



St Walburga's Catholic Primary School
Whole School Scheme of Work for French



YEAR 3

NC Guidance: Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at Key Stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. The focus of study in modern languages will be on practical communication, if an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation of ancient languages may support the study of modern languages at Key Stage 3.

Pupils should be taught to:

- Listen attentively to spoken language and show understanding by joining in and responding
- Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- Speak in sentences, using familiar vocabulary, phrases and basic language structures
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- Present ideas and information orally to a range of audiences
- Read carefully and show understanding of words, phrases and simple writing
- Appreciate stories, songs, poems and rhymes in the language
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through a dictionary
- Write phrases from memory, and adapt them to create new sentences, to express ideas clearly.
- Describe people, places, things and actions orally and in writing
- Understand basic grammar appropriate to the language being studied including (where relevant) feminine and masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

YEAR 3

AUTUMN		SPRING		SUMMER	
1.1 MOI <i>(All About me)</i>	1.2 JEUX ET CHANSONS <i>(Games and Songs)</i>	1.3 ON FAIT LA FÊTE <i>(Celebrations)</i>	1.4 PORTRAITS <i>(Portraits)</i>	1.5 LES QUATRE AMIS <i>(The Four Friends)</i>	1.6 ÇA POUSSE! <i>(Growing Things)</i>
<ul style="list-style-type: none"> • To understand and use greetings in French • To understand simple questions in French: <i>Ça va? Comment tu t'appelles? Quel âge as-tu?</i> • To answer simple questions in French: <i>Ça va bien, je m'appelle, j'ai sept ans</i> • To name some members of my family in French: <i>père, mère, frère, sœur</i> • To count from 1 to 10 in French and use numbers to count items • To copy the pronunciation of some French words • To pronounce the 'r' sound correctly in French words • To recognise some sounds that are special to French: <i>j, ère, u</i> 	<ul style="list-style-type: none"> • To count from 1-20 in French • To use numbers 1-20 to count items in French • To understand and answer the question <i>Combien de...?</i> • To understand someone saying which activity they prefer in French • To talk about my preferences using <i>Je préfère....</i> • To ask someone about their preferences using <i>et toi?</i> • To use <i>il y a</i> (there are) and <i>j'ai</i> (I have) to start sentences in French • To copy the pronunciation of some French words • To recognise and say the 'a' sound in French words. 	<ul style="list-style-type: none"> • To understand and answer the questions <i>Qui danse?</i> and <i>C'est quand ton anniversaire?</i> • To name the months of the year in French and put them in the correct order. • To join sentences using <i>et</i> • To talk and write about hobbies in French • To write my own phrases in French using a wordbank • To identify a pronoun and a verb in French 	<ul style="list-style-type: none"> • To understand, name and write colours in French • To learn the names of parts of my body in French • To know that nouns in French are split into two groups – masculine and feminine, and that this determines the word for 'the' in French • To identify a noun and an adjective in French • To compare the position of an adjective in English and French • To put the adjectives after the noun in French • To describe the facial features in the first person (<i>j'ai, je suis</i>) and the third person (<i>il/elle a, il/elle est</i>) • To recognise and say the 'eu' sound in French words. 	<ul style="list-style-type: none"> • To understand the names of some animals in French • To identify animals from words read and heard in French • To listen and join in with a story in French • To sort words according to gender (masculine and feminine) and sound (<i>eu/ou</i>) • To recognise some movement-related verbs in French and show understanding by doing an action • To answer the question <i>C'est de quelle couleur?</i> • To decide when to use the <i>il</i> or <i>elle</i> for the pronoun 'it', depending on the gender of the noun. • To write sentences in French about how animals move • To develop strategies to work out the meaning of unfamiliar words • To distinguish between 'ou' and 'eu' sounds in French. 	<ul style="list-style-type: none"> • To use <i>et</i> to join sentences in French • To understand the names of vegetables in French, in written and aural form • To say the names of some vegetables in French • To talk about food likes and dislikes in French • To understand others giving their opinion about food in French • To use my knowledge of French numbers • To use simple expressions of approval and disapproval in French, such as <i>bravo</i> and <i>fantastique</i>. • To ask for someone's opinion in French, using <i>Et toi?</i> or <i>Tu aimes?</i> • To write sentences about likes and dislikes in French • To use the word <i>beaucoup</i> for emphasis • To recognise and pronounce the nasal 'on' sound in French words.

