

# RED HALL PRIMARY SCHOOL



## MFL: French CURRICULUM OVERVIEW

### What is the intent of our MFL curriculum?

...to provide our pupils with a **rich and deep learning experience**, which prepares them to **respect diversity and individuality**. Learning another language provides children with an understanding of **differing cultures** to their own, and enables them to develop the **skills to communicate and gain ideas and experiences from a variety of people, communities and cultures**. At Red Hall, we teach the language French. Our main secondary feeder school requires children to have some understanding of any language therefore we are preparing children for KS3.

### What experiences will the children receive?

... MFL lessons which will be **memorable** and **full of fun**, using a range of resources to develop their understanding of **French as a foreign language**, which in turn, aims to develop their interest in the culture of other **nations** and **communities**.

We have a clear progression of key topics, with skills and vocabulary which must be taught each term, from Y1-6, which is taken from the Scheme we follow, Language Angels.

In KS1, children will learn basic language for topics, which will be developed further as they progress through KS2. There are a **wide range of resources available** for teaching staff to access in order to assist in the delivery of MFL lessons, using a range of **visual, audio** and **kinaesthetic activities** to promote good **progress from all pupils** in this area of the curriculum.

Opportunities are given regularly for children to **apply their knowledge and vocabulary** they have been learning through songs, puzzles and short bursts of writing.

### By the end of their time at Red Hall, what will all of our children have?

A **secured knowledge and understanding** of basic vocabulary in French and be able to speak in sentences, using familiar vocabulary, phrases and basic language structures.

Children will have developed a **wider cultural understanding** through our **enriched and broad curriculum** to which the teaching of MFL contributes.

Children will be enthused by their learning, with **a passion and love for learning modern foreign languages** and be keen to progress their knowledge and understanding further as they progress into KS3.

### Whole School Themes

<b>Autumn 1: Community</b> A Moment In Time	<b>Autumn 2: Aspirational</b> Tell Me a Story	<b>Spring 1: Respect</b> The Most Amazing Journey	<b>Spring 2: Inclusive</b> We Are Family	<b>Summer 1: Nurturing</b> Magic, Mystery and Mayhem	<b>Summer 2: Growing together</b> Dream BIG
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Most MFL teaching is discrete. Some lessons, if appropriate and where vocabulary may link, follow the school themes.



Lower Key Stage 2	Upper Key Stage 2
<p><b>Speaking &amp; Listening</b></p> <ul style="list-style-type: none"><li>listen attentively to spoken language and show understanding by joining in and responding</li><li>appreciate stories, songs, poems and rhymes in the language</li><li>explore the patterns and sounds of language through songs and rhymes</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></ul> <p><b>Reading</b></p> <ul style="list-style-type: none"><li>read carefully and show understanding of words, phrases and simple writing.</li></ul> <p><b>Writing</b></p> <ul style="list-style-type: none"><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><li>describe people, places and things orally and in writing.</li><li>understand basic grammar, including (where relevant): feminine &amp; masculine.</li></ul>	<p><b>Speaking &amp; Listening</b></p> <ul style="list-style-type: none"><li>listen attentively to spoken language and show understanding by joining in and responding</li><li>appreciate stories, songs, poems and rhymes in the language</li><li>explore the patterns and sounds of language through songs and rhymes <i>and link the spelling, sound and meaning of words.</i></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></ul> <p><b>Reading</b></p> <ul style="list-style-type: none"><li>read carefully and show understanding of words, phrases and simple writing.</li></ul> <p><b>Writing</b></p> <ul style="list-style-type: none"><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><li>describe people, places, things <i>and actions</i> orally and in writing</li><li>understand basic grammar including (where relevant): feminine, masculine <i>and 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.</i></li></ul>

**At Red Hall, we follow the Language Angels Scheme of Work, although lessons are adapted to suit the needs and capabilities of pupils at our school, and our Red Hall curriculum.**



