



Modern Foreign Language Policy

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**EQUALITY SCHEME
EQUALITY IMPACT ASSESSMENT FOR
MODERN FOREIGN LANGUAGE POLICY**

Staff / Committee involved in development:	Teaching and Learning Committee; Headteacher	
For use by:	Staff, Governors and Parent/Carers	
This policy relates to statutory guidance:		
Key related Farndon Policies:	Computing Policy Science Policy Teaching, Learning and Assessment Policy	
Equality Impact Assessment: Does this document impact on any of the following groups? If YES, state positive or negative impact, and complete an Equality Impact Assessment Form or action plan, and attach.		
Groups:	Yes/ No	Positive/Negative impact
Disability	No	
Race	No	
Gender	No	
Age	No	
Sexual Orientation	No	
Religious and Belief	No	
Gender Reassignment	No	
Marriage & Civil Partnership	No	
Pregnancy & Maternity	No	
Other	No	
Reviewed by	Teaching and Learning	

Statement of Intent

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. The 2014 National Curriculum for Modern Foreign Languages aims to ensure that all children:

- Understand and respond to spoken and written language from a variety of authentic sources.
- Are able to speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and that they are continually improving the accuracy of their pronunciation and intonation.
- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- Discover and develop an appreciation of a range of writing in the language studied.

A high-quality languages education should foster children's curiosity and deepen their understanding of the world. At Farndon Primary, we are committed to ensuring that teaching enables pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. We recognise that competence in another language enables children to interpret, create and exchange meaning within and across cultures.

At Farndon Primary we are committed to ensuring our MFL teaching provides the foundation for learning further languages, as well as the means to access international opportunities for study and work later in life. The teaching of French in Key Stage 2 provides an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at KS3.

Children develop a good level of substantive knowledge of phonics, vocabulary and grammar. They use their disciplinary knowledge to adapt and use language creatively and purposefully. They use a wide range of resources to develop their language knowledge and recognise that this knowledge is transferable whatever language they go on to learn.

Implementation

Children are introduced to French in the Juniors. Throughout the Key Stage, children receive a 30 minute lesson every week. This is supplemented through the use of spoken French in the classroom beyond the timetabled lesson, which includes the use of French to give basic instructions and refer to familiar objects in the classroom. This enables the children to develop early language acquisition skills that facilitate their understanding of the patterns of language and how these differ from, or are similar to, English.

Lessons across the Key Stages support the skills of speaking, listening, reading and writing:

- Teacher follow the Catherine Cheater programme when planning Mfl lessons.
- Children are taught to listen attentively to spoken language and respond, joining in with songs, rhymes and games.
- Children have an international link with a French school, with regular correspondence taking place. This supports the school's commitment to providing opportunities for children to communicate for practical purposes. The school was used by staff, who took part in training through the Erasmus programme.
- Children develop an appreciation of a variety of stories, songs, poems and rhymes in French that are delivered through the curriculum content.
- International Day of Languages enables the whole school to be immersed in the inclusion of the culture and use the language meaningfully in context.

Knowledge and skills in French are progressive from one Milestone to the next and are mapped across the school, in line with the Catherine Cheater scheme of work. Cross curricular links have been identified and the school's own context is considered as part of curriculum planning such as the French Community Café.

Impact

Our MFL curriculum ensures that children develop their knowledge of where different languages, including the range of home languages spoken by the families of the school, as well as French, are spoken in the world. Varied learning experiences, including 'International Day of Languages' also ensures that languages are celebrated throughout the school community whilst providing a context for language learning and develop the children's understanding of different cultures.

Innovative approaches to MFL have enabled the achievement of the British Council's 'International School Award' in the past, our school becoming a Global Lead school, participation in the Erasmus project and obtaining Rights Respecting School Level 1 award. Achievement in these awards was subject to external moderation of the school's evidence base.

Teaching and Learning

We recognise that language learning in its broadest sense has three core strands: oracy, literacy and intercultural understanding. We also recognise that children should be encouraged to apply their knowledge and that we should equip them with strategies for language learning that they can use in the future when studying another foreign language.

We use a variety of techniques to encourage the children to engage actively in the target language: these include games, role-play and songs (particularly action songs). We often use puppets and soft toys to demonstrate the foreign language and invite native speakers into the

classroom and listen to recordings, in order to expose the children to more than one voice in the foreign language.

