

Write Away!



celebrating
children's writing
in Primary Languages

Issue 7 July 2021

Write Away!



Issue 7

July 2021

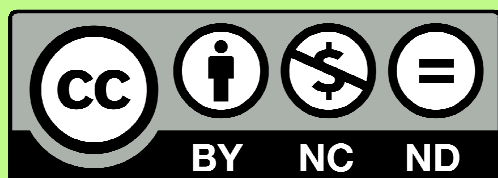
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Editor

Clare Seccombe



Welcome to issue 7 of *Write Away!* I hope you enjoy seeing and reading what other people have been doing in their language lessons. Thank you to all the students and teachers who submitted their work for this issue. Don't forget to look out for my Editor's Pick and check out this issue's guest language.

Have a lovely summer holiday. I look forward to seeing more of your wonderful writing next year.



French

page 1



Spanish

page 13



Teachers' Corner

page 18



Puzzle Corner

page 22



Our guest language for this issue is Latin.

Latin is a dead language, which means that it is no longer the native language of any country, and it is no longer in everyday use.

Latin is originally from an area around Rome known as Latium. It later became the dominant language in Italy and then the Roman Empire.

Portuguese, Spanish, Catalan, French, Italian and Romanian, and English to a lesser extent, are descended from Latin. In English, Latin words are often used in science, medicine and law.



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heus!

salve latinum

quid agis? vero

non nomen mihi
est Quintus

gratias tibi ago

vale amabo te

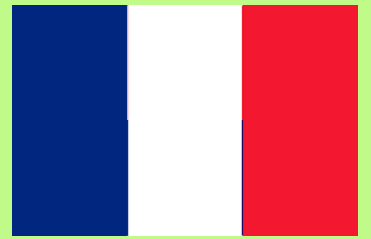
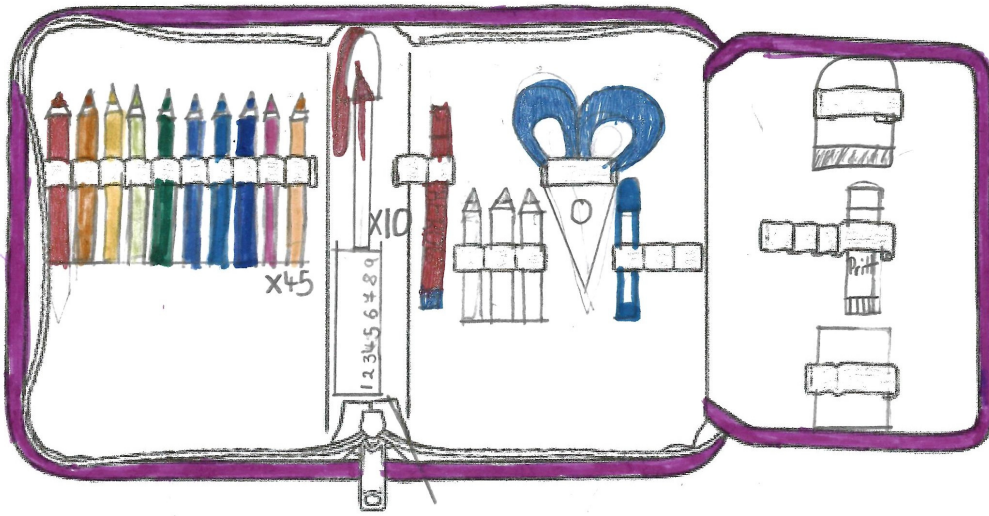
quid est nomen tibi?

Ma trousse

by

Praise

Year 5, Luton



français

Vocabulaire

aussi	also
blanc	white
bleu	blue
bonjour	hello
ciseaux (m.pl.)	scissors
crayon (m.)	pencil
crayon de couleur (m.)	colouring pencil
dans	in
et	and
gomme (f.)	rubber
il y a	there is
je n'ai pas de	I haven't got
j'ai	I have (got)
j'ai dix ans	I am 10
je m'appelle	I am called
ma	my (f.)
règle (f.)	ruler
stylo (m.)	pen
trousse (f.)	pencil case
un / une	a, one (m./f.)
vert	green

Bonjour!! Je m'appelle Praise Uneizudike.
J'ai dix ans. Dans ma trousse J'ai des
ciseaux bleus et des crayons de couleur.
Aussi dans ma trousse il y a un
crayon et un stylo bleu. Aussi J'ai
une gomme verte et une règle blanche.
Je n'ai pas de stylo^{gel} vert.

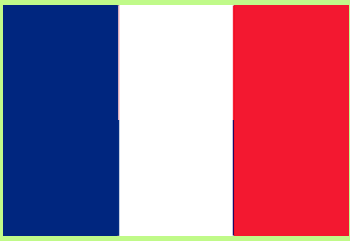


I love the descriptions of
the things in your pencil
case, Praise!

Editor's
Pick

unus

1



français

Vocabulaire

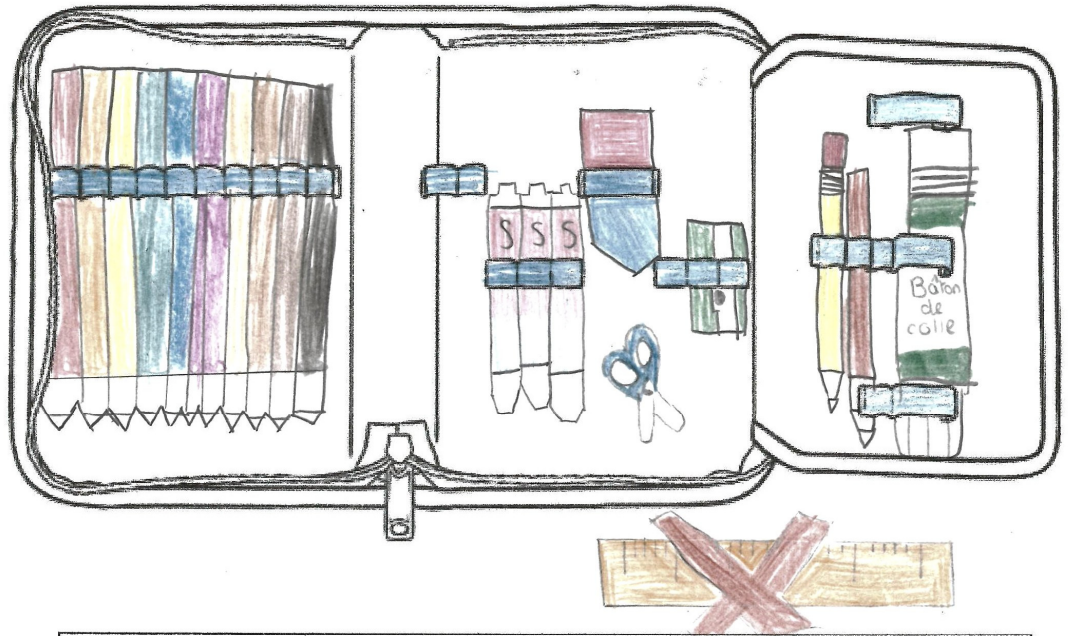
aussi	<i>also</i>
bâton de colle (m.)	<i>glue stick</i>
bonjour	<i>hello</i>
ciseaux (m.pl.)	<i>scissors</i>
crayon (m.)	<i>pencil</i>
crayon de couleur (m.)	<i>colouring pencil</i>
dans	<i>in</i>
deux	<i>2</i>
dix	<i>10</i>
et	<i>and</i>
il y a	<i>there is</i>
je n'ai pas de	<i>I haven't got</i>
j'ai	<i>I have (got)</i>
j'ai neuf ans	<i>I am 9</i>
je m'appelle	<i>I am called</i>
ma	<i>my (f.)</i>
stylo (m.)	<i>pen</i>
surligneur (m.)	<i>highlighter</i>
taille-crayon (m.)	<i>pencil sharpener</i>
trousse (f.)	<i>pencil case</i>
un	<i>a, one (m.)</i>

