## **Subject: Modern Foreign Languages - French**

|                          | Autumn 1   |  | Autumn 2   |        | Spring 1  |                        |          | Summer 1 Summer 2 |   |      |   |                        |     |              |           |  |
|--------------------------|--|--|--|--------|---|------------------------|----------|-------------------|---|------|---|------------------------|-----|--------------|-----------|--|
|                          |  |  |  |        |   | Year 3                 |          |                   |   |      |   |                        |     |              |           |  |
| Unit<br>title/str<br>and | J'a <sub>l</sub>   | pprends le francais  | (I am learning Frenc   | h)     | Recognise, recall, and spell up to 10 animals in French with their correct determiners/ indefinite articles.     Understand that there are more determiners/ articles in French than in English.     Use and become more familiar with the high-frequency 1st person conjugated verb 'je suis' (I am), from the infinitive verb 'être' (to be). |                        |          |                   |   |      | Le Petit Chaperon Rouge (Little Red Riding Hood)  |                        |     |              |           |  |
| Knowle<br>dge            | country. use key greeti ask and answ ask and answ count to 10 in   | ings.<br>er the question 'Ho<br>er the question 'Wh  | e to recall at least 1 F w are you?' in French   | ).     |   |                        |          |                   |   |      | <ul> <li>Sit and listen attentively to a familiar fairy tale in French.</li> <li>Use picture and word cards to recognise and retain key vocabulary fror the story.</li> <li>Name and spell at least four parts of the body in French as seen in the story.</li> </ul> |                        |     |              |           |  |
| Skills                   | <ul> <li>Listen attentive joining in and</li> <li>Explore the parand link the specific parand respond to the specific parameter paramete</li></ul> | rely to spoken languresponding.  atterns and sounds of pelling, sound and noversations; ask and those of others; sences, using familiar ctures.  and pronunciation ask and information or and show understations, songs, poems vocabulary and devented into face introduced into face. | <ul> <li>Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</li> <li>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</li> <li>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> <li>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li> <li>Present ideas and information orally to a range of audiences.</li> <li>Read carefully and show understanding of words, phrases and simple writing.</li> <li>Appreciate stories, songs, poems and rhymes in the language.</li> <li>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material</li> <li>Write phrases from memory</li> <li>Describe people, places, things and actions orally and in writing.</li> </ul> |        |   |                        |          |                   | <ul> <li>Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</li> <li>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> <li>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li> <li>Present ideas and information orally to a range of audiences.</li> <li>Read carefully and show understanding of words, phrases and simple writing.</li> <li>Appreciate stories, songs, poems and rhymes in the language.</li> <li>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</li> <li>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</li> </ul> |      |   |                        |     |              |           |  |
| Was :                    |  |  |  |        | ,   |                        | propriat |                   | uage being studied  |      | French  | English                |     | French       | English   |  |
| Key<br>Vocab             | Bonjour!   | Hellol/Good morning!   | six  | six    | French<br>les animaux   | English<br>the animals | <b>S</b> | French            | English<br>a rabbit   | _    | Petit Chaperon rouge  | Little Red Riding Hood | 99  | les oreilles | the ears  |  |
| Vocab                    | Salut !  | Hil  | 7 sept   | seven  | ies animaux   | The animals            |          | un lapin          | a rabbit  | - 25 | les parents   | the porents            | 6 6 | les yeux     | the eyes  |  |
|                          | Ça va ?  | How are you?   | 8 huit   | eight  | un  | a (masculine)          |          | un canard         | a duck  |      | une maison  | a house                |     |              | the mouth |  |
|                          | Ça va bien.  | I am fine.   | 9 neuf   | nine   | une   | a (feminine)           | 7        | un singe          | a monkey  | 010  | une forêt   | a forest               |     | la bouche    | the teeth |  |
