

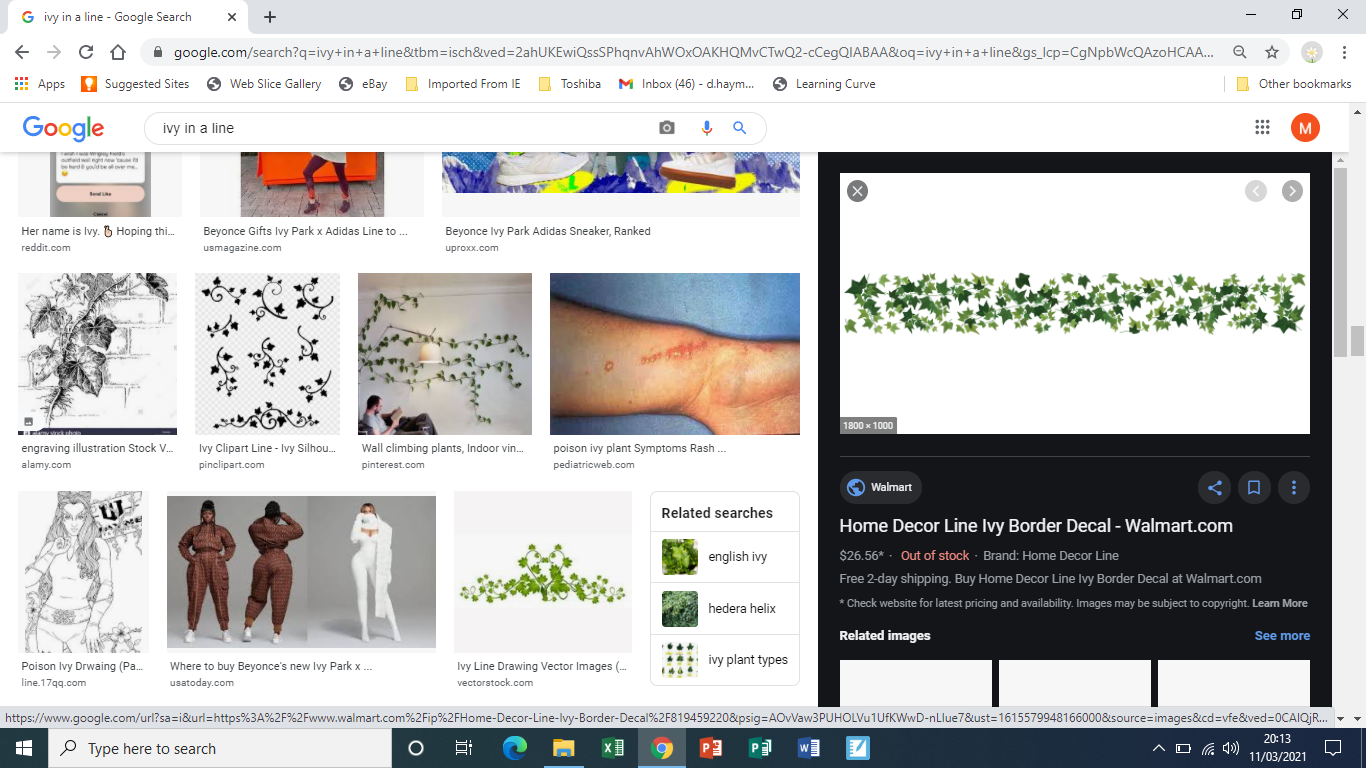
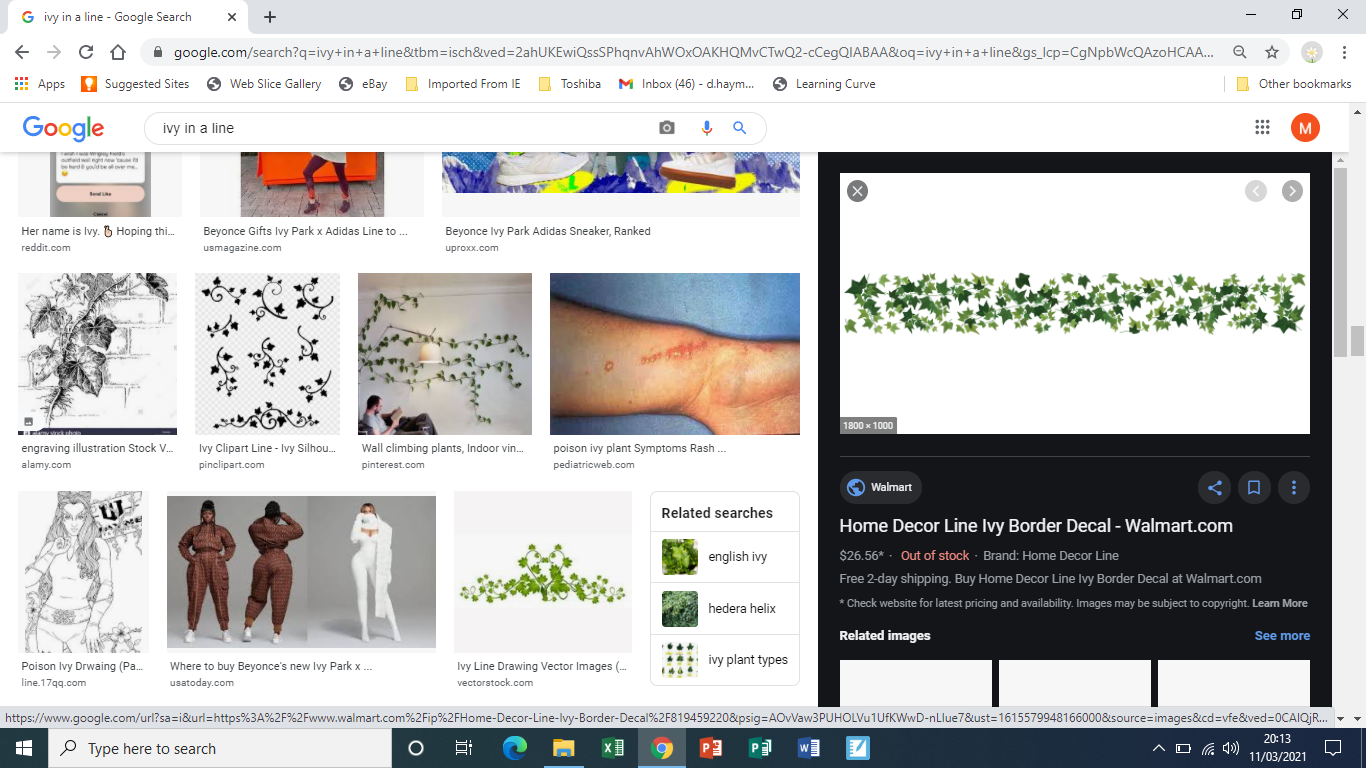
**RED HALL PRIMARY SCHOOL**

**MFL: French CURRICULUM OVERVIEW**

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| **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**

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

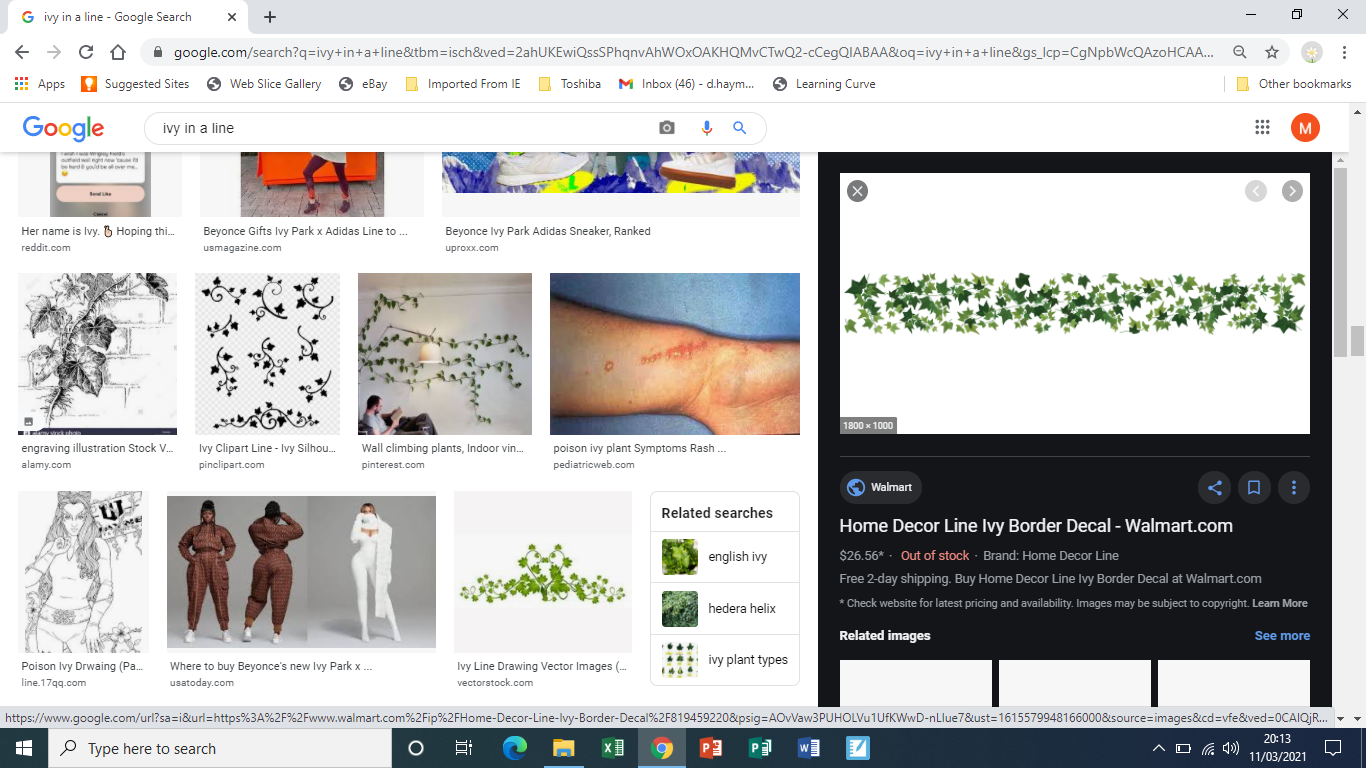
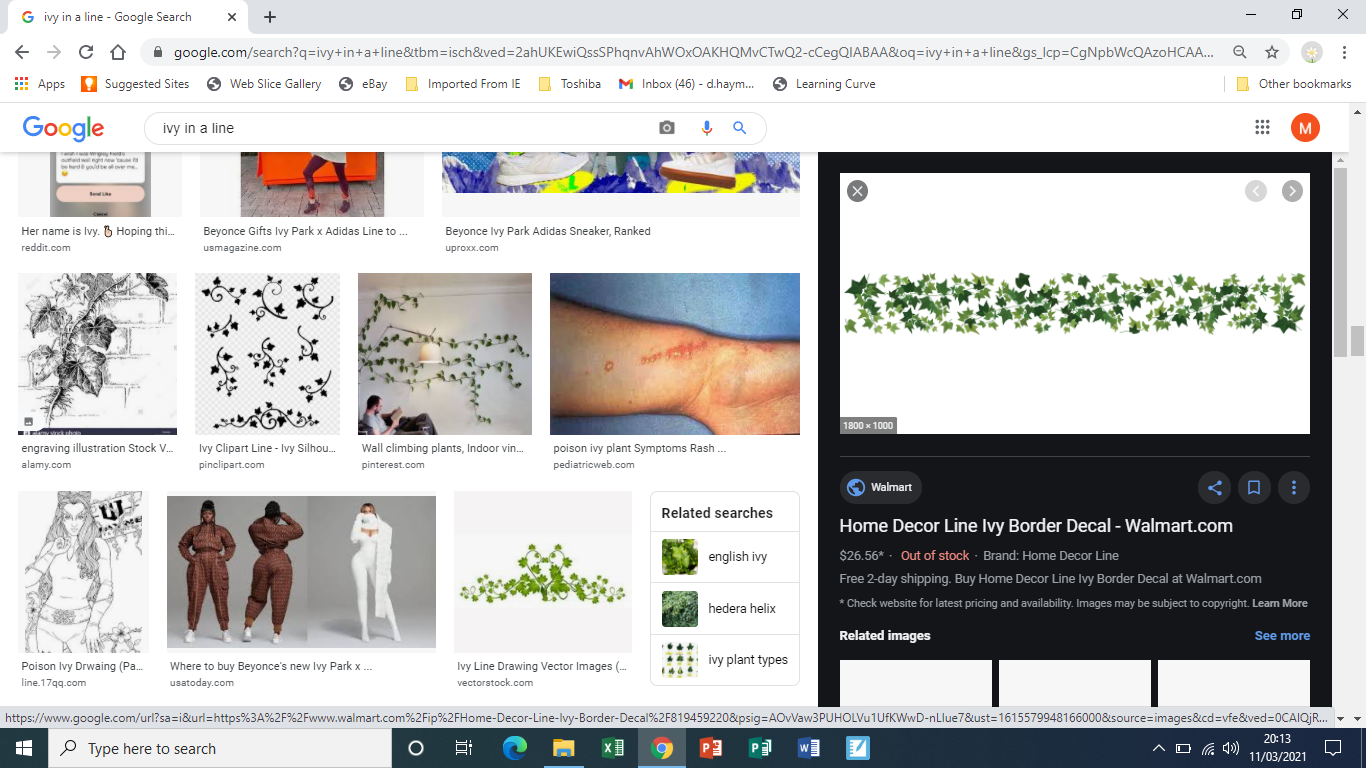


**National Curriculum Coverage: Year 3 – Year 6**

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| Lower Key Stage 2 | Upper Key Stage 2 |
| Speaking & Listening   * listen attentively to spoken language and show understanding by joining in and responding * appreciate stories, songs, poems and rhymes in the language * explore the patterns and sounds of language through songs and rhymes * 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   Reading   * read carefully and show understanding of words, phrases and simple writing.   Writing   * broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. * write phrases from memory, and adapt these to create new sentences, to express ideas clearly. * describe people, places and things orally and in writing. * understand basic grammar, including (where relevant): feminine & masculine. | Speaking & Listening   * listen attentively to spoken language and show understanding by joining in and responding * appreciate stories, songs, poems and rhymes in the language * 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   Reading   * read carefully and show understanding of words, phrases and simple writing.   Writing   * + broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.   + write phrases from memory, and adapt these to create new sentences, to express ideas clearly.   + describe people, places, things *and actions* orally and in writing   + understand basic grammar including (where relevant): feminine, masculine *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.* |

**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**

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|  | 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. **EG**: '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. **EG**: 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.  **EG**: 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. **EG**: 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. **EG**: 'I like…' 'I play…' 'I am called…' | Better understand the concept of gender and which articles to use for meaning (**EG**: 'the', 'a' or 'some'). Introduce simple adjectival agreement (**EG**: adjectival agreement when describing nationality), the negative form and possessive adjectives. **E**G: '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 (**EG**: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (**EG**: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour **EG**: 'My blue coat'. | Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (**EG:** 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. **EG**: 'to go', 'to do', 'to have' and 'to be'. |

**National Curriculum Coverage Year 3 – Year 6**

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| Year 3 | | | | | |
| Autumn Term | | Spring Term | | Summer Term | |
| JE ME PRESENTE – Introducing myself | | LA FAMILLE – My family | | LES ANIMAUX – The animals | |
| **Autumn 1**   * To learn about the country France.  *Where is France? Locate on a map. Exploring cities and towns in France, weather in France, French culture, taste French food, research key landmarks in France.*   **Autumn 2**   * To say your name and age and asking others their name and age * To say your age and ask others how old they are * To say where you live and ask others where they live * To say which country you live in and which (main) language you speak * To ask and say how you feel * To know the colours in French * To understand and use numbers 13-20 * To practise numbers 0-20 | | * To introduce numbers 21-30 ; * To introduce family members * To say how many people are in the family * To say who they are * To practise asking and answering questions about brothers and sisters * To introduce masculine and feminine * To produce sentences about family * To describe family, learning basic adjectives to do so * To write a simple letter about family * Use the connective et to join sentences | | * To revise names of pets * To practise asking and answering question As-tu un animal? * To listen and understand what pets other people have * To conduct a survey of pet ownership in the class, collate findings and present in bar chart form * To Introduce the plural forms of animals * To introduce Tu aimes? j’aime, je n’aime pas, j’adore, je déteste * To revise masculine/ feminine * Ask and answer questions about your name, age and pets * Write simple sentences about your name, age and pets * Revision of adjectives * To watch and hear French children talking about their pets * To perform a play | |
| Key Vocabulary | | | | | |
