

**Intent:**

Studying a foreign language enables pupils to not only learn about other cultures, but also, and more importantly, to communicate with others. Being able to speak to someone in a foreign language is a real privilege and it allows a greater understanding of differences, as well as similarities, between people. Learning a foreign language is enormously enjoyable and an exciting new experience for many learners at Lower Key Stage 2. Language learning at Ridgmont Lower School is geared towards engaging pupils in fun lessons, whilst allowing them a real sense of achievement from mastering new phrases and from using these to communicate effectively. We use a variety of techniques to support our pupils in their language acquisition.

**Implementation:**

- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- Listen attentively to spoken language and show understanding by joining in and responding
- Engage in conversations; ask, and answer questions; express opinions and respond to those of others
- 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
- Read carefully and show understanding of words, phrases and simple writing
- Appreciate stories, songs, poems and rhymes in French
- Broaden their vocabulary and develop their ability to understand new words

**Impact:**




Ridgmont Lower School will have Francophones who



- have the confidence to speak with intonation and pronunciation
- are developing a strong awareness of and interest in different cultures
- are resilient learners with a passion for languages

**National Curriculum Coverage**







Key Stage 2	
<p>Pupils should be taught to</p> <ul style="list-style-type: none"> <li>• Listen attentively to spoken language and show understanding by joining in and responding</li> <li>• Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</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> <li>• Read carefully and show understanding of words, phrases and simple writing</li> <li>• Appreciate stories, songs, poems and rhymes in language</li> <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 and actions orally* and in writing</li> <li>• Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency 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.</li> </ul> <p>NB – The starred (*) content above will not be applicable to ancient languages</p>	

**Skills Progression**

EYFS/KS1	In EYFS and Key Stage 1, teaching of a modern foreign language is not statutory; however exposure to different languages occurs through stories, songs and other methods.	
Skill	Year 3	Year 4
Listening 	Understand a few familiar spoken words and phrases – e.g. <ul style="list-style-type: none"> <li>• teacher’s instructions</li> <li>• days of the week</li> <li>• a few words in a song</li> <li>• colours</li> <li>• numbers</li> </ul>	Understand a range of familiar spoken phrases – e.g. <ul style="list-style-type: none"> <li>• basic phrases concerning myself, my family and school</li> </ul> Respond to a clear model of language.
Speaking 	Say and/or repeat a few words and short simple phrases – e.g. <ul style="list-style-type: none"> <li>• what the weather is like</li> <li>• naming classroom objects</li> </ul> Know how to pronounce some single letter sounds. Imitate correct pronunciation with some success.	Answer simple questions and give basic information – e.g. <ul style="list-style-type: none"> <li>• about the weather</li> <li>• brothers and sisters</li> <li>• pets</li> </ul> Know how to pronounce all single letter sounds. Show an awareness of sound patterns. Be clearly understood.
	Recognises and reads out a few familiar words or phrases – e.g. <ul style="list-style-type: none"> <li>• from stories and rhymes</li> <li>• labels on familiar objects</li> <li>• the date</li> </ul>	Understands some familiar written phrases – e.g. <ul style="list-style-type: none"> <li>• simple weather phrases</li> <li>• basic descriptions of objects</li> </ul>

	Use visual clues to help with reading.	
<b>Writing</b> 	Write or copy simple words and/or symbols correctly – e.g. <ul style="list-style-type: none"> <li>personal information such as age</li> <li>numbers</li> <li>colours</li> <li>objects</li> </ul> Select appropriate words to complete short phrases or sentences.	Write one or two short sentences with support e.g. a model or fill in the words on a simple form – e.g. <ul style="list-style-type: none"> <li>shopping list</li> <li>holiday greetings by email/post card</li> </ul> Begin to spell some commonly used words correctly.
<b>Intercultural Understanding</b> 	Understand and respect that there are people and places in the world around me that are different to where I live and play.  Understand that some people speak a different language to my own.	Identify similarities and differences in my culture to that of another.  Talk about celebrations in other cultures and know about aspects of daily life in other countries that are different to my own.