We frequently use mime and pictures to accompany new vocabulary in the foreign language, as this teaches the language without the need for translation. We teach the four strands of speaking, listening, reading and writing and to understand basic grammar, including: feminine, masculine and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these to build sentences; and how these differ from or are similar to English.

We use a multi-sensory and kinaesthetic approach to teaching. Research has also shown that physical responses planned into lessons help to improve enjoyment, provide opportunities for reinforcement through actions, help memory through actions, increase confidence as movement and games can provide safe ways of speaking aloud and it helps learning through creating a positive atmosphere. We make the lessons as entertaining and enjoyable as possible, as we realise that this helps to foster a positive attitude in the children to the learning of modern foreign languages.

We build children's confidence through praise for any contribution that they make in the foreign language, however tentative. We allow for differentiation, with a range of strategies, which include:

- Providing resources and setting tasks of different complexities, matched to the ability of the child.
- Setting common tasks which are open-ended and can have a variety of responses.
- Providing speaking and writing frames to scaffold responses.
- Using a range of questioning.

Early Years and Key Stage 1

Although languages in the EYFS and KS1 are not statutory, a whole school approach is observed. The aims of learning a foreign language at Foundation Stage (and KS1) are the same for those at KS2:

- Foster an interest in learning another language.
- Introduce young learners to a different rich language environment in a way that is enjoyable and fun.
- Stimulate and encourage learners' curiosity about language.
- Encourage learners to be aware that language has structure and that structures differ from one language to another.
- Help learners to understand cultural differences in other countries.
- Develop their speaking and listening skills.

MFL provision in the EYFS complements the scheme of work for MFL at KS1 and KS2, which revisits previous learning, with an emphasis on speaking and listening and the use of songs and music. The approach supports the children with:

- The ability to identify sound
- The ability to mimic
- The willingness to engage and take risks

- Their enthusiasm and capacity for enjoyment
- The ability to develop confidence and positive attitudes to languages

Key Stage 2

The teaching of languages is based on the guidance material in the Key stage 2 Framework for Languages. Lessons and resources are also adapted from the Catherine Cheater scheme.

Children are taught to know and understand how to:

- Engage in conversations, express opinions and respond to those of others.
- Speak in sentences using familiar vocabulary, phrases and basic language structures.
- Present information and ideas orally to a range of audiences.
- Understand basic grammar including gender of nouns, definite and indefinite articles, singular and plural forms of noun, and conjugation of key verbs.
- Write words and phrases from memory.
- Use a dictionary.
- Adapt phrases to create new sentences describing people, places things and actions orally and in writing.
- Broaden their vocabulary and develop ability to understand new words that are introduced into familiar written material.
- Read carefully and show understanding of words, phrases and simple writing.
- Explore the patterns and sounds of language and link the spelling, sound and meaning of words.

Spiritual, moral, social and cultural development

Spiritual development:

Students are taught to accept and embrace other languages and cultures through the teaching of MFL. Pupils are encouraged to be empathetic to the cultures, beliefs and traditions of others and stereotypes are challenged where necessary.

Moral development:

Students are encouraged to show empathy and understanding to others and learn about right from wrong and the choices historical figures from French culture have made. Stereotypes and intolerance are challenged through the teaching of language and culture. The MFL schemes of learning identify and explore many moral issues in a global society context.

Social development:

Students are encouraged to work independently in lessons and proactively use the target language in classwork, whether through pair work, co-operative learning techniques or group work. Students are often differentiated in groups of varied abilities to encourage social interaction with others in the class with whom they may not usually interact. Students are encouraged to experiment with language and learn from their mistake. There is a supportive environment in MFL classes where mistakes are seen as learning opportunities, rather than as

failures. The students are encouraged to use each other as a learning tool and develop social strategies for dealing with confrontational situations or problems.

Cultural development:

Cultural development and cultural awareness are fundamental in language learning at Farndon. At all stages of MFL teaching and learning, cultural development is at the forefront of our success criteria. Exploration of language and culture is key to language learning, whether through lessons or school trips. Students are encouraged to embrace 'difference' at all stages of their linguistic development and accept ideas which may be 'alien' to them, as culturally significant. Students are encouraged to discuss and challenge stereotypes within a national and international context. Media and new technology are encouraged to explore students' interest in language and culture in all aspects of their learning.