YEAR 3

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Bonjour <i>Hello</i> Salut! <i>Hi/Bye</i> Ça va? <i>How are you?</i> Ça va bien/ mal. <i>I'm fine/ not very well.</i> Et toi? <i>And you?</i> Au revoir! <i>Goodbye!</i> Monsieur/ Madame Oui, non. <i>Yes, no</i> Je m'appelle. <i>My name is...</i> Comment tu t'appelles? <i>What's your name?</i> Voici... <i>Here is...</i> 1-10: un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix J'ai. <i>I have ...</i> Quel âge as-tu? <i>How old are you?</i> J'ai sept ans <i>I am 7 years Old</i> Mon père. <i>my father</i> Ma mère <i>my mother</i> Mon frère <i>my brother</i> Ma sœur. <i>My sister</i>	11-20: onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt Combien de..? <i>How many?</i> Je préfère... <i>I prefer...</i> J'ai.... <i>I have...</i> Le football. <i>Football</i> Le saut à la corde <i>Skipping</i> Chat Perché <i>Tag/Chase</i> Cache-cache. <i>Hide & Seek</i> Le chat. <i>The cat</i> Le chien. <i>The dog</i> La souris. <i>The mouse</i>	(très) bien <i>(very)well/good</i> Je joue bien au football - <i>I'm good at playing football</i> Je nage bien – <i>I'm a good swimmer</i> Je nage <i>I swim</i> Je danse. <i>I dance</i> Je chante <i>I sing</i> Je lis <i>I read</i> Bravo! <i>Well done!</i> Super! <i>Super!</i> Chouette! <i>Cool!</i> Fantastique! <i>Fantastic!</i> Je suis. <i>I am</i> Tu es un génie! <i>You are a genius!</i> Joyeux anniversaire – <i>Happy birthday</i> Les mois: (en) Janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre Je peux? <i>I can/ Can I?</i> S'il te plait. <i>Please (sing)</i> Je saute. <i>I jump</i> Je lance le ballon <i>I throw the ball</i> J'attrape le ballon. <i>I catch the ball.</i>	Les couleurs: Rouge <i>red</i> Rose <i>pink</i> Jaune <i>yellow</i> Bleu(e) <i>blue</i> Vert(e) <i>green</i> Noir(e). <i>black</i> Blanc(he) <i>white</i> Violet(te) <i>purple</i> (add -s to all of the above if plural) Marron (invariable) <i>brown</i> Orange (invariable) <i>orange</i> J'ai <i>I have</i> Un nez. <i>a nose</i> Une bouche <i>a mouth</i> Des yeux <i>the eyes</i> Un bras <i>an arm</i> Une jambe <i>a leg</i> Il/ Elle a <i>he/she has</i> ...le nez bleu <i>a blue nose</i> ...la bouche bleue <i>a blue mouth</i> ...les yeux/cheveux bleus <i>Blue eyes/ hair</i> Il/Elle est grand(e)/ petit(e) <i>He/She is big/ small</i>	Le cheval <i>the horse</i> Le mouton <i>the sheep</i> Le lapin. <i>the rabbit</i> La souris <i>the mouse</i> Il galope. <i>he/it gallops</i> Elle court. <i>she/it runs</i> Il/Elle est. <i>he/she/it is</i> Non, le lapin ne galope pas.. etc <i>No the rabbit doesn't run etc</i> Vite. <i>quickly</i> Lentement. <i>slowly</i> Il sautille. <i>he/it hops</i> Elle trotte. <i>she/it scurries</i> La pomme. <i>the apple</i>	Tu aimes? <i>Do you like?</i> J'aime.... <i>I like</i> Je n'aime pas. <i>I don't like</i> Beaucoup. <i>a lot</i> Je voudrais. <i>I would like</i> Dans mon panier <i>In my Basket</i> Il y a. <i>There is/are</i> Un haricot. <i>a bean</i> Un concombre <i>a cucumber</i> Une tomate. <i>a tomato</i> Une laitue. <i>a lettuce</i> Du cresson <i>some watercress</i> Une graine. <i>A seed</i> Une graine de haricot <i>A bean seed</i> Un marché. <i>A market</i>