## First Year

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Stimulus</b>	<b>Getting To Know You</b>	<b>Where In The World?</b>	<b>Food, Glorious Food</b>	<b>On The Move</b>	<b>Our School</b>	<b>All Around Town</b>
<b>YEAR 3</b> Skills covered						
<b>YEAR 4</b> Skills covered						
<b>Vocabulary</b>	Bonjour Bonsoir Bonne nuit Salut Je m'appelle Comment t'appelles-tu? Monsieur Madame Mademoiselle (Comment) ça va? Bien Très bien Comme ci, comme ça Ça ne va pas très bien Merci Et toi? Au revoir À bientôt À tout à l'heure À demain Bonne fin de semaine/Bon week-end zéro/un/deux/trios/quatre/cinq/six/sept/huit/neuf/dix Quel âge as-tu? J'ai...ans An(s) Bon/Joyeux Anniversaire!	Le Royaume-Uni L'Écosse l'Angleterre le Pays de Galles L'Irlande du Nord Bonjour Je m'appelle J'habite en/au... la capital Quelle est la capitale de la/le la France le Canada la Côte d'Ivoire la Belgique Haïti le Mali la Suisse la Tunisie On parle français au/en/à L'Équateur (m) le Kenya l'Égypte l'Argentine la Tunisie la Colombie l'Inde (f) nord sud vrai faux les continents l'Afrique (f) l'Antarctique (f) l'Asie (f) l'Australasie (f) l'Europe (f) l'Amérique du Sud (f) l'Amérique du Nord (f) l'île de Ross (f) l'Australie (f) le Japon le Brésil Les animaux (m) un panda un lion un ours polaire un renne un kangourou un capybara un zèbre un éléphant un cobra un jaguar un pingouin une baleine un ours brun un orang-outan Qu'est-ce que c'est? C'est... Je suis allé(e) au zoo J'ai vu... De quel continent vient-il/elle?	Pomme (f) Poire (f) Prune (f) Fraise (f) Orange (f) Gâteau (m) Glace (f) Cornichon (m) Morceau de fromage (m) Saucisson (m) Sucette (f) Tarte aux cerises (f) Saucisse (f) Brioche (f) Pastèque (f) Qu'est-ce qu'il mange? Il mange... J'ai faim Je voudrais S'il vous plaît Merci Viola Il a très faim Gourmand Qu'est-ce que tu aimes? Eau (f) Savon (m) Serviette (f) Mousse (f) Ouvrez Coupez Lavez Séchez Vert clair Vert foncé Grand/grande Petit/petite À quelle heure? J'aime Je n'aime pas J'adore Je déteste	Voiture (f) Autobus (m) Vélo (m) À pied Cheval (m) Train (m) Camion (m) Hélicoptère (m) Avion (m) Moto (f) Taxi (m) Trottinette (f) Comment vas-tu à l'école ? Bras (m) Coude (m) Jambe (f) Main (f) Courez Marches Sautillez Sautiez à cloche-pied Pliez Tendez Liez Tenez Lâchez Arrêtez Liez les bras Tenez les mains Allez Tournez Tout driot À driote À gauche C'est La première La deuxième La troisième Viola Bien sûr Pour le/la/l'... s'il vous plaît?	Voici Salle de classe (f) Porte (f) Fenêtre (f) Chaise (f) Table (f) Ordinateur (m) Livres (m) Lumières (f) Crayon (m) Stylo (m) Crayon de couleur (m) Trousse (f) Gomme (f) Règle (f) Matières (f) Français (m) Anglais (m) Sciences (f. pl) Maths (f. pl) Musique (f) L'éducation physique (f) Histoire (f) Géographie (f) Informatique (f) Dessin (m) Levez-vous Asseyez-vous Arrêtez Marchez Courez Sautiez Sautiez à cloche-pied Courez sur place Sautillez Changez de direction Regardez Écoutez Taisez-vous Allez-y Salle de classe (f) Cour de récréation (f) Bibliothèque (f) Salle de musique (f) Salle d'informatique (f) Coulloir (m) Terrain de jeux (m) Bureau (m) Bureau de la directrice (f)/directeur (m) Cantine (f) Salle de professeurs (f) Grande salle (f) Lire Manger Courir Chanter Marcher Parler avec mes amis Utiliser l'ordinateur Jouer au basket Jouer au foot Danser	J'habite à... Où? Où habites-tu? Paris Marseille Lyon Toulouse Nice Nantes Strasbourg Montpellier Bordeaux Lille Magasin (m) École (f) Église (f) Musée (m) Boulangerie (f) Piscine (f) Gare (f) Pâtisserie (f) Café (m) Supermarché (m) Cinéma (m) Parc (m) Théâtre (m) Marché (m) Mosquée (f) Rivière (f) Il y a Il n'y a pas de Un Deux Trois Quatre Cinq Six Sept Huit Neuf Dix Vingt Trente Quarante Cinquante Soixante Soixante-dix Quatre-vingts Quatre-vingt-dix Cent Et/plus Font Moins Divisé par Fois Mon adresse est... Avenue Boulevard Allée Rue Place Du/de l'/de la/des Montagne (f) Lac (m) Soleil (m) Hôpital (m) Bois (m) Arbre (m) Singe (m) Chameau (m) Plage (f) Mairie (f) Ferme (f) Lune (f) Fraise (f) Fleur (f) Chèvre (f) Vache (f) Que veut dire...?

