

MFL Curriculum



Happy Hearts, Open Minds, Bright Futures

Jesus promised: "I came that you may have life and have it to the full."

- John 10:10




Our Vision

Every child at Fladbury will know they are loved by God, have a **happy heart** and be part of a flourishing, well-led school. When they leave Fladbury, they will be well-prepared to meet challenges, confident in their abilities and look forward to their **bright future** with an **open mind**.

Our MFL Aims

At Fladbury, our MFL curriculum inspires our children to be curious to know more about a foreign language. Children's curiosity is sparked through engaging them in workshops, through drama, by taking trips and through interacting with others. Children at Fladbury will develop the skills required to ask questions, think critically and develop perspective and judgement. These enquiry skills will help our children understand how language has evolved and how languages have influenced our lives today through the words we use. Pupils will also develop their understanding of the languages and how different cultures have impacted each other over time. Through understanding the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, pupils will also develop their understanding of their own identity and challenges. Our curriculum is designed so that key, fundamental knowledge is often revisited, allowing deliberate opportunities for retrieval practice, therefore embedding key learning. Our MFL teaching and learning will pull on prior learning to draw similarities and differences between languages.



Happy Hearts	Open Minds	Bright Futures
		
<p>Through our MFL Curriculum, the lens of our Christian value of 'joy' and our vision statement 'happy heart', we will learn how to make a better future for ourselves and others by learning all about the French culture and language.</p> <p>We will develop a sense of belonging through sharing ideas and communicating knowledge with each other and those in our locality. Through team work, shared research and role play, children will connect with each other in a meaningful way.</p> <p>Our children will nurture an enjoyment of MFL through carefully planned and enthusiastically delivered learning opportunities thus, creating an intrinsic passion for a different language from their own language.</p>	<p>The MFL curriculum at Fladbury endeavours to expose our children to the French cultures and open their minds to different ways of enjoying learning a foreign language.</p> <p>Children will begin to understand the concepts of continuity and chance, cause and consequence as well as similarities and differences. This will equip the children with wisdom to use what they know to influence their decisions moving forwards.</p> <p>Children are encouraged to use their voices and have an opinion on MFL and how the language has developed through the ages that influence them and their world today. Through investigating, fact-finding, research and myth-busting children develop the wisdom to think critically and give their own opinions.</p> <p>The natural curiosity of children at Fladbury is encouraged and nurtured to allow children to have an open mind and make their own discoveries through a different language.</p>	<p>Through learning about MFL and the history of the language, children are given a sense of hope for their bright future and the impact that they could have upon it within their lifetimes.</p> <p>Children develop a perspective on language by placing their growing knowledge into different contexts and therefore being able to apply their knowledge moving forwards.</p> <p>Through learning, children begin to make connections between our language and the new language they are learning, they create their own bright futures by developing a strong moral compass and carry this throughout their lives.</p> <p>Children will be given the opportunity to widen their horizons by having an in-depth knowledge of the wider world through learning and repeating new words and phrases in French. Children will learn to be proud of their heritage and culture whilst embracing what another language can offer.</p>

Spirituality in MFL

Fladbury's definition of Spirituality is: Spirituality is about understanding that we are part of something bigger than ourselves. It's the connections and relationships we have with God, with others, with ourselves and with nature. It brings about a sense of awe and wonder and can lead to asking big questions about who we are and our place in God's world.

Pupils have some opportunities to reflect on religious beliefs and practices in different countries through units on Festivals, many of which are religious or religious in origin. MFL supports spiritual development by encouraging children to reflect on their lives and ask questions in French. Through MFL, we encourage children to relish and enjoy challenge and show resilience and persistence. MFL lessons develop self-confidence and self-esteem, encouraging children to respect themselves and others.

Intent

At Fladbury, we believe that French should be taught in a way that inspires our children to have a love of learning a new language alongside a deeper understanding of the English language. We want pupils to develop the confidence to communicate in French for practical purposes, using both written and spoken French. Through the learning of another language, we also aim to foster our children's curiosity about the world around them and the cultures of other people.