YEAR 4

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YEAR 4					
AUTUMN		SPRING		SUMMER	
2.1 ON Y VA! (All Aboard!)	2.2 L'ARGENT DE POCHE (Pocket money)	2.3 RACONTE-MOI UNE HISTOIRE! (Tell me a story!)	2.4 VIVE LE SPORT! (Our sporting lives)	2.5 LA CARNAVAL DES ANIMAUX (The Carnival of the Animals)	2.6 QUEL TEMPS FAIT-IL? (What's the weather like?)
<ul style="list-style-type: none"> To name places where French is spoken and find them on a map To learn weather and transport words in French To recognise and order the days of the week in French To join sentences with <i>et</i> and <i>mais</i> To talk in French about ways in which people travel To understand others saying how they travel To recognise that some letters in French are silent (eg: t, d) To use a bilingual dictionary to find the meaning of unknown words in French To write about travelling to different places and the weather To begin to write familiar words in French from memory To identify ways of recalling French words 	<ul style="list-style-type: none"> To learn numbers 1-30 in French and understand them when spoken To say and write numbers 1-30, in sequence and out of sequence To ask for and give prices in euros (up to 30) To use the correct indefinite determiner <i>un/une</i> according to the gender of the noun To form plurals of nouns in French To use an adjective in French to describe an object To use <i>j'ai</i> (I have) and <i>je n'ai pas</i> (I have not) in sentences To understand someone giving a range of opinions in French To give an opinion in French including a reason To use exclamations in French to express likes and dislikes. 	<ul style="list-style-type: none"> To understand a familiar story in French To make links between French words and familiar words To use a dictionary to add to a 'qu' wordbank To distinguish between the French sounds <i>on</i> and <i>en/an</i> To understand that some adjectives have an 'e' added to the end when they describe a feminine noun (eg: <i>grand/grande, méchant/méchante</i>) To choose an appropriate adjective to describe a character in a sentence, applying French grammar rules To classify words according to gender (adjectives) or phonics (<i>on/an/en</i>) To recognise numbers in 10s to 100 in French To count in 10s to 100 in French 	<ul style="list-style-type: none"> To talk about sports, choosing the correct verb <i>je joue à/ je fais de</i> To understand others talking about their sporting preferences in French To understand that <i>à le</i> is contracted to <i>au</i> and <i>de le</i> to <i>du</i>, and apply this to speaking and writing To learn the names of food in French and revise those learnt previously. To name food items and attempt to write them in French. To write a sentence about things that are good or bad for health To say and write more extended sentences about healthy lifestyles. To recognise and pronounce words containing the <i>on</i> sound. To develop techniques to memorise language including making associations with previous learning. 	<ul style="list-style-type: none"> To name and spell animals in French To ask and answer questions: <i>Où habites-tu?</i> and <i>Quelle heure est-il?</i> To describe characteristics in French using <i>je suis</i> (I am) To further the description by using appropriate adjectives according to noun gender To recognise and say the 'oi' sound in French words To understand the time in French To say the time (o'clock) To write about animals in French, including their habitat and eating habits To use conjunctions <i>et</i> and <i>mais</i> to join sentences. 	<ul style="list-style-type: none"> To say what the weather is like in French To recognise weather expressions in French To use <i>je porte</i> (I am wearing) in sentences and recognise the names of items of clothing To understand and form the date in French To ask and answer the question <i>Quelle est la date aujourd'hui?</i> and <i>C'est quand ton anniversaire?</i> To understand the expression <i>Quand (weather) il te faut (clothing)</i> To describe clothing in French using appropriate adjectives, obeying rules of agreement. To create a weather forecast in French To appreciate that <i>zéro</i> looks the same but is pronounced differently in English and French To recognise and say the sound represented by <i>au/eau</i> in French words To recite a poem using good intonation and pronunciation, distinguishing between <i>eu/au</i> and <i>en/an</i>