## Progression of Skills



	Year 3	Year 4	Year 5	Year 6
Listening	Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.	Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.	Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.	Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.
Speaking	Communicate with others using simple words and short phrases covered in the units.	Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.	Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.
Reading	Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.	Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.	Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.	Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.
Writing	Write familiar words & short phrases using a model or vocabulary list. <b>EG:</b> 'I play the piano'. 'I like apples'.	Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. <b>EG:</b> My name, where I live and my age.	Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. <b>EG:</b> My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.	Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. <b>EG:</b> A presentation or description of a typical school day including subjects, time and opinions.
Grammar	Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. <b>EG:</b> 'I like...' 'I play...' 'I am called...'	Better understand the concept of gender and which articles to use for meaning ( <b>EG:</b> 'the', 'a' or 'some'). Introduce simple adjectival agreement ( <b>EG:</b> adjectival agreement when describing nationality), the negative form and possessive adjectives. <b>EG:</b> 'In my pencil case I have...' or 'In my pencil case I do not have...'	Revision of gender and nouns and learn to use and recognise the terminology of articles ( <b>EG:</b> definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation ( <b>EG:</b> 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour <b>EG:</b> 'My blue coat'.	Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives ( <b>EG:</b> which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. <b>EG:</b> 'to go', 'to do', 'to have' and 'to be'.

## National Curriculum Coverage Year 3 – Year 6

Year 3					
Autumn Term		Spring Term		Summer Term	
JE ME PRESENTE – Introducing myself		LA FAMILLE – My family		LES ANIMAUX – The animals	
<ul style="list-style-type: none"> <li>To say your name and age and asking others their name and age</li> <li>To say your age and ask others how old they are</li> <li>To say where you live and ask others where they live</li> <li>To say which country you live in and which (main) language you speak</li> <li>To ask and say how you feel</li> <li>To know the colours in French</li> <li>To understand and use numbers 13-20</li> <li>To practise numbers 0-20</li> </ul>		<ul style="list-style-type: none"> <li>To introduce numbers 21-30 ;</li> <li>To introduce family members</li> <li>To say how many people are in the family</li> <li>To say who they are</li> <li>To practise asking and answering questions about brothers and sisters</li> <li>To introduce masculine and feminine</li> <li>To produce sentences about family</li> <li>To describe family, learning basic adjectives to do so</li> <li>To write a simple letter about family</li> <li>Use the connective et to join sentences</li> </ul>		<ul style="list-style-type: none"> <li>To revise names of pets</li> <li>To practise asking and answering question As-tu un animal?</li> <li>To listen and understand what pets other people have</li> <li>To conduct a survey of pet ownership in the class, collate findings and present in bar chart form</li> <li>To Introduce the plural forms of animals</li> <li>To introduce Tu aimes? j'aime, je n'aime pas, j'adore, je déteste</li> <li>To revise masculine/ feminine</li> <li>Ask and answer questions about your name, age and pets</li> <li>Write simple sentences about your name, age and pets</li> <li>Revision of adjectives</li> <li>To watch and hear French children talking about their pets</li> <li>To perform a play</li> </ul>	
Key Vocabulary					
Comment tu t'appelles?	What is your name?	La famille	The family	Les animaux	The animals
Je m'appelle..	My name is	La mère	The mother	Un	"A" (masculine)
Bonjour	Hello	La grand-mère	The grand-mother	Une	"A" (feminine)
Ça va?	How are you?	La tante	The aunty	Un lion	A lion
Ça va bien	I am fine	La soeur	The sister	Un oiseau	A bird
Ça va mal	I am not very well	Le frère	The brother	Un lapin	A rabbit
Comme ci, comme ça	So, so!	L'oncle	The uncle	Un cheval	A horse
Au revoir	Goodbye	Le père	The father	Un mouton	A sheep
Quel âge as-tu?	How old are you?	Les parents	The parents	Un cochon	A pig
J'ai....ans	I am... years old	Les grandparents	The grand-parents	Un canard	A duck
Où habites tu?	Where do you live?	Il s'appelle	He is called	Un singe	A monkey
J'habite à...	I live in ..	Elle s'appelle	She is called	Une souris	A mouse
Je suis français	I am French (male)	As-tu un frère?	Do you have a brother?	Une vache	A cow
Je suis française	I am French (female)	As-tu une soeur?	Do you have a sister?	Je suis	I am...
Je suis anglais	I am English (male)	Oui, j'ai un frère	Yes, I have a brother	Tu aimes?	You like?
Je suis anglaise	I am English (female)	Oui, j'ai une soeur	Yes, I have a sister	J'aime	I like
Un	One	Oui, j'ai deux frères	Yes, I have two brothers	Je n'aime pas	I don't like
Deux	Two	Oui, j'ai deux soeurs	Yes, I have two sisters	J'adore	I love
Trois	Three	Non, je suis fils unique	No, I am an only son	Je déteste	I hate
Quatre	Four	Non, je suis fille unique	No, I am an only daughter		
Cinq	Five	Mon	My (masculine singular)		
Six	Six	Ma	My (feminine singular)		
Sept	Seven	Mes	My (masculine and feminine plural)		
Huit	Eight				
Neuf	Nine				
Dix	Ten				
Onze	Eleven				
Douze	Twelve				
Treize	Thirteen				
Quatorze	Fourteen				
Quinze	Fifteen				
Seize	Sixteen				
Dix-sept	Seventeen				
Dix-huit	Eighteen				
Dix-neuf	Nineteen				
Vingt	Twenty				
Rouge	Red				
Bleu	Blue				
Jaune	Yellow				