## Links to Learning & Assessment Points

<p><b>What children will have learnt by the end of the topic</b></p> <p><b>All children should be able to:</b></p> <p><b>Most children will be able to :</b></p> <p><b>Some children will be able to :</b></p>	<ul style="list-style-type: none"> <li>How to say hello and goodbye</li> <li>How to introduce themselves</li> <li>How to say if they are feeling good/bad/so-so</li> <li>How to count to 10</li> <li>How to say how old they are</li> <li>How to use different greetings for different situations</li> <li>How to ask and answer simple questions for each topic area</li> <li>How to use vocabulary they have learnt elsewhere to develop their sentences</li> <li>How to recognise there is a difference between formal and informal language</li> </ul>	<ul style="list-style-type: none"> <li>How to listen and respond to topic vocabulary</li> <li>How to answer questions orally using the topic vocabulary</li> <li>How to write an answer in a sentence using topic vocabulary</li> <li>How to use an English/French dictionary to translate from English to French</li> <li>To understand that because a continent is always feminine the preposition 'en' is always used for 'in'</li> <li>To use the correct masculine/feminine preposition</li> <li>To use pronouns to replace the name of an animal</li> <li>To combine two simple sentences to form a compound sentence</li> </ul>	<ul style="list-style-type: none"> <li>How to follow a story and join in the repeated parts</li> <li>How to say what foods from a set they like/dislike</li> <li>To describe the colour or size of an object</li> <li>To ask for something politely</li> <li>To predict a repeated phrase</li> <li>To make a range of simple statement by substituting vocabulary</li> <li>To modify a colour objective</li> <li>To respond appropriately to a polite request</li> <li>To recognise the correct determiner depending on gender/number</li> </ul>	<ul style="list-style-type: none"> <li>Be able to name some types of transport</li> <li>To be able to use Je...and Tu... correctly in a simple sentence</li> <li>To be able to respond to simple instructions for direction and movement</li> <li>To be able to follow simple directions to find a place on a map</li> <li>To use the correct article to precede a noun according to gender</li> <li>To use 1<sup>st</sup>, 2<sup>nd</sup> person (singular) and 3<sup>rd</sup> person of 'to go' accurately with the correct pronoun</li> <li>To give and respond to simple movement/direction instructions</li> <li>To give simple directions by substituting vocabulary as necessary</li> <li>To follow simple directions to find a place on a map</li> <li>To talk about types of transport in full sentences</li> <li>To use correct subject/verb agreement for all parts of the verb 'to go'</li> <li>To recognise and accurately say the phoneme /sh/ when they see the spelling pattern /ch/</li> <li>Give and respond to a sequence of movements</li> <li>Give 2-step directions by substituting vocabulary as necessary</li> <li>Follow 2-step direction instructions for finding a place on a map</li> </ul>	<ul style="list-style-type: none"> <li>Listen and respond to topic vocabulary</li> <li>Demonstrate understanding with actions</li> <li>Write sentences converting le/la to un/une</li> <li>Answer questions using the topic vocabulary</li> <li>Express simple opinions</li> <li>Ask and answer questions using the topic vocabulary</li> <li>From memory, begin to know if nouns from the topic are masculine or feminine</li> <li>Express opinions with accurate use of <i>J'aime/Je n'aime pas</i></li> <li>Use a dictionary/the internet to develop topic vocabulary further</li> <li>Write a sentence with an adverbial phrase e.g. <i>I like to sing in the music room/J'aime chanter dans la salle de musique</i></li> <li>Express and ask for opinions</li> </ul>	<ul style="list-style-type: none"> <li>Name some of the major cities in France</li> <li>Identify and say some typical amenities to be found in French towns</li> <li>Say and order multiples of ten</li> <li>Ask and give a simple address in French</li> <li>Locate the correct part of a bilingual dictionary to translate from English-French or vice versa</li> <li>Locate some of France's key cities</li> <li>Say in French what amenities or features are found in their own town</li> <li>Use multiples of ten and number operations to do simple calculations</li> <li>Vary sentences about asking and giving simple addresses</li> <li>Use a bilingual dictionary with increasing confidence to translate French-English and vice versa</li> <li>Describe (in English) some features of the major cities</li> <li>Describe their own or a French city in terms of the amenities found there</li> <li>Count with confidence to 100 and do simple calculations</li> <li>Hold a short dialogue about where they live</li> <li>Suggest new words for vocabulary set in French and find the translations in a bilingual dictionary</li> </ul>
<b>Cross Curricular Links</b>	<p>Links to languages and their cultures are made across the curriculum: RE and PSHE lessons and key festivals provide opportunities for pupils to learn about modern and ancient languages, their different vocabulary and where they originate from and their contrasting cultures. Geography teaches flags and location of countries as well as the physical landmarks and features. Music and Dance provides opportunities to explore other cultures and listen to sounds of different languages. Cooking in DT provides opportunities for children to explore the food of different cultures and the vocabulary associated with the recipe.</p>					

