

French Curriculum Coverage: Year 3

Expected Vocabulary. NC Objectives. Additional knowledge for prior learning for UKS2

	Curriculum Objective	Vocab
<p>Autumn One: Getting to Know You</p> <p>Lesson 1: Greetings - Hello!</p> <p>Lesson 2: Greetings – Goodbye!</p> <p>Lesson 3: What's Your Name?</p> <p>Lesson 4: How Are You Feeling?</p> <p>Lesson 5: Counting 0-10</p> <p>Lesson 6: How Old Are You?</p>	<p>Repeat modelled words. Listen and show understanding of single words through physical response. Repeat modelled short phrases. Listen and show understanding of short phrases through physical response.</p> <p>Recognise a familiar question and respond with a simple rehearsed response. Ask and answer a simple and familiar question with a response.</p> <p>Use familiar vocabulary to say a short sentence using a language scaffold.</p> <p>Identify individual sounds in words and pronounce accurately when modelled. Start to recognise the sound of some letter strings in familiar words and pronounce when modelled. Adapt intonation to ask questions or give instructions. Show awareness of accents, elisions and silent letters; begin to pronounce words accordingly.</p> <p>Name nouns and present a simple rehearsed statement to a partner. Present simple rehearsed statements about themselves, objects and people to a partner. Present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people.</p> <p>Say one or two short sentences that may contain an adjective to describe people, places, things and actions.</p> <p>Read and show understanding of familiar single words. Read and show understanding of simple phrases and sentences containing familiar words.</p>	<p>f = feminine m = masculine</p> <p>Bonjour [hello], bonsoir [good evening], bonne nuit [good night], salut [hi].</p> <p>Je m'appelle... [My name is...], Comment t'appelles-tu? [What's your name?], monsieur [Mr], madame [Mrs], mademoiselle [Miss].</p> <p>(Comment) ça va? [How are you doing?], Bien [good/fine], Très bien [very well], Comme ci, comme ça [not bad/ok], Ça ne va pas très bien [not very well], Ça va mal [bad/not well], Merci [thank you], Et toi? [and you?].</p> <p>Salut! [Bye! - informal], Au revoir [goodbye – more formal situations] in essence: 'to meet again', À bientôt [see you soon], À tout à l'heure [see you later], À demain [see you tomorrow], Bonne fin de semaine / Bon week-end [have a good weekend].</p> <p>Zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix. [zero-ten]</p> <p>Quel âge as-tu? [How old are you?], J'ai ... ans. [I'm ... years old.], an(s) [year(s)], Bon/ Joyeux anniversaire! [Happy birthday!].</p>

	<p>Use strategies for memorisation of vocabulary. Use context to predict the meaning of new words.</p> <p>Identify individual sounds in words and pronounce accurately when modelled. Start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled. Show awareness of accents, elisions and silent letters; begin to pronounce words accordingly.</p> <p>Name nouns and present a simple rehearsed statement to a partner. Present simple rehearsed statements about themselves, objects and people to a partner. Present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people.</p> <p>Write single familiar words from memory with understandable accuracy. Write familiar short phrases from memory with understandable accuracy.</p> <p>Copy simple familiar words to describe people, places, things and actions using a model.</p> <p>Listen and identify specific words in songs and rhymes and demonstrate understanding. Listen and identify specific phrases in songs and rhymes and demonstrate understanding.</p> <p>Join in with actions to accompany familiar songs, stories and rhymes. Join in with words of a song or storytelling.</p> <p>Name the first and second person singular subject pronouns; use the correct form of some regular and high frequency verbs in the present tense with first and second person.</p>	
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Autumn Two: All About Me	<p>Repeat modelled words.</p> <p>Listen and show understanding of single words through physical response.</p> <p>Repeat modelled short phrases.</p> <p>Listen and show understanding of short phrases through physical response.</p>	<p>Asseyez-vous [sit down], levez-vous [stand up], rangez vos chaises [put your chairs under], taisez-vous [be quiet], écoutez [listen], regardez [look], venez au tapis [come to the carpet], répétez [repeat], regardez-moi [look at me], allez-y [off you go], rangez vos affaires [tidy your things].</p>