|                          | Ça va mal.   | I am not great.  | 10 dix   | ten    | un cochon   | a pig                  |          | un mouton         | a sheep   | # A  | des gâteoux   | some cakes             |     | les dents    | the reeth |  |
|                          | Comme ci, comme ça.  | So-so.   | rouge  | red    | Au Til  |                        |          | <i>2</i>          | · ·   | X X  | le loup   | the wolf               |     |              | the arms  |  |
|                          | Au nevoir!   | 100  |  | blue   | un lion   | a lion                 |          | une souris        | a mouse   | 100  | la grand-mère   |                        | -   | les bras     |           |  |
|                          | À plus tard !  |  |  | yellow | un oiseau   | a bird                 | er.      | une vache         | a cow   | -E   | le bûcheron   | the grandmother        |     | les jambes   | the legs  |  |
|                          | Comment t'appelles-tu?   |  |  | green  | un cheval   | a horse                |          | je suis           | I am  | I_   |   | The woodcutter         |     | nes press    | The reef  |  |
|                          | Je m'appelle   | My name is   | X noir   | black  | 11 /1   |                        |          |                   |   |      |   |                        |     |              |           |  |
|                          | 1 un   | one  | blanc  | white  |   |                        |          |                   |   |      |   |                        |     |              |           |  |
|                          | 2 deux   | two  | gris   | grey   |   |                        |          |                   |   |      |   |                        |     |              |           |  |
|                          | 3 trois  | three  | orange   | orange |   |                        |          |                   |   |      |   |                        |     |              |           |  |
|                          | 4 quatre   | four   | violet   | purple |   |                        |          |                   |   |      |   |                        |     |              |           |  |
|                          | 5 cinq   | five   | marron   | brown  |   |                        |          |                   |   |      |   |                        |     |              |           |  |
|                          | J  |  | 7.80   | 5****  |   |                        |          |                   |   |      |   |                        |     |              |           |  |

|                          |          |  |  |   |   |   |   | Year 4   | ļ  |                                      |                                 |                                    |  |                                      |                  |                    |                      |  |  |
|--------------------------|----------|--|--|---|---|---|---|--|--|--------------------------------------|---------------------------------|------------------------------------|--|--------------------------------------|------------------|--------------------|----------------------|--|--|
| Unit<br>title/str<br>and |          |  | Je peux (I a   | am able to)   |   | Les legumes (vegetables)  |   |  |  |                                      |                                 | Je me presente (Presenting myself) |  |                                      |                  |                    |                      |  |  |
| Knowl<br>edge            | •        | Use these ver<br>structures wit<br>able).<br>Attempt to co   | bs in the infinitive the high side of th | tion verbs in French. to form positive and tole) and 'je ne peux p d negative sentence : nces using the conjur        | negative sentence<br>pas' (I am not<br>structures to form   | Name and recognise up to 10 vegetables in French.     Attempt to spell some of these nouns (including the correct determiner/article)     Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall.     Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables. |   |  |  |                                      |                                 |                                    | Use basic greetings in French, ask somebody how they are feeling and reply when asked. Ask somebody their name in French and reply when asked. Recall the numbers 1-10 and count from 11-20 in French. Ask somebody how old they are in French and reply when asked. Ask somebody where they live in French and reply when asked. Express their nationality in French and understand basic gender. |                                      |                  |                    |                      |  |  |
