Weimar Germany 1919-1929.

##### Section B

Topic 4: Stalin's Dictatorship - USSR 1924-1941

**OR** Topic 5: Hitler's Germany 1929-1939.

##### Section C

Topic 8: War in Vietnam, 1954-1975.

### **What should I revise?**

Content **and** technique – both are key. You need to know the stuff but also how the examiner wants you to apply it in order to reach your potential.

### **So...how should I revise?**

Below are just some of the ways to revise successfully in History:

#### **Practising questions using past papers:**

The more past papers you complete the better your technique. This is, arguably, the most important way to revise! These can be found on the AQA website or the Shared Docs area on a school computer. The mark schemes can also be found there so use those after doing a past paper to mark your own work.

#### **PLCs:**

Use your Personal Learning Checklists to see the breakdown of different topics and which areas you need to focus your revision on the most. If you completely understand and could answer a question on the Hitler Youth but not how the League of Nations did in the 1920s then revise on that first.

#### **Timelines:**



The exams for the GCSE Course is entirely in the 20<sup>th</sup> Century from the end of WWI in 1918 to the end of the Vietnam War in 1975. This makes a large timeline across 3 or 4 pieces of A3 paper on your bedroom wall a very effective way of getting an overview of the 2 papers. Annotate all the events that take place across this time period, using a different colour for different topics. Add information about significant people to the timeline as well so you don't end up talking about Stalin in 1955 when he was already dead! This will establish the chronology of events which will further your understanding.

### **Revision cards:**

On one side of a revision card write down the name of an event such as the Manchurian Crisis 1931-1933. On the other side write down some key points about the causes, events, consequences and importance of that event. Ask a friend or someone at home to test you on what you are learning.

### **Mind-mapping:**

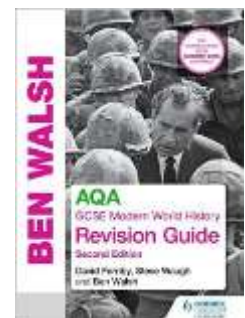
On a sheet of A4 or A3 paper produce an overview of a topic you are revising. Use colour for different events and link them together explaining how one led to another or why one is more important than another. This will give you a clear overview of how different moment in History are linked to each other.

### **Summarising:**

Reading through notes or text books or revision guides is the least effective way to revise if it is the only thing you do. Instead you could try summarising on to flash cards or lined paper: read through your notes and pick out the key points; write those down. From these key points you should be able to elaborate further when recalling them in an exam.

### **Revision Guide:**

We recommend the AQA Ben Walsh revision guide (2<sup>nd</sup> Edition, **ISBN-10:** 1471831752, **ISBN-13:** 978-1471831751) which can be bought on Amazon for around £7.99. It covers the topics required, clarifies the technique and includes practice questions. However, this alone is not enough to revise successfully; you need to use your class notes to get the precise detail in your answers.



### **Communication:**

If you're not sure about something or need help in a certain topic or with a type of technique, don't hope it will resolve itself, it won't. Speak to a friend or peer or someone in your class you think would be able to explain to you how to do it or give you an extra piece of knowledge you didn't know before. If that doesn't solve your problem, then speak to your teacher or book an appointment with them to solve the issue and get the help you need.

Revise little and often.  
Follow a detailed revision plan.  
Ask for help if you need it.  
**CONTENT AND TECHNIQUE.**



## How to revise in Health and Social Care

1. Use your PLC to help yourself understand which areas you know well and which need improvement. Then write a list of all the topics that you need to really focus on first and create a revision plan that indicates how much time you want to spend on each topic area.
2. Go through each chapter in the Edexcel textbook/Edexcel revision guide - making notes by highlighting key points. Find your class notes and highlight the relevant sections that match to those from the text-book.
3. Use the Edexcel Health and Social Care workbook to support your learning of each topic. This book is full of exam-style questions and will help you know whether you are able to apply your knowledge once you have revised it. The mark-schemes are at the back of the books, so you can check your answers.
4. Print off past papers from the Edexcel website and have a go at answering them. Use the marks schemes or hand them to your teacher to assess your work and make sure that you improve the sections where you lost marks.
5. Work together – learn what you need to and test each other.





## Revising for Edexcel GCSE Music



### What should I revise?

- **Melody** and melodic devices (describing the pitch, sequences, repetition, conjunct/ disjunct movement, intervals)
- **Harmony** and harmonic devices (what chords are used)
- **Tonality** (the key of each set work, plus any modulations)
- **Instrumentation** (the instruments used in each set work and their role within the music, different types of voices)
- **Date/** period of history and **genre** (the style- e.g. minimalist)
- **Rhythm** and rhythmic features (describing rhythm values/ lengths, dotted rhythms, syncopation, repeating patterns)
- **Structure** (the organisation of the music e.g. sonata form)
- **Playing techniques/ vocal techniques** (specific to the instruments and how they are used- word setting e.g. melisma, syllabic, pizzicato, arco, mute, strumming)
- **Dynamics** (describing contrasts of volume)
- **Technological effects/** processes (e.g. EQ, reverb, echo, delay)
- **Texture** (describing how the layers of sound work together e.g. homophonic)
- **Features** which make the piece 'typical' of its genre or time (e.g. Baroque- use of string orchestra, basso continuo, Ritornello form/ structure, terraced dynamics)

### How should I revise?

This depends on the kind of learner that you are, but here are some suggestions which have worked for past students:

- Making flashcards
- Post-It notes with key words written on
- Creating online quizzes
- Colour coding and highlight key information





- Creating spider diagrams/ mind maps
- Listening to the set works and making notes under the headings from 'What Should I Revise?' above
- Create an alphabet challenge, where you listen to the set work and write down a musical feature for every letter
- Listen to the set works whilst you revise for other subjects- set up a playlist
- Write yourself some short answer questions (1-4 marks) which your parents/ friends/ brothers or sisters can quiz you with
- Practice your melodic dictation- choose a melody, theme or rhythm from a set work and write out a few bars. Play it back to yourself to assess whether your notes/ rhythms were accurate
- Create your own essay question for each set work- 'Comment on how the following elements are used in this set work'. Choose five headings to write about (melody, rhythm, harmony, etc). Test yourself to write two+ points for each heading.
- Lucky dip- writing key words or questions and pulling them randomly from a pot to check your understanding.
- Writing down as many key words as possible for each set work, then going back to define them. Check you've associated the correct vocabulary with the correct set work.

### **Where can I revise from?**

- Worksheets from your GCSE folder, including your Handbook
- Websites such as: [www.edexcel.com](http://www.edexcel.com) and BBC Bitesize
- CGP Revision Guide
- CGP practice paper book with CD
- Listening to the set works & using YouTube videos
- Past papers published by the exam board

### **How can I practice for the exam?**

- Short answer questions
- Dictation questions
- Essay questions under timed conditions (approx. 30 mins)





## **How to revise GCSE PE**

### **Examination Information:**

- 1 hour 30 minute examination (40% of overall qualification)
- Variety of mixed ability questions
- Exam board = Edexcel

### **What should I revise?**

<b><u>Content</u></b>	<b><u>Examination Structure:</u></b>
<ul style="list-style-type: none"><li>- Healthy Active Lifestyle</li><li>- Key Influences</li><li>- Exercise and Fitness</li><li>- Physical Activity</li><li>- Personal Health</li><li>- Mind and Body</li><li>- Cardio-Vascular System</li><li>- Respiratory System</li><li>- Skeletal System</li></ul>	<ul style="list-style-type: none"><li>- 10 multiple choice questions</li><li>- Short answer questions</li><li>- 6 mark – Extended answer questions</li></ul>

### **General points:**

- Purchase a revision guide/workbook.
- Access Edexcel for past papers and mark schemes.
- Pick apart the questions to identify the command words.
- Check spellings of key words.
- Use feedback from teachers to improve on your work.