| Comment tu t'appelles?  Je m'appelle..  Bonjour  Ça va?  Ça va bien  Ça va mal  Comme ci, comme ça  Au revoir  Quel âge as-tu?  J'ai…..ans  Où habites tu?  J'habite à...  Je suis français  Je suis française  Je suis anglais  Je suis anglaiseUn  Deux  Trois  Quatre  Cinq  Six  Sept  Huit  Neuf  Dix  Onze  Douze  Treize  Quatorze  QuinzeSeize  Dix-sept  Dix-huit  Dix-neuf  Vingt  Rouge  Bleu  Jaune  Vert  Noir  Blanc  Gris  Orange  Violet  Marron | What is your name?  My name is  Hello  How are you?  I am fine  I am not very well  So, so!  Goodbye  How old are you?  I am… years old  Where do you live?  I live in ..  I am French (male)  I am French (female)  I am English (male)  I am English (female)One  Two  Three  Four  Five  Six  Seven  Eight  Nine  Ten  Eleven  Twelve  Thirteen  Fourteen  FifteenSixteen  Seventeen  Eighteen  Nineteen  Twenty  Red  Blue  Yellow  Green  Black  White  Grey  Orange  Purple  Brown | La famille  La mère  La grand-mère  La tante  La soeur  Le frère  L’oncle  Le père  Les parents  Les grandparents  Il s'appelle  Elle s'appelle  As-tu un frère?  As-tu une soeur?  Oui, j'ai un frère  Oui, j'ai une soeurOui, j'ai deux frères  Oui, j'ai deux soeurs  Non, je suis fils unique  Non, je suis fille unique  Mon  Ma  Mes | The family  The mother  The grand-mother  The aunty  The sister  The brother  The uncle  The father  The parents  The grand-parents  He is called  She is called  Do you have a brother?  Do you have a sister?  Yes, I have a brother  Yes, I have a sisterYes, I have two brothers  Yes, I have two sisters  No, I am an only son  No, I am an only daughter  My (masculine singular)  My (feminine singular)  My (masculine and feminine plural) | Les animaux  Un  Une  Un lion  Un oiseau  Un lapin  Un cheval  Un mouton  Un cochon  Un canard  Un singe  Une souris  Une vache  Je suis  Tu aimes?  J’aime  Je n’aime pas  J’adore  Je déteste | The animals  “A” (masculine)  “A” (feminine)  A lion  A bird  A rabbit  A horse  A sheep  A pig  A duck  A monkey  A mouse  A cow  I am…  You like?  I like  I don’t like  I love  I hate |

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| Year 4 | | | | | |
| Autumn Term | | Spring Term | | Summer Term | |
| CHEZ MOI – My house | | LA MÉTÉO – The Weather | | EN CLASSE – In the classroom | |
| **My House**   * To learn to answer question Tu habites une maison ou un appartement? * To learn that lots of French people live in flats and that lots of French houses have shutters (les volets) * To learn the names of different rooms in a house * To revise/ learn prepositions * To reinforce masculine/ feminine * To learn il/ elle masculine and feminine words for ‘it’ * To learn interesting sentence beginnings au rez de chaussée, au premier