Vert	Green				
Noir	Black				
Blanc	White				
Gris	Grey				
Orange	Orange				
Violet	Purple				
Marron	Brown				

Year 4		
Autumn Term	Spring Term	Summer Term
CHEZ MOI – My house	EN CLASSE – In the classroom	LA MÉTÉO – The Weather
<p><b>My House</b></p> <ul style="list-style-type: none"> <li>To learn to answer question Tu habites une maison ou un appartement?</li> <li>To learn that lots of French people live in flats and that lots of French houses have shutters (les volets)</li> <li>To learn the names of different rooms in a house</li> <li>To revise/ learn prepositions</li> <li>To reinforce masculine/ feminine</li> <li>To learn il/ elle masculine and feminine words for 'it'</li> <li>To learn interesting sentence beginnings au rez de chaussée, au premier étage, il y a</li> <li>To revise masculine and feminine pronouns and adjectives</li> <li>To write a list of rooms downstairs and upstairs in a house</li> <li>To learn how to write a simple description</li> <li>To learn how to describe the position of items in a room</li> <li>To learn names of 11 places you may visit in your own town or visit when visiting a town</li> <li>To learn how to ask where places are</li> </ul>	<p>In the classroom</p> <ul style="list-style-type: none"> <li>To name items in your pencil case</li> <li>To name items in the classroom</li> <li>To understand classroom instructions</li> <li>To learn how to use the negative in French</li> <li>To understand and use 'I have...'</li> <li>To understand and use 'I do not have...'</li> <li>To use masculine / feminine</li> <li>To use simple adjectives</li> <li>To understand and use numbers 31-40</li> </ul>	<p>The Weather</p> <ul style="list-style-type: none"> <li>To recognise and recall the 9 weather expressions in French from memory.</li> <li>To ask what the weather is today and give a reply in French.</li> <li>To describe the weather in France, in French using a weather map with</li> <li>symbols</li> <li>To say and write the vocabulary accurately for weather in French.</li> <li>To describe the weather in different regions of French using a weather map with symbols in spoken and written form.</li> </ul>

Key Vocabulary					
Où habites-tu?	Where do you live?	Un taille crayon	A pencil sharpener	Quel temps fait-il?	What weather is it?
J'habite dans...	I live in...	Un cahier	An exercise book	Il pleut	It is raining
Une maison	A house	Un crayon	A pencil	Il neige	It is snowing
Un appartement	An apartment	Un bâton de colle	A glue stick	Il y a un orage	There is a storm
En ville	In town	Un stylo	A pen	Il y a du soleil	It is sunny
À la campagne	In the countryside	Une trousse	A pencil case	Il y a du vent	It is windy
À la montagne	In the mountains	Un cartable	A school bag	Il fait beau	The weather is fine
Au bord de la mer	By the sea	Un livre	A reading book	Il fait mauvais	The weather is not good
Dans un village	In a village	Une gomme	A rubber	Il fait chaud	It is hot
Et	And	Une règle	A ruler	Il fait froid	It is cold
Mais	But	Une calculatrice	A calculator	Dans le nord de la France	In the north of France
Une cuisine	A kitchen	Des ciseaux	A pair of scissors	Dans le sud de la France	In the south of France
Une salle à manger	A dining room	J'ai	I have	Dans le centre de la France	In the centre of France
Une salle de bains	A bathroom	Je n'ai pas de/d'	I do not have	Dans l'ouest de la France	In the west of France
Une chambre	A bedroom	Qu'est ce qu'il y a dans ta trousse?	What do you have in your pencil case?	Dans l'est de la France	In the east of France
Une buanderie	A utility room	Dans ma trousse j'ai...	In my pencil case I have..	Le temps	The weather
Un sous-sol	A basement	Dans ma trousse je n'ai pas de..	In my pencil case I do not have..		
Un bureau	An office / a study	Écoutez	Listen		
Un salon	A living room	Écrivez	Write		
Un garage	A garage	Répétez	Repeat		
Un jardin	A garden	Silence	Silence		
Chez moi il y a...	In my home there is... / there are...	Ouvrez vos cahiers	Open your books		
Chez moi il n'y a pas de...	In my home there is not... / there are no...	Fermez vos cahiers	Close your books		
		Pensez	Think		
		Lisez	Read		
		Demandez	Ask		
		Levez la main	Raise your hand		