### **How can I revise?**

1. Create your own revision tools. These could be:
  - Flash cards
  - Mind maps
  - Post it notes
2. Test yourself – Select a topic and write everything you know about it on a black piece of paper. Revise the topic. Add more to the paper.
3. Actively use the PLC's to access areas of strengths and weaknesses.
4. Continually write out key terms and definitions. Continue doing this until the definition is correct.
5. Stick key terms and definitions on your wall and say one/two out loud each day.
6. Look at previous essays and use the mark schemes to assess these. You could work with a partner to write the answers and peer mark each other work. This will help with the structure.
7. Use PE planning sheets to help with the structure of 6 mark questions.



8. Print past papers from Edexcel website and complete questions. Hand answers to your teacher or self-assess against the mark scheme.
9. Attend the revision corridor.
10. Seek support if unsure. Always ask any of the PE teacher to go through the content again if you are unsure.
11. Use all DIRT work to ensure you improve on the correct examination technique and content.

**Extended Essay Structure:**

Marking Code	Meaning	Description
S	Statement	Knowledge show through a simple statement.
S+	Statement Plus	Simple statement has been explained further.
DS	Developed Statement	Linked practical application

**Memorise the key connectives to use:**

E.G. Therefore, leading to, resulting in, which causes, which leads to, **etc....**

**Text book:**

*'Revise Edexcel GCSE: Physical Education. Unit 1 Theory of PE. (5PE01 and 5PE03). Pearson. (ISBN: 978-1-4469-0362-9).*



## Religious Education GCSE



TOP TIP: **Remember the mark scheme!**

- a) Outline three ideas (preferably in three short sentences or one longer sentence)
- b) Two reasons- make the reasons as different as you can and give examples. Separate into two paragraphs.
- c) Two reasons- make them as different as you can- but make sure you refer to at least one teaching, quotation or example from Jesus/Prophet Muhammad.
- d) One paragraph reflecting your view in response to the key statement, one paragraph reflecting the opposing view and a final paragraph supporting your original argument. You need quotations, examples and key terms included here.

**To revise key terminology have I...**

	Completed?
Got a complete glossary for all units?	
Made flash cards with key terms and definitions?	
Been tested verbally on those key definitions and spellings?	

**To revise part a) have I...**

	Completed?
Made a list of the key issues in each unit?	
Written down a list of the key beliefs associated with each idea?	
Written your own example of part a) questions starting with 'Outline three....'?	
Completed past paper questions in under 2 minutes, ensuring you give three clear but concise reasons?	

**To revise part b) and c) have I...**

	Completed?
Made a list of the key topics in each unit?	
Asked friends/parents to test you to make sure you know the beliefs and practices?	
Written your own example of part b) questions starting with 'Explain two reasons...?'	
Completed past paper questions, ensuring each reason that justifies your opinion is different and you have two clear paragraphs?	
Made one flash cards for each unit showing the key quotations for each of the units?	

**To revise part d) have I...**

	Completed?
Made a list of the key topics in each unit?	
Created a table of for and against for each topic showing a secular, Christians and/or Muslims view on these?	
Written your own examples of part d) questions starting with a statement?	
Completed past paper questions in under 12 minutes, ensuring you have a wide range of reasons and clear pieces of evidence?	

### Year 11 RS GCSE - May 2018

You will take **two papers**, each are **1hr 45 minutes** long and contain **4 topics** each.

In total, you will answer using knowledge from **all 8 topics** studied in Yr9, Yr10 and Yr11.

You must answer a set of **questions (a-d)** on each topic.

For each topic you will have **2 choices of question** sets; you must choose 1 set to answer.

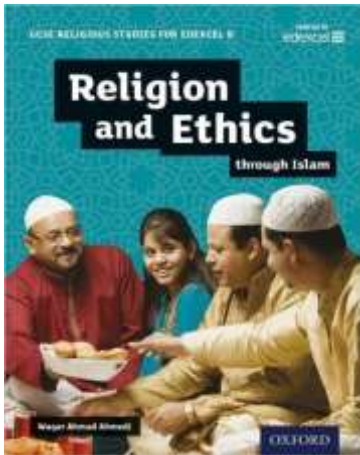
There will also be **additional marks** available for **SPaG** so be careful throughout.



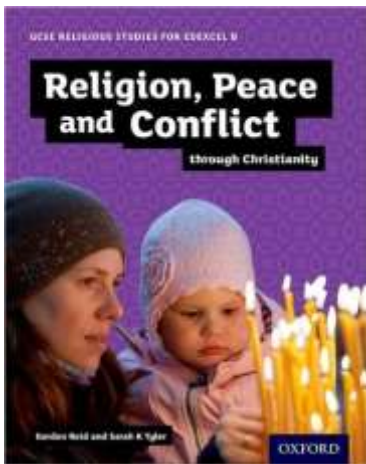
Revision materials:

Textbooks are available for the two units of study:

Edexcel Religious Studies: Religion and Ethics through Islam.

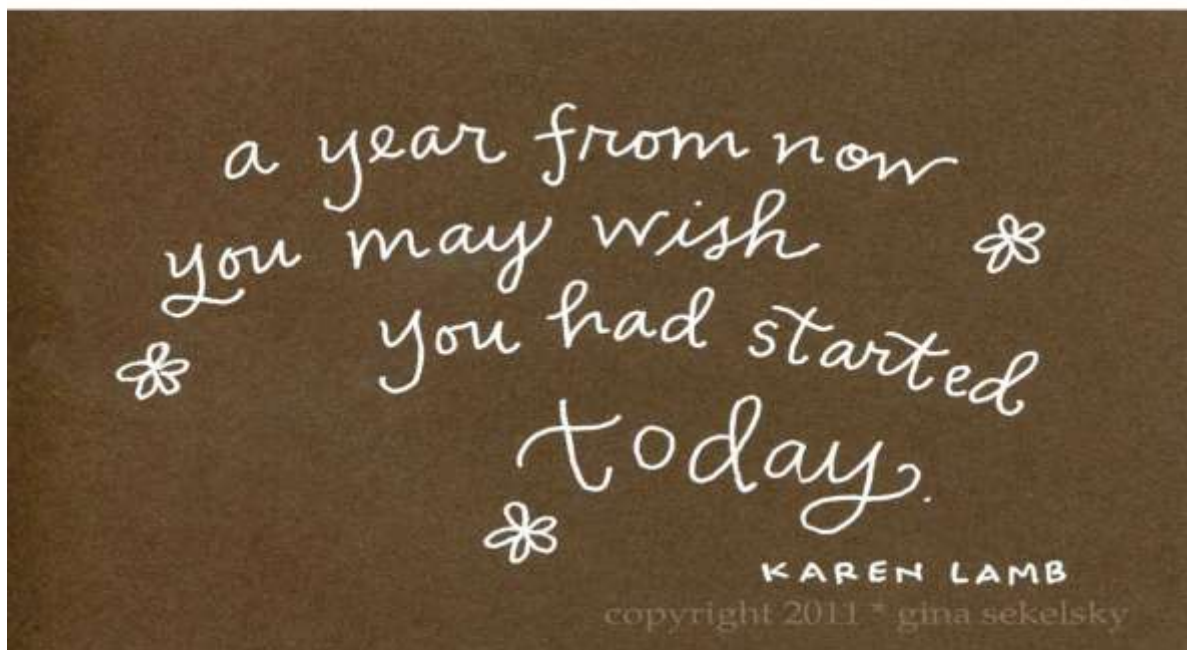


Edexcel Religious Studies: Religion, Peace and Conflict through Christianity.





