

Entitlements for Languages Sept 2025

Entitlement documents provide the context within which the skills detailed in [the Bailiwick Curriculum](#) should be applied. The two documents therefore need to be read together. Schools may go beyond these requirements and teach other content on top of this. Key Stage 2 content may be taught in Key Stage 1.

This document is mandatory for mainstream schools from September 2025, although schools can use part or all of this document before this if they wish. Special schools should adapt for the unique needs of their children, while aiming, where appropriate, to cover the same main headings.

This entitlement document provides broad parameters within which individual schools need to develop their own more detailed curriculum. In the table below, black type refers to mandatory elements, grey italicised type refers to suggested examples that are not mandatory.

By the <u>end</u> of Key Stage 1	By the <u>end</u> of Key Stage 2	By the <u>end</u> of Key Stage 3
<p>The knowledge below applies to all 4 modalities of reading, listening, speaking and writing. Schools should adopt a 'less is more' approach, recycling vocabulary and lexical structures in a variety of different contexts. Knowing how to speak, read, write and understand vocabulary in a variety of contexts is more important than learning long lists of different words.</p> <p>Where age appropriate, children should learn about current international news and events in Francophone countries.</p>		

By the <u>end</u> of Key Stage 1	By the <u>end</u> of Key Stage 2	By the <u>end</u> of Key Stage 3
Culture (C)		
<ul style="list-style-type: none"> a. Know that there are many different languages spoken around the world. b. Know that we speak English and that some people in our school may also speak other languages. c. Know that France is a country and that people in France speak French. d. Know that hundreds of years ago, Guernsey was part of France and people here spoke French, not English. e. Know that, because of this, many place names and family names are French and there is a local language called Guernsey French (Guernésiais), which is part of Guernsey's culture (<i>e.g. songs, dance, music</i>). 	<ul style="list-style-type: none"> a. Know that there are many countries around the world where French is spoken, including 29 countries where it is the official language. b. Know that French is spoken in many different countries because France had an empire. c. Know that the country with the most French speakers in the world is the Democratic Republic of the Congo. d. Know that Paris is the capital city of France. e. Know that France is a multicultural society that includes people from many different races. f. Know some aspects of French culture (<i>e.g. music, festivals and celebrations, food, sports</i>). 	<ul style="list-style-type: none"> a. Know that French is spoken in all continents around the world. b. Know the role of colonisation in the spread of languages around the world. c. Know about the way that celebrations and festivals are celebrated in the Francophone world. d. Know the most common idiomatic expressions. e. Know that Renoir was a French artist who painted several works of art all around the island. f. Know that Victor Hugo was a French writer who was exiled to Guernsey and wrote many books here. g. Know that, in the States of Deliberation, deputies vote using the terms 'pour' (for), 'contre' (against) and "je ne vote pas" for abstention.

Communicative functions (CF)

This is the heart of language teaching. This should be the main focus of teaching.
Grammar, vocabulary and phonics should only be taught in so far as they enable communicative functions.

In Key Stage 1, communication should be done verbally and through reading only; (not writing).

a. Greetings, leave-takings, please and thank you:

Bonjour - Good day
Au revoir - To see again - (Goodbye)
S'il vous plaît - if it pleases you (please)
Merci - thank you
Merci beaucoup - thanks a lot/ thank you very much

b. Creating and answering questions:

Comment ça va? - How are you?
Comment tu t'appelles? - How are you called? (What is your name?)
Quel âge as-tu? - What age do you have? (How old are you?)
Où habites-tu? - Where live you? (Where do you live?)
Quelle est la date de ton anniversaire? What is the date of your birthday? (When is your birthday?)

In Key Stage 2, children should learn to read and write the expressions they have learnt verbally in Key Stage 1.

Creating and answering questions in all 4 modalities: (speaking, listening, reading and writing)

a. Revise from KS1: (and extend to reading and writing)

Bonjour - Good day
Au revoir - To see again - Goodbye
S'il vous plaît - if it pleases you, please
Merci - thank you
Merci beaucoup - thanks a lot/thank you very much
Comment ça va? - How are you?
Comment tu t'appelles? - How are you called?
What is your name?
Quel âge as-tu? - What age do you have? How old are you?
Où habites-tu? - Where do you live?

b. Revise identifying yourself to others: (and extend to reading and writing)

Combien de frères/soeurs/animaux domestiques as-tu? - How many brothers/sisters/pets have you? - How many brothers/sisters/pets do you have?