The four key language learning skills: listening, speaking, reading and writing will be taught and all necessary grammar will be covered in an age-appropriate way. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning.

The intent is that all pupils will develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. Learning a second language will also offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. The intention is that they will be working towards becoming life-long language learners.

Implementation

At Fladbury, we utilise the Mr French scheme of work for the teaching and learning of French.

The curriculum has been carefully mapped to ensure progression of skills and knowledge to be taught within a two-year cycle and how these skills develop to ensure that attainment targets are securely met.

Oak class will have access to a very high-quality foreign languages curriculum using the Mr French scheme of work and resources. This will progressively develop pupil skills in foreign languages through regularly taught and well-planned weekly lessons in French. Children will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes - building blocks of language into more complex, fluent and authentic language.

Impact

The Mr French scheme of work includes key learning objectives that are used to assess children's learning. These are used throughout each unit as ongoing teacher assessment. Additionally to this, we regularly recall prior learning through activities like quizzes to recall vocabulary or a reading and writing task to assess skills.

Pupils will continuously build on their previous knowledge as they progress in their foreign language learning journey. Previous language will be recycled, revised, recalled and consolidated whenever possible and appropriate.

Children will become confident in their abilities to have a go at speaking French with adults and peers.

The National Curriculum

Early Years

Although MFL is not a statutory subject within the Early Years and Key Stage One, children have the opportunity to learn about other cultures and languages through whole school events such as European day of Languages. Children in the Early Years and Key Stage One are also exposed to greetings in French and use these to greet adults and each other throughout the day and during registration.

Key Stage One

Key Stage Two

Pupils in KS2 should be taught to:

Listen attentively to spoken language and show understanding by joining in and responding.

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.

Read carefully and show understanding of words, phrases and simple writing.

Appreciate stories, songs, poems and rhymes in the language.

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 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.

Our Curriculum



Rationale

At Fladbury CE First School we use the 'Mr French' Scheme as part of Grammarsaurus. We chose to use this scheme because of its focus of the speaking and listening aspect of learning a new language. It has extensive lesson plans and powerpoints that have embedded voice files that help the children hear how the words should be pronounced. The scheme has been structured in a progressive way with topics building upon prior learning to establish a complete understanding of the French language in KS2.

Adaptive Teaching

Fladbury CE First School has a robust approach to adaptive teaching, ensuring that all children receive an education that responds to their strengths and needs. The use of scaffolding techniques allows teachers to break down complex concepts into manageable chunks, providing children with the support they need to work towards the same objectives as their peers. Visual resources such as word banks, diagrams and flash cards are often used in lessons to support all children to meet their learning objectives. Our school also embraces technology, utilising educational software such as Clickr and Widgit that engage children and provide opportunities for personalised learning. Additionally, active learning strategies, such as collaborative projects and hands-on activities, encourage children to engage with their lessons, fostering both peer interaction and critical thinking skills. Teachers ensure that children have access to practical concrete resources to further support their understanding and to give alternate ways of finding solutions to problems. Modelling is another critical strategy used by teachers, where they demonstrate thought processes and outline how they would complete a task to meet the learning objective. This allows children to observe and understand what they are working towards.

Through this multifaceted approach, Fladbury CE First School creates an inclusive learning environment where every child is supported in their educational journey, promoting not only academic success but also a lifelong love for learning.

Our Cycles of Learning

Cycle A	Autumn	Spring	Summer
Teme Year 3/4	France and its culture Greetings and name Classroom Instructions	Numbers 0-20 and age/ Birthdays Going to school Lunch at school Fruits and at the market	Colours Numbers 20-50 My Family
Severn Year 5/6	Review Y3 – Y4 Emotions Body parts	At the Doctors Countries and Cities Travel around the World	Nationality and languages Number 50-100 Euros

Cycle B	Autumn	Spring	Summer
Teme Year 3/4	Review Y3 Greetings and name Pets At home	In the Classroom School Subjects Sports and Hobbies	Play an instrument The weather and seasons
Severn Year 5/6	Review Y3 – Y5 The Time Daily Routine Physical Description	Personality Occupations/ professions Clothes and colours	Going shopping for clothes In the city and directions Snacks and drinks at the cafe

Reading

Teme Class

- Make links between some phoneme, rhymes and spellings and read aloud familiar words.
- Notice the spelling of familiar words.
- Recognise how sounds are represented in written form.
- Identify specific sounds, phonemes and words.
- Read and understand familiar words and short written phrases.
- Follow a short text.
- Read a wider range of words, phrases and sentences aloud.
- Apply phonic knowledge to decode text.
- Recognise and apply simple agreements (e.g. gender, plural, singular).
- Recognise negative statements.
- Recognise categories of words (e.g. colours) and word classes.