étage, il y a * To revise masculine and feminine pronouns and adjectives * To write a list of rooms downstairs and upstairs in a house * To learn how to write a simple description * To learn how to describe the position of items in a room * To learn names of 11 places you may visit in your own town or visit when visiting a town * To learn how to ask where places are | | The Weather   * To recognise and recall the 9 weather expressions in French from memory. * To ask what the weather is today and give a reply in French. * To describe the weather in France, in French using a weather map with symbols * To say and write the vocabulary accurately for weather in French.   To describe the weather in different regions of French using a weather map with symbols in spoken and written form. | | In the classroom   * To name items in your pencil case * To name items in the classroom * To understand classroom instructions * To learn how to use the negative in French * To understand and use ‘I have…’ * To understand and use ‘I do not have…’ * To use masculine / feminine * To name items of school uniform. * To use simple adjectives (i.e. colours) * To understand and use numbers 31-40 | |
| Key Vocabulary | | | | | |
| Où habites-tu?  J’habite dans…  Une maison  Un appartement  En ville  À la campagne  À la montagne  Au bord de la mer  Dans un village  Et  Mais  Une cuisine  Une salle à manger  Une salle de bains  Une chambre  Une buanderie  Un sous-sol  Un bureau  Un salon  Un garage  Un jardin  Chez moi il y a...  Chez moi il n’y a pas de… | Where do you live?  I live in...  A house  An apartment  In town  In the countryside  In the mountains  By the sea  In a village  And  But  A kitchen  A dining room  A bathroom  A bedroom  A utility room  A basement  An office / a study  A living room  A garage  A garden  In my home there is… / there are…  In my home there is not… / there are no… | Quel temps fait-il?  Il pleut  Il neige  Il y a un orage  Il y a du soleil  Il y a du vent  Il fait beau  Il fait mauvais  Il fait chaud  Il fait froid  Dans le nord de la France  Dans le sud de la France  Dans le centre de la France  Dans l'ouest de la France  Dans l'est de la France  Le temps | What weather is it?  It is raining  It is snowing  There is a storm  It is sunny  It is windy  The weather is fine  The weather is not good  It is hot  It is cold  In the north of France  In the south of France  In the centre of France  In the west of France  In the east of France  The weather | Un taille crayon  Un cahier  Un crayon  Un bâton de colle  Un stylo  Une trousse  Un cartable  Un livre  Une gomme  Une règle  Une calculatrice  Des ciseaux  J'ai  Je n'ai pas de/d'  Qu’est ce qu’il y a dans ta trousse?  