YEAR 5

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YEAR 5					
AUTUMN		SPRING		SUMMER	
3.1 BON APPÉTIT, BONNE SANTÉ (Healthy Eating)	3.6 LES PLANÈTES (The planets)	3.2 JE SUIS LE MUSICIEN (I am the music man)	3.3 EN ROUTE POUR L'ÉCOLE (On the way to school)	3.4 SCÈNE DE PLAGE (Beach scene)	3.5 LE RETOUR DU PRINTEMPS (The return of Spring)
<ul style="list-style-type: none"> To listen to and respond to opinions about food To talk about whether food is healthy or not To order food and drink, including specifying filling/flavour To identify the different sounds represented by the grapheme 'a' in French To use a variety of conjunctions 	<ul style="list-style-type: none"> To listen and respond to information in French about the solar system To ask and answer questions about the planets in French To describe the planets in French using prepositions and adjectives To read descriptions and identify correct and incorrect statements To be aware of sentence structure and parts of speech in French To talk and write about the planets, with support from word cards, a scaffold and a parallel dual text To identify the 'u' sound in a variety of words. 	<ul style="list-style-type: none"> To listen and respond to opinions about music and musical instruments To ask and answer questions about types of music, instruments played and musical tastes in first, second and third person singular. To identify masculine and feminine nouns and select the appropriate pronoun To give positive and negative opinions, with reasons To write a short text about music To recognise when to use <i>tu</i> and <i>vous</i> 	<ul style="list-style-type: none"> To listen to and follow simple and longer directions in French To recite and use the French alphabet To begin to understand liaison in French To understand and tell the time ('o'clock' and 'half past') To understand, give and sequence instructions To pronounce the 'r' sounds correctly in French 	<ul style="list-style-type: none"> To listen and respond to questions about a picture To identify and image by listening to a description To read and show understanding of a description by drawing a picture To describe a scene using a variety of verbs in the third person singular and plural To use adjectives nouns, using appropriate agreements and position To understand and use instructions in a recipe To distinguish between 'j' and 'g' sounds in French To describe a beach scene by imitating a text 	<ul style="list-style-type: none"> To listen and respond to the poem/song <i>Le Retour du Printemps</i> To listen and identify the month of someone's birthday To ask and answer questions about the weather, the seasons and the months To read aloud a text and show understanding with actions To rewrite a poem using a scaffold To identify the sound 'i' in a variety of letter strings To use adjectives in descriptions

YEAR 5

Core Language	Core Language	Core Language	Core Language	Core Language	Core Language
Dans le sac, il y a <i>In the bag, there is.....</i>	La Terre the earth	Tu joues...? <i>Do you play?</i>	Quand je vais à l'école... <i>When I go to school</i>	(le chien) regarde (le chat) <i>(the dog) is looking at (the cat)</i>	Au printemps. in spring
Et. <i>and</i>	La Lune. the moon	Je joue du saxophone/ piano/ violon.	Je passe devant <i>I pass in front of</i>	(le bateau) glisse sur la mer <i>(the boat) is gliding over the sea</i>	En été/ automne/hiver
Aussi <i>also</i>	Près de. near	<i>I play the saxophone/piano/ violin</i>	Je traverse la rue <i>I cross the road</i>	La petite fille dort <i>The little girl is sleeping</i>	In summer/autumn/winter
Mais <i>but</i>	Loin de. far	Je joue de la guitare/ clarinette/ batterie	Je tourney. <i>I turn</i>	La dame brosse les cheveux de la petite fille <i>The lady brushes the hair of the little girl</i>	Clair. bright, light
Il est bon/mauvais <i>It is good / bad</i>	Près du soleil near to the sun	<i>I play the guitar/ clarinet/ drums</i>	Je vais.... <i>I go</i>	Les gens marchent, parlent et jouent <i>The people are walking, talking and playing</i>	Sombre. dark
Elle est bonne/mauvaise pour la santé <i>It is good/bad for your health (f)</i>	loin de soleil. far from the sun	Je ne joue pas de/ d' <i>I don't play</i>	Cinq minutes plus tard... <i>Five minutes later</i>	C'est. <i>It is</i>	Heureux. happy
ils sont bons/ mauvais <i>They are good/bad (m.pl)</i>	un nom (propre) a proper noun	Il/Elle joue. <i>He/she plays</i>	Enfin. <i>Finally</i>	Ce n'est pas. <i>It isn't</i>	Triste. sad
Elles sont bonnes/ mauvaises <i>They are good/bad(f.pl)</i>	un adjectif an adjective	C'est genial! <i>It's brilliant!</i>	Vrai, faux. <i>True, false</i>	Le sable. <i>The sand</i>	Viens/reste avec moi Come/ stay with me
Un sandwich au jambon <i>A ham sandwich</i>	parce que. because	C'est nul! <i>It's rubbish</i>	Il est une heure et demie, deux heures et demie etc <i>It's half one, half two etc</i>	Le ciel. <i>The sky</i>	Les couleurs sont The colours are
Un gâteau. <i>a cake</i>	assez. quite/fairly	Le jazz <i>jazz</i>	Je vais à l'école à huit heures et demie <i>I go to school at half past eight</i>	La plage. <i>The beach</i>	La fille. the girl
Une banana. <i>a banana</i>	très. very	Le reggae. <i>reggae</i>	à droite <i>to/on the right</i>	Une falaise. <i>a cliff</i>	Trop. too
Une orange. <i>an orange</i>	le soleil. The Sun	La musique pop. <i>Pop music</i>	à gauche. <i>to/on the left</i>	Une grotte. <i>a cave</i>	Très. very
Une orange. <i>an orange</i>	Mercure. Mercury	La musique Classique <i>Classical music</i>	tout droit. <i>straight ahead</i>		
Du fromage (m). <i>cheese</i>	Vénus. Venus	Le saxophone. <i>saxophone</i>	Je ne comprends pas <i>I don't understand</i>		
De l'eau (f). <i>some water</i>	Mars. Mars	Le piano. <i>the piano</i>	Répétez, s'il vous plaît. <i>Repeat please, (formal)</i>		
Des chips(f.pl) <i>some crisps</i>	Jupiter. Jupiter	Le violon. <i>the violin</i>	Le magasin <i>the shop</i>		
Des champignons (m. pl) <i>Some mushrooms</i>	Saturne. Saturn	La guitare. <i>the guitar</i>	Le café. <i>the café</i>		
Une glace à la vanilla <i>Vanilla ice cream</i>	Uranus. Uranus	La clarinette. <i>the clarinet</i>	Le musée <i>the museum</i>		
Une pizza aux champignons <i>Mushroom pizza</i>	Neptune. Neptune	La batterie. <i>the drums</i>	Le bureau de poste <i>The post office</i>		
	Pluton. Pluto		La rivière. <i>the river</i>		
			La gare. <i>the train station</i>		

