

Diarmuid Brittain

CCEA

GCSE

FRENCH VOCABULARY BOOK 1

Identity, Lifestyle & Culture



COLOURPOINT
EDUCATIONAL

© Diarmuid Brittain and Colourpoint Creative Ltd 2022

ISBN: 978 1 78073 253 4

First Edition

First impression

Layout and design: April Sky Design

Printed by: GPS Colour Graphics Ltd, Belfast

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, scanning, recording or otherwise, without the prior written permission of the copyright owners and publisher of this book.

Copyright has been acknowledged to the best of our ability. If there are any inadvertent errors or omissions, we shall be happy to correct them in any future editions.



**COLOURPOINT
EDUCATIONAL**

Colourpoint Educational

An imprint of Colourpoint Creative Ltd

Colourpoint House
Jubilee Business Park
21 Jubilee Road
Newtownards
County Down
Northern Ireland
BT23 4YH

Tel: 028 9182 0505

E-mail: sales@colourpoint.co.uk

Website: www.colourpoint.co.uk



The Author

Diarmuid Brittain taught French for 26 years at Grosvenor Grammar School, Belfast. He is also an A level French Examiner for an awarding body.

He lives with his wife and three children in Belfast and remains a Francophile through and through.

This book has borrowed inspiration from hundreds of pupils over the years and it is dedicated to each and every language student and teacher that has graced the doors of Grosvenor Grammar School.

This book has been written to help students preparing for the GCSE French specification from CCEA. While Colourpoint Educational and the author have taken every care in its production, we are not able to guarantee that the book is completely error-free. Additionally, while the book has been written to closely match the CCEA specification, it is the responsibility of each candidate to satisfy themselves that they have fully met the requirements of the CCEA specification prior to sitting an exam set by that body. For this reason, and because specifications change with time, we strongly advise every candidate to avail of a qualified teacher and to check the contents of the most recent specification for themselves prior to the exam. Colourpoint Educational therefore cannot be held responsible for any errors or omissions in this book or any consequences thereof.

Contents

Introduction	4
1: Moi-même, ma famille, les relations, les choix <i>[Myself, my family, relationships, choices]</i>	6
2: Décrire les personnes <i>[Describing people]</i>	10
3: Les réseaux sociaux <i>[Social media]</i>	14
4: Les nouvelles technologies <i>[New technologies]</i>	16
5: Les loisirs <i>[Free time and leisure]</i>	19
6: Les passetemps <i>[Hobbies]</i>	23
7: Les animaux <i>[Animals]</i>	26
8: Les achats et les vêtements <i>[Shopping and clothes]</i>	29
9: La bijouterie <i>[The Jewellery shop] (Not on the CCEA core vocabulary list)</i>	33
10: La papeterie <i>[The stationery shop] (Not on the CCEA core vocabulary list)</i>	34
11: La routine quotidienne <i>[Daily routine]</i>	35
12: La routine quotidienne – quelques verbes <i>[Daily routine – some verbs]</i>	37
13: Les coutumes, les fêtes et les célébrations <i>[Customs, festivals and celebrations]</i>	40

Introduction

This is one of four books that form a resource for English-speaking students of French and which seeks to promote **student-led vocabulary acquisition**. It is designed to **promote independent learning** and **free up teacher time**. While it is tailored for GCSE students, it is a powerful resource for all English-speaking students of French.

What do the books cover?

Various GCSE French syllabi (CCEA, WJEC, Edexcel, AQA, OCR) have common vocabulary lists. While this resource makes specific reference to the CCEA specification, it covers the vocabulary listed in all these syllabi and can be used with all of them.

The resource is divided into four books, the first three of which cover the three areas of core vocabulary as presented in the GCSE syllabi:

1. Identity, Lifestyle and Culture (this book)
2. Local, National, International and Global Areas of Interest
3. School Life, Studies and the World of Work

The resource is completed by a fourth book:

4. Verbs, Conjunctions and Other Useful Phrases, which includes an alphabetical list of the most common verbs in French, as well as a list of common connectors, *la Colle Française* (French glue).

Why these books?

- These books are designed to be used independently by students.
- Traditionally, students have been given lists of vocabulary to learn without pronunciation guides and without *aide-mémoires*. With these books, teachers can hand vocabulary learning over to their students, giving the teacher more time to focus on the challenging grammar that requires teacher-led pedagogy.
- Research shows that pupils prefer to learn from hard copies.
- Pupils can have a sense of ownership of this a resource because they can annotate it.
- The most recent GCSE CCEA specification (first examined in 2017) places more emphasis on Listening and Reading, demanding a higher level of vocabulary acquisition.
- This resource can be used independently by students from Year 8 onwards, building over five years to GCSE success. This is particularly useful for schools that need to use remote learning from time to time.

What is the structure of this book?

The vocabulary in the book is presented in the same order as it is presented in the CCEA GCSE syllabus, i.e. in alphabetical order by the English meaning.