Revise previously taught content from Key Stage 2.

Creating and answering questions:

- a. Know the question words in French and different ways of asking questions.

Describing people, routine behaviour in the present:

- b. Know how to describe a friend or someone in your family.

Il/Elle a... Il/Elle est... Il/Elle s'appelle ...

aller/ se lever/ se laver/ rentrer/ se coucher/ commencer/ finir

faire/ jouer/ manger/ regarder/ surfer/ chatter/ écouter/ porter/ acheter/ nager/ sortir/ partir/ prendre/ boire/

Talk about people:

- c. Know how to identify oneself to others.

Je m'appelle ... - I am called ... (My name is ...)

J'ai six ans. - I have six years. (I am six years old.)

J'ai un frère - I have one brother.

Je suis fils unique - I am an only son (I am an only child (male).)

Je suis fille unique - I am an only daughter (I am an only child (female).)

J'habite à... - I live at ...

Mon anniversaire c'est le... - My birthday is the...

Talk about people (in all 4 modalities):

- c. Know how to introduce people to others, using the third person singular.

Voici xxxx. - Here is xxxx.

Il/Elle s'appelle ... - He/She is called ... (His/Her name is ...)

Il/elle a huit ans. - He/She has eight years. (He/She is eight years old.)

Il/elle a deux sœurs. - He/She has two sisters.

Il/elle habite à... - He/She lives at...

(e.g. *Ma soeur a les yeux bleus.* - My sister has blue eyes.

Mon frère a les cheveux noirs. - My brother has black hair.

Je suis petit (e). - I am small.

Dans ma famille il y a ...- In my family there are...)

- d. Know how to name people's jobs.

e.g. *Ma mère est professeur.* - My mother is teacher. (My Mum is a teacher.)

Mon père est infirmier. - My father is male nurse. (My dad is a nurse.)

Il est pompier. - He is firefighter. (He is a firefighter.)

Elle est médecin. - She is doctor. (She is a doctor.)

- e. Know how to name the pastimes of myself and others.

e.g. *Je joue au football.* - I play to the football. (I play football.)

Il joue au basket. - He plays to the basketball. (He plays basketball.)

Elle fait du vélo. - She does biking.

Je fais du piano. - I am doing the piano. (I play piano.)

Il fait du violon. - He does violin. (He plays violin.)

Describing places, where you live and the weather:

- c. Know how to describe where you live and where you lived when you were little.

habiter/ il y a/ il n'y a pas de/ c'est/ il y avait/ il n'y avait pas de/ c'était/ on peut/ on ne peut pas/ Je suis de/ Je viens de/ Je vis à

Expressing one's thoughts, feelings or opinions

- d. Know how to express an opinion (in 3 tenses) and how you are feeling.

Opinions: je pense que/ je crois que/ à mon avis/ selon moi/ aimer/détester/ supporter/ ma vie c'est/ ce que je préfère c'est

Justification of opinions: car/ parce que/ puisque/ c'est/ ce n'est pas/ ce qui est+ adjective/ même si c'est/ bien que ce soit

Feelings: j'ai faim/ j'ai soif/ j'ai froid/ j'ai chaud/ j'ai besoin de/ j'ai peur de/ j'ai mal+ body parts

Reporting an event in the past

- e. Know how to describe an event in the past.

Timemarkers: hier/ le weekend dernier/ la semaine dernière/ l'année dernière

Etre verbs: aller/ rester/ sortir

Avoir verbs: jouer/ faire/ manger/ écouter/ regarder/ trainer/ boire/ voir/ nager/ prendre

J'ai décidé de

Elle fait de la guitare. - She does guitar. (She plays guitar.)

Talk about places (in all 4 modalities):

- f. Know how to describe the weather.

Quel temps fait-il? - What is the weather like?

e.g. Il fait beau. - It makes beautiful. (It is good weather.)

Il fait mauvais - It makes bad (It is bad weather.)

Il fait froid. - It makes cold. (It is cold.)

Il fait chaud. - It makes hot. (It is hot.)

Il neige. - It snows. (It is snowing.)

Il pleut. - It rains. (It is raining.)

Il fait du brouillard. - It makes of the fog. (It is foggy.)

Il y a du soleil. - There is of sun. (It is sunny.)

Il y a des nuages. - There are some clouds. (There are clouds.)

Expressing one's thoughts, feelings or opinions (in all 4 modalities):

- g. Know how to express one's thoughts, feelings or opinions.

e.g. J'ai faim. - I have hunger. (I am hungry.)