## Second Year

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Stimulus</b>	All About Me	Gone Shopping	Family & Friends	Holidays & Hobbies	Time	What's The Time?
<b>YEAR 3</b> Octobre (m) Skills covered						
<b>YEAR 4</b> Skills covered						
<b>Vocabulary</b>	Asseyez-vous Levez-vous Rangez vos chaises Taisez-vous Ecoutez Regardez Venez au tapis Répétez Regardez-moi Allez-y Rangez vos affaires Voice Mon corps La tête Les épaules Les genoux Les pieds Les yeux Les oreilles La bouche Le nez Oiu Non Les mains Les bras Tapez Croisez Marchez Levez Touchez Courez Sautez Posez Prenez C'est de quelle couleur? Bleu Blanc Rouge Noir Jaune Vert	Qu'est-ce que c'est? Pomme (f) Orange (f) Banane (f) Fraise (f) Pêche (f) Prune (f) Poire (f) Les raisins (m) J'aime... Je n'aime pas... J'aime beaucoup... J'aime un peu... Les légumes (m) Pomme de terre (f) L'oignon (m) L'ail (m) Carotte (f) Chou-fleur (m) Chou (m) Broccoli (m) Poivron (m) Je voudrais... Les vêtements (m) Bleu/bleue Blanc/blanche Rouge Noir/noire Jaune Vert/verte Gris/grise Orange Rose Violet/violette Marron C'est... Jupe (f) Pantalon (m) Tee-shirt (m) Chemise (f) Pull (m)	Voice Qui est-ce? Moi Ma (f)/mon (m)/mes (pl) Frère Frère Soeur Mere Père Parents Grand-mère Grand-père Tante Oncle Cousin (m)/cousine (f) Niece Neveu Famille Chat (m) Chien (m) Lapin (m) Souris (f) Oiseau (m) Poisson (m) Serpent (m) Hamster (m) Tortue (f) Cochon d'Inde (m) Animal (m) Je n'ai pas d'animal As-tu...? J'ai... Lettre (f) L'alphabet (m) Maintenant je les connais; toutes les letters de l'alphabet Elle Il S'appelle Comment S'écrit Majuscule	Les saisons (f) Printemps 9m) Été (m) Automne (m) Hiver (m) janvier (m) fevrier (m) mars (m) avril (m) mai (m) juin (m) juillet (m) août (m) septembre (m) octobre (m) novembre (m) décembre (m) en quelle saison est...? en quelle saison sont...? Les mois (m) Météo (f) Quel temps fait-il? Il fait chaud Il fait froid Il fait nuageux Il fait du vent Il fait du brouillard Il pleut Il neige Il gèle Quel temps est prévu pour aujourd'hui? Aujourd'hui Quel temps fait-il dans le monde? Degrés Celsius l'Australie (f) l'Angleterre (f) le Canada le Kenya le Pays de Galles	Onze Douze Trize Quatorze Quinze Seize Vingt Trente Vingt-et-un Trente-et-un Fois Divisé par... C'est combien? Ça fait combien? lundi mardi mercredi jeudi vendredi samedi dimanche la semaine C'est quel jour? janvier (m) fevrier (m) mars (m) avril (m) mai (m) juin (m) juillet (m) août (m) septembre (m) octobre (m) novembre (m) décembre (m) année (f) mois (m) mon ton anniversaire la date	Quelle heure est-il? Il est...heures(s)/heure(s) et demie Je me lève Je mange mon petit déjeuner Je me brosse les dents Je vais à l'école Je mange