Ma trousse

by

Lola

Year 4, Luton



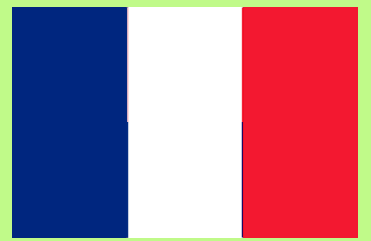
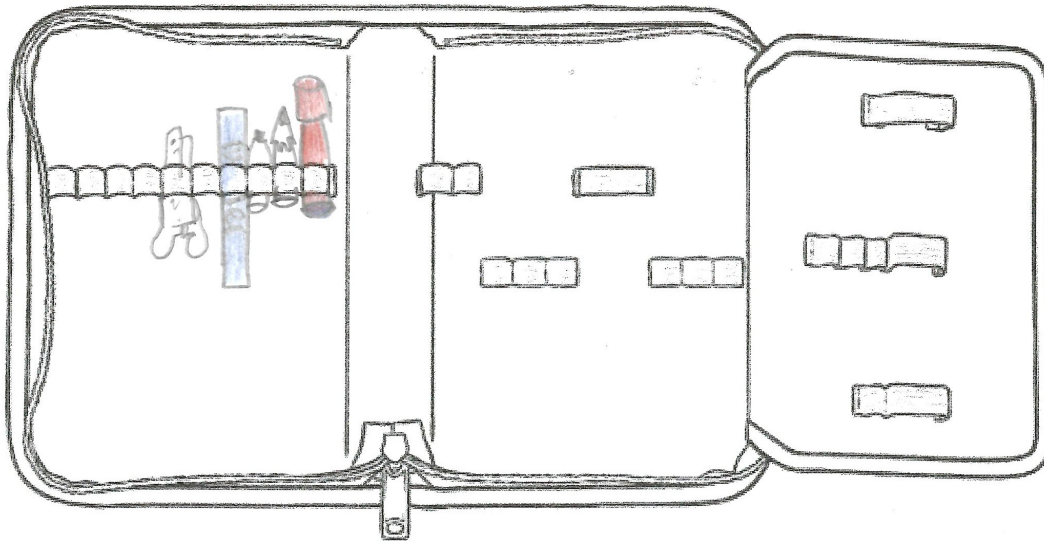
Bonjour ! Je m'appelle Lola et j'ai
neuf ans. Dans ma trousse il y a
deux crayons, un taille-crayon, un
bâton de colle, trois surligneurs, dix
crayons de couleur et aussi des
ciseaux. Je n'ai pas de règle.

Ma trousse

by

Mohammed

Year 5, Luton



français

Vocabulaire

aussi	also
bâton de colle (m.)	glue stick
bleu	blue
bonjour	hello
ciseaux (m.pl.)	scissors
crayon (m.)	pencil
dans	in
et	and
gomme (f.)	rubber
gris	grey
il y a	there is
je n'ai pas de	I haven't got
j'ai	I have (got)
j'ai dix ans	I am 10
je m'appelle	I am called
ma	my (f.)
mais	but
noir	black
règle (f.)	ruler
stylo (m.)	pen
trousse (f.)	pencil case
un	a, one (m)

Bonjour... je m'appelle Mohammed et J'ai dix ans.

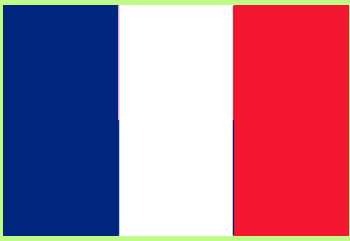
Dans ma trousse il ya un stylo bleu et aussi J'ai un

crayon gris. J'ai un stylo noir et une règle bleue.

mais Je n'ai pas de gomme grise. Dans ma trousse

J'ai des ciseaux bleus et ^{un bâton de} colle mais Je n'ai

pas de taille-crayon.



français

Vocabulaire

aussi	also
bâton de colle (m.)	glue stick
bonjour	hello
crayon (m.)	pencil
crayon de couleur (m.)	colouring pencil
dans	in
des	some
et	and
feutre (m.)	felt tip pen
il y a	there is
je n'ai pas de	I haven't got
j'ai	I have (got)
j'ai huit ans	I am 8
je m'appelle	I am called
ma	my (f.)
mais	but
taille-crayon (m.)	pencil sharpener
trousse (f.)	pencil case
un / une	a, one (m./f.)

Ma trousse

by

Michael

Year 4, Luton

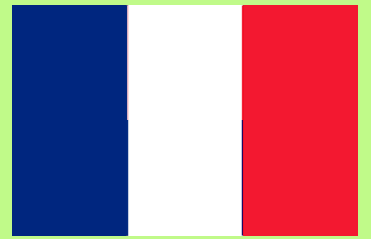
Bonjour, Je m'appelle Michael et j'ai huit ans. Dans ma trousse il ya des feutres, des crayons de couleur aussi une gomme et un taille-crayon. Il ya un bâton de colle mais je n'ai pas de règle.



Qu'est-ce que tu fais ?