J'ai soif. - I have thirst. (I am thirsty.)

J'ai froid. - I have cold. (I am cold.)

J'ai chaud. - I have hot. (I am hot.)

Je suis fatigué. - I am tired.

Je suis triste/content. - I am sad/happy.

J'ai peur. - I am afraid.

(Irregular adjectives should be avoided.)

J'aime faire du sport. - I like doing sport.

J'aime faire de la natation. - I like doing swimming.

J'aime faire du vélo. - I like doing cycling.

...parce que c'est... - ...because it is...

...génial. - ...great.

C'était/ ce n'était pas+ opinion

Talking about future plans

- f. Know how to describe an event in the near-future and talk about future plans.

Timemarkers: le weekend prochain/ la semaine prochaine/ l'année prochaine/ A l'avenir/ dans le futur

Aller +infinitive/ je veux+ infinitive/ je voudrais+ infinitives/ je serai

Ce sera/ Ce ne sera pas

Comparing and contrasting

- g. Know how to compare and contrast in the present.

plus... que, moins...que, le pire, le meilleur, le mieux

Expressing a purpose

- h. Know how to express what you would like to do, can do and should do.

Je voudrais/ je peux/ je dois/ je devrais/ il faut

Talking about the way something used to be

- i. Describing an event in the imperfect.

Quand j'étais petit/ j'avais/ j'habitais/ j'aimais/ je jouais/ j'habitais/ il y avait/ c'était/ ce n'était pas

	<p>...cool. - ...cool ...super. - ...super ...amusant.-...fun.</p> <p>h. Know how to use ne...pas in simple sentences</p> <p><i>Je n'aime pas faire du sport... I don't like doing sport.</i></p> <p><i>Je n'aime pas manger du chou. - I don't like eating cabbage.</i></p> <p>...parce que c'est... - ...because it is...</p> <p>...nul - ...rubbish.</p> <p>...ennuyeux - ...boring.</p> <p>...dégoûtant - ...disgusting.</p>	
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Vocabulary (V)

It is more important to be able to use a smaller bank of words within a communicative function than to learn many examples within a topic.
 By the end of each key stage, learners should be able to speak, understand, read and write the following.

<p>a. Know numbers to 10.</p> <p>b. Know colours that enable description of hair and eyes. marron - brown; noir - black; blond(e) - blonde; gris - grey; vert - green; bleu - blue; roux - red;</p> <p>c. Know names for family members. ma sœur - my sister; mon frère - my brother; ma mère - mother; mon père - father</p> <p>d. Know the name for friend. une amie - friend (feminine); un ami - friend (masculine)</p> <p>e. Know the words for big and little. grand(e) - big; petit(e) - small;</p> <p>f. Know the words for "I am" and "I have". je suis - I am; j'ai - I have</p>	<p>a. Know numbers to 100.</p> <p>b. Know words for house, school, shop. la maison - the house; l'école - the school; le magasin - the shop; le supermarché - the supermarket;</p> <p>c. Know names of common pets. le chien - the dog; le chat - the cat; le lapin - the rabbit; le cheval - the horse; l'oiseau - the bird; le serpent - the snake; le hamster - the hamster</p> <p>d. Know words to describe the weather. (See <i>Communicative Functions</i> section)</p> <p>e. Know words to describe jobs.</p> <p>f. Know the days of the week and months of the year.</p> <p>g. Know the names of some common foods.</p> <p>h. Know the names of some common sports and pastimes.</p> <p>i. Know the present tense 1st, 2nd and 3rd person singular form and infinitive of the following verbs (See <i>Grammar</i> section):</p> <p>être (to be) avoir (to have) faire (to make or do) aller (to go)</p>	<p>To be populated once GCSE list is published</p>
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	<p>aimer (to like)</p> <p>j'aime <i>I like</i> <i>1st person singular</i> tu aimes <i>you like</i> <i>2nd person singular</i> il aime <i>he likes</i> <i>3rd person singular</i> elle aime <i>she likes</i> <i>3rd person singular</i></p> <p>jouer (to play)</p> <p>je joue <i>I play/I am playing</i> <i>1st person singular</i> tu joues <i>you play/you are playing</i> <i>2nd person singular</i> il joue <i>he plays/he is playing</i> <i>3rd person singular</i> elle joue <i>she plays/she is playing</i> <i>3rd person singular</i></p> <p>manger (to eat)</p> <p>je mange <i>I eat/I am eating</i> <i>1st person singular</i> tu manges <i>you eat/you are eating</i> <i>2nd person singular</i> il mange <i>he eats/he is eating</i> <i>3rd person singular</i> elle mange <i>she plays/she is playing</i> <i>3rd person singular</i></p> <p>j. Know the phrase “il y a” - there has, there is/are.</p>	
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Grammar (G)