Lesson 1: Classroom Instructions	<p>Recognise a familiar question and respond with a simple rehearsed response.</p> <p>Ask and answer a simple and familiar question with a response.</p>	
Lesson 2: My Body	<p>Express simple opinions such as likes, dislikes and preferences.</p>	<p>Voici [this is], mon corps [my body], la tête [head], les épaules [shoulders], les genoux [knees], les pieds [feet], les yeux [eyes], les oreilles [ears], la bouche [mouth], le nez [nose], oui [yes], non [no].</p>
Lesson 3: Actions	<p>Name objects and actions and may link words with a simple connective.</p> <p>Use familiar vocabulary to say a short sentence using a language scaffold.</p>	
Lesson 4: Colours	<p>Identify individual sounds in words and pronounce accurately when modelled.</p> <p>Start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled.</p>	<p>Les mains [hands], les pieds [feet], les bras [arms], tapez [clap/stamp], croisez [cross/ fold], marchez [walk/step], levez [raise], touchez [touch], courez [run], sautez [jump], posez [put down], prenez [pick up/take].</p>
Lesson 5: Clothes 1 - What's in Your Wardrobe?	<p>Show awareness of accents, elisions and silent letters; begin to pronounce words accordingly.</p>	
Lesson 6: Clothes 2 - What Are You Wearing?	<p>Name nouns and present a simple rehearsed statement to a partner.</p> <p>Present simple rehearsed statements about themselves, objects and people to a partner.</p> <p>Present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people.</p> <p>Say simple familiar words to describe people, places, things and actions using a model.</p> <p>Say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold.</p> <p>Say one or two short sentences that may contain an adjective to describe people, places, things and actions.</p> <p>Read and show understanding of familiar single words.</p> <p>Read and show understanding of simple phrases and sentences containing familiar words.</p>	<p>C'est de quelle couleur? [What colour is it?], bleu [blue], blanc [white], rouge [red], noir [black], jaune [yellow], vert [green], gris [grey], orange [orange], rose [pink], violet [purple], marron [chestnut brown], C'est... [It's...].</p> <p>une jupe [skirt], un pantalon [trousers], un tee-shirt[t-shirt], une chemise [shirt/blouse], un pull [jumper], un sweat [sweatshirt], des chaussures (f) [shoes], un short [shorts], des chaussettes (f) [socks], une robe [dress], un maillot de corps [vest], un slip [pants], Qu'est-ce qu'il y a dans l'armoire? [What's in the wardrobe?], Il y a... [There is/are...].</p> <p>Des gants (m) [gloves], une écharpe [scarf], un manteau [coat], un chapeau [hat], un imperméable [waterproof jacket], des lunettes (f) [glasses], une ceinture [belt], des</p>

	<p>Use strategies for memorisation of vocabulary. Use context to predict the meaning of new words. Begin to use a bilingual dictionary to find the meaning of individual words in French and English.</p> <p>Identify individual sounds in words and pronounce accurately when modelled. Start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled. Adapt intonation to ask a question. Show awareness of accents, elisions and silent letters; begin to pronounce words accordingly.</p> <p>Write single familiar words from memory with understandable accuracy.</p> <p>Copy simple familiar words to describe people, places, things and actions using a model. Write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold. Write one or two simple sentences that may contain an adjective to describe people, places, things and actions.</p> <p>Listen and identify specific words in songs and rhymes and demonstrate understanding.</p> <p>Join in with actions to accompany familiar songs, stories and rhymes. Join in with words of a song or storytelling.</p> <p>Show awareness of word classes – nouns, adjectives, verbs and connectives and be aware of similarities in English. Name the gender of nouns; name the indefinite and definite articles for both genders and use correctly; say how to make the plural form of nouns. Name the first and second person singular subject pronouns; use the correct form of some regular and high frequency verbs in the present tense with first and second person.</p>	<p>bottes (f) [boots], une montre [watch], Qu'est-ce que tu portes? [What are you wearing?], Je porte... [I'm wearing...], et [and].</p>