Year 5					
Autumn Term		Spring Term		Summer Term	
AU CAFÉ - At the café		LES VEVETEMENTS - Clothes		LE CORPS & SPORT – The Body & Sports	
<ul style="list-style-type: none"> <li>To learn words for drinks and food</li> <li>To understand the difference between un/ une</li> <li>To learn how to ask politely for a drink in a shop/ café</li> <li>To practise asking politely for drinks and food</li> <li>To revise j' aime and je n'aime pas, tu aimes?</li> <li>To draw a bar chart of favourite drinks</li> <li>(Numeracy Links)</li> <li>To learn words for ice cream and different flavours</li> <li>To practise asking for different flavoured ice creams</li> <li>To revise masculine and feminine nouns</li> <li>To learn the vocabulary for the baker's and ask for items politely</li> <li>To understand the difference between un/ une and des</li> <li>To learn about using euros</li> <li>To understand prices in euros</li> <li>To learn how to shop using euros</li> <li>To learn the vocabulary for snacks</li> <li>To read and translate sentences</li> <li>To plan and write a party menu with the support of a writing frame. (Literacy link)</li> <li>To work out the cost of their party in Euros</li> <li>To follow instructions for a simple recipe written by French children in Laon – Link with Literacy</li> </ul>		<ul style="list-style-type: none"> <li>To begin to learn the French words for various articles of clothing</li> <li>To revise colours</li> <li>To learn the question quest – ce que tu portes? and the answer je porte----</li> <li>To learn Qu'est –ce qu'il/elle porte? Il/elle porte -----.</li> <li>To learn about school clothes and fashion in France</li> <li>To describe what someone else is wearing using simple sentences</li> <li>To listen and understand sentences describing people and clothes.</li> <li>To learn to read and understand descriptions of clothes.</li> <li>To revise adjectives of colour and learn their position in a sentence.</li> <li>To begin to add the feminine ending of colour adjectives when appropriate in spoken and written form.</li> <li>To introduce adjectives of quality and size.</li> <li>To give opinions on different types of clothing.</li> <li>To revise asking the price of items</li> <li>To learn how to buy clothes in a shop</li> <li>To create an original dialogue</li> <li>To give opinions about clothes with reasons</li> </ul>		<ul style="list-style-type: none"> <li>To learn word for different parts of the body</li> <li>To design and label a monster</li> <li>To learn the singular of the verb avoir and how to use it</li> <li>To use the verb avoir with parts of the body to make sentences.</li> <li>To write a short description</li> <li>To learn about sport in France</li> <li>To learn some opinions c'est barbant / nul / super / extra / pas mal</li> <li>To introduce What is your favourite sport? My favourite sport is----</li> <li>To test French words for different sports</li> <li>To learn the verbs in the infinitive for doing the various sports</li> <li>To practise reading and translating verbs in the infinitive connected with sport</li> </ul>	
** refer to Primary French resources for sports					
Key Vocabulary					
Le petit déjeuner au café	Breakfast in the café	Les vêtements	The clothes	le corps	body
Qu'est-ce tu prends pour le petit déjeuner?	What do you have for breakfast?	Un pantalon	A pair of trousers	la tête	head
Vous désirez?	What would you like?	Un maillot de bain	Swim wear	les cheveux	hair
Je prends...	I would like...	Un pull	A jumper	l'oreille	ear
S'il vous plaît	Please	Un tee shirt	A tee shirt	le nez	nose
Un jus d'orange	An orange juice	Un manteau	A coat	l'œil	eye
Un café	A black coffee	Un short	A pair of shorts	les yeux	eyes
Un café au lait	A white coffee	Une robe	A dress	la bouche	mouth
Un thé au citron	A lemon tea	Une cravate	A tie	le cou	neck
Un thé au lait	A tea with milk	Une écharpe	A scarf	le bras	arm
Un chocolat chaud	A hot chocolate	Une jupe	A skirt	la main	hand
Un croissant	A croissant	Une veste	A jacket	le pied	foot
Du beurre	Some butter	Une chemise	A shirt	le ventre	stomach
Du pain	Some bread	Une casquette	A cap	la jambe	leg
De la confiture	Some jam	Des gants	A pair of gloves	les orteils	toes
Des biscottes	Some melba toast	Des bottes	Boots	le sport	sport
Des céréales	Cereal	Des collants	Tights	le football	football
Une omelette au jambon	A ham omlette	Des sandales	Sandals	le ski	skiing
Une crêpe à la confiture	A pancake with jam	Des lunettes	Sunglasses	la danse	dance
Un sandwich au fromage	A cheese sandwich	Un chemisier	A blouse	le volley	volleyball
Un croque-monsieur	A toasted ham and cheese	Des chaussures	A pair of shoes	le basket	basketball
Un coca-cola	A coke	Des chaussettes	A pair of socks	la voile	sailing
Un orangina	A fizzy orange	Je porte	I wear	le tennis	tennis
Des frites	Some chips	Tu portes	You wear	le jogging	jogging
L'addition s'il vous plaît	The bill please	Il porte	He wears	le cyclisme	cycling
		Elle porte	She wears	la natation	swimming
		Nous portons	We wear	l'équitation	horseriding
		Vous portez	You all wear	le judo	judo
		Ils portent	They wear (masculine or mixed group)	la gymnastique	gymnastics
		Elles portent	They wear (feminine group)		

