

French

Primary: Key Stage 2

Curriculum plan



OAK
NATIONAL
ACADEMY

1. Curriculum principles

Coherence and flexibility

Language learning is inherently cumulative. In a classroom setting with limited exposure to the foreign language, learning is most effective when language knowledge is logically sequenced and frequently revisited. This allows children to use their core knowledge flexibly when they need to.

Language knowledge

We set out to teach and practise the three main bodies of knowledge that research indicates are fundamental to progress for beginner language learners in a classroom setting. These are phonics (the relationship between sound and writing), vocabulary and grammar. This knowledge is embedded in an understanding of different cultures and how languages differ from one another. This knowledge is often conveyed through the use of stories, songs, poems and rhymes in the target language.

Knowledge organisation

This knowledge is set out clearly, with an age appropriate explicit spine of grammar and sets of vocabulary. Phonics feature regularly in each lesson and are often revisited.

Knowledge selection

Over the course of the 39 lessons, teaching involves a range of grammar including nouns, verbs and adjectives, as well as conjunctions and intensifiers. The choice of vocabulary is guided primarily by what is of interest to children of that age, as well as by frequency. The most common verbs will be highlighted so as to allow children to manipulate verbs and create their own sentences in speech and writing. Based on both research and evidence and the knowledge and experience of a wide range of practitioners, the overall aim is to develop core knowledge and skills which children can then use in guided and freer contexts.

Inclusive and ambitious

These lessons assume no prior knowledge of French and are meant to be inclusive. Children from different language backgrounds will be encouraged to reflect on any differences between their home language, English and the foreign language that they are learning. Lessons will be planned for progress across the achievement range. These lessons are intended to lay the foundations of language learning for further study in Key Stage 3 and beyond.



Pupil engagement

Carefully designed and engaging activities, appropriate for primary school age children and targeted to their developing cognition and language knowledge, encourage learners to pay close attention to the meaning and the form of the new language. Practice extends to production, which ensures that children have to actively recall and manipulate the language in order to communicate.

Motivation through education

Teaching is carefully planned to compel thinking, thinking drives learning, and success in learning is motivational.

A curriculum of quality

We support the curriculum planning with resources that emphasise engaging activities, explanations and modelling, abundant practice and independent use of the language, building in frequent feedback to maximise confidence and success. Regular and frequent revisiting of knowledge is explicit and systematically integrated into the planning.

Subject-specific pedagogical principles

These principles are based on research evidence of how children learn languages and underpin the design of this Curriculum Map and the lessons themselves:

- **Real communication and interaction are essential:** Language needs to be presented in a meaningful context, and needs to involve the exchange of new information. For example, in the ‘monster’ unit, children might listen to someone describing a monster and they have to pick the right one from a selection. Or they might have to create their own monster and describe it using the vocabulary and grammar learnt.
- **Learning about other cultures:** Children are intrinsically interested in other cultures and ways of life. For example, children might compare the food they eat or the clothes they wear with that of children from e.g. Senegal. Or they might have to select the correct picture following a description. Music and/or art can be used to explore e.g. emotions, likes and dislikes.
- **Focus on skills:** Vocabulary and grammar are in service of communicative needs rather than being an end in and of themselves. Children need to be able to use the language rather than just learn about it. Children need to learn to deal with unfamiliar language, how to remember words; they need to learn resilience, resourcefulness and perseverance and they need to develop new ways of thinking.