| Skills                   | •        | joining in and Explore the parameter that specified in senter that spec | atterns and sounds<br>belling, sound and reversations; ask and<br>to those of others; sendences, using familia   | <ul> <li>Ex</li> <li>Er</li> <li>Sk</li> <li>Do</li> <li>Pr</li> <li>Re</li> <li>Al</li> <li>Bi</li> <li>W</li> </ul> | isten attentively in and respond xplore the patte and link the spingage in conver and respond to peak in sentence language struct evelop accurate understand which phrases. resent ideas and writing. ppreciate storie roaden their vorwords that are dritte phrases fronderstand basic | ing.  erns and sounds celling, sound an sations; ask and those of other es, using familia tures. e pronunciation ten they are rea d information of d show underst es, songs, poems cabulary and de introduced into  | age through soning of words. questions; expressions; expressions and hadry, phrases and or using family arange of audien f words, phrases in the langueir ability to und written material | ess opinions help. d basic  thers iar words and  ces. s and simple  uage. lerstand new | <ul> <li>Expires their hationality in French and understand basic gender agreement rules.</li> <li>Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</li> <li>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</li> <li>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> <li>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li> <li>Present ideas and information orally to a range of audiences.</li> <li>Read carefully and show understanding of words, phrases and simple writing.</li> <li>Appreciate stories, songs, poems and rhymes in the language.</li> <li>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material</li> <li>Write phrases from memory</li> <li>Understand basic grammar appropriate to the language being studied</li> </ul> |                                      |                                 |                                    |  |                                      |                  |                    |                      |  |  |
| Key<br>Vocab             |          |  |  |   |   |   |   |  |  |                                      |                                 |                                    |  |                                      |                  |                    |                      |  |  |
| ulary                    |          | Français   | English  | Français  | English   |   | French  | English  |  | French                               | English                         | French<br>Bonjour!                 | English<br>Hellol  | French<br>Je suis                    | English<br>I on  | French             | English              |  |  |
|                          |          | je peux  | I am able  | jouer d'un instrument   | to play an instrument   |   | les aubergines  | the aubergines   |  | un kilo de / d' un demi kilo de / d' | one kilo of                     | Salut I                            | н  | français/française                   | French           | douze              | twelve               |  |  |
|                          |          | je ne peux pas   | I am not able  | patiner   | to ice-skate  | o ice-skate   | les épinards<br>les oignons   | the spinach the onions   |  | Je voudrais                          | I would like                    | Ça va ><br>Ça va bien.             | How are you?  I am fine.   | anglais/anglaise<br>gallois/galloise | English<br>Welsh | freize<br>quatorze | thirteen<br>fourteen |  |  |
|                          | -        | danser   | to dance   | dessiner  | noger to swim  parler français to speak French  et and  | les courgettes  | the courgettes  | _  | s'il vous plaît  | please                               | Ço va mal.  Comme ci. comme ca. | I om not great.                    | irlandois/irlandaise   | Irish<br>Scottish                    | quinze           | fifteen            |                      |  |  |
|                          | 2        | chanter  | to sing  | noger noger   |   | 411   | les tomates   | the tomatoes   | -  | et                                   | and<br>hello                    | Ça ve três bien.                   | I on great.  | un un                                | one              | dix-sept           | seventeen            |  |  |
|                          | Л        | -  |  | 400   |   |   | les paricots verts  | the green beans  | +  | Je peux vous aider ?                 | Can I help you?                 | Ça ve très mel.                    | I om really not great.   | deux                                 | two              | dix-huit           | eighteen             |  |  |
|                          |          | sauter   | to jump  | parler français 1   |   | 1.00  | 1   | -  | +  | Cest tout ?                          | Is that all/Anything else?      | très<br>Au revoir I                | very<br>Goodbyel   | trois<br>quatre                      | three            | dix-neuf<br>vingt  | nineteen             |  |  |