by
Iris

Year 4, Shrewsbury



français

Vocabulaire

je fais de la natation
I go swimming

je fais de l'équitation
I go horse-riding

je fais du sport
I do sport

je joue au basket
I play basketball

je joue au tennis
I play tennis

je joue sur mon iPad
I play on my iPad

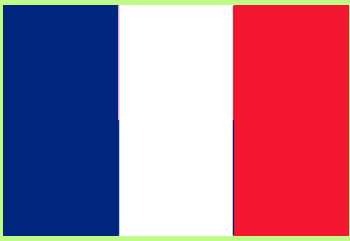
je lis des livres
I play books

je regarde la télé
I watch TV



quinque

5



français

Vocabulaire

il fait beau
it's fine

il fait froid
it's cold

il neige
it snows

il pleut
it rains

il y a de l'orage
it's stormy

il y a du soleil
it's sunny

j'écoute de la musique
I listen to music

je fais de la gymnastique
I do gymnastics

je fais du sport
I do sport

je joue au basket
I play basketball

je joue au tennis
I play tennis

je joue sur mon iPad
I play on my iPad

je lis des livres
I read books

je regarde la télé
I watch TV

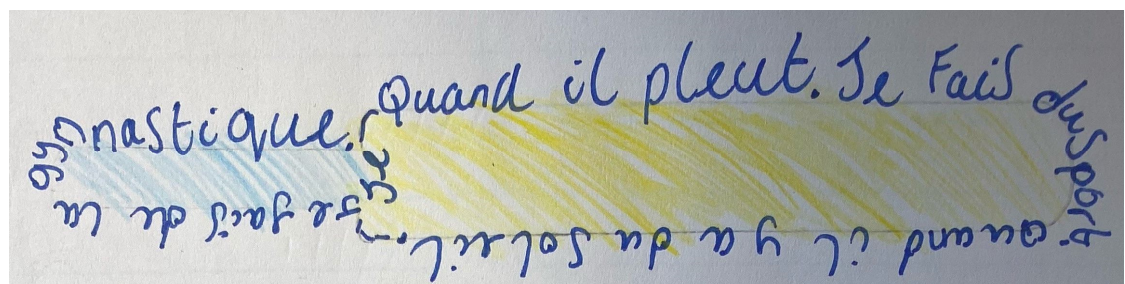
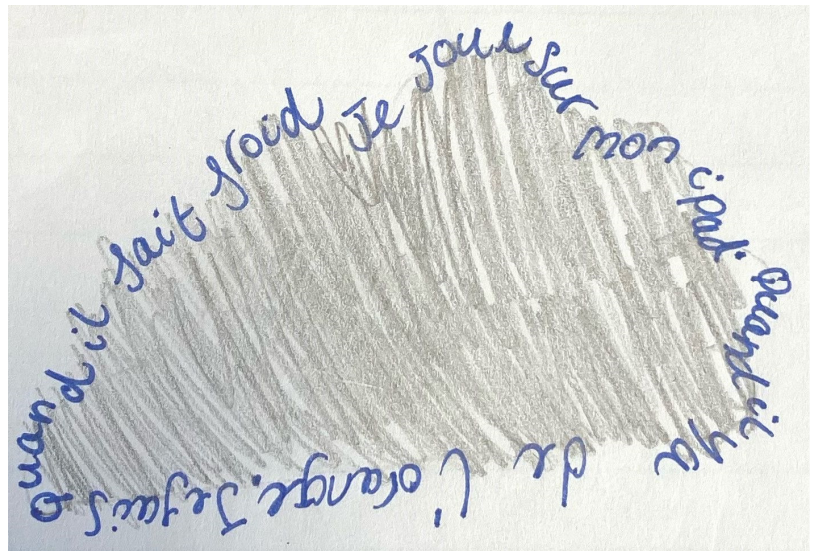
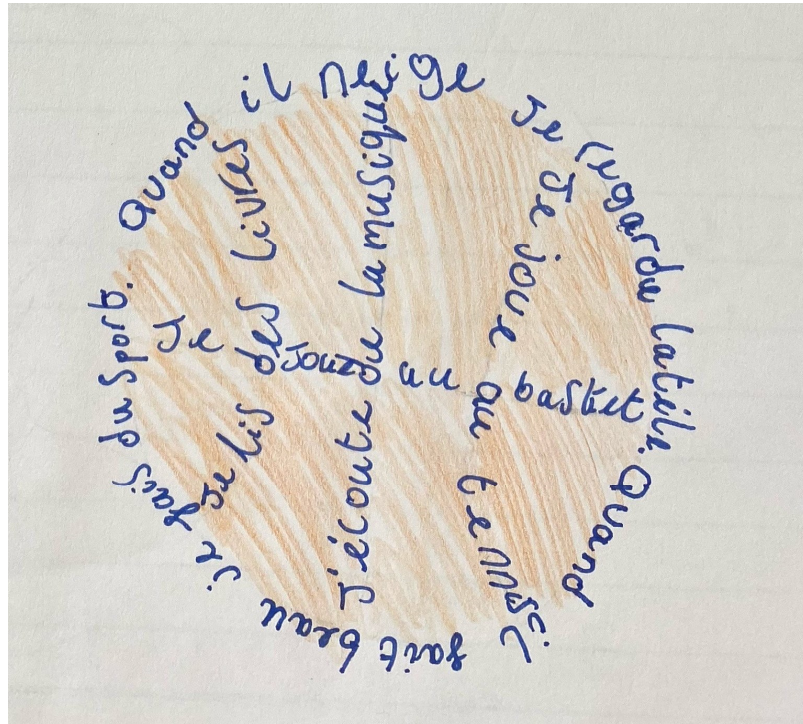
quand
when

Qu'est-ce que tu fais ?

by

Jake

Year 4, Shrewsbury



sex

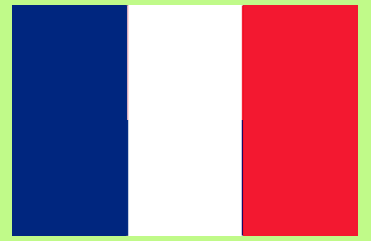
6

C'est moi !

by

Louise

Year 3, London



français

Vocabulaire

bleu

blue

c'est

it is

c'est quand ton

anniversaire ?

when is your birthday?

comment tu t'appelles ?

what is your name?

j'ai sept ans

I am 7

je m'appelle

I am called

j'habite

I live

Londres

London

ma

my

mai

May

mon anniversaire

my birthday

où habites-tu ?

where do you live?

quel âge as-tu ?

how old are you?

quelle est ta couleur

préférée ?

what is your favourite

colour?

Comment tu t'appelles? Je m'appelle Louisa.

Quel âge as-tu? J'ai sept ans.

Où habites-tu? J'habite à Londres.



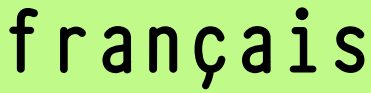
C'est quand
Mon anniversaire, c'est le 15 mai.
Quelle est ta couleur préférée?
Ma couleur préférée, c'est le bleu.



septem

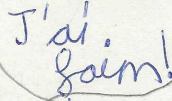
7

pixabay.com



chocolat chaud (m.)	
<i>hot chocolate</i>	
cinq	5
cuisine (f.)	<i>kitchen</i>
dans	<i>in</i>
déjeuner (m.)	<i>lunch</i>
deux	2
dimanche	<i>Sunday</i>
dîner (m.)	<i>supper</i>
dix	10
elle a faim	<i>she is hungry</i>
elle a mal au ventre	
<i>she has a stomachache</i>	
elle entre	<i>she enters</i>
elle mange	<i>she eats</i>
encore	<i>still</i>
fromage (m.)	<i>cheese</i>
gâteau (m.)	<i>cake</i>
glace (f.)	<i>ice cream</i>
huit	8
lit (m.)	<i>bed</i>
matin	<i>morning</i>
neuf	9
petit	<i>small</i>
pour	<i>for</i>
quatre	4
saucisse (f.)	<i>sausage</i>
saucisson (m.)	
<i>dried sausage</i>	
sept	7
sort	<i>leaves</i>
sucette (f.)	<i>lolly</i>

Year 4, London



Un dimanche matin, Aïra sort du lit. Elle a très faim. Elle entre dans la cuisine. Elle mange une brioche et un chocolat chaud. Elle a encore faim. Au déjeuner, elle mange deux saucisses, trois saucissons et quatre fromages. Elle a encore faim. Elle est un petit monstre très agrippé. Au dîner elle mange cinq brocolis et six carottes. Elle a encore faim. Pour le dessert, elle mange sept gâteaux, huit glaces, neuf sucettes et dix tartes. Dans la soirée, elle a mal au ventre. Le petit monstre explose et se transforme en Aïra. Une belle petite fille.