2. Subject structure overview

Unit	Context	Grammar	Vocabulary	Prior knowledge required
<p>Phonics - The following sounds will be covered over the course of the 8 units:</p> <ul style="list-style-type: none"> • nasal vowels an/ en/ in/ on/ un • er/ ez/ et • silent final consonants • silent final e • qu • ch • ç • i • ou • u • eu 				
<p>Each lesson will begin with a simple introductory routine with the child and an interaction with “ça va?” or a similar question. Each lesson will end with a suitable farewell.</p> <p>This systematic inclusion of greetings routines means that there is no need for dedicated lessons on greetings. It is also possible that teachers can pick up and revisit questions and answers from previous units, as appropriate, at the beginning of a lesson.</p>				
1	<p>C'est moi !</p> <ul style="list-style-type: none"> • Saying my name • Describing myself • Saying my age 	<ul style="list-style-type: none"> • j'ai • je suis • je m'appelle • c'est • masculine and feminine adjectives 	<ul style="list-style-type: none"> • numbers to 12 • j'ai...ans • months • mon anniversaire, c'est en (month) 	None



	<ul style="list-style-type: none"> • Saying the month my birthday is in • Finding out about the use of capital letters on the months 		<ul style="list-style-type: none"> • adjectives: grand, petit, anglais, écossais, irlandais, gallois • question forms comment t'appelles tu? / quel âge as-tu? / ton anniversaire, c'est quand? / combien ? • (moi) je m'appelle 	
2	<p>Où habites-tu ?</p> <ul style="list-style-type: none"> • saying which country you live in (Francophone world) • saying your nationality • saying what languages you speak • using negative verbs with ne...pas • recap of age 	<ul style="list-style-type: none"> • je parle / je ne parle pas • je suis / je ne suis pas • j'habite / je n'habite pas • en / au • j'ai • masculine and feminine adjectives (adding e, en>enne) 	<ul style="list-style-type: none"> • français(e), sénégalais(e), guyanais(e) • canadien(ne), • belge, britannique • en France, en Guyane, en Belgique • au Canada, au Sénégal, au Royaume-Uni • anglais • numbers • j'ai..ans • question forms: où habites-tu? / tu es de 	<ul style="list-style-type: none"> • agreement of masculine and feminine adjectives • use of je suis



	<ul style="list-style-type: none"> ● recap of saying your name ● finding out about the use of capital letters on nationalities 		<p>quelle nationalité? / quelle langue parles-tu?</p>	
3	<p>Qu'est-ce que c'est ?</p> <ul style="list-style-type: none"> ● identifying objects ● understanding grammatical gender ● describing masculine and feminine nouns with some adjectives ● adjectival position (after the noun) ● saying what animal it is or 	<ul style="list-style-type: none"> ● nouns ● gender ● indefinite articles un/une ● c'est ● ce n'est pas ● adjectival agreement m.sg. and f.sg. (regular changes) ● conjunction et 	<ul style="list-style-type: none"> ● nouns: pets: chat, chien, souris, tortue, oiseau, lapin ● colours: rouge, jaune, rose, bleu, vert, noir ● c'est ● question forms: qu'est-ce que c'est? / c'est de quelle couleur? 	<ul style="list-style-type: none"> ● masculine and feminine adjectival forms ● c'est



	<p>isn't using c'est and ce n'est pas</p> <ul style="list-style-type: none"> ● creating strange animals ● using the conjunction et 			
4	<p>Je m'habille</p> <ul style="list-style-type: none"> ● saying the names of clothes ● understanding the difference between singular and plural ● describing masculine, feminine and plural nouns ● adjectival position (adjectives allowed before the noun) 	<ul style="list-style-type: none"> ● indefinite articles (un, une, des) ● gender ● adjectival agreement singular and plural ● j'ai ● je n'ai pas de ● c'est / ce n'est pas ● ce sont / ce ne sont pas ● conjunctions et and mais 	<ul style="list-style-type: none"> ● adjectives: grand, petit, élégant, rouge, jaune, rose, confortable, bleu, vert, noir ● nouns: pantalon, chapeau, jupe, chemise, tennis, gants, chaussures, chaussettes ● et ● j'ai / je n'ai pas ● c'est / ce n'est pas ● et ● mais ● question form: qu'est-ce que c'est? / qu'est-ce que tu as? 	<ul style="list-style-type: none"> ● adjectival agreement (singular) ● concept of gender ● indefinite articles