mon déjeuner Je rentre chez moi Je regarde la télévision Je mange mon dîner Je fais mes devoirs Je me couche Qu'est-ce qui passe à la télévision? Il est...heures et quart Il; est...heures moins le quart La journée scolaire Le français La Géographie L'anglais (m) L'éducation physique (f) L'informatique (f) Les mathématiques La musique L'histoire Les sciences lundi mardi mercredi jeudi vendredi avant après est sont cinq dix quinze vingt vingt-cinq trente trente-cinq

	<p>Gris Orange Rose Violet Marron C'est... Une jupe Un pantalon Un tee-shirt Une chemise Un pull Un sweat Des chausseurs (f) Un short Des chaussettes (f) Une robe Un maillot de corps Un slip Qu'est-ce qu'il y a dans l'armoire Il y a... Des gants (m) Une écharpe Un manteau Un chapeau Un impermeable Des lunettes (f) Une montre Qu'est-ce que tu portes? Je porte...et...</p>	<p>Un sweat Des chausseurs (f) Short (m) Des chaussettes (f) Robe (f) Manteau (m) Cardigan (m) Echarpe (f) Avez-vous...? Oui, j'ai... Non, je n'ai pas... Magasin de chausseurs (m) Fromagerie (f) Boucherie (f) Boulangerie (f) Pâtisserie (f) Marché (m) Bijouterie (f) Magasin de jouets (m) Magasin de vêtements (m) Confiserie (f) Du pain (m) Gateau (m) Des saucisses (f) Sucette (f) Collier (m) Ballon de football (f) Paire de chaussures (f) Du fromage (f) Où puis-je acheter..? Vous pouvez au/a là Numbers 1-100 C'est combien? C'est... Voici votre monnaie Boîte de chocolats (f) Boucles d'oreilles (f) Bateau (m) Montre (f) Bonbons (f) Côtelettes (f) Bague (f)</p>	<p>Minuscule Maison (f) Appartement (m) Jardin (m) Entrée (f) Escalier (m) Salon (m) Salle à manger (f) Garage (m) Cuisine (f) Salle de bain (f) Genier (m) Sous-sol (m) Bureau (m)</p>	<p>l'Espagne (f) la Suisse le Luxembourg la Russie le Danemark la Belgique l'Argentine (f) le Brésil le Portugal la Chine le Mexique les vacances (f) la France vélo (m) train (m) bateau (m) cheval (m) bus (m) voiture (f) l'avion (m) pied (m) maman (f) papa (m) soeur (f) frère (m) papi (m) où comment avec Les sports (m) Gymnastique (f) Hockey (m) Lutte (f) Ski (m) Tennis (m) Football (m) Rugby (m) Natation (f) Équitation (f) Course à pied (f) Quel est ton sport préféré? Mon sport préféré est... Combien de personnes préfèrent? Les passe-temps (m) Skateboard (m) Lecture (f) Dessin (m) L'informatique (f) Télévision Danse (f) Qu'est-ce-que c'est? Tu aimes...? J'aime... J'adore Je n'aime pas... Je déteste</p>	<p>premier (m) quelle (f) fête (f) aujourd'hui calendrier (m) demain hier c'était ce sera était sera</p>	<p>quarante quarante-cinq cinquante cinquante-cinq soixante Combien de minutes? Il y a de à</p>
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### Links to Learning & Assessment Points