Assessment

Feedback given regarding correct pronunciation

Severn Class

- Read and understand short and simple texts using familiar language, already taught.
- Identify familiar words from a short, simple text and give a response (true or false, multiple choice, answer simple retrieval questions).
- Identify and note the main points and give a personal response.
- Use context to work out unfamiliar words.

Assessment

Summative reading assessment

Writing

Teme Class

Year 3

- Copy a single word correctly e.g. words for colours, animals
- Label items with a single word
- Choose the right words to complete a phrase.
- Choose the right words to complete a short sentence (cloze text)

Year 4

- Copy a short familiar phrase
- Write set phrases we use in class
- Write familiar words from memory using the approximate spelling.
- Write familiar words from memory using the approximate spelling.

Assessment

Teacher assessment and Children to use metaphorical thinking to self assess

Severn Class

Year 5

- Write 2-3 short sentences on a familiar topic
- Write simple opinions.
- Record simple conversations /dialogue.
- Write short phrases from memory and their spelling is readily understandable.
- Add in their own ideas and content away from the basic script.

Year 6

- Write what they like and dislike about a familiar topic.

J'aime...

J'adore...

Je deteste...

Je n'aime pas...

- Use short phrases to give a personal response and/or an opinion.

Je prefere...

Je voudrais...

- Write short phrases from memory and their spelling is readily understandable.

Assessment

Teacher assessment and Children to use metaphorical thinking to self assess

Speaking

Teme Class

Year 3

- Learn about France, French people, French customs, French culture and French speaking countries in the world
- Use simple greetings, greet people at the right time of the day, ask how people are feeling, Say how I am feeling
- Ask someone's name, Say my name
- Learn classroom instructions
- Count from 0-10, Count from 0 up to 20 in French
- Ask someone's age, say my age
- Vocabulary of Christmas
- Name the French colours, say my favourite colour, say which colours I like/ don't Like
- Count up to 50 in French, count up to 50 in French
- Understand and use numbers, 0-50 both in and out of sequence, use numbers up to 31
- Name months of the year
- Say my birthday, ask someone's birthday
- Say today's date, name days of the week, say the year, ask someone the date
- Use the days in a sentence
- Name members of my family, say if I have brothers and sisters, ask someone if they have brothers and sisters

Year 4

- Name the rooms in the house, say where people/animals are in the house
- Name a few transports, say how I go to school
- Name things and items in the classroom, describe what is in the classroom/ pencil case and how many items
- Ask for items in French
- Name things and items in the classroom, describe what is in the classroom/ pencil case and how many items
- Name food items
- Say what I eat at school, say what I like/ don't like eating at school
- Name the different school subjects
- Say what I like/love/don't like /hate, say what my favourite school subject is
- Name pets in French, say if I have pets, ask someone if they have pets
- Describe where I live (in a house/flat/ in the city/in the countryside/ at the sea side/ in the mountains), name the rooms in the house.
- Name sports, name hobbies, say what I like, love, don't like and hate, ask someone about their hobbies
- Ask someone about their favourite sport
- Name instruments, say if I play an instrument
- Name the different weather conditions, name the seasons, say the weather forecast, say the temperature
- Name fruit, ask for fruit at the market, say if I like/ dislike the fruit, name my favourite fruit