	<ul style="list-style-type: none"> • joining two phrases using et or mais • saying what you do and don't have 			
5	<p>Je décris un monstre</p> <ul style="list-style-type: none"> • describing masculine, feminine and plural parts of the head and face using colours and size/shape adjectives • using intensifiers très and assez • using the 3rd person forms il/elle a, il/elle est to describe a monster 	<ul style="list-style-type: none"> • il/elle a • il/elle est • intensifiers très and assez • agreement patterns of marron, orange and long • definite articles le/la/les • indefinite articles (un, une, des) • conjunctions et and aussi 	<ul style="list-style-type: none"> • grand(e), petit(e), long(ue)(s) • rouge, jaune, rose, bleu, vert, noir, marron, orange • nez, cou, tête, bouche, yeux, cheveux, dents, oreilles 	<ul style="list-style-type: none"> • adjectival agreement (masculine, feminine, singular, plural) • colours

6	<p>À table !</p> <ul style="list-style-type: none"> • talking about food • giving your opinions of drinks • giving the opinions of other people about foods • saying you or someone else is hungry, hot or cold • saying what you would like to have • joining your sentences with conjunctions 	<ul style="list-style-type: none"> • definite articles • partitive articles • j'adore / il/elle adore • j'aime / il/elle aime • je n'aime pas / il/elle n'aime pas • je déteste / il/elle déteste • j'ai faim / il/elle a faim • j'ai chaud/ il/elle a chaud • j'ai froid / il/elle a froid • je voudrais, il/elle voudrait + partitive article • intensifier très (très faim etc) • conjunctions et, mais, aussi 	<ul style="list-style-type: none"> • pain, chocolat, viande, glace, raisins, petits pois, frites, pommes • question forms: tu aimes? / tu as froid? etc 	<ul style="list-style-type: none"> • definite articles • negative forms (ne...pas) • 3rd person verb forms using il and elle
7	<p>Je fais du sport</p> <ul style="list-style-type: none"> • Saying the sports you do and play 	<ul style="list-style-type: none"> • à + definite articles • de + definite article • je joue 	<ul style="list-style-type: none"> • playing sports: foot, basket, tennis, pétanque 	<ul style="list-style-type: none"> • Definite articles



	<ul style="list-style-type: none"> • Saying the sports you don't do or play • Giving your opinions of sports • Saying what sports you do and play in different kinds of weather • Saying what clothes you wear to do different sports • Joining phrases with conjunctions 	<ul style="list-style-type: none"> • je ne joue pas • je fais • je ne fais pas de • j'adore • j'aime • je n'aime pas • je déteste • jouer • faire • notion of infinitive form • conjunctions et, mais, aussi • je porte • il fait for weather expressions • il y a for weather expressions 	<ul style="list-style-type: none"> • doing sports: skate, vélo, natation, danse • il fait chaud/froid/beau • il pleut; il neige • il y a du vent • quand • question form: qu'est-ce que tu fais? / tu aimes? 	<ul style="list-style-type: none"> • Negative verb forms (ne...pas)
8	<p>En ville</p> <ul style="list-style-type: none"> • saying what places there are and aren't in your town 	<ul style="list-style-type: none"> • il y a / il n'y a pas de • je vais • notion of gender • indefinite articles • definite articles 	<ul style="list-style-type: none"> • cinéma, magasin, supermarché, parc • maison, école, église, gare 	<ul style="list-style-type: none"> • notion of gender • adjectival agreement • definite articles • indefinite articles

	<ul style="list-style-type: none"> • describing the places in your town • saying where you go in your town • saying how you get to different places in your town • giving opinions of the places in town and using adjectives to explain the opinions 	<ul style="list-style-type: none"> • pluralisation • numbers • adjectival agreement (masculine, feminine, singular, plural) • à + definite article • j'aime • je n'aime pas • j'adore • je déteste • (elle) est • (elle) n'est pas • intensifiers assez and très • conjunctions et, mais, aussi, car 	<ul style="list-style-type: none"> • grand, petit, joli, intéressant, tranquille, moderne, historique, propre • ville • en voiture, en bus, en train • à pied, à vélo • questions forms: comment vas-tu? 	
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3. Suggested sequence

Ideally, learners should work through the units in chronological order. If teachers or learners prefer to access the units in a different order to support an existing scheme of work, it is advised that they look at the prior knowledge required to access that unit so that they are aware of what will be expected during the lessons.