Organisation

MFL is introduced to children at the beginning of EYFS, through language games and songs. In Reception, there is an emphasis on speaking and listening activities. Formal French lessons are not taught in KS1. In KS2, French is taught through weekly 30-minute lessons. The language is taught by the class teacher. For example, teachers are encouraged to write the date in French and class instructions can be given in French, to develop the children's vocabulary in context.

To further support the successful delivery of French, the subject leader attends regular training and participated in a French exchange programme through the Erasmus project – along with other staff. They disseminate good practice to staff throughout the school providing language and vocabulary, book lists and adapted resources. The subject leader is also responsible for ensuring that lesson plans from the Catherine Cheater scheme of work are successfully adapted. The school also celebrates the range of languages spoken by the children and their families across the school through 'Languages Day, which runs alongside the French curriculum. Children learn about where in the world each language is spoken, as well as learning key words in these languages. The children are then able to use vocabulary from each language in a range of situations, such as to greet each other and to respond to the register using the language of the month.

Planning and Resources

The school has adapted the Catherine Cheater scheme to provide teachers, at all levels of French, with a detailed plans for each lesson. This supports teacher confidence, as well as accuracy in the teaching of French. Progression knowledge organisers are also in place and known to staff, to ensure that knowledge and skills build from one Milestone to the next. It also includes the key words, phrases and grammar to be taught.

A number of audio and visual resources are also referenced in the planning and these can be accessed by all staff on the school's shared drive. Film clips of native French speakers using key phrases and vocabulary, ensure that children are provided with further effective models of the language. A number of related resources, including flashcards, audio and book CDs have also been added, allowing easy and constant access in all classrooms.

The school has established a link with a French language school in Carcassonne, which enables the continued promotion of intercultural understanding and further reading and writing skills through continued correspondence. Correspondence and project work is planned at regular intervals throughout the school year. The school also has a link with the local secondary school – Heber High that support the teaching of languages at Farndon Primary through the involvement in Languages Day. These sessions support the transition between KS2 and KS3 and provide consolidation and extension of learning, as well as promoting speaking and listening skills between the older and younger children.

Further resources for use with the interactive whiteboards are also referenced in each lesson plan. The software and internet sites signposted provide access to a model of French from native speakers and support the correct pronunciation. Children are also able to use technology to record songs and speaking and listening tasks (including role play) in French.

Assessment and Recording

The children are assessed continually throughout the year, with the teacher giving feedback orally, through marking and verbally. This process is supported by the end of KS2 statements in the National Curriculum 2014. These have been used to inform end of Milestone statements for Junior pupils.

Children review the communicated success criteria at the end of each lesson and their judgements are then verified by the teacher. This ongoing record is used to inform the end of KS2 summative assessment. Progress towards and achievement of the 4 key areas of oracy, reading, writing and culture is used to inform end of year reporting on MFL to parents. By the end of the year, children are expected to have achieved 90%+ of the Milestone objectives.

Monitoring

Monitoring takes place regularly through sampling children's work, and teacher planning, through a book scrutiny, lesson observations and pupil voice.

Equal Opportunities

At Farndon Primary we are committed to promoting equal opportunities irrespective of socioeconomic background, gender, disability and ethnicity in all areas of the curriculum. We believe all children should have access to and participation in the learning of languages and to be supported in this process.

Inclusion

At Farndon Primary, we teach a modern foreign language to all children. A modern foreign language forms part of the school's commitment to providing a broad and balanced education to all children. Through our modern foreign language teaching, we provide learning opportunities that enable all children to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Native French speakers themselves are considered an asset to French lessons and teachers ensure their full

involvement and engagement within lessons and the efforts and achievements of all children in the subject celebrated.

Roles and Responsibilities

The subject is led by Mr Andrew Bond. Each year time is set aside to review standards and monitor curriculum provision and ensure training and resources are up to date.