Assessment

Record speaking using audio/video/digital evidence of role play or activities

Severn Class

Year 5

- Name the different emotions according to gender (M/F)
- Say how I feel, ask someone how they feel, name the different body parts, describe a monster
- Say where it hurts using the body parts, name diseases, name remedies
- Say where I live (city + country), name and locate different cities in the world, name and locate different countries in the world.
- Say where I live (city + country)
- Name different French speaking countries around the world
- Name different transports
- Name the continents, say how I go to a country/city, say where I'm going.
- Name different nationalities according to gender (M/F)
- Say my nationality, say what language(s) I can speak
- Recognise flags
- Count up to 100 in French, say my phone number
- Recognise euros coins and notes, say a price, write a cheque
- Name some food items, say what I want to buy, say if I like/dislike food items
- Use numbers 0-100, learn how to say hundreds (200, 300, 400, 500 etc)
- Use grams, kilograms and litres
- Read a shopping list
- Know useful sentences at the supermarket

Year 6

- Understand times when they hear them, holding up a clock, pronounce times accurately
- Tell the time with minutes, understand times when they read them on a clock or text
- Understand and answer the question "Quelle heure est-il?"
- Name different activities during the day, say what I do everyday in chronological order, use the time
- Understand and say adjectives, understand the agreement of simple nouns and adjectives
- Use adjectives to describe yourself by saying "je suis..."
- Understand and use the genders
- Write your portrait by describing yourself with name, gender, age, hair colour/length, height, eye colour, glasses, listen to a description and understand it, describe myself and others (He/She)
- Name different items of clothing, recognise and use colour adjectives
- Understand the position of colour adjectives
- Add the feminine ending when appropriate in spoken and written form
- Describe what someone is wearing and the colour of the items of clothing
- Use phrases, ex: je/ il/elle porte un tee shirt jaune et une jupe rose
- Name places in the city, ask where places are, give directions to go somewhere
- Understand and follow directions given, describe a city
- Name items of food and drinks you can find on the menu, order food at a café
- Use numbers, money and useful sentences, name some occupations and professions.
- Say what people (family members) do as a job
- Read, understand and write a letter, read and write an address
- Write about myself and my family.

Assessment

Record using audio/video/digital evidence of role play or activities

Listening

Teme Class

Year 3

- Using “tu” in questions, using “je” in answers
- Questions using Comment... (Comment ça va ? / Comment tu t'appelles?)
- Using numbers 0-10, using numbers 0-20
- Using « oui/non, using I have (J'ai)
- Questions using Quel... (Quel âge as-tu ?)
- Questions using Comment... (Comment ça s'écrit?)
- Questions using Quelle... (Quelle couleur aimes-tu?/Quelle est ta couleur préférée?)
- Using like/dislike (J'aime/ Je n'aime pas)
- J'aime / Je n'aime pas + le + colour
- Questions using C'est... (C'est combien ?)
- Questions using Quelle... (Quelle est la date de ton anniversaire ?)
- Using the sentence Mon anniversaire est le (number) +(month).
- Using numbers and months in a sentence
- Questions using Quelle... (Quelle est la date aujourd'hui ?)
- Using the sentence Aujourd'hui nous sommes le (day)+ (number) + (month)+ (year).
- Using numbers, days and months in a sentence
- Using I have (J'ai), using “tu” in questions (As-tu des frères et soeurs?)

Year 4

- Using I have (J'ai), using “tu” in questions (As-tu des animaux ?)
- Using oui/non
- Gender of nouns (female/male)
- Using indefinite articles (un/une)
- Using numbers in a sentence, plural (adding an “s” or “x”)
- Question using Où... ? (Où habites-tu ? / Où est... ?), using verbs: I live (J'habite)
- Saying 'in' (dans, en, à la)
- Gender of nouns (female/male), using definite articles (le/la/les/l')
- Using verbs: I eat/ I drink (Je mange/Je bois)
- the partitive article (du / de la / de l' / des), plural (adding an “s”)
- Question using « Quelle/Quelles...(Quelle est ta matière préférée ?)
- Quelles matières aimes-tu ?)
- Using definite articles (le/la/les/l'), using I like/ I love/ I dislike/ I hate(J'aime/ J'adore/ Je n'aime pas/ Je déteste), J'aime + le/ la/les + school subject
- Using coordinating conjunctions (et/mais)
- J'aime + verb. / J'aime + le/ la/ l' + sport. Using coordinating conjunctions (et/mais)
- Question using Quel/Quels...(Quel est ton sport préféré ?/ Quels sports aimes-tu ?/ Quels sont tes loisirs ?)
- Question using “Tu” (tu joues d'un instrument?)
- Using “ Je joue + instrument.”
- Question using Quel ... (Quel temps fait-il aujourd'hui ? Quel temps fait-il à (city) ?)
- Using gender (un/ une). Using definite articles (les), using I like/ I love/ I dislike/ I hate (J'aime/ J'adore/ Je n'aime pas/ Je déteste) + “les” + (fruit)
- Question using Quel ... (Quel est ton fruit préféré ?)
- Question using Tu (tu aimes les (fruits) ?)