|                          | 8,       | cuisiner   | to cook  | et  |   |   | Cest tout?  | Is that all/Anything else? How much is that?   | À plus tand I  | See you later!                       | cinq                            | five                               | ,  |                                      |                  |                    |                      |  |  |
|                          | 2        | fains du ville   | to ride a bike   | mais  |   |   |   | the potatoes   | 1  | merci                                | thank you                       | Comment t'appelles-tu >            | What is your name?   | six                                  | six              |                    |                      |  |  |
|                          | 1.00     | faire du vélo  | TO FIGE & DIKE   | mais  | but   |   |   |  | _  | au nevoir                            | goodbye                         | Je m'oppelle                       | My name is   | sept                                 | seven            |                    |                      |  |  |
|                          | <b>⊕</b> | 2  |  |   |   |   |   |  |  | 00.000                               | goodoje                         | Quel fine no-tu 2                  | How old are you?   | huit                                 | ejaht            |                    |                      |  |  |
|                          | <b>⊕</b> | 9  |  |   |   |   |   |  |  | Dans mon panier j'ai                 | In my basket I have             | Quel âge as-tu ?<br>J'ai ons.      | How old are you?  I om _ years old.  | huit<br>neuf                         | eight<br>nine    |                    |                      |  |  |

|                          |   |  |  |   |   |   |  | Year 5  |  |   |  |                   |                    |                                |                                  |  |
|--------------------------|---|--|--|---|---|---|--|---|--|---|--|-------------------|--------------------|--------------------------------|----------------------------------|--|
| Unit<br>title/st<br>rand |   | Je m   | e presente (P  | resenting m   | yself)  |   |  | Ma famille  | my family)   |   | Remember and recall 12 classroom objects with their indefinite article/determiner.     Replace an indefinite article/determiner with a possessive adjective.     Say and write what they have and do not have in their pencil case.   Listen attentively to spoken language and show understanding by joining in and responding.     Explore the 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     Write phrases from memory     Describe people, places, things and actions orally and in writing. |                   |                    |                                |                                  |  |
| Knowl<br>edge            | reply v     Ask so     Recall     Ask so     Ask so   | when asked.<br>mebody thei<br>the numbers<br>mebody how<br>mebody whe<br>neir nationali  | r name in Fre<br>1-10 and cou<br>old they are<br>tre they live in  | nch and rep<br>int from 11-<br>in French ar<br>in French and  | how they are<br>ly when asked<br>20 in French,<br>nd reply when<br>I reply when a<br>nd basic gend  | asked.<br>sked.   | or a fictional far Continue to coustudents to say Understand the 'mes' in French. Move from 1st  | the members, name: mily in French. int in French, with the the age of various factorized the possures of the possures of the possures of the this unit: s'and in this | e option of reachin<br>mily members.<br>essive adjectives 'n<br>d person singular c  | ng 100, enabling<br>non', 'ma' and<br>of the two high   |  |                   |                    |                                |                                  |  |
| Skills                   | joining Explore and lir Interplace and lir Interplace and re Speak in langua Develop unders phrase Present Read car writing Apprecia Broaden words Write ph | g in and respithe patterns in the patterns in the spellin in conversation in conversation in the sentences, under the sentences, under the sentence in the sen | onding. and sounds o g, sound and ons; ask and a se of others; sing familiar s. onunciation an hey are readi ormation ora ow understan ongs, poems a ulary and develoduced into f nemory | f language the meaning of answer quest seek clarification of an anguage the meaning aloud or a range and ing of wor and rhymes it elop their abamiliar written. | tions; express ation and help phrases and be not so that othe using familiar e of audiences ds, phrases and the languag willity to unders | opinions opinions assic rs words and d simple e. tand new | joining in and Explore the part and link the sy and link the sy Engage in contain and respond to Speak