4. Unit specifics

Unit	Lesson	Content	Grammar	Outcomes
1 C'est moi	1	<ul style="list-style-type: none">• saying your name• describing yourself	<ul style="list-style-type: none">• être (je suis)• simple adjectival agreement (adding e when feminine)	(Moi,) je m'appelle..... Je suis grand(e). Je suis anglais(e).
	2	<ul style="list-style-type: none">• counting to 12• saying your age	<ul style="list-style-type: none">• avoir (j'ai)	J'ai huit ans. J'ai douze ans.
	3	<ul style="list-style-type: none">• saying the months		
	4	<ul style="list-style-type: none">• saying the month your birthday is in	<ul style="list-style-type: none">• être (c'est)	Mon anniversaire c'est en juin.

				Mon anniversaire c'est en septembre.
	5	<ul style="list-style-type: none"> • saying your name, age and birthday, and describing yourself 	<ul style="list-style-type: none"> • être (je suis, c'est) • avoir (j'ai) • simple adjectival agreement as above 	(Moi), je m'appelle Amelia. J'ai dix ans. Mon anniversaire c'est le trente avril. Je suis petite. Je suis galloise.
2 Où habites-tu ?	1	<ul style="list-style-type: none"> • recapping saying your name and saying your age • saying your nationality 	<ul style="list-style-type: none"> • avoir (j'ai) • être (je suis) • simple adjectival agreement (adding e for feminine) • adjectival agreement (en >enne) 	(Moi), je m'appelle Alain / Aline. J'ai huit ans. Je suis français(e). Je suis canadien(ne).
	2	<ul style="list-style-type: none"> • recapping saying your nationality • saying which country you live in • saying which language you speak 	<ul style="list-style-type: none"> • conjugation regular -ER verb (j'habite, je parle) • en/au + countries 	J'habite en France. Je parle français. J'habite au Royaume-Uni. Je parle anglais.



	3	<ul style="list-style-type: none"> • saying which language you don't speak • saying which country you don't live in • saying which nationality you aren't 	<ul style="list-style-type: none"> • negative verb forms using ne...pas (je ne parle pas, je n'habite pas, je ne suis pas) • conjugation regular -ER verb (je parle, j'habite) • être (je suis) 	<p>Je n'habite pas au Sénégal. Je ne suis pas guyanais(e). Je ne parle pas gallois.</p>
	4	<ul style="list-style-type: none"> • saying your name, your age, your nationality, the country you live in and the language you speak. • Using negative verb forms to say where you don't live, which nationality you aren't and which language you don't speak 	<ul style="list-style-type: none"> • avoir (j'ai) • être (je suis) • simple adjectival agreement (adding e for feminine) • adjectival agreement (en >enne) • conjugation regular -ER verb (j'habite, je parle) • en/au + countries • negative verb forms using ne...pas (je ne parle pas, je n'habite pas, je ne suis pas) 	<p>Je m'appelle Amadou. J'ai onze ans. Je ne parle pas anglais. Je parle français. Je ne suis pas français. J'habite au Sénégal. Je suis sénégalais.</p>

3 Qu'est-ce que c'est ?	1	<ul style="list-style-type: none"> saying the names of 6 pets 	<ul style="list-style-type: none"> masculine and feminine singular nouns indefinite articles (un/une) notion of grammatical gender 	<p>un chat une souris</p>
	2	<ul style="list-style-type: none"> recapping gender saying that it is or isn't a certain pet 	<ul style="list-style-type: none"> notion of grammatical gender masculine and feminine singular nouns indefinite articles (un/une) être (c'est) negative verb forms using ne...pas (ce n'est pas) 	<p>c'est un chien ce n'est pas une tortue</p>
	3	<ul style="list-style-type: none"> describing the pets with some colours 	<ul style="list-style-type: none"> masculine and feminine singular nouns indefinite articles adjectival position simple adjectival agreement (adding e when feminine) 	<p>un chat noir une souris noire un chien vert une tortue verte</p>
	4	<ul style="list-style-type: none"> describing pets with more colours 	<ul style="list-style-type: none"> masculine and feminine singular nouns 	<p>un oiseau rouge une souris rouge</p>