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YEAR 6

AUTUMN		SPRING		SUMMER	
4.1 NOTRE ÉCOLE (Our School)	4.2 NOTRE MONDE (The world around us)	4.3 LE PASSÉ ET LE PRÉSENT (Then and now)	4.4 ICI ET LÀ (Out and about)	4.5 MONTER UN CAFÉ (Setting up a café)	4.6 QUOI DE NEUF? (What's in the news?)
<ul style="list-style-type: none"> • To describe a school in French • To understand a timetable and give information about it in French • To name places at a school and describe what takes place there • To understand and use <i>voici, voilà, ici and là</i> • To understand and give the time using minutes past and to the hour • To understand descriptions of people and describe others • To define an infinitive and understand their role in grammar • To conjugate some -er verbs in the present tense 	<ul style="list-style-type: none"> • To compare the English and French words for countries and continents • to understand and talk about where animals can be found • To discuss the geography and weather of countries and continents • To compare two places using positive and negative sentences • To recognise the nasal sound 'an' in words and sentences • To write a postcard, saying something about the wildlife, geography and climate • To use the French verbs <i>être</i> and <i>aller</i> in several persons 	<ul style="list-style-type: none"> • To recall vocabulary from previous units: clothes, places in the town and directions • To understand and give directions, and explain where something is • To understand information about towns in the past and present tense • To give an opinion (about clothes and shopping) • To describe one's clothes including colour • To use the French verb <i>porter</i> to talk about others' clothing 	<ul style="list-style-type: none"> • To understand opinions about free time activities • To ask and answer questions about activities • To give an opinion about activities with reasons • To arrange activities and buy tickets for groups of people • To understand and use larger numbers (to 100) • To identify and pronounce letter strings that sound the same but are written differently • To listen to a text being read and write it with accuracy 	<ul style="list-style-type: none"> • To recall the names of a variety of foods and write them from memory • To request food and drink, specifying size and flavours • To understand others' requests for food and drink • To role-play being in a café • To ask for and give prices • To identify sound strings that rhyme but are spelt differently • To make statements negative • To choose an appropriate register for ordering food and drink • To recycle language independently • To find new language to create a song and play 	<ul style="list-style-type: none"> • To understand announcements about TV programmes • To understand and give times using the 24-hour clock • To understand, give and discuss opinions about programmes and articles • To understand and give reasons for opinions • To work with others to script and take part in a mock TV programme • To celebrate French learning with classmates