<p>This content could be taught within English lessons but lays the foundations for further language learning.</p> <ol style="list-style-type: none"> a. Know that the words we use have different names depending on the job they do. b. Know that words that name things, such as an object, 	<p>Some of this content could be taught within English lessons but lays the foundations for further language learning.</p> <ol style="list-style-type: none"> a. Know that pronouns are short words like it, she, he, you, we, they, us and them. b. Know that pronouns are used to describe either individuals or groups of people, rather than using their name or names. c. Know that English is unusual because, unlike most other languages, it does not have gendered nouns, except for people. 	<p>Revise all the content taught at KS2.</p> <ol style="list-style-type: none"> a. Know that, in French, capital letters are used less frequently for proper nouns than in English and are not used for geographical terms (<i>e.g. la mer Méditerranée,</i>) nationalities (<i>e.g. Je suis américain</i>), b. Know that, in both English and French, verbs change to show whether something is happening now, in the past or in the future and this is called tense.
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<p>a place, or a person, are called nouns.</p> <p>c. Know that nouns are often described as naming words.</p> <p>d. Know that words that describe nouns are called adjectives. They tell us more about a noun.</p> <p>e. Know that words that describe actions, for example doing something, are called verbs.</p>	<p>d. Know that, unlike English, all nouns in French have gender; they are either masculine or feminine.</p> <p>e. Know that in French, the gender of a noun decides whether you use <i>le</i> or <i>la</i> for “the” and <i>un</i> or <i>une</i> for “a”.</p> <p>f. Know that “le” or “la” are “l” before a vowel.</p> <p>g. Know that the gender of a noun also requires French pronouns and French adjectives to change so they “agree” with the gender of the noun they are being used with (e.g. <i>petit (m)</i>, <i>petite (f)</i>).</p> <p>h. Know that proper nouns name a specific object, person or place. In English they require a capital letter, because they give us the actual name of something or someone. Examples include: London, September, Wednesday, Joshua, Sarah.</p> <p>i. Know that, in French, languages, days of the week and months of the year do not have capital letters (but names of people and places do).</p> <p>j. Know that in English the pronoun “I” always has a capital letter but, in French, “je” only has a capital letter if it is at the beginning of a sentence.</p> <p>k. Know that <i>je</i> becomes <i>j’</i> where the next word starts with a vowel (<i>j’ai</i>, <i>j’aime</i>)</p> <p>l. Know that the verb être means ‘to be’. “I am” and “you are” are parts of the verb ‘to be’.</p> <p>être to be</p> <table border="0"> <tr> <td><i>je suis</i></td> <td><i>I am</i></td> <td><i>1st person singular</i></td> </tr> <tr> <td><i>tu es</i></td> <td><i>you are</i></td> <td><i>2nd person singular</i></td> </tr> <tr> <td><i>il est</i></td> <td><i>he is</i></td> <td><i>3rd person singular</i></td> </tr> <tr> <td><i>elle est</i></td> <td><i>she is</i></td> <td><i>3rd person singular</i></td> </tr> </table> <p>m. Know that the verb “avoir” means “to have”.</p> <p>n. Know that the verb “avoir” changes depending on who or what is doing the action:</p> <p>avoir to have/having</p> <table border="0"> <tr> <td><i>j’ai</i></td> <td><i>I have</i></td> <td><i>1st person singular</i></td> </tr> </table>	<i>je suis</i>	<i>I am</i>	<i>1st person singular</i>	<i>tu es</i>	<i>you are</i>	<i>2nd person singular</i>	<i>il est</i>	<i>he is</i>	<i>3rd person singular</i>	<i>elle est</i>	<i>she is</i>	<i>3rd person singular</i>	<i>j’ai</i>	<i>I have</i>	<i>1st person singular</i>	<p>c. Introduce the whole conjugation paradigm of ‘er verbs’.</p> <p>d. Introduce the whole conjugation paradigm of être, avoir, aller.</p> <p>e. Reinforce ‘<i>ne...pas</i>’ and introduce ‘<i>ne...plus</i>’, ‘<i>ne...rien</i>’, ‘<i>ne...jamais</i>’, ‘<i>ne...que</i>’.</p> <p>f. Reinforce adjectival agreement and word order and introduce irregular adjective endings.</p> <p>g. Know irregular nouns.</p> <p>h. Know partitive articles <i>du/de la/des</i>.</p> <p>i. Know that some negative sentences are followed by the partitive article ‘<i>de</i>’ <i>il n’y a pas de/ je ne mange pas de/ je ne fais pas de</i>’.</p> <p>j. Know that the preposition <i>à</i> sometimes means ‘at’: <i>Il reste à l’école. He stays/is staying at school.</i></p> <p>k. Know that <i>à</i> can also mean ‘to’ with certain verbs: <i>Je joue au foot. I play to football.</i></p> <p>l. Know that the preposition ‘in’ or ‘to’ (talking about a place) is translated to <i>à/ en/ au</i>, depending on the gender of the country or whether it is an island or a city.</p> <p>m. Know possessive adjectives: <i>mon/ ma/ mes - son/ sa/ ses</i>.</p> <p>n. Know object pronouns: <i>y/ en/ elle/ lui/ me/ se/ le/ la/ les</i></p> <p>o. Know prepositions <i>depuis+</i> time frames/ <i>chez/ avec/dans/en + transport/sans/pour+infinitive</i></p> <p>p. Know the relative pronoun <i>qui/ que</i> with subordinate clause</p> <p>q. Know the first person form of common verbs in 3 tenses including irregulars.</p> <p>r. Know the whole paradigm of key verbs in the ‘<i>passé composé</i>’, present and the near future.</p> <p>s. Know subject verb agreement in the past tense: <i>je suis allé(e)/ je suis resté(e)</i></p>
<i>je suis</i>	<i>I am</i>	<i>1st person singular</i>															
<i>tu es</i>	<i>you are</i>	<i>2nd person singular</i>															
<i>il est</i>	<i>he is</i>	<i>3rd person singular</i>															
<i>elle est</i>	<i>she is</i>	<i>3rd person singular</i>															
<i>j’ai</i>	<i>I have</i>	<i>1st person singular</i>															