		<ul style="list-style-type: none"> • joining descriptions with a conjunction 	<ul style="list-style-type: none"> • indefinite articles • adjectival position • simple adjectival agreement (adjectives that are the same in masculine and feminine) • conjunction (et) 	<p>un lapin jaune une tortue jaune un chien rouge et jaune</p>
	5	<ul style="list-style-type: none"> • creating strange animals and describing them 	<ul style="list-style-type: none"> • masculine and feminine singular nouns • indefinite articles (un/une) • notion of grammatical gender • adjectival agreement • adjectival position (after the noun) • conjunction (et) • être (c'est / ce n'est pas) 	<p>c'est un chien rouge. c'est une tortue noire. ce n'est pas un lapin bleu. ce n'est pas un oiseau rose.</p>
4 Je m'habille	1	<ul style="list-style-type: none"> • saying some clothes words 	<ul style="list-style-type: none"> • masculine and feminine, singular and plural nouns • indefinite articles (un/une/des) 	<p>c'est un chapeau ce n'est pas une jupe des gants des chaussettes</p>

			<ul style="list-style-type: none"> • notion of grammatical gender • singular and plural • être (c'est / ce n'est pas) 	
	2	<ul style="list-style-type: none"> • describing clothes with colours 	<ul style="list-style-type: none"> • masculine and feminine, singular and plural nouns • indefinite articles (un/une/des) • notion of grammatical gender • singular and plural • adjectival agreement (singular and plural) • adjectival position (after the noun) • être (c'est / ce n'est pas) 	<p>c'est un chapeau bleu ce n'est pas une chemise bleue des tennis bleus des chaussures bleues</p>
	3	<ul style="list-style-type: none"> • describing clothes with colours and sizes 	<ul style="list-style-type: none"> • masculine and feminine, singular and plural nouns • indefinite articles (un/une/des) • notion of grammatical gender 	<p>c'est un grand chapeau noir ce n'est pas une grande chemise noire des grands gants noirs des grandes chaussettes noires</p>

			<ul style="list-style-type: none"> • singular and plural • adjectival agreement (singular and plural) • adjectival position (adding adjectives that can go before the noun) 	
	4	<ul style="list-style-type: none"> • saying clothes that you have • joining description with a conjunction 	<ul style="list-style-type: none"> • masculine and feminine, singular and plural nouns • indefinite articles (un/une/des) • notion of grammatical gender • singular and plural • adjectival agreement (singular and plural) • adjectival position (adjectives before and after the noun) • avoir (j'ai) • conjunction (et) 	<p>J'ai un grand chapeau noir et un pull jaune.</p> <p>J'ai des chaussures roses et une petite chemise verte.</p>

	5	<ul style="list-style-type: none"> • saying clothes that you have and don't have • joining description with conjunctions 	<ul style="list-style-type: none"> • masculine and feminine, singular and plural nouns • indefinite articles (un/une/des) • notion of grammatical gender • singular and plural • adjectival agreement (singular and plural) • adjectival position (adjectives before and after the noun) • avoir (j'ai / je n'ai pas de) • conjunctions (et, mais) 	<p>J'ai un grand chapeau jaune. Je n'ai pas de grand chapeau jaune.</p>
5 Je décris un monstre	1	<ul style="list-style-type: none"> • describing someone else's size and colour 	<ul style="list-style-type: none"> • être (il est / elle est) • adjectival agreement (masculine and feminine singular) 	<p>il est bleu elle est bleue il est grand elle est grande</p>
	2	<ul style="list-style-type: none"> • naming parts of the head and face 	<ul style="list-style-type: none"> • masculine and feminine, singular and plural nouns • definite articles (le, la, les) 	<p>le nez la tête les yeux les dents</p>