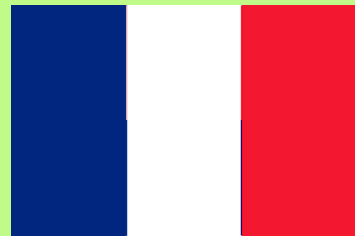
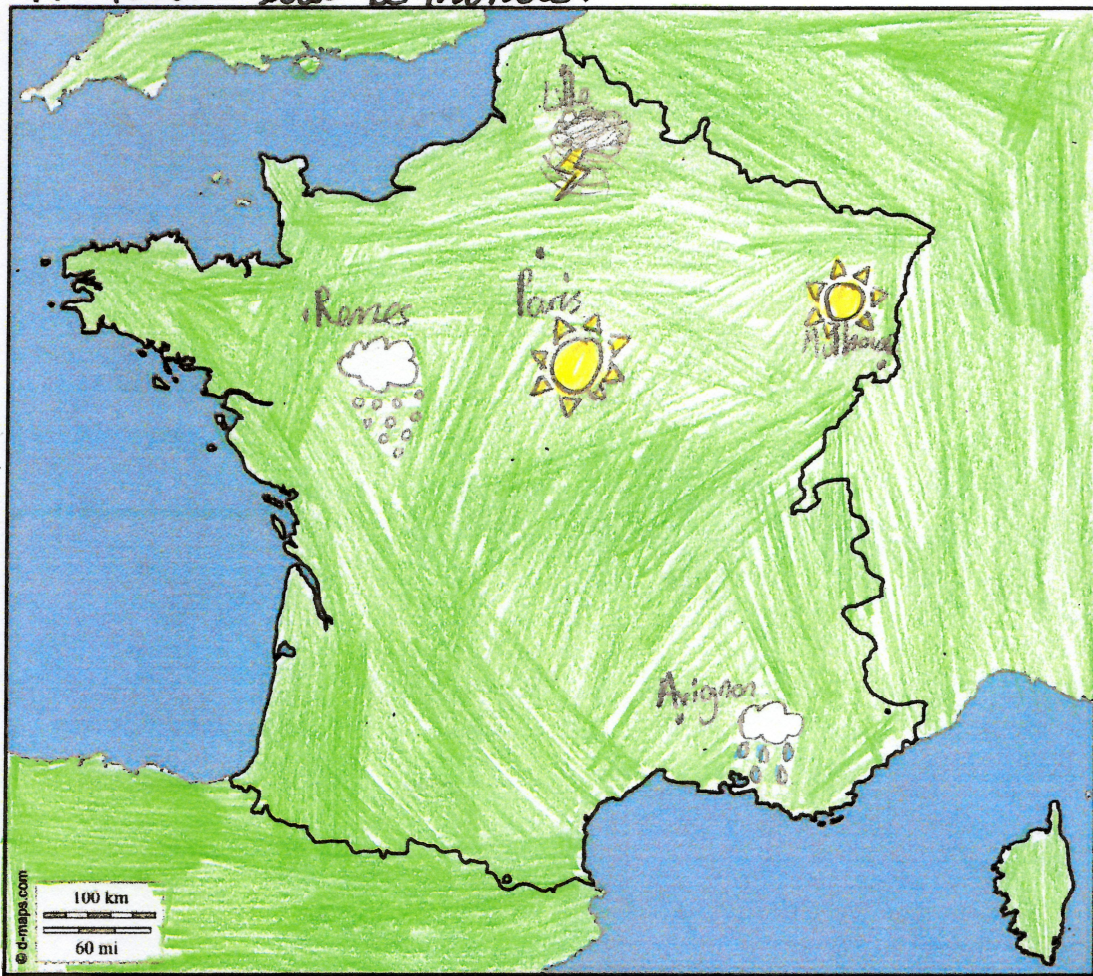
La météo

by

Natalie

Year 6, Deal

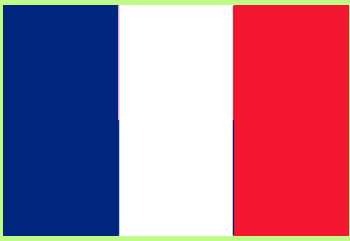
Bonjour je m'appelle Mademoiselle Starr.
Bienvenue à la météo d'Arte. Aujourd'hui
dans le nord de la France à Lille il y a du
vent et il y a orage aussi dans l'ouest
de la France à Mulhouse il y a du
soleil et il fait chaud. Aujourd'hui
dans le sud de la France à Arignon il pleut et
il fait froid en plus dans l'est de la France à
Rennes il y a du vent et il neige. Finalement
au centre de la France à Paris il y a du soleil et il fait beau.
Au revoir tout le monde.



français

Vocabulaire

à	<i>in, at</i>
aujourd'hui	<i>today</i>
au revoir	<i>goodbye</i>
aussi	<i>also</i>
bienvenue	<i>welcome</i>
bonjour	<i>hello</i>
dans	<i>in</i>
en plus	<i>what's more</i>
est (m.)	<i>east</i>
et	<i>and</i>
finalement	<i>finally</i>
il fait beau	<i>it's fine</i>
il fait chaud	<i>it's hot</i>
il fait froid	<i>it's cold</i>
il neige	<i>it's snowing</i>
il pleut	<i>it's raining</i>
il y a de l'orage	<i>it's stormy</i>
il y a du soleil	<i>it's sunny</i>
il y a du vent	<i>it's windy</i>
je m'appelle	<i>I am called</i>
météo (f.)	<i>weather forecast</i>
nord (m.)	<i>north</i>
ouest (m.)	<i>west</i>
sud (m.)	<i>south</i>
tout le monde	<i>everyone</i>



français

Vocabulaire

à	<i>in, at</i>
aujourd'hui	<i>today</i>
au revoir	<i>goodbye</i>
aussi	<i>also</i>
bienvenue	<i>welcome</i>
bonjour	<i>hello</i>
dans	<i>in</i>
est (m.)	<i>east</i>
et	<i>and</i>
finalement	<i>finally</i>
il fait beau	<i>it's fine</i>
il fait mauvais	<i>it's bad weather</i>
il neige	<i>it's snowing</i>
il pleut	<i>it's raining</i>
il y a du soleil	<i>it's sunny</i>
je m'appelle	<i>I am called</i>
météo (f.)	<i>weather forecast</i>
nord (m.)	<i>north</i>
ouest (m.)	<i>west</i>
sud (m.)	<i>south</i>