# GCSE FRENCH REVISION



## REVISING FOR FRENCH READING AND LISTENING

1. Make sure you learn the topic vocabulary (eg: at the end of each chapter of the text book).
2. Make sure you learn the core vocabulary (see below)
3. To revise for the reading exam you need to read, to revise for the listening exam you need to listen: use exam past papers <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/french-2009.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FExam-materials>
4. Each time you do a reading paper, check your marks against the mark scheme. Any words or phrases you did not know, do read-copy-cover-write for each one until you can do it correctly.
5. Each time you do a listening paper, check your marks against the mark scheme. Then using the transcript (at the back of the mark scheme) listen to the text and follow the written version. Do this three times and then underline any words or phrases you did not know. Do read-copy-cover-write for each one until you can do it correctly. Listen and follow the writing one more time.



Online revision:

<http://www.languagesonline.org.uk/Hotpotatoes/Index.htm>

<http://www.bbc.co.uk/schools/gcsebitesize/french>

On your 'phone



## MINIMUM CORE VOCABULARY LIST

The following vocabulary list is the minimum core vocabulary that all students will need to acquire.

### Verbs

accepter to accept accompagner to accompany acheter to buy adorer to love aider to help aimer to like ajouter to add <b>aller</b> to go allumer to light, turn on améliorer to improve annuler to cancel appeler to call apprendre to learn <b>arriver</b> to arrive attendre to wait for atterrir to land <b>avoir</b> to have bavarder to chat <b>boire</b> to drink changer to change charger to load, to charge choisir to choose cliquer to click coller to stick commander to order commencer to begin comprendre to understand compter to count, intend <b>conduire</b> to drive <b>connaître</b> to know (be familiar with) conseiller to advise contacter to contact coûter to cost <b>croire</b> to think, believe décider to decide décrire to describe décrocher to lift the receiver	demander to ask dépenser to spend <b>descendre</b> to go down désirer to want, desire détester to hate <b>devoir</b> to have to <b>dire</b> to say discuter to discuss donner to give <b>dormir</b> to sleep durer to last écouter to listen <b>écrire</b> to write empêcher to prevent emprunter to borrow entendre to hear <b>entrer</b> to enter envoyer to send espérer to hope essayer to try <b>être</b> to be étudier to study <b>faire</b> to do / to make fermer to close finir to finish, end frapper to knock, hit gagner to win, earn garer to park habiter to live informer to inform <b>introduire</b> to introduce inviter to invite <b>jeter</b> to throw laisser to leave (an object) louer to rent/to hire manger to eat manquer to miss marcher to walk mériter to deserve <b>mettre</b> to put <b>monter</b> to climb, get on	montrer to show neiger to snow noter to note <b>offrir</b> to give (presents) organiser to organise oublier to forget <b>ouvrir</b> to open pardonner to forgive parler to speak <b>partir</b> to leave passer to pass by/to go penser to think perdre to lose <b>permettre</b> to allow <b>plaire</b> to please pleurer to cry poser (une question) to place, ask (a question) poser une question to ask a question pousser to push <b>pouvoir</b> to be able to préférer to prefer <b>prendre</b> to take présenter to present prêter to lend <b>prévenir</b> to avoid, to prevent, to warn <b>produire</b> to produce quitter to leave raconter to tell rater to go wrong/to fail, to miss <b>recevoir</b> to receive, be host to rechercher to research recommander to recommend regretter to regret, be sorry rembourser to refund remercier to thank	<b>remettre</b> to put back remplacer to replace remplir to fill rencontrer to meet <b>rendre</b> visite à to visit <b>rentrer</b> to return réparer to repair répéter to repeat <b>répondre</b> to answer réserver to reserve ressembler à to look like, to resemble <b>rester</b> to stay <b>retourner</b> to return réussir to succeed réviser to revise <b>rire</b> to laugh rouler to go along (in a car) <b>s'adresser</b> à to apply to <b>s'amuser</b> to enjoy oneself <b>s'appeler</b> to be called <b>s'arrêter</b> to stop <b>s'asseoir</b> to sit down sauter to jump sauver to save <b>savoir</b> to know (a fact) <b>s'échapper</b> to escape <b>se disputer</b> to argue <b>se trouver</b> to be located signer to sign <b>s'intéresser</b> à to be interested in <b>s'occuper</b> de to look after <b>se débrouiller</b> to manage <b>se dépêcher</b> to hurry <b>se fâcher</b> to get angry <b>se promener</b> to go for a walk	<b>se rappeler</b> to remember <b>servir</b> to serve <b>se servir</b> de to use <b>se terminer</b> to end sembler to seem sonner to ring souhaiter to wish <b>sourire</b> to smile stationner to park <b>suivre</b> to follow surfer sur internet to surf the internet taper to type téléphoner to phone <b>tenir</b> to hold tirer to pull <b>tomber</b> to fall toucher to touch travailler to work trouver to find utiliser to use vendre to sell <b>venir</b> to come vérifier to check <b>vivre</b> to live visiter to visit <b>voir</b> to see voler to steal/fly <b>vouloir</b> to want
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**Irregular verbs – use your verb tables then learn off by heart.**