tu as *you have* 2nd person singular
il a *he has* 3rd person singular
elle a *she has* 3rd person singular

- o. Know that the verb “**faire**” means “to do” and “to make” and is also used with weather phrases.

faire to do/to make

je fais *I do/make* 1st person singular
tu fais *you do/make* 2nd person singular
il fait *he does/makes* 3rd person singular
elle fait *she does/makes* 3rd person singular

- p. Know that the verb ‘**aller**’ mean ‘to go’

aller to go

je vais *I go* 1st person singular
tu vas *you go* 2nd person singular
il va *he goes* 3rd person singular
elle va *she goes* 3rd person singular

- q. Know that, in French, when an adjective describes a feminine noun, the adjective’s spelling, and sometimes its sound, change. The most common change is an ‘e’ on the end of the adjective or adjectives not already ending in ‘e’ e.g. *Je suis petit - I am short. (m), Je suis petite. I am short. (f)*
- r. Know that, in French, many adjectives come after the noun whereas, in English, adjectives come before the noun.
- s. Know that, in French, you can change a statement into a question by raising your voice at the end e.g. *Tu joues au football?*
- t. Know that the pronoun “**je**” is “**j’**” before a vowel and this is also relevant for “**ne ... pas**” where the “**ne**” comes before a vowel. (e.g. “*n’aime pas*”)
- u. Know that the pronouns ‘il’ and ‘elle’ are used in French to mean “it”. The gender

- t. Know the concept of an infinitive as a complement to other verbs.
- u. Know different types of question formation and know how to ask simple questions.

	<p>of the noun decides whether “il” or “elle” is used.</p> <p>v. Know that “il” is also used to mean “he”.</p> <p>w. Know that “elle” is also used to mean “she”.</p> <p>x. Know that “iel” is now used as a gender neutral pronoun by some people.</p> <p>y. Know that nouns can be singular (one thing) or plural (more than one thing). In English and French, the most common way to show that a noun is plural is by adding an “s” at the end (examples should mainly use nouns with regular plural endings).</p>	
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Phonics (P)