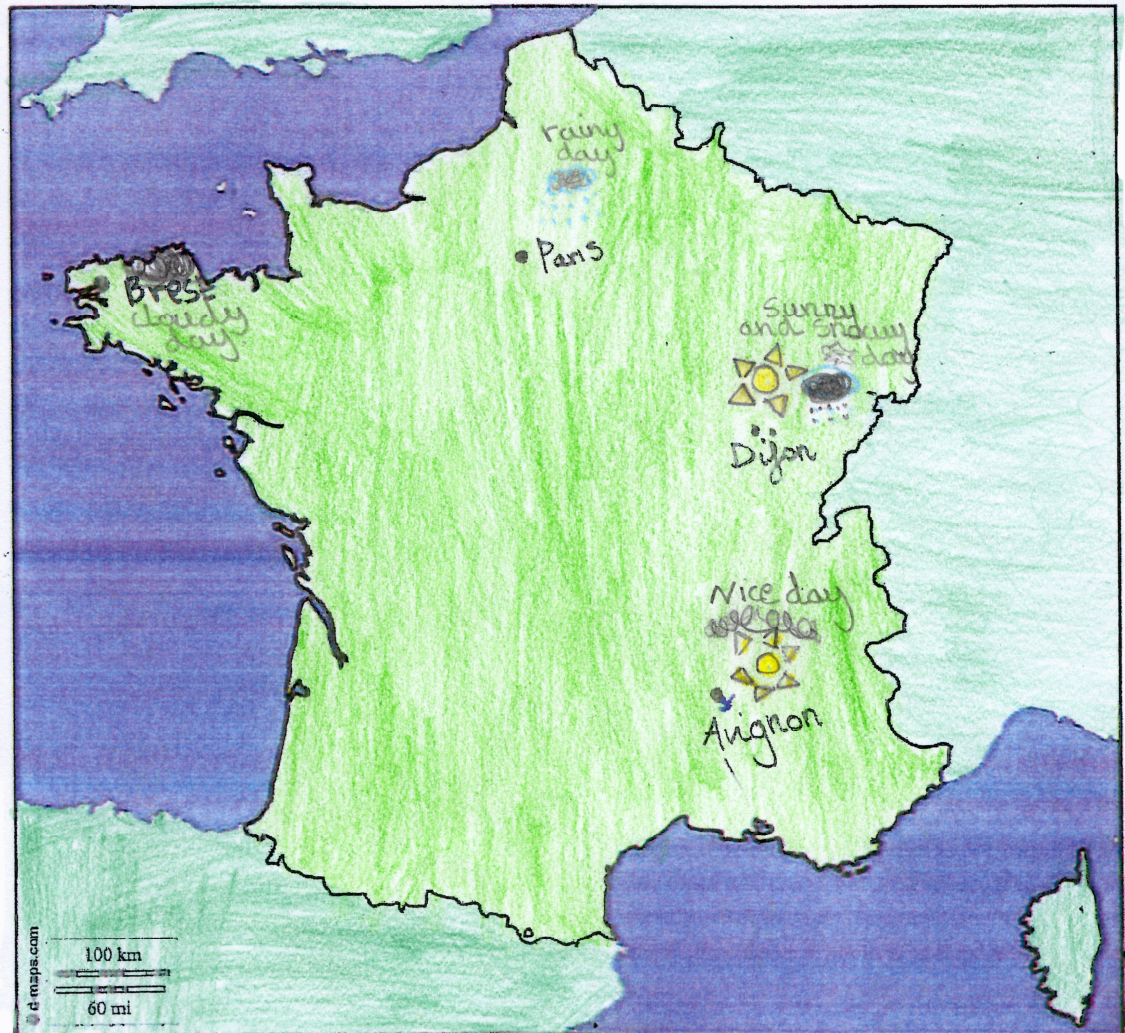
La météo

by

Lois

Year 6, Deal

Bonjour Je m'appelle Lois Maynard,
Bienvenue à canal +, Le météo de
5:00. Dans l'est de la France,
à Dijon il y a du soleil, aussi il
neige. Aussi, à Paris dans le
centre de la France, il pleut. Et
dans le sud de la France, à Avignon,
il fait beau. Finalement, dans l'ouest
de la France, à Brest, il fait
mauvais. Au revoir.

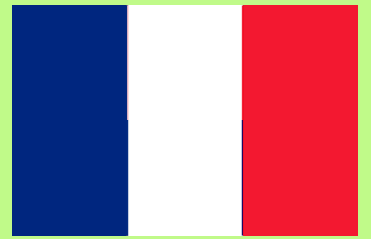


La météo

by

Romy

Year 6, Deal

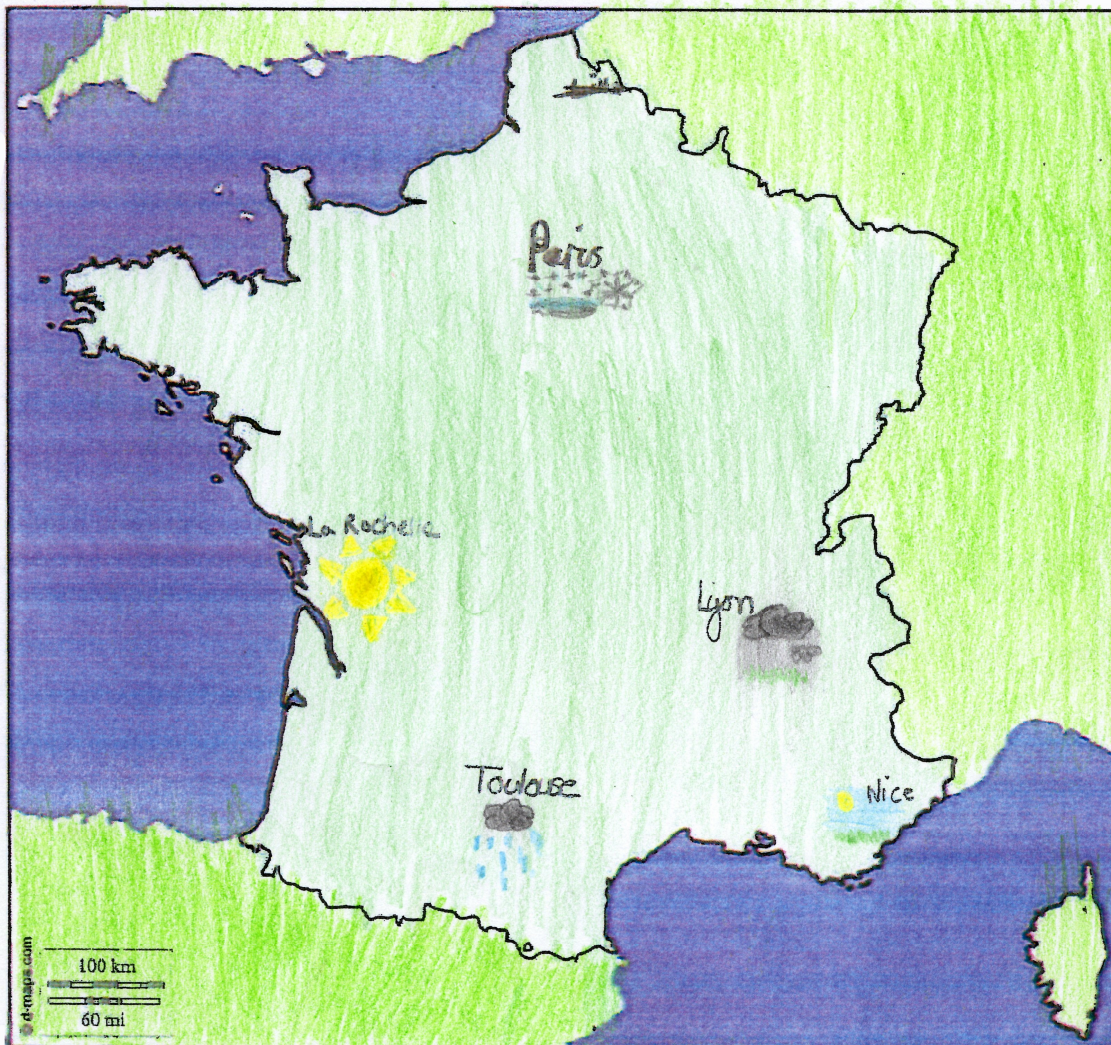


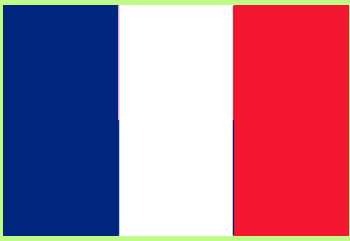
français

Vocabulaire

à	in, at
à demain	see you tomorrow
bienvenue	welcome
bonne nuit	good night
dans	in
en plus	what's more
est (m.)	east
et	and
finalement	finally
il fait beau	it's fine
il fait mauvais	it's bad weather
il neige	it's snowing
il pleut	it's raining
il y a du soleil	it's sunny
il y a du vent	it's windy
je m'appelle	I am called
météo (f.)	weather forecast
nord (m.)	north
ouest (m.)	west
sud (m.)	south

Bienvenue à la météo de canal + de 6:00.
Dans le nord de la France, à Paris il neige aussi.
Il y a du vent. Dans l'ouest de la France, à La Rochelle
il y a du soleil. Dans le sud de la France, à Toulouse
il pleut, en plus. Dans le sud de la France, à
Nice il fait beau. Finalement, Dans l'est de la
France, à Lyon il fait mauvais. Bonne nuit, à
demain.