	3	<ul style="list-style-type: none"> describing parts of the head and face with colours and sizes 	<ul style="list-style-type: none"> masculine and feminine, singular and plural nouns definite articles (le, la, les) indefinite articles (un, une, des) adjectival agreement adjectival position 	<p>le nez rouge la bouche jaune les yeux roses les oreilles noires</p> <p>un grand nez rouge une grande bouche jaune de petits yeux roses de petites oreilles noires</p>
	4	<ul style="list-style-type: none"> describing the parts of a monster's head and face joining descriptions with conjunctions 	<ul style="list-style-type: none"> avoir (il a / elle a) masculine and feminine, singular and plural nouns definite articles (le, la, les) indefinite articles (un, une, des) adjectival agreement adjectival position conjunctions (et, aussi) 	<p>Il a les cheveux marron, aussi il a les yeux bleus. Elle a les oreilles vertes et de grands yeux.</p>
	5	<ul style="list-style-type: none"> making description better using intensifiers 	<ul style="list-style-type: none"> avoir (il a / elle a) être (il est / elle est) masculine and feminine, singular and plural nouns 	<p>Il est très grand et bleu. Il a les yeux jaunes et les dents vertes. Aussi il a les cheveux rouges et assez longs.</p>



			<ul style="list-style-type: none"> definite articles (le, la, les) indefinite articles (un, une, des) adjectival agreement adjectival position conjunctions (et, aussi) intensifiers (très, assez) 	
6 À table !	1	<ul style="list-style-type: none"> saying some food words 	<ul style="list-style-type: none"> masculine, feminine, singular and plural nouns definite articles (le, la, les) 	le chocolat la viande les raisins les pommes
	2	<ul style="list-style-type: none"> saying you would like to have some of these foods 	<ul style="list-style-type: none"> je voudrais partitive articles (du, de la, des) definite articles (le, la, les) masculine, feminine, singular and plural nouns 	Je voudrais du chocolat. Je voudrais de la viande. Je voudrais des frites.
	3	<ul style="list-style-type: none"> saying you or someone else is hungry, hot and cold 	<ul style="list-style-type: none"> avoir (j'ai, il a, elle a) avoir faim, avoir chaud, avoir froid je voudrais / il/elle voudrait 	J'ai très faim. Je voudrais du pain. Il a chaud. Il voudrait de la glace. Elle a froid.



			<ul style="list-style-type: none"> partitive articles (du, de la, des) masculine, feminine, singular and plural nouns intensifier (très) 	Elle voudrait des frites.
4	<ul style="list-style-type: none"> giving opinions about food joining opinions using conjunctions 	<ul style="list-style-type: none"> masculine, feminine, singular and plural nouns definite articles (le, la, les) conjugation regular verbs (-ER): j'aime, je n'aime pas, j'adore, je déteste conjunctions (et, aussi, mais) 	J'adore le chocolat et le pain mais je n'aime pas les raisins. J'aime la viande mais je déteste les pommes.	
5	<ul style="list-style-type: none"> giving someone else's opinions about food joining opinions using conjunctions 	<ul style="list-style-type: none"> masculine, feminine, singular and plural nouns definite articles (le, la, les) conjugation regular verbs (-ER): il/elle aime, il/elle n'aime pas, il/elle adore, il/elle déteste conjunctions (et, aussi, mais) 	Il adore le pain et il aime la glace. Elle aime les frites et aussi les petits pois.	