Role of Modern Foreign Languages Leader:

Recorded outcomes which link directly to speaking and listening tasks are recorded in children's books, which are monitored over the course of the year by the subject leader to ensure coverage. The coordination and planning of the MFL curriculum are the responsibility of the subject leader, who also:

- Supports colleagues in their teaching, by keeping them informed about current developments in MFL
- Writes a subject development plan, informed by the whole school development plan
- Observes and gives feedback to teachers on their teaching of French
- Attends specialist courses and ensures content is disseminated to staff

Role of the Head Teacher:

- To lead, manage and monitor the implementation of the scheme of learning.
- With the Modern Foreign Language leader and responsible governor, keep the governing body informed about the progress of the subject and the scheme of work.
- Ensure that Mfl remains a high-profile subject in the school's development work.

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Languages Teaching and Learning Pedagogy



The Four Cornerstones of Learning

FARNDON'S CORNERSTONES TO LEARNING

Setting the right culture: Habits and Routines

<i>Environment</i>	<i>Adults</i>	<i>Behaviour and Attitude</i>
<ul style="list-style-type: none"> Working walls reflect current learning in Maths and Literacy Celebrate Mistakes visually. Sticky Facts being learnt that term. Share with the pupils what a good one looks like (WAGOLL). Celebrate pupils' work from different areas of the curriculum. 	<ul style="list-style-type: none"> Welcome at the class door. Always be the adult and combine assertiveness with warmth. Model calm, controlled and caring behaviour. Be consistent with consequences, maintaining certainty over severity. At the point marking with verbal feedback (record VF). Feed forward using whole class feedback book. 	<ul style="list-style-type: none"> Reinforce 3 step processes: re-direct, challenge and correct. Constantly positively reinforce good behaviour and attitudes. Respond consistently to reward, set expectation and sanction. Promote good learning attitudes: work hard; push themselves; don't give up; concentrate.

Think <i>Fluency / Recall</i>	1	Begin each theme retrieving from memory what they already know. At the start of each session, revisit previous substantive knowledge taught through a quick oral recap. Read Knowledge Organiser for pre-learning.
	2	Start each session with a shared purpose . What new knowledge will they learn? Give pupils the knowledge needed for the task. New knowledge broken down step by step to avoid cognitive overload.
Learn <i>Understanding</i>	3	Teacher models. Use principle I do... We do... You do..... Show the skills and a WAGOLL . Use worked examples. Teacher models "how to think" like and linguist by thinking aloud their own thought processes (meta-cognitive modelling) and show how to plan, monitor and review thinking. This will help pupils to imagine and aspire to high standards in their own learning.
	4	Check for pupil understanding. Use techniques to involve all pupils such as cold calling and think; pair; share . Ask deeper questions using Q matrix and Bloom's matrix for enquiry type questioning. Encourage better responses – "Say it again but better."
	5	Provide scaffolds to either support pupils in their learning so that it is accessible, or to help them to effectively plan and organise it. Feedback should be understood, accepted and actionable. Verbal feedback should highlight success and specific areas to improve. Whole class feedback used to feed forward in the next lesson.
Explore <i>Quality of Performance</i>	6	Before independence, use guided practice and check pupils have a certain level of confidence. Gradually remove any scaffolds. Embed knowledge through independent practice . Once new knowledge is embedded, look to apply in writing phrases and sentences.

Evaluate <i>Recall</i>	7	Pupils encouraged to review their work. End each session with a review of the knowledge learnt that session using quizzing, elaborate interrogation or peer to peer assessment. At the end of each theme / unit, re-read, recall and check with knowledge organisers and complete fluent in five assessments which include substantive knowledge recall and reading a question and answer writing in French.
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Modern Foreign Languages Curriculum Milestone 3

We follow as a guidance the Catherine Cheater scheme. In red, are the grammar elements to the teaching. Words in green are feminine spellings of the word. In purple, are the responses given when speaking and listening. It is not the expectation to learn every word and phrase and remember it – we hope that at least 5 words in each word list are remembered in the long term memory.