**“Être verbs” in the perfect tense – take care some are irregular too!**

**Reflexive verbs – most are regular verbs but not all. Look them up if you aren't sure.**

<p><b>Adjectives</b> affreux/se <i>awful</i> amusant/e <i>funny</i> ancien/ne <i>old</i>, <i>former</i> autre <i>other</i> bête <i>stupid</i> beau/bel/belle <i>beautiful</i> bon/ne <i>good</i> bref/brève <i>brief</i> bruyant <i>noisy</i> cadet/cadette (m/f) <i>younger</i> cassé <i>broken</i> chaud <i>hot</i> chouette <i>great</i> confortable <i>comfortable</i> content <i>pleased</i> court <i>short</i> de bonne humeur <i>in a good mood</i> debout <i>standing</i> dégoûtant <i>disgusting</i> dernier/dernière <i>last</i> désolé <i>sorry</i> difficile <i>difficult</i> drôle <i>funny</i> d'une grande valeur <i>valuable</i> dûr <i>hard</i> dynamique <i>dynamic</i> en colère <i>angry</i> ennuyeux/euse <i>boring</i> ensemble <i>together</i> faible <i>weak</i> fatigant <i>tiring</i> fatigué <i>tired</i> faux/fausse <i>false</i> favori/favorite <i>favourite</i> fermé <i>closed</i> fermé à clef <i>locked</i> flexible <i>flexible</i> fort <i>strong</i> formidable <i>great</i>, <i>marvellous</i> génial <i>brilliant</i> gentil <i>kind</i> grand <i>big</i>, <i>tall</i> gratuit <i>free</i> gros/grosse <i>fat</i> haut <i>high</i> incroyable <i>unbelievable</i> jeune <i>young</i> joli <i>pretty</i> laid <i>ugly</i> léger <i>light</i> libre <i>free</i> long/ue <i>long</i> lourd <i>heavy</i></p>	<p>moche <i>rotten</i> mûr <i>mature</i> nécessaire <i>necessary</i> neuf/neuve <i>new</i> nombreux/euse <i>numerous</i> nouveau/nouvel/nouvelle <i>new</i> ouvert <i>open</i> paresseux/euse <i>lazy</i> parfait <i>perfect</i> passionnant <i>exciting</i> perdu <i>lose</i> petit <i>small</i> plein <i>full</i> préféré <i>favourite</i> prêt <i>ready</i> pressé <i>in a hurry</i> prochain <i>next</i> proche <i>close</i> propre <i>clean</i>, <i>own</i> rapide <i>fast</i> recherché <i>sought after</i> reconnaissant <i>grateful</i> réel/le <i>real</i> responsable <i>responsible</i> riche <i>rich</i> sage <i>wise</i>, <i>well behaved</i> sain <i>healthy</i> sale <i>dirty</i> sensass <i>sensational</i> satisfait <i>satisfied</i> sérieux/ieuse <i>serious</i> sévère <i>strict</i> seul <i>alone</i> silencieux/ieuse <i>silent</i> super <i>great</i> timide <i>shy</i> travailleur/travailleuse <i>hardworking</i> tout <i>all</i> typique <i>typical</i> utile <i>useful</i> valable <i>valid</i> variable <i>variable</i> vieux/vieille <i>old</i> vite <i>quick</i> vrai <i>true</i></p> <p><b>Colours</b> blanc/le <i>white</i> bleu <i>blue</i> brun <i>brown</i> clair <i>light</i> couleur (f) <i>colour</i> foncé <i>dark</i> gris <i>grey</i> jaune <i>yellow</i> marron <i>chestnut brown</i> noir <i>black</i> rose <i>pink</i> rouge <i>red</i> vert <i>green</i></p>	<p><b>Adverbs</b> déjà <i>already</i> encore <i>more</i> ici <i>here</i> immédiatement <i>immediately</i> là <i>there</i> là-bas <i>over there</i> là-haut <i>up there</i> longtemps (for a) <i>long time</i> malheureusement <i>unfortunately</i> peut-être <i>perhaps</i> plutôt <i>rather</i> pourtant <i>however</i> presque <i>almost</i> quelquefois <i>sometimes</i> récemment <i>recently</i> souvent <i>often</i> surtout <i>especially</i> toujours <i>always/still</i> tout de suite <i>straight away</i> très <i>very</i> trop <i>too</i> vite <i>quickly</i> vraiment <i>really</i></p> <table><tr><td>good</td><td>better</td><td>best</td></tr><tr><td>bon(ne)</td><td>meilleur(e) mieux</td><td>meilleur(e)</td></tr></table> <table><tr><td>bad</td><td>worse</td><td>worst</td></tr><tr><td>mauvais(e)</td><td>meilleur(e) pire</td><td>pire</td></tr></table> <p><b>Quantities</b> assez de <i>enough</i> beaucoup de <i>many</i> plusieurs <i>several</i> un morceau de <i>a piece of</i> un paquet de <i>a packet of</i> un peu de <i>a little of</i> un pot de <i>a jar of</i> un tiers de <i>a third of</i> une boîte de <i>a tin, box of</i> une bouteille de <i>a bottle of</i> une douzaine de <i>a dozen</i> une tranche de <i>a slice of</i></p>	good	better	best	bon(ne)	meilleur(e) mieux	meilleur(e)	bad	worse	worst	mauvais(e)	meilleur(e) pire	pire	<p><b>Connecting words</b> alors <i>then</i> aussi <i>also</i> d'abord <i>first of all</i> donc <i>so</i> ensuite <i>then</i> et <i>and</i> mais <i>but</i> ou <i>or</i> puis <i>then</i></p> <p><b>Question words</b> que? <i>What?</i> qui? <i>Who?</i> qu'est-ce que? <i>What? (divided obj)</i> qu'est-ce qui? <i>What? (as subject)</i> où? <i>Why?</i> pourquoi? <i>Why?</i> quand? <i>When?</i> combien de? <i>How much, how man?</i> comment? <i>How?</i></p> <p><b>Other high frequency words</b> ça/ cela <i>that</i> chose (f) <i>thing</i> comme <i>as, like</i> chiffre <i>figure</i> façon (f) <i>way</i> fin (f) <i>end</i> fois (f) <i>time</i> forme (f) <i>shape</i> genre (m) <i>type</i> madame <i>Mrs</i> mademoiselle <i>Miss</i> monsieur <i>Mr</i> milieu (m) <i>middle</i> nombre (m) <i>number</i> numéro <i>number</i> non <i>no</i> oui <i>yes</i> parce que <i>because</i> par exemple <i>for example</i> quelqu'un <i>someone</i> quelque chose <i>something</i> si <i>if</i> tout le monde <i>everybody</i></p>	<p><b>Prepositions</b> à <i>at</i>, <i>to</i> à cause de <i>because of</i> à côté de <i>next to</i> après <i>after</i> au bout de <i>at the end of</i> autour de <i>around</i> avant <i>before</i> avec <i>with</i> chez <i>at (someone's house)</i> contre <i>against</i> dans <i>in</i> de <i>from</i> dehors <i>outside</i> derrière <i>behind</i> devant <i>in front of</i> en <i>in</i>, <i>by</i> en face de <i>opposite</i> en haut <i>above</i> entre <i>between</i> environ <i>about</i> jusqu'à <i>until</i> loin de <i>far from</i> par <i>through</i> parmi <i>among</i> partout <i>everywhere</i> pendant <i>during</i> pour <i>for</i>, <i>in order to</i> près de <i>near</i> sans <i>without</i> sauf <i>except</i> selon <i>according to</i> sous <i>under</i> sur <i>on</i> vers <i>towards</i></p>
good	better	best														
bon(ne)	meilleur(e) mieux	meilleur(e)														
bad	worse	worst														
mauvais(e)	meilleur(e) pire	pire														