<p><b>What children will have learnt by the end of the topic</b></p> <p><b>All children should be able to:</b></p> <p><b>Most children will be able to :</b></p> <p><b>Some children will be able to :</b></p>	<ul style="list-style-type: none"> <li>Give and respond to simple classroom instructions appropriately</li> <li>Name parts of the body from a song</li> <li>Identify colours</li> <li>Name items of clothing</li> <li>Ask and answer questions using topic vocabulary</li> <li>Read and write simple words</li> <li>Say that <i>un/une</i> relate to masculine and feminine nouns</li> <li>Use dictionary to develop topic vocabulary further</li> </ul>	<ul style="list-style-type: none"> <li>Listen and respond to topic vocabulary</li> <li>Answer questions using topic vocabulary</li> <li>Take part in role play as a shopper/shopkeeper, speaking in French</li> <li>Greet and respond</li> <li>Choose the correct form when changing <i>le</i> to <i>du</i>; <i>la</i> to <i>de la</i> and <i>les</i> to <i>des</i></li> <li>Change adjectives to feminine when needed</li> <li>Use the appropriate form for 'at' (<i>au</i> or <i>à la</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Identify and introduce some of their relations</li> <li>Name some common pets</li> <li>Recognise some rooms in their home</li> <li>Consider whether nouns are masculine or feminine</li> <li>Make new sentences by substituting other vocabulary appropriately</li> <li>Use masculine/feminine articles and possessive pronouns</li> </ul>	<ul style="list-style-type: none"> <li>Listen and respond to topic vocabulary</li> <li>Answer questions orally using the topic vocabulary</li> <li>Write an answer in a sentence using the topic vocabulary</li> <li>Present ideas and information orally to a range of audience</li> <li>Choose the correct preposition: <i>en</i> for feminine countries, <i>au</i> for masculine countries</li> <li>Choose whether the mode of transport needs <i>en</i> or <i>à</i></li> <li>Use third plural conjugation of a verb</li> <li>Use the correct possessive adjective for a family members (<i>ma, mon</i> or <i>mes</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Say and order the days of the week</li> <li>Say and order the months of the year</li> <li>Count on from 11-31</li> <li>Say their own birthday</li> <li>Recognise how some larger numbers are made by combining words for smaller numbers</li> <li>Ask other people for their birthday</li> <li>Say today's date</li> <li>Identify the correct language for 'yesterday' and 'tomorrow'</li> <li>ask and answer questions about dates</li> <li>use simple past and present tenses</li> </ul>	<ul style="list-style-type: none"> <li>Say and write a sentence to tell the time (o'clock)</li> <li>Count in 5s to at least 30</li> <li>Understand and use the terms <i>avant</i> and <i>après</i></li> <li>Answer questions about a TV schedule</li> <li>Say and write a sentence to tell the time (o'clock and half past)</li> <li>Say and write a sentence to tell the time (o'clock, half past, quarter past and quarter to)</li> <li>Devise questions about a TV schedule</li> </ul>
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