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<p>Spring One: Food Glorious Food</p> <p>Lesson 1: Types of Food</p> <p>Lesson 2: What Does the Dog Eat?</p> <p>Lesson 3: Talking About Food</p> <p>Lesson 4: Describing Food</p> <p>Lesson 5: When Did He Eat?</p> <p>Lesson 6: Likes and Dislikes.</p>	<p>Repeat modelled words. Repeat modelled short phrases. Listen and show understanding of short phrases through physical response.</p> <p>Recognise a familiar question and respond with a simple rehearsed response. Ask and answer a simple and familiar question with a response. Express simple opinions such as likes, dislikes and preferences. Ask and answer at least two simple and familiar questions with a response.</p> <p>Name objects and actions and may link words with a simple connective. Use familiar vocabulary to say a short sentence using a language scaffold.</p> <p>Start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled. Adapt intonation to ask a question. Show awareness of accents, elisions and silent letters; begin to pronounce words accordingly.</p> <p>Name nouns and present a simple rehearsed statement to a partner. Present simple rehearsed statements about themselves, objects and people to a partner. Present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people.</p> <p>Say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold. Say one or two short sentences that may contain an adjective to describe people, places, things and actions.</p> <p>Read and show understanding of simple phrases and sentences containing familiar words.</p> <p>Use context to predict the meaning of new words. Begin to use a bilingual dictionary to find the meaning of individual words in French and English.</p>	<p>Une pomme (f) [one apple], deux poires (f) [two pears], trois prunes (f) [three plums], quatre fraises (f) [four strawberries], cinq oranges (f) [five oranges], du gâteau (m) [some cake], une glace (f) [one ice cream], un cornichon (m) [one gherkin], un morceau de fromage (m) [a piece of cheese], du saucisson (m) [some salami], une sucette (f) [one lollipop], de la tarte aux cerises (f) [slice of cherry pie], une saucisse (f) [one sausage], une brioche (f) [one small brioche bun], de la pastèque (f) [some watermelon].</p> <p>Qu'est-ce que tu aimes ? What do you like? eau (f) savon (m) serviette (f) mousse (f) ouvrez open coupez cut lavez wash séchez dry Qu'est-ce qu'il mange? What does he eat? Il mange... He eats...</p> <p>j'ai faim I'm hungry je voudrais I would like s'il vous plaît please merci thank you voilà here you are il a très faim he's very hungry gourmand greedy</p> <p>dites = moi – tell me vert clair light green vert foncé dark green vert vif bright green grand/grande big petit/petite small une pomme trois prunes deux poires quatre oranges</p> <p>Determiners. le/la/les du/de la/ des</p>

	<p>Start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled.</p> <p>Adapt intonation to ask a question.</p> <p>Show awareness of accents, elisions and silent letters; begin to pronounce words accordingly.</p> <p>Write familiar short phrases from memory with understandable accuracy.</p> <p>Replace familiar vocabulary in short phrases written from memory to create new short phrases.</p> <p>Write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold.</p> <p>Join in with words of a song or storytelling.</p> <p>Show awareness of word classes – nouns, adjectives, verbs and connectives and be aware of similarities in English.</p> <p>Name the gender of nouns; name the indefinite and definite articles for both genders and use correctly; say how to make the plural form of nouns.</p> <p>Recognise and use partitive articles.</p> <p>Name the first and second person singular subject pronouns; use the correct form of some regular and high frequency verbs in the present tense with first and second person.</p> <p>Name the third person singular subject pronouns; use the present tense of some high frequency verbs in the third person singular.</p> <p>Use a simple negative form (ne... pas).</p> <p>Show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use.</p>	<p>À quelle heure ? At What Time?</p> <p>à une heure - à douze heures</p> <p>J'aime I like</p> <p>Je n'aime pas I don't like J'adore I love</p> <p>Je déteste I hate</p> <p>grand/ grande</p> <p>petit/ petite</p>