magnifique <i>magnificent</i> même <i>same</i> merveilleux/euse <i>marvellous</i> mignon/ne <i>charming</i>	violet <i>violet</i>			
<b>Numbers</b>  <b>Time</b>  <b>Time expressions</b> à l'heure <i>on time</i> à partir de <i>from</i> après-demain <i>the day after tomorrow</i> après-midi (m) <i>afternoon</i> au début <i>at the start</i> aujourd'hui <i>today</i> bientôt <i>soon</i> de bonne heure <i>on time, early</i> de temps en temps <i>from time to time</i> demain <i>tomorrow</i> depuis <i>since</i> hier <i>yesterday</i> jour (m) <i>day</i> journée (f) <i>day</i> le lendemain (m) <i>the next day</i> maintenant <i>now</i> matin (m) <i>morning</i> minute (f) <i>minute</i> minuit <i>midnight</i> nuit (f) <i>night</i> plus tard <i>later</i> prochain <i>next</i> quinzaine (f) <i>a fortnight</i> quinze jours <i>a fortnight</i> semaine (f) <i>week</i> soir (m) <i>evening</i> soirée (f) <i>evening/party</i> toujours <i>always</i> tous les jours <i>every day</i> tout à l'heure <i>just now, in a little while</i> week-end (m) <i>weekend</i>  <b>Days of the week</b> lundi <i>Monday</i> mardi <i>Tuesday</i> mercredi <i>Wednesday</i> jeudi <i>Thursday</i> vendredi <i>Friday</i> samedi <i>Saturday</i> dimanche <i>Sunday</i>  <b>Months of the year</b> janvier <i>January</i> février <i>February</i> mars <i>March</i> avril <i>April</i> mai <i>May</i> juin <i>June</i> juillet <i>July</i>	<b>Countries</b> Allemagne (f) <i>Germany</i> Angleterre (f) <i>England</i> Autriche (f) <i>Austria</i> Belgique (f) <i>Belgium</i> Danemark (m) <i>Denmark</i> Écosse (f) <i>Scotland</i> Espagne (f) <i>Spain</i> États-Unis (m/pl) <i>United States</i> France (f) <i>France</i> Grande-Bretagne (f) <i>Great Britain</i> Grèce (f) <i>Greece</i> Hollande (f) <i>Holland</i> Irlande (f) <i>Ireland</i> Italie (f) <i>Italy</i> Pays-Bas (m/pl) <i>Netherlands</i> Pays de Galles (m) <i>Wales</i> Royaume-Uni (m) <i>United Kingdom</i> Russie (f) <i>Russia</i> Suisse (f) <i>Switzerland</i>  <b>Continents</b> Afrique (f) <i>Africa</i> Asie (f) <i>Asia</i> Amérique du Sud (f) <i>South America</i> Amérique du Nord (f) <i>North America</i> Australie (f) <i>Australia</i> Europe (f) <i>Europe</i>  <b>Nationalities</b> africain/e <i>African</i> allemand/e <i>German</i> américain/e <i>American</i> anglais/e <i>English</i> autrichien/ne <i>Austrian</i> belge <i>Belgian</i> britannique <i>British</i> corse <i>Corsican</i> danois/e <i>Danish</i> écossais/e <i>Scottish</i> espagnol/e <i>Spanish</i> européen/ne <i>European</i> français/e <i>French</i> gallois/e <i>Welsh</i> grec/grecque <i>Greek</i> hollandais/e <i>Dutch</i> irlandais/e <i>Irish</i> italien/ne <i>Italian</i> russe <i>Russian</i> suisse <i>Swiss</i>  <b>Areas/mountains</b> Alpes (f/pl) <i>the Alps</i> Bretagne (f) <i>Brittany</i>	<b>Language used in dialogues and messages</b> (Some words may feature in other sections.)  à bientôt <i>see you soon</i> à l'appareil <i>on the line/speaking</i> à l'attention de <i>for the attention of</i> à plus tard <i>see you later (to soca conventions.)</i> annuaire (m) <i>telephone book</i> appelle-moi/appelez-moi <i>call me (informal/formal)</i> bip sonore (m) <i>tone</i> combiné (m) <i>receiver (telephone)</i> composer le numéro <i>dial the number</i> en communication <i>avec in communication with</i> en fait <i>in fact</i> en ligne <i>on the line</i> envoi de (m) <i>sent by</i> être bien chez <i>to be at (checking correct number/ address)</i> faux numéro (m) <i>wrong number</i> indicatif (m) <i>area code</i> instant (m) <i>moment</i> je reviens tout de suite <i>I'll be right back</i> je vous écoute <i>I'm listening</i> je vous le passe <i>I will put you through</i> messagerie vocale (f) <i>voice mail</i> ne quittez pas <i>stay on the line</i> patiencez <i>wait</i> pour l'instant <i>for the moment</i> radiomessagerie (f) <i>paging</i> suite à <i>further to/following</i> texte (m) <i>text</i> téléphone (m) <i>telephone</i> texto <i>text message</i>	<b>Other expressions</b> à moi <i>mine</i> à mon avis <i>in my opinion</i> avec plaisir <i>with pleasure</i> bien sûr <i>of course</i> bof <i>don't care!</i> bonne chance <i>good luck</i> ça dépend <i>it depends</i> ça m'est égal <i>I don't mind</i> ça ne fait rien <i>it doesn't matter</i> ça s'écrit comment? <i>How do you spell that?</i> ça va <i>I'm fine</i> d'accord <i>okay</i> d'habitude <i>usually</i> encore une fois <i>once again</i> être en train de <i>to be in the process of</i> être sur le point de <i>to be about to</i> j'en ai assez/marre <i>I've had enough</i> quel dommage <i>what a shame</i> tant mieux <i>all the better</i> tant pis <i>too bad</i> voici <i>here you are</i> voilà <i>there you are</i>  <b>Social conventions</b> à demain <i>see you tomorrow</i> à bientôt <i>see you soon</i> allô <i>hello (on the telephone)</i> à tout à l'heure <i>see you later</i> àmitiés <i>best wishes</i> au revoir <i>goodbye</i> au secours <i>help</i> bonjour <i>hello, good day</i> bonne nuit <i>goodnight</i> bonsoir <i>good evening</i> merci <i>thank you</i> prière de <i>please (request)</i> salut <i>hi</i> s'il te plaît/s'il vous plaît <i>please, please (polite)</i>	<b>Useful acronyms and abbreviations</b> BAC <i>baccalauréat, school leaving exam</i> BNP <i>Banque Nationale de Paris</i> CD ROM <i>CD</i> CES <i>secondary school</i> CV <i>curriculum vitae</i> EDF <i>French electricity company</i> EPS <i>physical and sports education</i> FR3 <i>French TV channel</i> GDF <i>French gas company</i> M6 <i>French TV channel</i> MJC <i>youth club and arts centre</i> P et T <i>French post office and telecommunications service</i> RER <i>fast commuter train service (Paris)</i> SIDA <i>AIDS</i> SNCF <i>French national railway company</i> SVP <i>please (s'il vous plaît)</i> TGV <i>high speed train</i> TIJ <i>every day</i> TVA <i>value added tax (VAT)</i> UE <i>European Union</i>



août <i>August</i> septembre <i>September</i> octobre <i>October</i> novembre <i>November</i> décembre <i>December</i>	Manche (f) <i>the English Channel</i> Massif Central (m) <i>Massif Central</i> Midi (m) <i>the south of France</i> Pyrénées (f/pl) <i>the Pyrenees</i> Tunnel (sous la Manche) (m) <i>the Channel Tunnel</i>			
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## LANGUAGE RELATED TO COMMON TOPIC AREAS