YEAR 6

Core Language	Core Language	Core Language	Core Language	Core Language	Core Language
la salle de classe <i>the classroom</i>	L'Europe (f). <i>Europe</i>	Un supermarché <i>Supermarket</i>	71-79	Une lemonade. <i>lemonade</i>	la météo <i>weather forecast</i>
l'entrée principale <i>the main entrance</i>	L'Afrique (f). <i>Africa</i>	Une boulangerie. <i>Baker's shop</i>	Soixante-et-onze, soixante-douze, soixante-treize, etc	Une eau minérale <i>mineral water</i>	la mode <i>fashion (fashion pages of a magazine)</i>
la cour. <i>the playground</i>	Où est...? <i>Where is...?</i>	Une boucherie <i>Butcher's shop</i>	soixante-dix-neuf	un jus d'orange. <i>orange juice</i>	la cuisine. <i>cookery (cookery pages of a magazine)</i>
le terrain de sport <i>the sports field</i>	Des.... <i>Some</i>	Une épicerie. <i>grocer's shop</i>	81-89	un verre de coca <i>a glass of cola</i>	c'est beau. <i>It's beautiful</i>
je cherche. <i>I'm looking for</i>	Le matin. <i>the morning</i>	Une pâtisserie <i>cake shop</i>	Quatre-vingt-un, quatre-vingt-deux, quatre-vingt-trois etc	un chocolat chaud <i>hot chocolate</i>	c'est intéressant. <i>It's interesting</i>
je travaille. <i>I'm working</i>	L'après-midi. <i>the afternoon</i>	Il y avait <i>There was/were</i>	91-99	un café. <i>a (black)coffee</i>	C'est ennuyeux <i>It's boring</i>
ici. <i>here</i>	L'Espagne. <i>Spain</i>	Maintenant. <i>now</i>	Quatre-vingt-onze, quatre-vingt-douze, quatre-vingt-treize etc	un café au lait <i>coffee with milk</i>	C'est trop long. <i>It's too long</i>
là. <i>there</i>	Le Portugal. <i>Portugal</i>	Qu'est-ce que c'est? <i>What is it?</i>	Un homme <i>a man</i>	une tasse de thé. <i>cup of tea</i>	Car <i>as, since, because</i>
voici. <i>here it is</i>	Le Sénégal. <i>Senegal</i>	Il/Elle porte. <i>He/she is wearing</i>	Une femme. <i>a woman</i>	un paquet de chips <i>a packet of crisps</i>	À mon/son avis <i>In my/his/her opinion</i>
voilà. <i>there it is</i>	Le Maroc. <i>Morocco</i>	Il/Elle s'appelle <i>His/her name is</i>	Qu'est-ce que tu aimes/détestes? <i>What do you like/hate?</i>	une portion de frites <i>a portion of chips</i>	L'actualité (f). <i>the news</i>
il est deux heures et quart <i>it's quarter past two</i>	Le Mali. <i>Mali</i>	Un pull <i>a jumper</i>	Tu veux jouer au rugby/netball/ping-pong? <i>Do you want to play rugby/netball/table tennis?</i>	une glace au chocolat <i>a chocolate ice cream</i>	La page télé. <i>the TV page</i>
il est deux heures moins le quart. <i>it's quarter to two</i>	La Côte d'Ivoire. <i>Ivory Coast</i>	Un pantalon <i>trousers</i>	Le grand huit <i>rollercoaster</i>	une glace à la fraise/ à la vanille <i>a strawberry/vanilla icecream</i>	
il est deux heures cinq/ dix/ vingt/ vingt-cinq <i>it's five/ten/ twenty/ twenty five past two</i>	La Guinée. <i>Guinea</i>	Un short <i>shorts</i>	Le carrousel. <i>merry go round</i>	Vous désirez? <i>What would you like?</i>	
il est deux heures moins cinq/dix/vingt/vingt-cinq <i>it's five/ ten/ twenty/ twenty five to two</i>	La Tunisie. <i>Tunisia</i>	Une chemise <i>a shirt</i>	Le train fantôme. <i>Ghost train</i>	C'est combien? <i>How much is it?</i>	
le déjeuner <i>lunch(time)</i>	L'Amérique du Nord (f) <i>North America</i>	Une jupe <i>a skirt</i>	La grande roue. <i>Big wheel</i>	Bon appétit! <i>Enjoy your meal!</i>	
le professeur. <i>the teacher</i>	Le Canada. <i>Canada</i>	Une culotte. <i>a pair of pants</i>			
le maître/ la maîtresse <i>primary school teacher</i>	L'Amérique du Sud <i>South America</i>				
il/elle a <i>he/she has</i>	Le Brésil. <i>Brazil</i>				
la grande salle. <i>the hall</i>	L'Asie (f). <i>Asia</i>				
la bibliothèque. <i>the library</i>	L'Inde (f). <i>India</i>				
la cuisine. <i>the kitchen</i>	L'Australasie. <i>Australasia</i>				
le bureau. <i>the office</i>	L'Australie. <i>Australia</i>				
le parking. <i>the car park</i>					
la salle des profs. <i>staffroom</i>					
la maternelle. <i>infant school</i>					