<p>Spring Two: Family and Friends</p> <p>Lesson 1: Meet My Family!</p>	<p>Repeat modelled words.</p> <p>Listen and show understanding of single words through physical response.</p> <p>Repeat modelled short phrases.</p> <p>Listen and show understanding of short phrases through physical response.</p>	<p>Qui est-ce ? Who's this? Voici... Here/this is...</p> <p>Here/these are... mon (m) / ma (f) / mes (pl)</p> <p>my père (m) father</p> <p>mère (f) mother</p>

<p>Lesson 2: Pet Vocabulary</p> <p>Lesson 3: Talking About Pets</p> <p>Lesson 4: Alphabet –How do you Spell...?</p> <p>Lesson 4: What's Your name?</p> <p>Lesson 5: How Do You Spell...?</p> <p>Lesson 6: My Home</p>	<p>Ask and answer a simple and familiar question with a response. Ask and answer at least two simple and familiar question with a response.</p> <p>Use familiar vocabulary to say a short sentence using a language scaffold.</p> <p>Identify individual sounds in words and pronounce accurately when modelled.</p> <p>Start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled. Adapt intonation to ask a question. Show awareness of accents, elisions and silent letters; begin to pronounce words accordingly.</p> <p>Name nouns and present a simple rehearsed statement to a partner. Present simple rehearsed statements about themselves, objects and people to a partner. Present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people.</p> <p>Say one or two short sentences that may contain an adjective to describe people, places, things and actions.</p> <p>Read and show understanding of familiar single words. Read and show understanding of simple phrases and sentences containing familiar words.</p> <p>Use strategies for memorisation of vocabulary. Use context to predict the meaning of new words</p> <p>Identify individual sounds in words and pronounce accurately when modelled. Start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled. Adapt intonation to ask a question. Show awareness of accents, elisions and silent letters; begin to pronounce words accordingly.</p>	<p>parents (pl) parents frère (m) brother sœur (f) sister grand-mère (f) grandmother grand-père (m) grandfather tante (f) aunt oncle (m) uncle cousin (m) cousin (male) cousine (f) cousin (female) neveu (m) nephew nièce (f) niece famille (f) family moi me J'ai un chien. I have a dog. Elle, il, s'appelle Comment s'appelle-t-elle ? What's her name? Voici ma sœur. Here is my sister. Ma sœur s'appelle Laura. My sister is called Laura.</p> <p>As-tu un animal? Do you have a pet? Je n'ai pas d'animal. I don't have a pet. J'ai un chien. I have a dog.</p> <p>un chien (m) un lapin (m) une souris (f) un poisson (m) une tortue (f) un chat (m) un serpent (m) un cochon d'Inde (m) un oiseau (m) un hamster (m) une maison (f) house un appartement (m) flat le jardin (m) garden le grenier (m) attic l'escalier (m) stairs la cuisine (f) kitchen la salle à manger (f) dining room le garage (m) garage le salon (m) lounge la chambre (f) bedroom la salle de bain (f) bathroom l'entrée (f) hall le sous-sol (m) basement le bureau (m) study</p>
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	<p>Write familiar short phrases from memory with understandable accuracy. Replace familiar vocabulary in short phrases written from memory to create new short phrases.</p> <p>Copy simple familiar words to describe people, places, things and actions using a model.</p> <p>Write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold.</p> <p>Listen and identify specific words in songs and rhymes and demonstrate understanding.</p> <p>Join in with words of a song or storytelling.</p> <p>Show awareness of word classes – nouns, adjectives, verbs and connectives and be aware of similarities in English.</p> <p>Name the gender of nouns; name the indefinite and definite articles for both genders and use correctly; say how to make the plural form of nouns.</p> <p>Name the first and second person singular subject pronouns; use the correct form of some regular and high frequency verbs in the present tense with first and second person.