		lundi mardi mercredi jeudi vendredi samedi dimanche À l'école je porte.. Quand il fait beau je porte.. Quand il neige je porte.. Quand je suis en vacances je porte... Mon Ma Mes	(on) Monday (on) Tuesday (on) Wednesday (on) Thursday (on) Friday (on) Saturday (on) Sunday For school I wear.. When it is nice weather I wear.. When it snows I wear... When I am on holiday I wear.. My (masculine singular) My (feminine singular) My (plural)		
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Year 6		
Autumn Term	Spring Term	Summer Term
<b>LE WEEK-END – The weekend</b>	<b>A L'ECOLE – At school</b>	<b>MOI DANS LE MONDE - Me in the world</b>
<ul style="list-style-type: none"> <li>To learn ¼ past- et quart and ¼ to moins le quart</li> <li>To practise reading and translating times on the hour</li> <li>To say and write in French what we do at the weekend</li> <li>To learn how to ask each other their opinions.</li> <li>To read and pronounce new vocabulary accurately.</li> <li>To write sentences using new vocabulary</li> <li>To link French with Maths by constructing bar chart from a tally chart.</li> <li>To look at a text in depth (Literacy Link)</li> <li>To write a letter using a writing frame</li> <li>To learn the names of different means of transport</li> <li>To ask and answer the question Comment viens- tu à l'école Je viens en---</li> </ul>	<ul style="list-style-type: none"> <li>To introduce Qu'est-ce qu'il/elle fait?.. With reply il/elle----To learn the names of classroom subjects</li> <li>To revise school subjects</li> <li>To link a school subject with a time and/or day</li> <li>To learn opinions of school subjects</li> <li>To revise telling the time</li> <li>To say what time we study subjects at school</li> <li>To use verbs for explaining daily routines</li> </ul>	<ul style="list-style-type: none"> <li>To revise countries surrounding France - French name and pronunciation</li> <li>To revise j'habite en -</li> <li>To learn in with country is en or au</li> <li>To link work on weather with work on countries</li> <li>To revise the location of countries</li> <li>To learn the names, pronunciation and geographical location of capitals, key rivers and mountains</li> <li>To learn the names, pronunciation and geographical location of towns</li> <li>To learn in with town is à</li> <li>To use à and en correctly in context</li> <li>To learn about Paris</li> <li>To say where they are going</li> <li>Children to learn the points of the compass</li> <li>To describe the geographical location of towns</li> <li>To write 3 sentences about one's home town</li> <li>To draw and write a postcard from a holiday destination in France.</li> </ul>