### Out and about

à droite <i>on the right</i> à gauche <i>on the left</i> à pied <i>on foot</i> accueil <i>welcome</i> aéroport (m) <i>airport</i> affiche (f) <i>poster/notice</i> à l'étranger <i>abroad</i> à l'extérieur <i>outside</i> aller-retour (m) <i>return ticket</i> aller-simple (m) <i>single ticket</i> arrêt (d'autobus) (m) <i>bus stop</i> ascenseur (m) <i>lift</i> auberge de jeunesse (f) <i>youth hostel</i> auto (f) <i>car</i> autobus (m) <i>bus</i> autoroute (f) <i>motorway</i> avion (m) <i>plane</i> bagages (m/pl) <i>luggage</i> bain (m) <i>bath</i> balcon (m) <i>balcony</i> banlieue (f) <i>suburb</i> banque (f) <i>bank</i> bar <i>bar</i> bateau (m) <i>boat</i> bâtiment (m) <i>building</i> bibliothèque (f) <i>library</i> bicyclette (f) <i>bicycle</i> billet (m) <i>ticket</i> bon séjour <i>enjoy your stay</i> bon voyage <i>have a good journey</i> boucherie (f) <i>butcher</i> boulangerie (f) <i>baker</i> brochure (f) <i>brochure/leaflet</i> brouillard (m) <i>fog</i> buffet (m) <i>snack bar, buffet</i> bureau (m) <i>office</i> bureau d'accueil/de renseignements (m) <i>tourist information office</i> café <i>café</i>	centre de loisirs <i>leisure centre</i> centre-ville (m) <i>town centre</i> chaleur (f) <i>heat</i> chambre (f) <i>room</i> château (m) <i>castle</i> chauffeur (de taxi) (m) <i>(taxi) driver</i> chemin de fer (m) <i>railway</i> ciel (m) <i>sky</i> cinéma (m) <i>cinema</i> circulation (f) <i>traffic</i> clef/clé (f) <i>key</i> climat (m) <i>climate</i> coin (m) <i>corner</i> colline (f) <i>hill</i> colonie de vacances (f) <i>summer camp</i> commerce (m) <i>business/trade</i> commissariat (m) <i>police station</i> compartiment (m) <i>compartment</i> composter <i>to validate a ticket</i> concert (m) <i>concert</i> conducteur (m) <i>conductor</i> conductrice (f) <i>driver</i> cognac (f) <i>left luggage</i> contrôle de passeports (m) <i>passport control</i> contrôleur (m) <i>ticket inspector</i> correspondance (f) <i>connection</i> côte (f) <i>coast</i> couchette (f) <i>berth</i> couvert <i>overcast</i> décoller <i>to take off (plane)</i> défense de... <i>forbidden to...</i> degré (m) <i>degree</i> délai (m) <i>waiting period/time limit</i> départ (m) <i>departure</i>	en hiver <i>in winter</i> endroit (m) <i>place</i> en plein air <i>outside</i> ensoleillé <i>sunny</i> escalier (m) <i>staircase</i> essence (f) <i>petrol</i> est (m) <i>east</i> étage (1er/2me etc) <i>floor (1st, 2nd)</i> excursion (f) <i>outing</i> excusez-moi <i>I'm sorry/excuse me</i> exposition (f) <i>exhibition</i> ferme (f) <i>farm</i> fermeture (f) <i>closing</i> fête (f) <i>feast, holiday, fair, fête</i> feux (m/pl) <i>traffic lights</i> fiche (f) <i>form</i> fonctionner <i>to function, to work</i> froid <i>cold</i> gare (f) <i>station</i> gare routière (f) <i>coach station</i> gare maritime (f) <i>port</i> gasoil <i>diesel</i> gendarme (m) <i>gendarme</i> guichet (m) <i>ticket office</i> historique <i>historic</i> hôpital (m) <i>hospital</i> horaire (m) <i>timetable</i> hôtel (de ville) (m) <i>hotel, town hall</i> hôtesse d'accueil (f) <i>receptionist</i> hypermarché (m) <i>hypermarket</i> inclus <i>included</i> industrie (f) <i>industry</i> jardin public (m) <i>park</i> jardin zoologique (m) <i>zoo</i> jour férié (m) <i>public holiday</i> kiosque à journaux (m) <i>newspaper stall</i> lac (m) <i>lake</i> lieu (m) <i>place</i>	montagne (f) <i>mountain</i> moteur (m) <i>engine/motor</i> mort <i>dead</i> municipal <i>public/municipal</i> musée (m) <i>museum</i> neige (f) <i>snow</i> nord (m) <i>north</i> nuage (m) <i>cloud</i> occupé <i>occupied</i> office de tourisme (m) <i>tourist information office</i> orage (m) <i>storm</i> ouest (m) <i>west</i> palais (m) <i>palace</i> panne (f) <i>breakdown</i> panneau (m) <i>sign</i> parc (m) <i>park</i> parking (m) <i>park</i> car park <i>car park</i> patinoire (f) <i>ice rink</i> permis de conduire (m) <i>driving licence</i> piéton (m) <i>pedestrian</i> piscine (f) <i>swimming pool</i> pittoresque <i>picturesque</i> place (f) <i>square</i> plage (f) <i>beach</i> plan (de la ville) (m) <i>map (of the town)</i> il pleut <i>it is raining</i> pluie (f) <i>rain</i> pont (m) <i>bridge</i> port (m) <i>port</i> porte (d'entrée) (f) <i>(front) door</i> potable <i>suitable for drinking</i> pression (f) <i>pressure/draught (beer)</i> priorité à droite (f) <i>priority to the right</i> problème (m) <i>problem</i> quai (m) <i>platform</i>	sens interdit/unique (m) <i>one way system</i> situé <i>situated</i> soleil (m) <i>sun</i> sortie (f) <i>way out/exit</i> sous-sol (m) <i>basement</i> stade (m) <i>stadium</i> station de métro (f) <i>underground station</i> sud (m) <i>south</i> suivant <i>following</i> supplément (m) <i>supplement</i> station-service (f) <i>service station</i> taxi (m) <i>taxi</i> téléviseur (m) <i>television set</i> télévision <i>television</i> temps (m) <i>weather</i> théâtre (m) <i>theatre</i> toilettes (f/pl) <i>toilets</i> tour (m) <i>tour</i> tour (f) <i>tower</i> touristique <i>tourist</i> tourner <i>to turn</i> tout droit <i>straight on</i> tranquille <i>quiet</i> transports en commun (m/pl) <i>public transport</i> traverser <i>to cross</i> usine (f) <i>factory</i> valise (f) <i>suitcase</i> variable <i>variable</i> vélo (m) <i>bike</i> vent (m) <i>wind</i> village (m) <i>village</i> ville (f) <i>town</i> voiture (f) <i>car</i> vol (m) <i>flight/theft</i> voyage (m) <i>journey</i> vue (f) <i>view</i> wagon-lit (m) <i>sleeping car</i> wagon-restaurant (m) <i>restaurant car</i> WC <i>WC</i> zone piétonne (f) <i>pedestrianised area</i>
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camion (m) <i>lorry</i> car (m) <i>coach</i> campagne (f) <i>country</i> camping (m) <i>campsite</i> carnet (m) <i>book (of tickets)</i> carrefour (m) <i>crossroads</i> carte d'identité (f) <i>identity card</i> carte postale (f) <i>postcard</i> carte routière (f) <i>road map</i> cathédrale (f) <i>cathedral</i> centre commercial (m) <i>shopping centre</i> centre sportif <i>sports centre</i>	département (m) <i>administrative district</i> dès que as soon as (to general) déviation (f) <i>diversion, detour</i> discothèque/disco (f) <i>disco</i> distractions (f/pl) <i>entertainment, things to do</i> éclaircie (f) <i>sunny interval</i> église (f) <i>church</i> embouteillage (m) <i>traffic jam</i> entrée (f) <i>entrance</i> en avance in advance en été in summer	ligne (f) <i>line/route</i> liste des prix (f) <i>price list</i> liste des hôtels (f) <i>hotel list</i> loin <i>far(away)</i> magasin (m) <i>shop</i> mairie (f) <i>town hall</i> marché (m) <i>market</i> marque (f) <i>brand/make</i> mauvais <i>bad</i> mer (f) <i>sea</i> météo (f) <i>weather forecast</i> mètre (m) <i>metre</i> métro (m) <i>metro/underground</i> railway	région (f) <i>region</i> réception (f) <i>reception</i> rendez-vous (m) <i>appointment/meeting place</i> rez de chaussée <i>ground floor</i> retard (m) <i>delay</i> rivière (f) <i>river</i> rond-point (m) <i>roundabout</i> route (f) <i>road</i> rue (f) <i>road/street</i> saison (f) <i>season</i> salle d'attente (f) <i>waiting room</i> salle de jeux (f) <i>games room</i> sans plomb <i>unleaded</i>	1er/2me étage etc. 1st/2nd floor etc.
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#### Customer service and transactions