</p> <p>Name the third person singular subject pronouns; use the present tense of some high frequency verbs in the third person singular.</p> <p>Use a simple negative form (ne... pas).</p> <p>Recognise and use the first person possessive adjectives (mon, ma, mes).</p>	<p>chez moi my home Qu'est-ce que c'est ? What's this?</p> <p>Comment t'appelles-tu ? What is your name?</p> <p>Je m'appelle Salim. My name is Salim.</p> <p>Comment ça s'écrit ? How do you spell/write it?</p> <p>Ça s'écrit... It's spelt... majuscule (f) capital letter</p> <p>minuscule (f) lowercase letter</p> <p>Lettre (f) [letter], l'alphabet (m) [the alphabet]</p>
<p>Summer One: Our School</p> <p>Lesson 1: What's In The Classroom?</p> <p>Lesson 2: What's In Your Pencil Case?</p>	<p>Listen and show understanding of single words through physical response.</p> <p>Repeat modelled short phrases.</p> <p>Listen and show understanding of short phrases through physical response.</p> <p>Ask and answer a simple and familiar question with a response.</p> <p>Express simple opinions such as likes, dislikes and preferences.</p> <p>Name objects and actions and may link words with a simple connective.</p>	<p>voici [this is],</p> <p>la porte (f) [door],</p> <p>la fenêtre (f) [window],</p> <p>la chaise (f) [chair],</p> <p>la table (f) [table], l'ordinateur (m) [computer],</p> <p>le livre (m) [book],</p> <p>les lumières (f) [lights]</p>

<p>Lesson 3: School Subjects</p> <p>Lesson 4: PE Lesson</p> <p>Lesson 5: Around School</p> <p>Lesson 6: What Do You Like To Do?</p>	<p>Use familiar vocabulary to say a short sentence using a language scaffold. Speak about everyday activities and interests.</p> <p>Start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled. Adapt intonation to ask a question or give instructions. Show awareness of accents, elisions and silent letters; begin to pronounce words accordingly.</p> <p>Present simple rehearsed statements about themselves, objects and people to a partner.</p> <p>Say one or two short sentences that may contain an adjective to describe people, places, things and actions.</p> <p>Read and show understanding of familiar single words. Read and show understanding of simple phrases and sentences containing familiar words.</p> <p>Use strategies for memorisation of vocabulary. Make links with English or known language to work out the meaning of new words. Use context to predict the meaning of new words.</p> <p>Write single familiar words from memory with understandable accuracy. Replace familiar vocabulary in short phrases written from memory to create new short phrases.</p> <p>Write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold. Write one or two simple sentences that may contain an adjective to describe people, places, things and actions.</p> <p>Name the gender of nouns; name the indefinite and definite articles for both genders and use correctly; say how to make the plural form of nouns.</p>	<p>Voici la salle de classe [Here is the Classroom] Où est? [Where is?], Il/ Elle est là [It's there], Où sont? [Where are?], Ils/Elles sont là [They're there].</p> <p>Qu'est-ce qu'il y a [What is there?]</p> <p>Qu'est-ce qu'il y a dans ta trousse ?</p> <p>J'ai un /une dans ma trousse le/un crayon (m) [pencil], le/un stylo (f) [pen], le/ un crayon de couleur (m) [crayon], le/un taillecrayon (m) [pencil sharpener], la/une trousse (f) [pencil case], la/une gomme (f) [rubber], la/une règle (f) [ruler], Qu'est-ce qu'il y a dans ta trousse ? [What's in your Pencil Case?], J'ai... [I have...]</p> <p>les matières (f) [subjects], le français (m) [french], l'anglais (m) [english], les sciences (f) [science], les mathématiques (f) [mathematics], la musique (f) [music], l'éducation physique (f) [physical education], l'histoire (f) [history], la géographie (f) [geography], l'informatique (f) [IT], le dessin (m) [art], J'aime [I like], Je n'aime pas [I don't like].</p> <p>levez-vous [stand up], asseyez-vous [sit down], arrêtez [stop], marchez [walk], courez [run], sautez [jump], sautez à cloche-pied [hop], courez sur place [run on the spot], sautillez [skip]</p> <p>la salle de classe (f) [classroom], la cour de récréation (f) [playground], la bibliothèque (f) [library], la salle de musique (f) [music room], le terrain de jeu (m) [playing field], la grande salle (f) [hall], la salle d'informatique (f) [IT room], le bureau du directeur (m) [head teacher's office - male], le bureau de la directrice (m) [head</p>