in senter language struth Develop accurunderstand with the syntam of the syntam o | atterns and sounds of<br>pelling, sound and m<br>versations; ask and<br>to those of others; so<br>ences, using familiar   | of language through eaning of words. answer questions; elek clarification and vocabulary, phrase and intonation so the galoud or using far ally to a range of aunding of words, phand rhymes in the lelop their ability to miliar written mate and actions orally and actions or ally actions or ally actions or all actions or ally actions or ally action | express opinions d help. es and basic at others niliar words and diences. rases and simple anguage. understand new rial d in writing. |  |                   |                    |                                |                                  |  |
| Key                      |   |  |  |   |   |   |  |   |  |   |  |                   |                    |                                |                                  |  |
| Vocab                    | French  | English  | French   | English   | French  | English   | French<br>to foreite   | English<br>the family   | As-tu des frères et sœurs >  | English  Do you have any siblings/ brothers or sisters?   |  | French            | English            | French                         | English                          |  |
| ulary                    | Bonjour I<br>Salut I  | Hellel   | Je suis<br>français/française  | I om<br>French  | douze   | eleven  | la mère  | the mother  | Oui, j'ei un frère.  | Yes, I have a brother.  | <b>Q</b>   | un livre          | a reading book     | j'ai                           | I have                           |  |
|                          | Ca va ?   | How are you?   | anglais/anglaise   | English   | freize  | thirteen  | la grand-mère  | the grandnother   | Oui, j'ai une sœur.  | Yes, I have a sister.   | 127  | un cahier         | an exercise book   | je n'ai pas de                 | I do not have                    |  |
|                          | Ça va bien.   | I on fine.   | gallois/galloise   | Welsh   | quotorze  | fourteen  | la tante   | the ount  | Oui, j'ai deux frères.   | Yes, I have two brothers.   | 1  | un crayon         | a pencil           | Qu'est-ce qu'il y a dans ta    | What do you have in              |  |
|                          | Çe ve mel.  | I om not great.  | irlandais/irlandaise   | Irish   | quinze  | fifteen   | le fille   | the doughter  | Oui, j'ei deux sœurs.  | Yes, I have two sisters.  |  | ,                 |                    | trousse?                       | your pencil case?                |  |
|                          | Comme ci, comme ga.   | So-so.   | écossais/écossaise   | Scottish  | seize   | sixteen   | le sœur  | the sister  | Non, je suis fils unique.  | No, I om on only child (boy).   |  | un stylo          | a pen              | Dans ma trousse j'ai           | In my pencil case I have         |  |
|                          | Ça va três bien.  | I om great.  | un   | one   | dix-sept  | seventeen   | le fős   | the son   | Non, je suis fille unique.   | No, I om an only child (girl).  | 9  | un taille-crayon  | a sharpener        | Dans ma trousse je<br>n'ai pas | In my pencil case I do not have  |  |
|                          | Ça va três mal.   | I am really not great.   | deux   | two   | dix-huit  | eighteen  | le frère   | the brother   | dx   | ten   | 8  | un sac à dos      | a rucksack         | mon                            | my (masculine singular<br>nouns) |  |
|                          | très  | very   | trois  | three   | dix-neuf  | nineteen  | l'oncle  | the uncle   | vingt  | twenty  |  | une calculatrice  | a calculator       | ma                             | my (feminine singular            |  |
|                          | Au revoir I   | Goodbyel   | quatre   | four  | vingt   | twenty  | le père  | the father  | trente   | thirty  |  |                   |                    |                                | nouns)                           |  |
|                          | À plus tord !   | See you later!   | cinq   | five  |   |   | le grand-père  | the grandfather   | quorante   | fourty  | 40   | un bâton de colle | a glue stick       | mes                            | my (plural nouns)                |  |
|                          | Comment t'appelles-tu ?   | What is your name?   | six  | six   |   |   | les parents  | the porents   | cinquante  | fifty   |  | une règle         | a ruler            | et                             | and                              |  |
|                          | Je m'appelle  | My name is   | sep1   | seven   |   |   | les grands-parents  Comment s'appelle ton [male family member]/ ta   | the grandparents  | soixonfe<br>soixonfe   | sixty   |  | une gomme         | a rubber           |                                |                                  |  |