Assessment

Use questioning to assess listening skills

Severn Class

Year 5

- Je suis + adjectives (according to gender), Il/Elle est + adjectives
- Questions using Comment... (Comment tu te sens ?)
- Using numbers in a sentence, plural (adding an “s”)
- Gender of nouns (female/male/plural)
- Using indefinite articles(un/une/des), using definite articles (le/la/les/l') Il est + adjectives
- Il a + number + body parts
- J'ai mal + à la / au / aux + body part, J'ai + illness
- Using orders (prenez/ mettez/restez), saying 'in' (en, au, aux), J'habite + à/ en/ au/ aux + cities/countries
- Question using Où ... (Où habites-tu?)
- Où vas-tu en vacances ?), using « Je vais + à/ en/ au/ aux + city/country + à/en + transport.
- Questions using Quelle/Quel... (Quelle est ta nationalité ?/ Quel est ton numéro de téléphone?)
- Je suis + nationality (with correct gender)
- Using “je parle”
- Using numbers 1-100
- Question using Quel... (Quel est ton numéro de téléphone ?)
- Question using Combien... (Combien ça coûte ?/ c'est combien ?)
- J'ai + number + euros, J'achète + un/une/du/des + food
- J'aime / J'adore/ Je n'aime pas/, je déteste + le/les + food

Year 6

- Il est + number + heure(s), questions using Quelle... (Quelle heure est-il ?)
- Question using Qu'est-ce que... (Qu'est-ce que tu fais le matin / l'après-midi /le soir ?)
- Using different routine verbs with “I”
- Using time connectives (ensuite/ après/ et/ puis/ à/ vers)
- Question Tu es comment (physiquement) ? Tu es comment ?
- Using adjectives according to gender (M/F), using “tu”, “il”, “elle” in questions
- Using “je”, “il”, “elle” in answers
- Je suis /Il est/ Elle est + adjectives
- J'ai / Il a/ Elle a + les cheveux + adjectives, J'ai / Il a/ Elle a + les yeux + colours
- Je m'appelle/ Il s'appelle/ Elle s'appelle + Name
- Question using Qu'est-ce que... (Qu'est-ce que tu portes ?/Qu'est-ce qu'il/elle porte ?)
- Using the colours, Colours + different endings with gender
- Je/ Il/ Elle porte + un/une/des + clothes + colours
- Using clothes and adjectives of colours accordingly
- Question Où... ? (Où est (place) ?)
- Using indefinite articles (un/un), using “Il y a... / Il n'y a pas de... , negative using “ne...pas”
- Using connective words (et/mais)
- Using orders allez/ tournez
- Using numbers in a sentence, plural (adding an “s”), gender of nouns (female/male/plural)
- Using indefinite articles (un/une/des), je voudrais + un/une/des/ de l' + food/drink
- The partitive article (du / de la / de l' / des), use numbers and euros.
- Gender of nouns (female/male)
- Question Quelle... ? (Quelle profession voudrais-tu faire?), je voudrais être + (profession).
- Je suis + (profession). Mon père/Ma mère/ Il/Elle est + (profession).

Assessment

Use questioning to assess listening skills

Intercultural Understanding

- Learn about the different languages spoken by children in the school.
- Increase awareness of linguistic and cultural diversity.
- Locate country/countries where the language is spoken.
- Identify some of the countries where the language is spoken.
- Identify social conventions at home and in other cultures.
- Know some facts about one country, e.g. traditions/festivals/celebrations.