Key Vocabulary					
Le week-end	The weekend	À l'école	At school	Je m'appelle...	I am called...
Quelle heure est-il?	What time is it?	Le français	French	J'habite...	I live...
Et quart	Quarter past	L'anglais	English	Je parle...	I speak
Et demie	Half past	Le dessin	Art	le français	French
Moins le quart	Quarter to	Le sport	P.E	l'anglais	English
Il est une heure	It is one o'clock	La musique	Music	Ma fête préférée est le Mardi Gras.	My favourite festival is Mardi Gras.
Il est deux heures	It is two o'clock	La géographie	Geography	Ma fête préférée est Noël.	My favourite festival is Christmas.
Il est trois heures	It is three o'clock	L'histoire	History	Ma fête préférée est Pâques.	My favourite festival is Easter.
Il est quatre heures	It is four o'clock	Les maths	Maths	Ma fête préférée est le jour de l'an.	My favourite festival is New Year's day.
Il est cinq heures	It is five o'clock	Les sciences	Science	Ma fête préférée est le 14 juillet.	My favourite festival is the 14th of July (Bastille Day).
Il est six heures	It is six o'clock	L'informatique	ICT	Ma fête préférée est la Fête du Canada.	My favourite festival is Canada Day.
Il est sept heures	It is seven o'clock	Est-ce que tu aimes...?	Do you like...?	Ma fête préférée est l'Aïd.	My favourite festival is Eid.
Il est huit heures	It is eight o'clock	Oui, j'aime ...	Yes, I like ...	Parce que...	because...
Il est neuf heures	It is nine o'clock	Oui, j'adore ...Non, je n'aime pas ...	Yes, I love ...No, I do not like ...	Il y a des défilés de chars.	There are parades of floats.
Il est dix heures	It is ten o'clock	Non, je déteste ...	No, I hate ...	Il y a des feux d'artifice.	There are fireworks.
Il est onze heures	It is eleven o'clock	J'aime ...	I like ...	Il y a des plats spéciaux.	There are special dishes.
Il est douze heures Il est midi	It is twelve o'clock It is midday	J'adore ...	I love ...	Il y a des défilés militaires.	The are military parades.
Il est minuit	It is midnight	Je n'aime pas ...	I do not like ...		
Je me lève	I get up	Je déteste ...	I hate ...		
Je prends mon petit déjeuner	I have my breakfast	Amusant	Fun		
Je regarde la télé	I watch television	Utile	Useful		
Je lis des bandes dessinées	I read comics	Intéressant	Interesting		

<p>J'écoute de la musique  Je joue à l'ordinateur  Je joue au foot  Je vais à la piscine  Je vais au cinéma  Je me couche  Et  Après  Aussi  Plus tard  Finalemente</p>	<p>I listen to music  I play computer games  I play football  I go to the swimming pool  I go to the cinema  I go to sleep  And  After  Also  Later on  Finally</p>	<p>Facile  Ennuyeux  Difficile  InutileParce que  Car  Et  C'est  Cependant  Mais  Quelle est ta matiere préférée?  Ma matiere préférée c'est...  Je  Tu  Il  Elle  Nous  Vous  Ils  Elles  Je vais  Tu vas  Il va  Elle va  Nous allons  Vous allez  Ils vont  Elles vont</p>	<p>Easy  Boring  Difficult  PointlessBecause  Because  And  It is...  However  But  What is your favourite subject?  My favourite subject is...  I  You  He  She  We  You all  They (masculine &amp; mixed group)  They (all feminine group)  I go  You go  He goes  She goes  We go  You all go  They go (masculine or mixed group)  They go (feminine group)</p>	<p>À plus tard!  À la prochaine!  Qu'est-ce que tu vas faire pour protéger notre planète?  Je vais utiliser moins de papier.  Je vais utiliser moins de carton.  Je vais utiliser moins de plastique.  Je vais utiliser moins d'eau.</p>	<p>See you later! / See you soon!  Until next time!  What are you going to do to protect our planet?  I am going to use less paper.  I am going to use less cardboard.  I am going to use less plastic.   I am going to use less water.</p>
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