addition (f) <i>bill</i> appareil photo (m) <i>camera</i> argent (m) <i>money</i> à votre service <i>at your service</i> baguette <i>French stick</i> baskets <i>trainers</i> blouson <i>casual jacket</i> boisson (f) <i>drink</i> brochure <i>brochure</i> bureau de change (m) <i>exchange bureau</i> bureau des objets trouvés (m) <i>lost property office</i> cadeau (m) <i>present</i> café (m) <i>café</i> caisse (f) <i>till</i> carte bancaire (f) <i>bank card</i> carte de crédit (f) <i>credit card</i> carte postale <i>postcard</i> casse-croûte (m) <i>snack</i> champignon (m) <i>mushroom</i> chaussette (f) <i>sock</i> chaussure (f) <i>shoe</i> chèque (m) (de voyage) <i>(traveller's) cheque</i> choix (m) <i>choice</i> citron (m) <i>lemon</i> client (m/f) <i>customer</i> clavier <i>keyboard</i> coiffeur/coiffeuse (m/f) <i>hairdresser</i> complet <i>full</i> commissariat de police (m) <i>police station</i> coton <i>cotton</i> cours de change (m) <i>exchange rate</i> courses (f/pl) <i>shopping</i> crêpe <i>pancake</i> croque-monsieur (m) <i>toasted cheese and ham sandwich</i> cuit <i>cooked</i>	laine (f) <i>wool</i> lait (m) <i>milk</i> légume (m) <i>vegetable</i> livre sterling (f) <i>pound sterling</i> maillot de bain (m) <i>swimsuit/trunks</i> maillot de sport (m) <i>sports shirt</i> malade <i>ill</i> menu (m) <i>menu</i> monnaie (f) <i>change</i> moules (f/pl) <i>mussels</i> oeuf <i>egg</i> omelette <i>omelette</i> pain <i>bread</i> pantalon (m) <i>trousers</i> pâtisserie (f) <i>cake shop</i> patron/patronne (m/f) <i>boss</i> payer <i>to pay</i> pêche (f) <i>peach</i> petit déjeuner (m) <i>breakfast</i> petits pois (m/pl) <i>peas</i> pièce d'identité (f) <i>identity card</i> plan de la ville <i>town map</i> plat (du jour) (m) <i>dish (of the day)</i> pointure (f) <i>size (shoes)</i> poire (f) <i>pear</i> pomme de terre (f) <i>potato</i> porc (m) <i>pork</i> portefeuille (m) <i>wallet</i> porte-monnaie (m) <i>purse</i> poulet (m) <i>chicken</i> pourboire (m) <i>tip</i> prix (m) <i>price</i> pull, pullover (m) <i>sweater, jumper</i> rayon (m) <i>department</i> reçu (m) <i>receipt</i> réduction (f) <i>reduction</i> réduit <i>reduced</i> repas (m) <i>meal</i> robe (f) <i>dress</i> rôti <i>roast</i>
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#### Personal information

activité (f) <i>activity</i> âge (m) <i>age</i> adresse (f) <i>address</i> aimable <i>likeable</i> aîné <i>older, first born</i> ambiance (f) <i>atmosphere</i> ami/e (m/f) <i>friend</i> an (m) <i>year</i> anniversaire (m) <i>birthday</i> articles de sport (m/pl) <i>sports equipment</i> athlétisme (m) <i>athletics</i> bague (f) <i>ring</i> baskets (f/pl) <i>trainers</i> bavard <i>talkative</i> blouson (m) <i>jacket</i> boîte de nuit (f) <i>nightclub</i> bouclé <i>curly</i> boucles d'oreille (f/pl) <i>earrings</i> célibataire <i>single</i> championnat (m) <i>championship</i> chanson (f) <i>song</i> chapeau (m) <i>hat</i> cheveux (m/pl) <i>hair</i> classique <i>classical, classic</i> clavier <i>keyboard</i> club des jeunes (m) <i>youth club</i> code postal (m) <i>postcode</i> connaissance (f) <i>knowledge</i> cyclisme (m) <i>cycling</i> date de naissance (f) <i>date of birth</i> disque compact (m) <i>CD (compact disc)</i> divorcé <i>divorced</i> égoïste <i>selfish</i> émission (f) <i>(television) programme</i> équipe (f) <i>team</i> équipement <i>equipment</i> équitation <i>horse riding</i>	lieu de naissance (m) <i>birthplace</i> loisirs (m/pl) <i>leisure</i> lunettes (f/pl) <i>glasses</i> maison des jeunes (f) <i>youth club</i> mari (m) <i>husband</i> marié <i>married</i> mère (f) <i>mother</i> métier (m) <i>job</i> mince <i>thin</i> mode (f) <i>fashion</i> moderne <i>modern</i> mp3 <i>MP3</i> musique <i>music</i> natation <i>swimming</i> né(e) <i>born</i> nez <i>nose</i> orchestre (m) <i>orchestra</i> oreille <i>ear</i> passe-temps (m) <i>leisure</i> patinage (m) <i>skating</i> père (m) <i>father</i> piano <i>piano</i> pièce de théâtre (f) <i>play</i> portable (m) <i>mobile phone</i> pop <i>pop (music)</i> prénom (m) <i>first name</i> promener <i>to take out for a walk (dog)</i> rap <i>rap</i> raide <i>straight (hair)</i> rock <i>rock (musical)</i> roux <i>red (hair)</i> sac (m) <i>bag</i> rugby <i>rugby</i> séparé <i>separated</i> ski <i>skiing</i> ski nautique <i>water skiing</i> sport <i>sport</i> sportif/sportive <i>sporty</i> survêtement (m) <i>tracksuit</i> temps libre (m) <i>free time</i> tennis <i>tennis</i> tennis de table <i>table tennis</i>
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dommage <i>damage, pity, shame</i> eau (f) <i>water</i> erreur (f) <i>mistake</i> euro (m) <i>euro</i> facture (f) <i>bill, invoice</i> fiche (f) <i>form</i> framboise (f) <i>raspberry</i> frites (f/pl) <i>chips</i> fromage (m) <i>cheese</i> fruit (m) <i>fruit</i> gant (m) <i>glove</i> glace (f) <i>ice cream</i> grand magasin (m) <i>department store</i> hors-d'oeuvre (m) <i>starter</i> jambon (m) <i>ham</i> jupe (f) <i>skirt</i> jus de fruit (m) <i>fruit juice</i>	salle à manger (f) <i>dining room</i> sandale (f) <i>sandal</i> sandwich (m) <i>sandwich</i> saucisson (m) <i>salami</i> <i>type sausage</i> serveur/serveuse (m/f) <i>waiter/waitress</i> service (non) compris <i>service (not) included</i> tabac(tobacconist/stamp <i>seller</i> ) taille (f) <i>size</i> thé (m) <i>tea</i> timbre (m) <i>stamp</i> vendeur/vendeuse (m/f) <i>salesman/woman</i> vin (m) <i>wine</i> vol (m) <i>theft/flight</i> voleur (m) <i>thief</i> yaourt (m) <i>yoghurt</i>	famille (f) <i>family</i> fanatique de <i>fanatical</i> <i>about</i> femme (f) <i>wife, woman</i> fièvre (f) <i>temperature</i> flûte <i>flute</i> football <i>football</i> frisé <i>curly</i> guitare <i>guitar</i> habillé <i>dressed</i> hockey <i>hockey</i> informatique (f) <i>computing, ICT</i> iPod <sup>TM</sup> <i>iPod <sup>TM</sup></i> jeu (de société/électronique) (m) <i>board, electronic</i> <i>game</i> joueur (m) <i>player</i> lecture (f) <i>reading</i>	terrain de sport (m) <i>sports ground</i> tourisme (m) <i>tourism</i> trompette <i>trumpet</i> parapluie (m) <i>umbrella</i> unique <i>only (child)</i> université (f) <i>university</i> vedette (f) <i>star, celebrity</i> vestibule (m) <i>hall</i> végétarien/ne <i>vegetarian</i> veste (f) <i>jacket</i> vêtements (m/pl) <i>clothes</i> vêtu (de) <i>dressed</i> vieux/vieil/vieille <i>old</i> violon <i>violin</i> yeux (m/pl) <i>eyes</i>
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#### Future plans, education and work