Term	Key Words		Key Phrases	Essential Knowledge	Essential Skills taught over Milestone	
Aut 1	vache mouton brebis porc truie cheval jument poulets poulettes	l'elephant girafe crocodile lion lionne tigre tigresse rhinoceros singe guenon	chenil champ riviere arbre maison ferme dans sur	Ou est le chien Le chien est dans le chenil Ou sont les vaches? Les vaches sont dans le champ.	<p style="text-align: center;"><u>Lets go wild about wildlife</u></p> <ul style="list-style-type: none"> Introduce farm animals and wild animals Grammar: Plurals Grammar: Conjugate verb avoir and link to animals. Grammar: Prepositions recap – The dog is in the kennel 	<p style="text-align: center;"><u>Speaking and Listening</u></p> <ul style="list-style-type: none"> Hold a simple conversation with at least 4 exchanges Use knowledge of grammar to speak correctly Understand longer passages using familiar language Identify main points and some details in oral dialogue Be understood with little or no difficulty <p style="text-align: center;"><u>Reading</u></p> <ul style="list-style-type: none"> Understand a short story or factual text and note the main points Use the context to work
Spr 1	maison bungalow individuelle appartement jumelee grande petite	cuisine salon chambre salle de bains toilette garage	lit garde-robe canapé television cheminee four frigo placards	<p style="text-align: center;"><u>Home sweet home</u></p> <ul style="list-style-type: none"> Learn about rooms around the home. Items around the home. Say what you do in the different rooms 		
Sum1	jambe tete cou retour gorge bras	mauvais mauvaise fatigue fatigue malade pauvrement	Comment vous sentez-vous? Je me sens fatigüe. Qu est-ce qui ne va pas? J'ai mal a la jambe.	<p style="text-align: center;"><u>Time to see the doctor</u></p> <ul style="list-style-type: none"> Recap body parts and learn new parts Greetings recap and add how feeling Link to illnesses and say how 		

	mains pieds	mal a la tete la toux gorge irritee		feeling and what is wrong. <ul style="list-style-type: none"> Numbers to 100 and simple times; link to doctor's appointment 	out unfamiliar words <u>Writing</u> <ul style="list-style-type: none"> Write a paragraph of 4-5 sentences Substitute words and phrases Use dictionary / glossary to check words learnt. Use knowledge of grammar to enhance and change the meaning of phrases. 	
Aut 2	avion train voiture autobus taxi velo bateau	tournez a la gauche tournez a droite tout droit	heure et quart et demi moins le quart	A quelle heure part le bus? Le bus part a 4 heures et quart Ou est la gare? La gare est tout droit	<u>Planes, Trains and Automobiles</u> <ul style="list-style-type: none"> Learn words for transport Learn directions how to get from place to place. Telling time (link with timetables) 	
Spr 2	sauteuse pantalon T-shirt chaussettes des chaussures manteau veste jupe robe	magasins bouchers boucheres pharmacie supermarche boulangerie	Que veux-tu acheter? Je voudrais un pull	<u>Shopping Trip</u> <ul style="list-style-type: none"> Know the names of different shops Learn names of different clothes Design own outfit for occasions Shopping trip for clothes and gifts 		
Sum 2	temps ensoleillee nuageux nuageuse chaud chaude	vacances plage bain de soleil nager piscine voile	Ou vas tu en vacances? Je vais en France. Que faites-vous en vacances? Je vais nager.	<u>School's Out</u> <ul style="list-style-type: none"> Learn weather words and descriptions Holiday activities Link with holiday activities in France 		

- Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken.
- Describe, with interesting detail, some similarities and differences between countries

	du froid ventueux venteuse neige il pleut	ski camping bars restaurant			and communities where the language is spoken and this country.
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Modern Foreign Languages Curriculum Milestone 2


We follow as a guidance the Catherine Cheater scheme. In red, are the grammar elements to the teaching. Words in green are feminine spellings of the word. In purple, are the responses given when speaking and listening. It is not the expectation to learn every word and phrase and remember it – we hope that at least 5 words in each word list are remembered in the long term memory.

Term	Key Words			Key Phrases	Essential Knowledge	Essential Skills taught over Milestone
Aut 1	Bonjour Au revoir Salut Monsieur Madame Mademoiselle		triste content en colere derange mal pas mal comme ci comme ca	Comment t'appelles-tu? <i>Je m'appelle</i> Ca va? <i>Ca va bien</i> Comment vas-tu? <i>Je suis + feeling</i>	<u>Introduce Yourself</u> <ul style="list-style-type: none"> • Introduction to France (Carcassonne) • Pictures and Maps of country • Greetings: How are you? • Different feeling: happy / sad / • French alphabet • French Christmas card greetings 	<u>Speaking and Listening</u> <ul style="list-style-type: none"> • Name and describe people, a place and an object. • Have a short conversation, saying 3 to 4 things. • Give response using a short phrase. • Start to speak, using a full sentence. • Understand messages, instructions and dialogue
Spr 1	Number to 40 Lundi Mardi Mercredi Jeudi Vendredi Samedi Dimanche	Janvier Fevrier Mars Avril Mai Juin Anniversaire	Juillet Aout Septembre Octobre November Decembre	Quel age avez-vous? <i>J'ai neuf ans</i> C'est quand votre anniversaire? <i>Mon anniversaire est en juin.</i> Ou habitez-vous?	<u>Tell me more about yourself</u> <ul style="list-style-type: none"> • Numbers 1 to 40 • Days of the Week • Months of the Year • Birthdays / How old are you? • Where do you live? (link with Streetwise) 	