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	<p>Name the first and second person singular subject pronouns; use the correct form of some regular and high frequency verbs in the present tense with first and second person.</p> <p>Name the third person singular subject pronouns; use the present tense of some high frequency verbs in the third person singular.</p> <p>Use a simple negative form (ne... pas).</p>	<p>teacher's office - female], la cantine (f) [dining hall], le bureau (m) [office], le couloir (m) [corridor], la salle des professeurs (f) [staff room], Où es-tu ? [Where are you?], Je suis dans... [I am in...], Je suis sur... [I am on...], Les endroits dans l'école [places around school].</p> <p>lire [to read], manger [to eat], courir [to run], chanter [to sing], marcher [to walk], jouer au foot [to play football], parler avec mes ami(e)s [to talk with my friends], travailler sur l'ordinateur [to work on the computer], jouer au basket [to play basketball], aider le professeur [to help the teacher], Qu'est-ce que tu aimes faire? [What do you like to do?]</p>
<p>Summer Two: Time</p> <p>Lesson 1: Counting 11-31</p> <p>Lesson 2: Days of the Week</p> <p>Lesson 3: Months of the Year</p> <p>Lesson 4: Mon Anniversaire</p> <p>Lesson 5: What's the Date Today?</p> <p>Lesson 6: Yesterday, Today, Tomorrow</p>	<p>Repeat modelled words.</p> <p>Listen and show understanding of single words through physical response.</p> <p>Ask and answer a simple and familiar question with a response.</p> <p>Ask and answer at least two simple and familiar question with a response.</p> <p>Use familiar vocabulary to say a short sentence using a language scaffold.</p> <p>Refer to recent experiences or future plans.</p> <p>Start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled.</p> <p>Adapt intonation to ask a question or give instructions.</p> <p>Present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people.</p> <p>Say one or two short sentences that may contain an adjective to describe people, places, things and actions.</p> <p>Read and show understanding of familiar single words.</p>	<p>Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, vingt-et-un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente, trente-et-un</p> <p>Janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre</p> <p>C'est quel jour ? What day is it?</p> <p>lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche</p> <p>Quelle est la date de ton anniversaire? When is your birthday?</p> <p>Mon anniversaire est le quinze mars. My birthday is the 15th of March.</p> <p>Joyeux anniversaire ! Happy Birthday!</p>

	<p>Use strategies for memorisation of vocabulary. Make links with English or known language to work out the meaning of new words.</p> <p>Start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled.</p> <p>Write single familiar words from memory with understandable accuracy. Write familiar short phrases from memory with understandable accuracy. Replace familiar vocabulary in short phrases written from memory to create new short phrases.</p> <p>Copy simple familiar words to describe people, places, things and actions using a model.</p> <p>Listen and identify specific words in songs and rhymes and demonstrate understanding.</p> <p>Join in with words of a song or storytelling.</p> <p>Name the third person singular subject pronouns; use the present tense of some high frequency verbs in the third person singular. Recognise and use the first person possessive adjectives (mon, ma, mes). Recognise a high frequency verb in the imperfect tense and in the simple future and use as a set phrase.</p>	<p>c'est= it is, c'était =it was ce sera = it will be</p> <p>Quelle est la date aujourd'hui ? Aujourd'hui, c'est mardi quatre juillet. Quelle était la date hier ? Hier, c'était lundi trois juillet. Quelle sera la date demain ? Demain, ce sera mercredi cinq juillet.</p> <p>la fête du travail Mardi gras la fête de Saint-Nicolas la fête des rois le quatorze juillet</p>
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