acteur/actrice (m/f) <i>actor, actress</i> adulte (m/f) <i>adult</i> agence de voyages (f) <i>travel agency</i> agent de police (m/f) <i>police officer</i> année prochaine (f) <i>next year</i> annonce (f) <i>advert</i> apprentissage (m) <i>apprenticeship</i> architecte (m) <i>architect</i> bien payé <i>well paid</i> biologie <i>biology</i> boîte aux lettres (f) <i>letter box</i> boucher/bouchère (m/f) <i>butcher</i> boulangier/boulangère (m/f) <i>baker</i> boulot (m) <i>work</i> bulletin (m) <i>school</i> <i>report</i> cantine (f) <i>canteen</i> chimie (f) <i>chemistry</i> chômage (m) <i>unemployment</i> classer <i>to file</i> classeur (m) <i>file</i> clavier (m) <i>keyboard</i> collège (m) <i>school</i> collègue (m/f) <i>colleague</i> commerce <i>business/shop</i> composer le numéro <i>to</i> <i>dial the number (to</i> <i>'messages')</i> conditions de travail (f/pl) <i>terms of</i> <i>employment</i> conférence (f) <i>conference</i> coup de téléphone (m) <i>telephone call</i>	email <i>email</i> emploi (m) <i>job</i> emploi du temps (m) <i>timetable</i> employé (m)/employée (f) (de banque/bureau) <i>(bank/office) employee</i> employeur (m) <i>employer</i> entretien (m) <i>interview</i> <i>(job)</i> EPS <i>physical and sports</i> <i>education</i> étudiant/e (m/f) <i>student</i> examen (m) <i>examination</i> expérimenté <i>experienced</i> faire des études <i>to study</i> faire un stage <i>to do a</i> <i>course</i> faute (f) <i>fault</i> fax (m) <i>fax</i> fermier/fermière (m/f) <i>farmer</i> fois (f) <i>time</i> fonctionnaire (m/f) <i>civil</i> <i>servant</i> formation (f) <i>training</i> formulaire (m) <i>form</i> gérant (m/f) <i>manager</i> géographie <i>geography</i> histoire <i>history</i> hôtesse/steward de l'air (f/m) <i>air hostess/air</i> <i>steward</i> imprimante (f) <i>printer</i> imprimer <i>to print</i> informaticien/ne (m/f) <i>computer scientist</i> ingénieur (m) <i>engineer</i> instituteur (m)/institutrice (f) <i>teacher (primary)</i> journaliste (m/f) <i>journalist</i> langue (f) <i>language</i> licence (f) <i>degree</i> <i>(university)</i> livre sterling (f) <i>pound</i> maçon (m) <i>builder</i> mal payé <i>badly paid</i>	poser sa candidature <i>to apply for a job</i> poste (f) <i>post/post</i> <i>office</i> prévu <i>planned</i> professeur (m) <i>teacher</i> programmeur (m) <i>programmer</i> progrès (m) <i>progress</i> projet (m) <i>plan, project</i> rapport (m) <i>connection,</i> <i>report</i> réponse (f) <i>answer,</i> <i>reply</i> répondeur (m) <i>answerphone</i> représentant (m) <i>representative</i> résultats (m) <i>results</i> réunion (f) <i>meeting</i> salaire (m) <i>salary</i> sciences <i>science</i> serveur/serveuse (m/f) <i>waiter/waitress</i> site (m) <i>website</i> société (f) <i>society/company</i> sondage (m) <i>opinion</i> <i>poll/survey</i> souris (f) <i>mouse</i> stage (en entreprise) (m) <i>work experience</i> sujet (m) <i>subject</i> supérieur <i>superior/higher</i> technicien/technicienne (m/f) <i>technician</i> touche (f) <i>key (of</i> <i>keyboard)</i> travail (m) <i>work</i> trimestre (m) <i>term</i> vestiaire (m) <i>cloakroom</i> web (m) <i>the web</i> web-mail (m) <i>webmail</i>		
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couper <i>to cut/to cut off</i> ( <i>phone</i> ) courrier (électronique) (m) ( <i>electronic</i> ) <i>mail</i> couture (f) <i>sewing, tailoring</i> cuisinier/cuisinière (m/f) <i>cook</i> curseur (m) <i>cursor</i> demande d'emploi (f) <i>situation wanted</i> diplôme (m) <i>qualification</i> directeur (m)/directrice (f) <i>headteacher, director</i> disquette (f) <i>disc</i> dossier (m) <i>folder</i> échange (m) <i>exchange</i> écran (m) <i>screen</i> éducation physique <i>PE</i> effacer <i>to erase, rub out</i> électricien/électricienne (m/f) <i>electrician</i>	marketing (m) <i>marketing</i> maths <i>maths</i> mécanicien/mécanicienne (m/f) <i>mechanic</i> message (m) <i>message</i> mi-temps <i>part time</i> mode (f) <i>fashion</i> moniteur (m)/monitrice (f) <i>instructor</i> mot de passe (m) <i>password</i> occupé <i>busy</i> ordinateur (m) <i>computer</i> papier (m) <i>paper</i> par heure <i>per hour</i> pause de midi (f) <i>lunch break</i> pause-café (thé/déjeuner) (f) <i>coffee (tea/lunch) break</i> permanence <i>duty office</i> physique <i>physics</i> plombier (m) <i>plumber</i> pompier (m) <i>fireman</i>			
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## UNDERSTANDING WORDS WHEN READING & LISTENING

There are a lot of words which look the same as in English and have the same, or almost the same meaning. These words are often called cognates. They can help you to understand words you don't know in French, though you do need to be careful, as you'll see below.

le garage – garage

le poster – poster

le sport – sport

l'Europe – Europe

le ticket – ticket

la sauce – sauce

la photo – photo

le concert – concert

le fruit – fruit

le sandwich – sandwich

le taxi - taxi

le piano - piano

la date - date

orange - orange

le ski - ski

le village - village

le magazine - magazine

direct - direct

le week-end - weekend

And some near-cognates – words which have nearly the same spelling in French as in English. These are listed on the next page.

l'âge – age

le short – shorts

le jus – juice

l'histoire – history

sérieux – serious

l'orchestre – orchestra

la lampe - lamp

la personne - person

le porc - pork

la musique - music

l'adulte - adult

l'oncle - uncle

l'examen - exam

BEWARE! There are also a few 'false friends' – words which look the same in French and English but have different meanings. Watch out for words such as:



grand – big / tall  
la journée – day  
le parking - car park  
la cave – cellar  
la veste – jacket  
le médecin – doctor  
le slip – briefs  
le crayon – pencil  
le pain – bread

la place - square, seat, room  
la pièce - room, coin, play  
large - wide  
joli - pretty  
mince - slim  
la monnaie - change  
le car - coach  
les affaires - business  
les baskets - trainers

### What else helps?

There are a lot of words in French which you can understand if you know a few simple spelling rules. These will help you to work out what the word is in English.

Here are some examples:

- Words which end in ‘-ie’ in French often end in ‘-y’ in English, eg.

la technologie – technology  
la géographie – geography

la biologie - biology  
la Normandie - Normandy

- Words with a circumflex often have an extra ‘s’ in English, eg.

coûter - to cost  
la côte – coast  
le château – castle  
l’hôpital – hospital

août - August  
l’hôtesse de l’air - air hostess  
la fête - feast, festival  
le rôti - roast

- French verbs without the infinitive ending ‘-er’ sometimes look like English verbs, eg.

admirer - to admire  
détester - to detest, hate  
téléphoner - to telephone, ring up  
visiter - to visit  
proposer - to propose/suggest

payer - to pay  
continuer - to continue  
signer - to sign  
refuser - to refuse

- The ‘-ant’ ending is often ‘-ing’ in English:

intéressant – interesting  
passionnant – exciting  
pendant - during

amusant - amusing  
charmant - charming

- The ‘-eux’ ending is often ‘-ous’ in English:

religieux – religious  
sérieux – serious  
dangereux - dangerous

délicieux - delicious  
joyeux - joyous, happy

- The ‘-ique’ ending is often ‘-ic’ in English:

l’Atlantique - the Atlantic  
dynamique – dynamic  
la physique – physics

la musique - music  
électronique - electronic  
la plastique - plastic