La météo

by

Freya

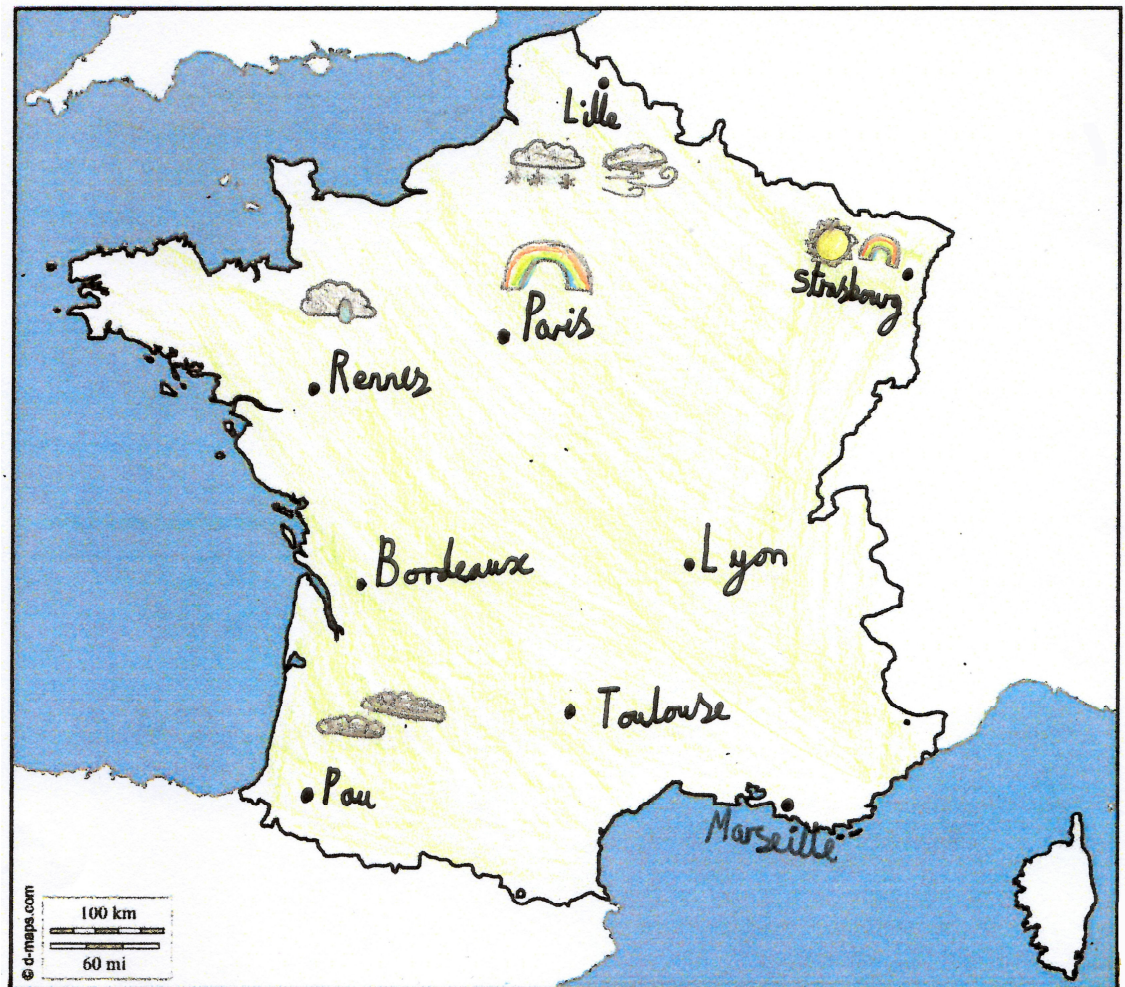
Year 6, Deal

français

Vocabulaire

à	<i>in, at</i>
aujourd'hui	<i>today</i>
au revoir	<i>goodbye</i>
bienvenue	<i>welcome</i>
dans	<i>in</i>
en plus	<i>what's more</i>
est (m.)	<i>east</i>
et	<i>and</i>
finalement	<i>finally</i>
il fait beau	<i>it's fine</i>
il fait chaud	<i>it's hot</i>
il fait froid	<i>it's cold</i>
il neige	<i>it's snowing</i>
il y a du soleil	<i>it's sunny</i>
il y a du vent	<i>it's windy</i>
je m'appelle	<i>I am called</i>
météo (f.)	<i>weather forecast</i>
nord (m.)	<i>north</i>
ouest (m.)	<i>west</i>
salut	<i>hi</i>
sud (m.)	<i>south</i>

Salut je m'appelle mademoiselle Martin.
 Aujourd'hui dans le nord de la France à Lille il neige en plus il y a du vent. Dans le nord, l'est de la France à Strasbourg il fait chaud et il fait beau. Aussi dans le sud de la France à Pau il fait froid. Dans l'ouest de la France à Rennes il pleut et il fait mauvais. Finalement, au centre de la France à Paris il y a du soleil. Au revoir.



Mi bandera

by

Chloe

Year 3, Sunderland



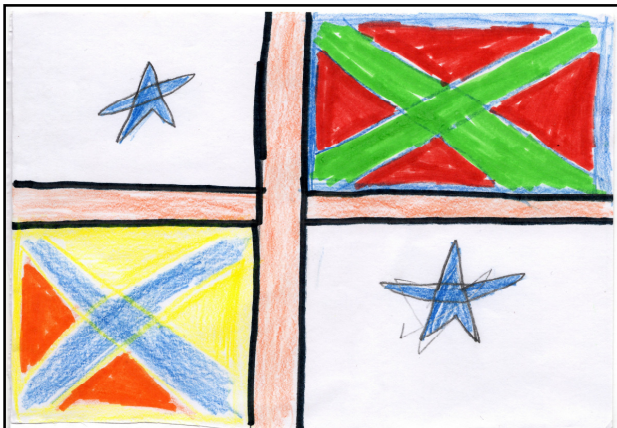
mi bandera es naranja,
negra, blanca, verde,
azul y amarilla. mi
bandera tiene un escudo
y un círculo.

Mi bandera

by

Edward

Year 3, Sunderland



Mi bandera es roja, amarilla, naranja,
verde, blanca, azul y negra.
Mi bandera tiene dos estrellas y tres
cruces.



español

Vocabulario

amarilla	<i>yellow</i>
azul	<i>blue</i>
bandera (f.)	<i>flag</i>
blanca	<i>white</i>
círculo (m.)	<i>circle</i>
cruz (f.)	<i>cross</i>
dos	<i>2</i>
es	<i>(it) is</i>
escudo (m.)	<i>shield</i>
estrella (f.)	<i>star</i>
mi	<i>my</i>
naranja	<i>orange</i>
negra	<i>black</i>
roja	<i>red</i>
tiene	<i>(it) has</i>
tres	<i>3</i>
verde	<i>green</i>



español

Vocabulario

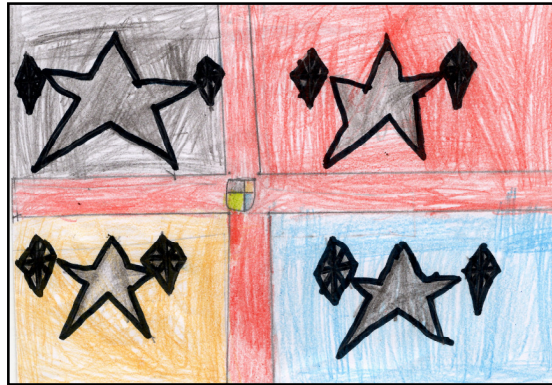
amarilla	<i>yellow</i>
azul	<i>blue</i>
bandera (f.)	<i>flag</i>
blanca	<i>white</i>
cruz (f.)	<i>cross</i>
doce	<i>12</i>
es	<i>(it) is</i>
escudo (m.)	<i>shield</i>
estrella (f.)	<i>star</i>
mi	<i>my</i>
naranja	<i>orange</i>
negra	<i>black</i>
roja	<i>red</i>
tiene	<i>(it) has</i>
tres	<i>3</i>
verde	<i>green</i>