<p>a. Know the French alphabet.</p> <p>b. Know that some sounds in French are written using vowels with accents (acute (e.g. á) and grave (e.g. è) accents only in KS1).</p>	<p>a. Know how to pronounce the following sounds within familiar words and phrases:</p> <ul style="list-style-type: none"> ● Silent final consonant (SFC) (e.g. <i>petit, grande, dans, prix</i>) ● a (e.g. <i>Je m’appelle, ça va, ma, animal, amusant, sympa, il a</i>) ● i il (e.g. <i>six, dix, petit</i>) ● eu (e.g. <i>deux, pleut, cheveux, yeux, bleu, un peu, jeu</i>) ● e (e.g. <i>petit, je, ne, le</i>) ● au (e.g. <i>eau, o, beau, beaucoup, eau, au, au revoir, aujourd’hui, gateau, bateau, photo, aussi, piano, professeur</i>) ● Contrast u and ou (e.g. <i>tu, nous, vous, rouge, rue, bonjour, jouer, douze</i>) ● Silent final e (e.g. <i>table, neige, mange, aime, madame, je m’appelle</i>) ● é (e.g. <i>bébé, fatigué, énervé, vélo, poupée</i>) ● en, an and on (e.g. <i>maison, trente, cent, cinquante, on</i>) ● ain -in- im -ein- un (e.g. <i>pain, plein, simple, vin, un</i>) ● è ê ai (e.g. <i>père, mère, très, fête, bête, mais, faire, je vais, je fais</i>) 	<p>a. Revise the sounds learnt in primary school and extend to include all the following:</p> <ul style="list-style-type: none"> ● silent final consonant ● a ● i/y ● eu ● e ● au/eau/closed o/ô ● ou u ● silent final e é (-er, -ez) ● en/an/em/am ● on/om ● ain/in/aim/im ● è/ê/ai ● oi/oy ● ch ● ç (and soft 'c') ● qu ● j ● -tion ● -ien ● s-liaison ● t-liaison ● n-liaison ● x-liaison
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	<ul style="list-style-type: none"> • ç c [soft c sound] (e.g. <i>cinq, cinéma, ça, français, France, merci</i>) <p>Pronouncing Words in French: Vowels - KS2 French - BBC Bitesize - BBC Bitesize</p> <p>Pronouncing Words in French: Consonants - KS2 French - BBC Bitesize - BBC Bitesize</p>	<ul style="list-style-type: none"> • h • um/un • -gn- • r • open eu/œu • open o • -sth • -ill-/ille • -aill-/ail
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Recommended Online Resources

<https://www.bbc.co.uk/bitesize/subjects/z39d7ty> - range of vocabulary and topics, (though schools should limit the amount of new vocabulary taught and revisit communicative functions regularly)

<https://gianfrancoconti.com/> - The language gym

[NCELP – National Centre for Excellence for Language Pedagogy](#) (secondary school orientated but has some useful resources for teaching phonics that primary schools might also find useful)

<https://quizlet.com/> - French quizzes/flashcards

Recommended texts

Primary Schools:

[French Primary Sentence Builders: A lexicogrammar approach: Amazon.co.uk: Gravina, Ms Simona, Conti, Dr Gianfranco, Viñales, Mr Dylan, Pianigiani, Mr Stefano, Lethuillier, Ms Aurélie, Smith, Ms Lou: 9783949651359: Books](#)

Secondary Schools:

https://www.amazon.co.uk/French-Sentence-Builders-Lexicogrammar-Pre-intermediate/dp/B0959R81KR/ref=sr_1_1?crd=3VO8RQ6CVGLJG&keywords=sentence+builders+french&qid=1652262526&srefix=sentence+builders%2Caps%2C307&sr=8-1

Common Misconceptions:

Not true	True
The last sound in a word is pronounced in French.	The last sound in a word is very rarely pronounced in French.
Accents and apostrophes are the same.	The accent changes the pronunciation of a letter.
Common phrases that, in English, use the verb “to be”, use the verb “to be” (être) in French:	Some common phrases that in English use the verb “to be”, use the verb “to have” in French: “Je suis six ans” and “Je suis faim” are both incorrect . “J’ai six ans” and “J’ai faim.” I have six years. I have hunger.

False friends: (These are words that mean something different in French from in English.)

excité (this has connotations of sexual excitement).

travail (to work, not to travel) **voyager** is the French verb for travel

journée (a day, not a journey) **un voyage** is the French for a journey

J'ai envie de ... (it means "I want to ...", not envy)

jolie (pretty, not jolly)

librairie (book shop, not library, which is **une bibliothèque**)

Je suis fils/fille unique (I am an **only** child, not a **unique** child)

The letter names for G and J are pronounced the same as in English

The letter G in French is pronounced /jay/
The letter J in French is pronounced /jee/