Dans ma trousse j’ai...  Dans ma trousse je n’ai pas de..  Écoutez  Écrivez  Répétez  Silence  Ouvrez vos cahiers  Fermez vos cahiers  Pensez  Lisez  Demandez  Levez la main | A pencil sharpener  An exercise book  A pencil  A glue stick  A pen  A pencil case  A school bag  A reading book  A rubber  A ruler  A calculator  A pair of scissors  I have  I do not have  What do you have in your pencil case?  In my pencil case I have..  In my pencil case I do not have..  Listen  Write  Repeat  Silence  Open your books  Close your books  Think  Read  Ask  Raise your hand |

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| Year 5 | | | | | |
| Autumn Term | | Spring Term | | Summer Term | |
| AU CAFÉ - At the café | | LE CORPS & SPORT – The Body & Sports | | LES VEVETEMENTS - Clothes | |
| * To learn words for drinks and food * To understand the difference between un/ une * To learn how to ask politely for a drink in a shop/ café * To practise asking politely for drinks and food * To revise j’ aime and je n’aime pas, * tu aimes? * To draw a bar chart of favourite drinks * (Numeracy Links) * To learn words for ice cream and different flavours * To practise asking for different flavoured ice creams * To revise masculine and feminine nouns * To learn the vocabulary for the baker’s and ask for items politely * To understand the difference between un/ une and des * To learn about using euros * To understand prices in euros * To learn how to shop using euros * To learn the vocabulary for snacks * To read and translate sentences * To plan and write a party menu with the support of a writing frame. (Literacy link) * To work out the cost of their party in Euros * To follow instructions for a simple recipe written by French children in Laon – Link with Literacy | | * To learn word for different parts of the body * To design and label a monster * To learn the singular of the verb avoir and how to use it * To use the verb avoir with parts of the body to make sentences. * To write a short description * To learn about sport in France * To learn some opinions c’est barbant / nul / super / extra / pas mal * To introduce What is your favourite sport? My favourite sport is---- * To test French words for different sports * To learn the verbs in the infinitive for doing the various sports * To practise reading and translating verbs in the infinitive connected with sport * To comment on healthy and unhealthy meals.   \*\* refer to Primary French resources for sports | | * To begin to learn the French words for various articles of clothing * To revise colours * To learn the question quest – ce que tu portes? and the answer je porte---- * To learn Qu’est –ce qu’il/elle porte? Il/elle porte ------. * To learn about school clothes and fashion in France * To describe what someone else is wearing using simple sentences * To listen and understand sentences describing people and clothes. * To learn to read and understand descriptions of clothes. * To revise adjectives of colour and learn their position in a sentence. * To begin to add the feminine ending of colour adjectives when appropriate in spoken and written form. * To introduce adjectives of quality and size. * To give opinions on different types of clothing. * To revise asking the price of items * To learn how to buy clothes in a shop * To create an original dialogue * To give opinions about clothes with reasons | |
| Key Vocabulary | | | | | |
| Le petit déjeuner au café  Qu’est-ce tu prends pour le petit déjeuner?  Vous désirez?  Je prends…  S’il vous plaît  Un jus d’orange  Un café  Un café au lait  Un thé au citron  Un thé au lait  Un chocolat chaud  Un croissant  Du beurreDu pain  De la confiture  Des biscottes  Des céréales  Une omelette au jambon  Une crêpe à la confiture  Un sandwich au fromage  Un croque-monsieur  Un coca-cola  Un orangina  Des frites  L’addition s’il vous plaît | Breakfast in the café  What do you have for breakfast?  What would you like?  I would like…  Please  An orange juice  A black coffee  A white coffee  A lemon tea  A tea with milk  A hot chocolate  A croissant  Some butterSome bread  Some jam  Some melba toast  Cereal  A ham omlette  A pancake with jam  A cheese sandwich  A toasted ham and cheese  A coke  A fizzy orange  Some chips  The bill please | le corps  la tête  les cheveux  l’oreille  le nez  l’œil  les yeux  la bouche  le cou  le bras  la main  le pied  le ventre  la jambe  les orteils  le sport  le football  le ski  la danse  le volley  le basket  la voile  le tennis  le jogging  le cyclisme  la natation  l’équitation  le judo  la gymnastique | body  head  hair  ear  nose  eye  eyes  mouth  neck  arm  hand  foot  stomach  leg  toes  sport  football  skiing  dance  volleyball  basketball  sailing  tennis  jogging  cycling  swimming  horseriding  judo  gymnastics | Les vêtements  Un pantalon  Un maillot de bain  Un pull  Un tee shirt  Un manteau  Un short  Une robe  Une cravate  Une écharpe  Une jupe  Une veste  Une chemise  Une casquette  Des gants  Des bottes  