Mi bandera

by

Emily

Year 3, Sunderland



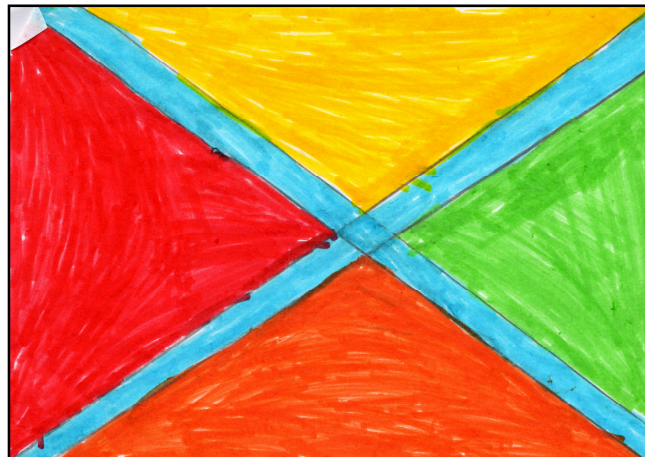
Mi bandera es roja, azul, amarilla, verde y negra.
Mi bandera tiene doce estrellas, una cruz y un escudo.

Mi bandera

by

Eren

Year 3, Sunderland



mi bandera es roja,
naranja, verde, amarilla.

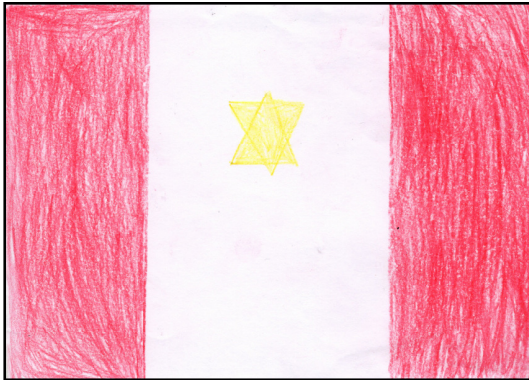
mi bandera tiene una
cruz.

Mi bandera

by

Guo

Year 3, Sunderland



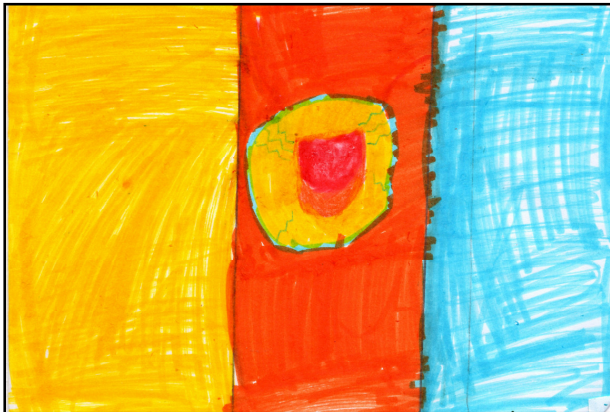
Mi bandera es roja
y blanca.
Mi bandera tiene
una estrella y
tres franjas.

Mi bandera

by

Harleigh

Year 3, Sunderland



Mi bandera es amarilla, naranja, roja y
azul.
Mi bandera tiene un escudo y tres franjas.



español

Vocabulario

amarilla	<i>yellow</i>
azul	<i>blue</i>
bandera (f.)	<i>flag</i>
blanca	<i>white</i>
cruz (f.)	<i>cross</i>
es	<i>(it) is</i>
escudo (m.)	<i>shield</i>
estrella (f.)	<i>star</i>
franja (f.)	<i>stripe</i>
mi	<i>my</i>
naranja	<i>orange</i>
roja	<i>red</i>
tiene	<i>(it) has</i>
tres	<i>3</i>



español

Vocabulario

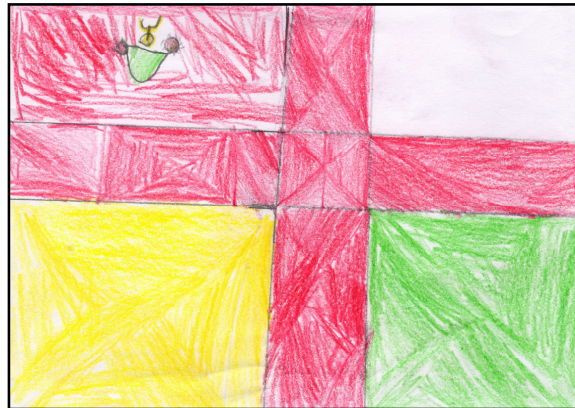
amarilla	<i>yellow</i>
azul	<i>blue</i>
bandera (f.)	<i>flag</i>
blanca	<i>white</i>
círculo (m.)	<i>circle</i>
cruz (f.)	<i>cross</i>
dos	<i>2</i>
es	<i>(it) is</i>
escudo (m.)	<i>shield</i>
estrella (f.)	<i>star</i>
mi	<i>my</i>
naranja	<i>orange</i>
roja	<i>red</i>
tiene	<i>(it) has</i>
tres	<i>3</i>
verde	<i>green</i>

Mi bandera

by

Max

Year 3, Sunderland



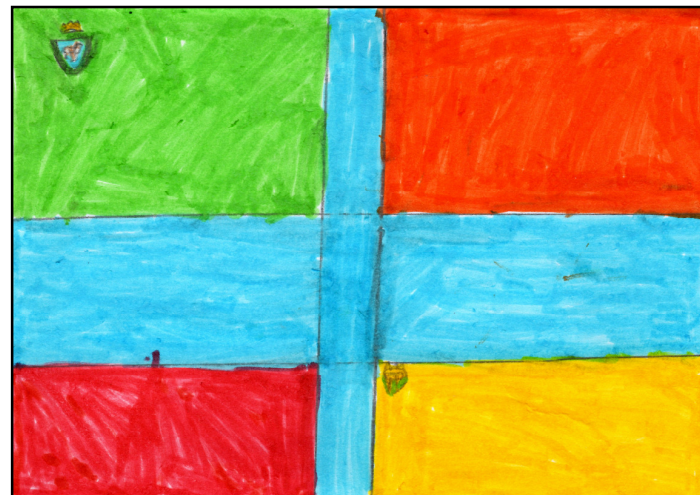
Mi bandera es
amarilla, blanca,
roja y verde.
Mi bandera tiene
una cruz y un
escudo.