|                          | Quel âge as-tu >  | How old are you?   | huit   | eight   | -   |   | [female family member] >   | What it is your (family member)'s name?   | soixonte-dix   | seventy   | diffe  | une trousse       | a pencil case      |                                |                                  |  |
|                          | J'oi ons.   | I on _ years old.  | neuf   | nine  |   |   | Il s'oppelle   | He is called  | quatre-vingts  | eighty  | 411111   |                   | -,                 |                                |                                  |  |
|                          | 411.43  | Martin de la Constanti   |  |   | 1   |   | file c'esselle   | She is collect.   | austra-visat-dix   | ninets:   |  | des elseens       | a nais of saissas  |                                |                                  |  |
|                          | Où habites-tu ><br>J'habite à   | Where do you live?   | dix  | ten   |   |   | Elle s'appelle   | She is called   | quatre-vingt-dix   | ninety<br>one hundred   | 8  | des ciseaux       | a pair of scissors |                                |                                  |  |

|                          |  |   |  |   |  |  | Year 6  |  |  |  |                           |                 |                      |  |  |
|--------------------------|--|---|--|---|--|--|---|--|--|--|---------------------------|-----------------|----------------------|--|--|
| Unit<br>title/st<br>rand |  | Ma famille (  | my family)   |   |  |  | En classe (In the   | classroom)   |  | Au salon de the (At the tea room)  |                           |                 |                      |  |  |
| Knowl<br>edge            | or a fictional far Continue to cou students to say Understand the 'mes' in French. Move from 1st   | nt in French, with th<br>the age of various fa<br>concept of the poss   | e option of reaching mily members. essive adjectives 'r  | ng 100, enabling<br>mon', 'ma' and<br>of the two high   | art<br>• Rep   | icle/determiner.<br>place an indefinite  | e article/determin  | ojects with their ind<br>ner with a possessiv<br>not have in their pe  | e adjective.   | <ul> <li>Remember and recall a wide variety of foods, snacks, and drinks (with their indefinite article/determiner) typically served in a salon de thé.</li> <li>To understand better how to change a singular noun to plural form.</li> <li>Perform a short role-play ordering what they would like to eat and drink.</li> </ul>  |                           |                 |                      |  |  |
| Skills                   | joining in and Explore the parand link the spond in the s | atterns and sounds of<br>pelling, sound and m<br>versations; ask and a<br>to those of others; se<br>ences, using familiar | of language through<br>eaning of words.<br>eanswer questions;<br>eek clarification an<br>vocabulary, phrase<br>and intonation so the<br>galoud or using failly to a range of au<br>anding of words, pheand rhymes in the<br>elop their ability to<br>miliar written mate | express opinions d help. es and basic nat others miliar words and adiences. arases and simple language. b understand new arial ad in writing. | ight in the second of the seco | coining in and responding in and respond link the spellir ingage in conversiond respond to the speak in sentence anguage structure overlop accurate inderstand when obtrases. Present ideas and vitting.  Appreciate stories broaden their voca vords that are into the percent in the percent in the stories of t | onding.  ns and sounds of ag, sound and meations; ask and an ose of others; see s, using familiar vees.  pronunciation and they are reading a information orally show understand, songs, poems an abulary and devel roduced into family places, things and places, things and | language through saning of words. Isswer questions; exist clarification and hocabulary, phrases of intonation so that aloud or using family to a range of audiding of words, phrased of the rability to up their ability to up their ability to up actions or ally and riate to the language | ongs and rhymes press opinions help. and basic tothers hiar words and ences. ses and simple higuage. h | <ul> <li>Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</li> <li>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</li> <li>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> <li>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li> <li>Present ideas and information orally to a range of audiences.</li> <li>Read carefully and show understanding of words, phrases and simple writing.</li> <li>Appreciate stories, songs, poems and rhymes in the language.</li> <li>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material</li> <li>Write phrases from memory</li> <li>Describe people, places, things and actions orally and in writing.</li> </ul> |                           |                 |                      |  |  |