7 Je fais du sport	1	<ul style="list-style-type: none"> saying different sports 	<ul style="list-style-type: none"> masculine and feminine nouns definite articles (le, la) 	<p>le foot le skate la pétanque la natation</p>
	2	<ul style="list-style-type: none"> saying which sports you play and do or don't play or do joining sentences using conjunctions 	<ul style="list-style-type: none"> masculine and feminine nouns definite articles (le, la) conjugation regular verbs (-ER): je joue, je ne joue pas faire (je fais, je ne fais pas de) à + definite articles (au, à la) de + definite article (du, de la) conjunctions (et, aussi, mais) 	<p>Je joue au foot et aussi je fais du vélo. Je joue à la pétanque mais je ne fais pas de danse. Je ne joue pas au tennis.</p>
	3	<ul style="list-style-type: none"> giving opinions of different sports joining opinions using conjunctions 	<ul style="list-style-type: none"> masculine and feminine nouns definite articles (le, la) 	<p>J'aime jouer au foot. J'aime faire du vélo. J'adore faire du skate mais je n'aime pas jouer au basket.</p>

			<ul style="list-style-type: none"> • conjugation regular verbs (-ER): j'aime, je n'aime pas, j'adore, je déteste • conjunctions (et, aussi, mais) • notion of infinitives (jouer, faire) 	
	4	<ul style="list-style-type: none"> • saying what sports you do in different kinds of weather 	<ul style="list-style-type: none"> • masculine and feminine nouns • definite articles (le, la) • conjugation regular verbs (-ER): je joue, je ne joue pas • faire (je fais, je ne fais pas de) • faire (il fait) • à + definite articles (au, à la) • de + definite article (du, de la) • conjunctions (et, aussi, mais,) • il y a (du vent) 	<p>Quand il fait chaud, je fais de la natation.</p> <p>Quand il pleut, je fais de la danse.</p>

	5	<ul style="list-style-type: none"> • saying what kind of clothes you wear to do different sports 	<ul style="list-style-type: none"> • masculine and feminine nouns • definite articles (le, la) • conjugation regular verbs (-ER): je joue, je ne joue pas • conjugation regular verbs (-ER): je porte • faire (je fais, je ne fais pas de) • à + definite articles (au, à la) • de + definite article (du, de la) • conjunctions (et, aussi, mais) 	Quand je joue au foot, je porte des chaussettes noires.
8 En ville	1	<ul style="list-style-type: none"> • saying some places in town • saying what there is in the town 	<ul style="list-style-type: none"> • il y a • masculine and feminine nouns • indefinite articles (un/une) • conjunctions (et, aussi) 	Il y a un cinéma et un supermarché. Aussi il y a une école.
	2	<ul style="list-style-type: none"> • saying what there is and is not in the town 	<ul style="list-style-type: none"> • il y a / il n'y a pas de • masculine and feminine nouns 	Dans ma ville il y a un cinéma et un parc mais il n'y a pas de gare.



			<ul style="list-style-type: none"> • indefinite articles (un/une/des) • conjunctions (et, aussi, mais) • plural forms 	Dans ma ville il y a deux églises.
3	<ul style="list-style-type: none"> • saying where in town you are going to • saying what transport you are taking to a place 	<ul style="list-style-type: none"> • aller (je vais) • definite articles (le, la, l') • à + definite article • en / à + transport • masculine and feminine nouns 	<p>Je vais au supermarché en voiture.</p> <p>Je vais à la gare à pied.</p> <p>Je vais à l'école à vélo.</p>	
4	<ul style="list-style-type: none"> • giving opinions of the town • explaining the opinions 	<ul style="list-style-type: none"> • conjugation regular verbs (-ER): j'aime, je n'aime pas, j'adore, je déteste • être (elle est, elle n'est pas) • car • adjectival agreement • intensifiers (assez, très) • conjunctions (et, aussi, mais) • 	J'aime ma ville car elle est propre et elle n'est pas très grande.	

	5	<ul style="list-style-type: none"> describing the places in town 	<ul style="list-style-type: none"> masculine and feminine nouns adjectival agreement adjectival position être (est / n'est pas) intensifiers (assez, très) conjunctions (et, aussi, mais) 	<p>L'école est tranquille et assez moderne.</p> <p>Le parc est grand et joli.</p>
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