				J'habite a Farndon.		in short oral passages.
Sum 1	rouge bleue verte jaune orange violette noire blanche rose marron	yeux cheveux nez grande petite soeur frere	chien chienne chat chatte lapin lapine poisson cheval jument	A quoi ressemblez-vous? J'ai les cheveux noir. Je suis grande. Avez-Vous un animal de compagnie? J'ai un chien.	Amazing Me! <ul style="list-style-type: none"> • Colours (Tricolour song) • Body parts (song: head shoulders knees toes) • Details about yourself and details about your family (Brothers / sisters / parents) Grammar: masc/ fem for siblings • Pets 	<p>Reading</p> <ul style="list-style-type: none"> • Read and understand a short passage using familiar language • Explain the main points in a short passage • Read a passage independently • Use a bilingual dictionary or glossary to look up new words
Aut 2	billet train avion aeroport gare autobus station de bus	temps ensoleillee nuageux nuageuse chaud chaude du froid ventueux venteuse neige il pleut		Ou est la gare? Quel temps fait-il? Le temps est chaud.	We're all going on a summer holiday <ul style="list-style-type: none"> • Top 10 tourist attractions in France • Ask for tickets / information / directions to get to tourist attractions. • Simple weather: rain / sun / wind / snow • How the French celebrate Christmas and new year 	<p>Writing</p> <ul style="list-style-type: none"> • Write phrases from memory • Write 2-3 short sentences on a familiar topic • Write what they like/dislike about a familiar topic
Spr 2	voici sur sous dans devant à côté de	porte chaise fenetre table stylo crayon		Ou est le stylo ? Le stylo est sur la table. Ce qui est dans le sac ? C'est une balle	In the Classroom <ul style="list-style-type: none"> • French alphabet (recap for Yr 4) • Classroom Objects • GRAMMAR: combining colour adjectives – masc singular first then fem – note change • Prepositions linked to objects in room 	

	derrière	livre ordinateur les ciseaux		<ul style="list-style-type: none"> • Questions – what is in the bag? 	<p><u>Culture</u></p> <ul style="list-style-type: none"> • Give detailed accounts of the customs, history and culture of the countries where the language is spoken. • Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken.
Sum 2	football tennis le rugby athletisme le hockey croquet netball basketball billard	frites steak hamburger poulette pizza fromage tomate sandwich patates pain	<p>Qu est-ce que tu fais comme sport? Je joue au foot J'aime le tennis</p> <p>Que desirez-vous? Je voudrais du steak et des frites.</p>	<p><u>Healthy Lifestyles</u></p> <ul style="list-style-type: none"> • Look at different sports • Asked which sport like playing and answer • Learn names of different foods. • Order food in restaurants / café • Create own French menu • Grammar: Je fais and je joue je vais AND J'aime faire, J'aime jouer 	




Mfl Knowledge Organiser

Focus	French	Definitions	French	Definitions
<p>We're all going on a sunny holiday.</p> 	billet train avion aeroport gare autobus station de bus temps	ticket train plane airport station bus bus stop weather	ensoleillee nuageux nuageuse chaud chaude du froid ventuex venteuse neige il pleut	sunny cloudy cloudy hot hot cold windy windy snow it is raining

Conversational Phrases

Ou est la gare? Quel temps fait-il? Le temps est chaud.	Where is the station? What weather is it? The weather is hot.
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Fluent in Five: We're all going on a summer holiday

Match these pictures to the correct word.	
	<p>station de autobus</p>
	<p>aéroport</p>
	<p>gare</p>

What is the weather like today?

Le temps est chaud.

Can you say you would like 1 ticket? And remember your manners.