Each word has a **pronunciation guide**. The benefits of this are the following:

- Learners can check their pronunciation of the word.
- Learners can test understanding from looking only at the pronunciation guide, thereby improving their listening skills.
- Learners can test themselves on how to write – in correct French – the phonetically described word, thereby improving the accuracy of their writing.
- Learners can work in pairs to test each other orally from English to French and/or French to English.

Most words also have an ***aide-mémoire***. *Aide-mémoire* is French for ‘memory aid’. People often struggle under the burden of learning vocabulary, and take little pleasure from the task.

It is the author’s belief that if a student can find links between their own language and a foreign one, it makes the process of vocabulary acquisition more of a journey of discovery than a drudgery, and importantly, it allows the learner to hook the foreign words onto words that have already been assimilated in their brain.

The author likes to work with the premise ‘words can make you laugh!’ There are a number of attempts to be humorous throughout the book, in an effort to link words to the mind of the student. Learners may describe these attempts as ‘dad jokes’ – but the author believes that learners secretly like them!

The book also includes sections entitled **Practise!** These allow students to practise what they have learned, embedding their learning. Teachers will also find these sections useful in order to set homework or cover work.

What are the tick boxes for?

Each word has three tick boxes. These are provided in order to give the student a way to track their progress and organise their learning. The author suggests the following approach, though you can use whatever method works for you:

- Tick the first box when you have learned the word for the first time. When you are organising your revision use this tick to indicate to yourself what you have covered.
- When you come back later to check that you have retained the word, you can tick the second box.
- By the time you go in to your GCSE exams, you should have been able to tick the third box, to show that you have embedded that word in your brain.

Abbreviations

The book uses the following abbreviations:

(m)	masculine	e.g. <i>Un garçon</i> , a boy
(f)	feminine	e.g. <i>Une fille</i> , a girl
(m/f)	masculine or feminine	e.g. <i>Un/une professeur</i> , a teacher
(mpl)	masculine plural	e.g. <i>Des garçons</i> , (some) boys
(fpl)	feminine plural	e.g. <i>Des filles</i> , (some) girls

1. Moi-même, ma famille, les relations, les choix

[Myself, my family, relationships, choices]

Word or phrase	Pronunciation guide	Aide-mémoire	English meaning	Check
Adulte (m)	ah-dooht		Adult	
Tante (f)	tawnt	Taunt	Aunt	
Bébé (m)	bay-bay		Baby	
Naissance (f)	ness-aw-seuh	Nativity, natal are birth-related	Birth	
Né(e/s) le quatre février	nay leuh (kaatr fay-vree-ay)	Nativity, natal are birth-related	Born on the 4th February	
Frère (m)	frair	Friar (Brother) Tuck, Frère Jacques (Brother John) fraternal, fraternity	Brother	
Garçon (m)	gaar-saw	Garçon – the second part of the word is like son. Traditionally a garçon is a young waiter.	Boy	
Enfant (m)	aw-faw	An in-fant sounds like it	Child	
Couple (m)	kouh-pleuh		Couple	
Cousine (f)	kouh-zeen		Cousin (female)	
Cousin (m)	kouh-zah		Cousin (male)	
Cousins (mpl)	kouh-zah		Cousins	
Garde (f)	gaar-d	Those who guard the child have the custody	Custody	
Fille (f)	fee-yeuh	A filly is a young female horse, a daughter horse	Daughter	
Divorcé(e/s)	dee-voar-say	Divorcé looks like the English. An 'é' at the end of a verb is generally, 'ed'.	Divorced	
Aîné(e) (m/f)	en-ay	Aincient – eldest	Eldest	
Famille (f)	fah-mee-yeuh		Family	
Père (m)	pair	Paternal, papa, pa	Father	
Prénom (m)	pray-naw	Pre-name is a forename and 'nom' looks like name	Forename	
Ami(e) (m/f)	ah-mee	Amicable, amiable both mean friendly	Friend	
Copine (f)	koh-peen	Companion, friend	Friend (female)	
Copain (m)	koh-pah	Companion, friend	Friend (male)	
Fille (f)	fee-yeuh	A filly is a young female horse, a girl horse	Girl	
Filleule (f)	fee-yeul	Linked to filly, a young female horse	Goddaughter	
Parrain (m)	pah-rah	Parrain looks like père, father, this father reigns (rains)	Godfather	
Marraine (f)	mah-ren	Marraine looks like mother, this mother reigns (-raine)	Godmother	
Filleul (m)	fee-yeul	Filial relationship with a son	Godson	
Petits-enfants (mpl)	peuh-teeze aw-faw	Small children are actually grand-children	Grandchildren	
Grand-père (m)	graw-pair	Paternal is to do with the father	Grandfather	