| Key                      | •  |   |  |   |  |  |   |  |  |  |                           |                 |                      |  |  |
| Vocab                    | French   | English   | French   | English   |  | French   | English   | French   | English  | French   | English                   | French          | English              |  |  |
| ulary                    | la famille   | the family  | As-tu des frères et sœurs >  | Do you have any siblings/ brothers or sisters?  | 47   | un livre   | a reading book  | j'ai   | I have   | un creissant   | a creissant               | une crêpe       | a crepe              |  |  |
| aidi y                   | la mère  | the mother  | Out, j'et un frêre.  | Yes, I have a brother.  Yes, I have a sister.   |  |  | an exercise book  | je n'ai pas de   | I do not have  | wn pain au chocolat  | a pain au chocolat        | une solode      | a solad              |  |  |
|                          | la grand-mère<br>la tante  | the grandmather the ount  | Out, j'oi une sœur. Out, j'oi deux frênes.   | Yes, I have a sister. Yes, I have two brothers.   |  | un cahier  |   | Qu'est-ce qu'il y a dans ta  | What do you have in  | un sondwich  | a ham sandwich            | une omelette    | on omelette          |  |  |
|                          | le faite   | the doughter  | Out, j'et deux frenes. Out, j'et deux sœurs.   | Yes, I have two brothers.  Yes, I have two sisters.   |  | un crayon  | a pencil  | trousse ?  | your pencil case?  | ou jambon<br>un sandwich   | a cheese sandwich         | une tortelette  | a small tart         |  |  |
|                          | lessur   | the sister  | Non, je nus fils unique.   | Nis, I om an only child (boy).  |  | un stylo   | a pen   | Dans ma trousse j'ai   | In my pencil case I have   | ou fromage  un croque-monsieur   | a ham and cheese toostie  | une limonode    | a lemonade           |  |  |
|                          | le file  | the son   | Non, je suis fille unique.   | No. I om on only child (girl).  | 9  | un taille-crayon   | a sharpener   | Dans ma trousse je   | In my pencil case I do not   | un café  | o coffee                  | 1.00            |                      |  |  |
|                          | le frère   | the brother   | dx dx  | ten.  |  | -  |   | n'ai pas   | have<br>my (masculine singular   |  |                           | ₩ une grenodine | a grenadine          |  |  |
|                          | Fencle   | the incle   | vingt  | teerty  |  | un sac à dos   | a rucksack  | mon  | nouns)   | un café au lait  | a coffee with milk        | Bonjour I       | Hellol               |  |  |
|                          | le père  | the father  | trente   | thirty  |  | une calculatrice   | a calculator  | ma   | my (feminine singular<br>nouns)  | un thé   | a tea                     | Au revoir !     | Goodbyel             |  |  |
|                          | le grand-père  | the grandfather   | querente   | fourty  | L  | un bâton de colle  | a glue stick  | mes  | my (plural nouns)  | un jus d'orange  | an orange juice           | Vous désirez ?  | What would you like? |  |  |
|                          | les porents  | the porents   | cinquante  | fifty   | 30   | une règle  | a ruler   | et   | and  | un coco-colo   | a coco-cola               | Je voudrais     | I would like         |  |  |
|                          | les grands-parents   | the grandparents  | soixonte   | sixty   |  |  |   |  | 2/10   | un chocolat chaud  | a hot chocolate           | merci           | thank you            |  |  |
|                          | Comment s'appelle ton (male family member)? to<br>(famule family member)?  | What it is your [family member] a name?   | soivente-dix   | severty   |  | une gomme  | a rubber  |  |  | une port de gâteou   | a slice of chocolate cake | s'il vous plaît | please               |  |  |
|                          | D s'appelle.   | He is colled.   | quatre-vingta  | eighty  |  | une trousse  | a pencil case   |  |  | au chocolat  |                           | l — —           |                      |  |  |
|                          | Ele s'appelle  | She is colled   | quatre-vingt-dix   | ninety  | 9  | des ciseaux  | a pair of scissors  |  |  | une port de quiche   | a slice of quiche         | et              | and                  |  |  |
|                          | min/ ma/ mas   | my .  | cent   | one hundred   |  |  |   |  |  | une brioche  | a brioche                 | l'addition      | the bill             |  |  |
|                          | des frères et sœurs  | siblings/ brothers and sisters  |  |   |  |  |   |  |  |  |                           |                 |                      |  |  |