Key Vocabulary

Numbers			Greetings		Colours			Adjectives					
Zero	Douze	Vingt-quatre	Bonjour	Madame,	Rouge		Grand	Gentil					
Un	Trieze		Au revoir	mademoiselle	Bleu		Petit	rigolo					
Deux	Quatorze	Vingt-cinq	Ça va?		Blanc		Gros						
Trois	Quinze	Vingt-six	Ça		Noir		Long						
Quatre	Seize	Vingt-sept	va...bien		Jaune		Pointu						
Cinq	Dix-sept	Vingt-huit	Super		Vert		Enorme						
Six	Dix-huit	Vingt-neuf	Mal		Orange		Assez						
Sept	Dix-neuf	Trent	Comme ci		Rose		très						
Huit	Vingt	Trente-et-un	Comme		Violet		Grand						
Neuf	Vingt-et-un		ça		Marron		Peti						
Dix	Vingt-deux		Comment		Gris		Féroce						
Onze	Vingt-trois		t'appelles-tu?										
			Je										
			m'appelle										
			Monsieur										
Christmas Traditions			Santa and Gifts		Food			Easter					
Que'est-ce que c'est? Un bonhomme de neige Un chapeau Une écharpe Des gants Un manteaux Il fait froid Il neige À toi À moi			Un jeu Un livre Les vêtements Un dvd Un football Cher Je voudrais Papa Noël Joyeux Noel Une sapin		Les chips Le coca Les sucettes Le chocolat Les bonbons Le tomate Fromage L'oignon Le pain Une baguette Les Pommes de terre			La jambon Le poisson L'eau Le yaourt La glace Le gateau Les biscuits Les frites Les carottes Les petits-pois La salade Le sel		Un croissant Un pain au chocolat Un pain au raisin Un chocolat chaud Un jus d'orange Des œufs		Un oeuf de pâques Un lapin de pâques Un poussin Du chocolat Un bonnet de pâques Les agneaux Les oiseaux Les fleurs	

Body Parts		Classroom Commands		Questions		Days/ Months	
Une tête Un nez Des dents Des cheveux Des yeux Une bouche Des oreilles La jambe Le pied	Le genou La main Le bras Le ventre L'épaule	Ecoutez Regardez Asseyez-vous Levez-vous Répétez Silence! Venez ici Oui Non		Quel âge as-tu? J'ai – ans Ça va? Comment tu-t'appelles? Je m'appelle,		Lundi Mardi Mercredi Jeudi Vendredi Samedi Dimanche	Janvier Février Mars Avril Mai Juin Juillet Aout Septembre Octobre Novembre Décembre
Hobbies		Family		Pets		Farm animals	
Danser Nager Jouer au football Manger chez mcdonalds Pizza hut Lire Regarder la télé Aller au parc Nos passetemps Qu'est-ce que tu aimes faire tu aimes?		Le père Papa La mère Maman Le frère La soeur Le grand-père La grand-mère La petite fille Mon, ma	Il s'appelle Elle s'appelle As-tu des frères ou des soeurs?, Je n'ai/ j'ai pas	Le lapin Le chat La souris Un chien Un hamster Un poisson Un cochon d'inde Un oiseau		Une vache Un cochon Une poule Une chevre Un canard Un cygnet Un mouton	
Clothes		Weather		Shops		Miscellaneous	
Un pantalon Un short Une jupe Un pull Un T shirt Un chapeau Une chemise Des chaussures	Des chassettes Un sweat Une cravat Un maillot de bain Des lunettes de soleil	Il fait chaud Il fait beau Il fait froid Très Un peu		Il y a Un marché Un magasin Un supermarché Une post Une banque Un café Une mairi Un magasin de confection Une bijouterie Une boulangerie		Le La Les Un Une, Des Il est/elle est Mon Ma J'ai Je n'ai pas de	Et Aussi Verb: Avoir: j'ai and tu as. Par ici, par là