Word or phrase	Pronunciation guide	Aide-mémoire	English meaning	Check
Grand-mère (f)	graw-mair	Mère – like mother	Grandmother	
Grands-parents (mpl)	graw-pah-raw		Grandparents	
Demi-frère (m)	deuh-mee frair	Demi is like semi, semi-circle, half circle	Half-brother	
Demie-soeur (f)	deuh-mee sir	Demie is like semi, semi-circle, half circle	Half-sister	
Mari (m)	mah-ree	A married man is a husband	Husband	
Amour (m)	ah-mouhr	Am – is included in words to do with love, e.g. amiable, amicable, amorous	Love	
Homme (m)	awm	Homo sapiens is a man	Man	
Marié(e/s)	mah-ree-ay	Married	Married	
Mère (f)	mair	Mare – mother horse, maternal	Mother	
Nom (m)	naw	Name as in the main name, the family or surname	Name (family name)	
Neveu (m)	neuh-veuh	Nephew	Nephew	
Nouveau-Né (m)	nouh-voh nay	Nouveau – new, like art-nouveau, new art. Né – linked to natal , birth.	Newborn	
Surnom (m)	sir-naw	Sur – on or above. Surnom – a name that is used above, or before, your original name.	Nickname	
Nièce (f)	nee-yess		Niece	
Conjoint(e/s)	kaw-jwah/ kaw-jwaant	Con is Latin for ‘with’, like chilli con carne, chilli with meat. Joint – joined, joined with.	Non-married partner	
Union Libre (f)	ooh-nyaw lee-breuh	Union – togetherness. Libre – liberated, free from marital vows, pledges	Non-married relationship	
Concubinage (m)	kaw-koo-bee- nah-zheuh	Concubine is the old word for a non-married partner	Non-married union	
Fils (m)/Fille (f) Unique	feese/fee-yeuh ooh-neek	Unique means there is only one of it	Only son, daughter	
Parents (mpl)	pah-raw		Parents	
Partenaire (m)	par-ten-air		Partner	
Rapports (mpl)	rah-pore	Rapport, a good rapport, a good relationship with.	Relationship	
Séparé(e/s)	say-pah-ray	Separated	Separated	
Célibataire (s)	say-lee bah-tair	Celibate describes someone who does not engage in sexual activity, single	Single	
Soeur (f)	sir	Sorority	Sister	
Fils (m)	feese (like geese)	A filial relationship is a relationship with a son	Son	
Gendre (m)	zhawn-dreuh	Gender male, ironically gene is mentioned but no genes are shared here	Son-in-law	
Belle-Fille (f)	bell-fee-yeuh	A step called Belle before the daughter (filly is a young female horse)	Step-daughter/ daughter-in-law	
Beau-Fils (m)	boh-feese	A step called Beau before the fils (a filial relationship is with a son)	Step-son/ son-in-law	

Word or phrase	Pronunciation guide	Aide-mémoire	English meaning	Check
Beau-Père (m)	boh-pair	A step called Beau before the père	Step-father/ father-in-law	
Belle-Mère (f)	bell mair	A step called Belle before the mère	Step-mother/ mother-in-law	
Ensemble (s)	aw-sawm-bleuh	An ensemble, a suit (clothes that go together) or musicians playing together, assembly	Together	
Jumelle (f)	zhoo-mel	Gemini are twins in the zodiac, j oined	Twin female	
Jumeau (m)	zhoo-moh	Gemini are twins in the zodiac, j oined	Twin male	
Jumeaux (mpl)	zhoo-moh	Gemini are twins in the zodiac, j oined	Twins (mpl/m&f)	
Jumelles (fpl)	zhoo-mel	Gemini are twins in the zodiac, j oined	Twins (fpl)	
Oncle (m)	awn-kleuh		Uncle	
Femme (f)	fam	A female, feminine	Wife	
Veuve (f)	veuhv	V idow, with an 'e' to make it feminine	Widow	
Veuf (m)	veuhf	V idower, without an 'e' to make it masculine	Widower	
Femme (f)	fam	A female, feminine	Woman	
Cadet (m) / Cadette (f)	cad-ay / cadet	A cadet is a young version of a senior position, e.g. Army cadet	Youngest	

Practise!

1. Combien de personnes est-ce qu'il y a dans ta famille? (How many people are there in your family?)

Answer with: *Dans ma famille, il y a* (**mon** for singular males or singular females starting with a vowel / **ma** for singular females / **mes** for plural, including males and females both together).

Examples

Dans ma famille, il y a mon père, ma mère, mes deux frères et moi. Je n'ai pas de sœurs. Il y aussi ma tante avec qui je suis très proche. Elle fait partie de ma famille.

In my family there is my father, my mother, my two brothers and me. I don't have any sisters. There is also my aunt, with whom I am very close. She is part of my family.

Dans ma famille, il n'y a que moi et ma mère. Je suis enfant unique.

In my family, there are only me and my mother. I am an only child.

Ta réponse (Your answer): _____

2. Now, try to write out a list of family members, either for your own family or a celebrity family, using as many of the terms for family members as possible. An example is given below.

Example

For Prince Archie (member of the British Royal Family):

Prince Harry	Megan Markle	Prince William	Kate Middleton	
<i>Père</i>	<i>Mère</i>	<i>Oncle</i>	<i>Tante</i>	
Princess Anne	Prince Charles	Diana Spencer	Prince Andrew	Prince Edward
<i>Grand-tante</i>	<i>Grand-père</i>	<i>Grand-mère</i>	<i>Grand-oncle</i>	<i>Grand-oncle</i>