Des collants  Des sandales  Des lunettes  Un chemisier  Des chaussures  Des chaussettes  Je porte  Tu portes  Il porte  Elle porte  Nous portons  Vous portez  Ils portent  Elles portent  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 | The clothes  A pair of trousers  Swim wear  A jumper  A tee shirt  A coat  A pair of shorts  A dress  A tie  A scarf  A skirt  A jacket  A shirt  A cap  A pair of gloves  Boots  Tights  Sandals  Sunglasses  A blouse  A pair of shoes  A pair of socks  I wear  You wear  He wears  She wears  We wear  You all wear  They wear (masculine or mixed group)  They wear (feminine group)  (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 | |
| A L’ECOLE – At school | | LE WEEK-END – The weekend | | MOI DANS LE MONDE - Me in the world | |
| * To introduce Qu’est-ce qu’il/elle fait?.. With reply il/elle----To learn the names of classroom subjects * To revise school subjects * To link a school subject with a time and/or day * To learn opinions of school subjects * To revise telling the time * To say what time we study subjects at school * To use verbs for explaining daily routines | | * To learn ¼ past- et quart and ¼ to moins le quart * To practise reading and translating times on the hour * To say and write in French what we do at the weekend * To learn how to ask each other their opinions. * To read and pronounce new vocabulary accurately. * To write sentences using new vocabulary * To link French with Maths by constructing bar chart from a tally chart. * To look at a text in depth (Literacy Link) * To write a letter using a writing frame * To learn the names of different means of transport * To ask and answer the question Comment viens- tu à l’école Je viens en--- | | * To revise countries surrounding France - French name and pronunciation * To revise j’habite en - * To learn in with country is en or au * To link work on weather with work on countries * To revise the location of countries * To learn the names, pronunciation and geographical location of capitals, key rivers and mountains * To learn the names, pronunciation and geographical location of towns * To learn in with town is à * To use à and en correctly in context * To learn about Paris * To say where they are going * Children to learn the points of the compass * To describe the geographical location of towns * To write 3 sentences about one’s home town * To draw and write a postcard from a holiday destination in France. | |
| Key Vocabulary | | | | | |