Mi bandera

by

Richard

Year 3, Sunderland



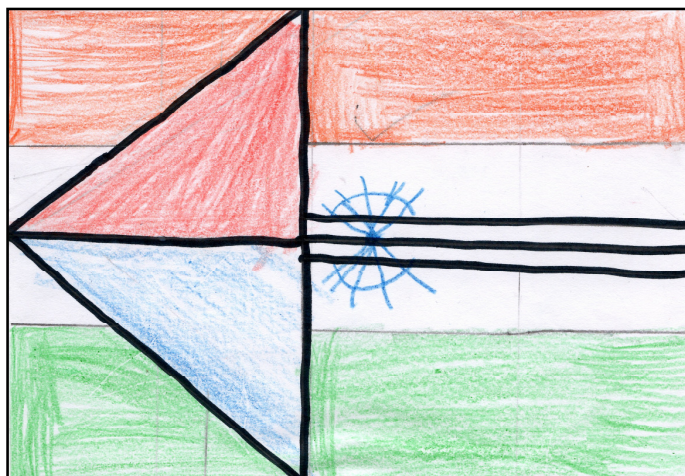
Mi bandera es roja, azul
naranja y verde. Mi
bandera tiene dos escudos
y una cruz.

Mi bandera

by

Zurielle

Year 3, Sunderland



Mi bandera es roja, azul, verde,
blanca negra y naranja. Mi
bandera tiene un círculo y
tres franjas.



español

Vocabulario

azul	<i>blue</i>
bandera (f.)	<i>flag</i>
blanca	<i>white</i>
círculo (m.)	<i>circle</i>
dos	<i>2</i>
es	<i>(it) is</i>
franja (f.)	<i>stripe</i>
mi	<i>my</i>
naranja	<i>orange</i>
negra	<i>black</i>
roja	<i>red</i>
tiene	<i>(it) has</i>
tres	<i>3</i>
verde	<i>green</i>



Teachers' Corner

Find out more information about the writing featured

pages

1-4

Anne-Marie Bingham

How long have the children been learning French?

The Year 4 children for 2 years and the Year 5 children for 3 years.

How long are their language lessons?

50 minutes / 60 minutes

Describe briefly the teaching and learning activities that took place prior to the children writing this piece.

We are transitioning to a new Scheme of Work, which resulted in the *Ma trousse* topic coinciding in both Year 4 and Year 5. The vocabulary was introduced through YouTube clips and animations, games including "sound effects" to hone focussed listening, and song. In Year 4, the aim was to use indefinite articles, numbers and plurals correctly with the nouns and to form sentences using high frequency verbs *j'ai / je n'ai pas* and *il y a / il n'y a pas*, with conjunctions *et/aussi/mais*. Additionally, we then introduced transactional language such as *As-tu...* and *je peux avoir....*. In Year 5, we included colours to demonstrate and apply rules for adjectival agreement and word order.

What support did the children have to enable them to complete this piece of writing?

Pupils had sentence builders for support, and model texts from a "faulty echo" task to demonstrate substitution of alternative vocabulary. Speaking work supported progression to writing series of sentences through Trapdoor games and memory challenges.

What do you particularly like about this piece of work?

It has been brilliant to see Year 4 pupils develop their sentence construction skills and self-checking. I was impressed by Year 5 pupils' ability to apply the rules for adjectival agreement and their attention to detail.

pages

5-6

Constance Watts

How long have the children been learning French?

Since nursery, with interruptions due to lockdowns.

How long are their language lessons?

40 minutes, once a week

Describe briefly the teaching and learning activities that took place prior to the children writing this piece.

Children had been introduced to weather and sports phrases and initially worked on recognising the phrases with lots of spoken practise. Students then moved on to try to write out single phrases and then progressed to put the weather and activity phrases together.

What support did the children have to enable them to complete this piece of writing?

Students had access to their books, which contained vocabulary phrases from this topic.

What do you particularly like about these pieces of work?

I like that the children were able to be creative and work with the phrases that they found the most appealing. Some students focused on the phrases they were most confident with whilst others had an opportunity to push themselves and tried to use a wide range of phrases. Because of the creative nature of the tasks students were more free to use language without the limitations of wanting to convey one precise and accurate meaning.

page
7

Sylvie Doyle

How long have the children been learning French?

One term

How long are their language lessons?

30 minutes

Describe briefly the teaching and learning activities that took place prior to the children writing this piece.

For our first remote learning lesson in January, I wanted to recap the basic greetings.

What support did the children have to enable them to complete this piece of writing?

We looked at all the basic questions and answers and used a help sheet to write and design our posters of "All about me".

What do you particularly like about these pieces of work?

Louisa has recently joined the school and I was impressed with her neat presentation and great spelling. Her poster is clear and she has used all the questions and answers we revised in our lesson.

How long have the children been learning French?

One year at school. His mother and aunt can speak French and I sent extra work for him.

How long are their language lessons?

30 minutes

Describe briefly the teaching and learning activities that took place prior to the children writing this piece.

We were learning fruits using the Mr French PowerPoint and the Hungry Caterpillar story.

What support did the children have to enable them to complete this piece of writing?

We listened to the story, repeated the words and used the PowerPoint from Mr French as a template. Mirko replaced the caterpillar with his sister's name.

What do you particularly like about this piece of work?

Mirko is always very creative, and he works hard to learn more vocabulary. He also sent me a recording of it and was commended for it.

How long have the children been learning French?

3 years

How long are their language lessons?

1 hour every two weeks

Describe briefly the teaching and learning activities that took place prior to the children writing this piece.

We did a variety of speaking and listening games, learning weather phrases and compass points. We used Language Angels' *Quel temps fait-il ?* as a basis, and Radio Labo for listening activities.

What support did the children have to enable them to complete this piece of writing?

A word mat

What do you particularly like about these pieces of work?

The children combined lots of elements of the language learnt to create a longer piece of writing. The children and I are really proud of their work.

How long have the children been learning Spanish?

Since Year 1

How long are their language lessons?

An hour a week

Describe briefly the teaching and learning activities that took place prior to the children writing this piece.

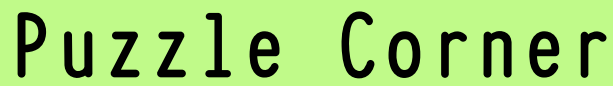
We spent a lot of time practising saying the sentences describing the colours on lots of flags and then the shapes that we can see on the flags. We used actions for each part of the sentence to aid memorisation. We also did some listening and reading activities to practise further our understanding. We followed Unit 6 of the Light Bulb Languages scheme of work for Spanish.

What support did the children have to enable them to complete this piece of writing?














The children had a sentence builder to remind them of the vocabulary and to help with spellings.

What do you particularly like about this piece of work?

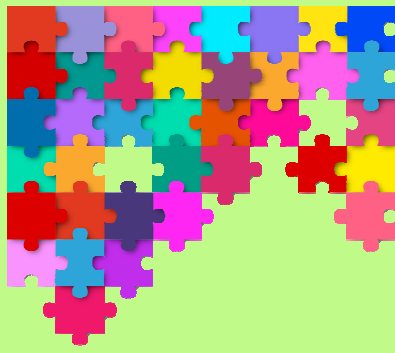
The children came up with some imaginative flags and described them accurately and in detail. They enjoyed talking about the flags of the world. This is one of my favourite units to teach.



Can you work out the languages that have been written using the Braille alphabet?













												
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

viginti duo



Puzzle Corner

Solution from issue 6

Suriname 	Bengali	Bangladesh 	Yoruba	Nigeria 	Spanish
Dutch					 Bolivia
New Zealand 					Tagalog
English					 Philippines
Austria 					Italian
German					 Switzerland
Canada 					Hindi
French	 Brazil	Portuguese	 Egypt	Arabic	 India