| À l'école  Le français  L'anglais  Le dessin  Le sport  La musique  La géographie  L'histoire  Les maths  Les sciences  L'informatique  Est-ce que tu aimes…?  Oui, j'aime …  Oui, j'adore …Non, je n'aime pas …  Non, je déteste …  J'aime …  J'adore …  Je n'aime pas …  Je déteste …  Amusant  Utile  Intéressant  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 | At school  French  English  Art  P.E  Music  Geography  History  Maths  Science  ICT  Do you like…?  Yes, I like …  Yes, I love …No, I do not like …  No, I hate ...  I like …  I love …  I do not like …  I hate ...  Fun  Useful  Interesting  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 & 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) | Le week-end  Quelle heure est-il?  Et quart  Et demie  Moins le quart  Il est une heure  Il est deux heures  Il est trois heures  Il est quatre heures  IL est cinq heures  Il est six heures  Il est sept heures  Il est huit heures  Il est neuf heures  Il set dix heures  Il est onze heures  Il est douze heuresIl est midi  Il est minuit  Je me lève  Je prends mon petit déjeuner  Je regarde la télé  Je lis des bandes dessinées  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 | The weekend  What time is it?  Quarter past  Half past  Quarter to  It is one o'clock  It is two o'clock  It is three o'clock  It is four o’clock  It is five o’clock  It is six o’clock  It is seven o’clock  It is eight o’clock  It is nine o’clock  It is ten o’clock  It is eleven o’clock  It is twelve o’clockIt is midday  It is midnight  I get up  I have my breakfast  I watch television  I read comics  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 | Je m'appelle...  J’habite…  Je parle…  le français  l'anglais  Ma fête préférée est le Mardi  Gras.  Ma fête préférée est Noël.  Ma fête préférée est Pâques.  Ma fête préférée est le jour de  l’an.  Ma fête préférée est le 14 juillet.  Ma fête préférée est la Fête du  Canada.  Ma fête préférée est l’Aïd.  Parce que…  Il y a des défilés de chars.  Il y a des feux d’artifice.  Il y a des plats spéciaux.  Il y a des défilés militaires.  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. | I am called…  I live...  I speak  French  English  My favourite festival is Mardi  Gras.  My favourite festival is  Christmas.  My favourite festival is Easter.  My favourite festival is New  Year's day.  My favourite festival is the 14th  of July (Bastille Day).  My favourite festival is Canada  Day.  My favourite festival is Eid.  because…  There are parades of floats.  There are fireworks.  There are special dishes.  The are military parades.  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. |