

Quel temps fait-il? (What's the weather like?)

1. What's the weather like?

Prior Knowledge: It is helpful if children already know the numbers 1-10; the months of the year; negative numbers; how to read simple scales and thermometers.

Objectives

Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.

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

Support

Allow children to play some of the games in pairs as appropriate.

Ensure children who are not confident in speaking can still participate in games by using a physical response.

Extension

Children make up a rap or song using the place names and weather phrases.

Main

Introduce the question *Quel temps fait-il?* and the weather phrases with pictures, flashcards and actions. Say a phrase and children do the action; you show a flashcard and children say the phrase and do the action.

Ask the children to listen carefully to the weather phrases and see if they can hear two that rhyme (*beau* and *chaud*).

Show children a map of France and neighbouring Belgium on which you have marked the following places. These have been chosen because they rhyme with weather phrases: Bordeaux (*beau*); Pau (*chaud*); Troyes (*froid*); Beauvais (*mauvais*); Le Mans (*vent*); Lisieux (*pleut*); Marseille (*soleil*); Bruxelles (*gèle*); Liège (*neige*).

ICT Opportunities: Maps can be found in the resource bank of the interactive whiteboard.

In pairs or small groups, give children a few minutes to see if they can work out what the weather is like in each place. Explain that the weather phrase rhymes with the town's name.

Do a clapping rhyme to practise asking and answering, e.g. *Quel temps fait-il à Bordeaux? A Bordeaux il fait beau.* and so on. Use a large map of France with key towns marked. Invite children to place appropriate weather symbols on the map.

ICT Opportunities: Use the drag and drop facility on the interactive whiteboard to encourage children to place appropriate weather symbols on the map.

Play *Montrez-moi*. Each child makes or is given a set of cards with weather symbols. On the instruction *Montrez-moi – il fait beau* for example, they find the correct card and hold it up.

Play *Trouvez l'image*. Invite two children to the front. Attach weather pictures or flashcards to the board within easy reach. Call out a weather phrase and children race to see who can touch the correct picture first. The winner stays at the board to have another turn.

Display all the words with the *au/eau* [o] sound on the board and ask children to tell you what they have in common. Give children a few moments to discuss in pairs and then invite children to highlight the *au* [o] sound in the different words, e.g. *beau*, *Pau*, *chaud*, *Bordeaux*, *mauvais*, *Beauvais*. What do children notice about the spelling of the [o] sound? Create a page in the class sound bank and add these words and any others children may be familiar with.

Play 'Pass the Phrase'. Organise children into teams of about six. Teams stand in lines. Whisper a different weather phrase to player 1 in each team. On the signal *un*, *deux*, *trois* player 1 traces the appropriate weather symbol on the back of player 2. The phrase is passed from back to back along the line. When the last player receives the phrase, the team sits down. When all teams are sitting down, ask player 6 from each team to say their phrase aloud.

Quel temps fait-il? (What's the weather like?)

1. What's the weather like?

<p>Grammar</p> <p><u>For teachers:</u></p> <p>Weather expressions – this lesson presents two ways of saying what the weather is like.</p> <p>The first uses the verb (it's snowing / raining / freezing – <i>il neige / pleut / gèle</i>) as in English.</p> <p>The second uses <i>faire</i> where in English we would use 'It is + adjective' (It is cold / hot / fine / bad / windy / sunny'). The structure uses the impersonal <i>il fait</i> + adjective or noun. The two nouns <i>vent</i> and <i>soleil</i> are preceded by <i>du</i>.</p> <p>Prepositions – Until now children have met <i>dans</i>, e.g. <i>dans la mer, dans la forêt</i> but <i>à</i> is always used with the name of a town or village to translate 'in'.</p>	<p>Grammar</p> <p><u>For children:</u></p> <p>Asking questions – remind children of the rising intonation in the question <i>Quel temps fait-il?</i></p>	<p>Phonics focus</p> <p><u>For teachers:</u></p> <p>[ɛ] ai – <i>fait, Beauvais, mauvais</i> [ɛj] eil – <i>soleil, Marseille</i></p> <p>[k] qu – <i>quel</i> [i] i – <i>Lisieux, il</i></p> <p>[z] s (pronounced as z) – <i>Lisieux</i> [ʃ] ch – <i>chaud</i></p> <p>[ɛ̃] en / an / em – <i>vent, Le Mans, temps</i></p> <p>[o] - <i>beau, Bordeaux, chaud, Pau, mauvais, Beauvais</i></p> <p>Silent final consonants – <i>temps, fait, Bordeaux, chaud, Troyes, froid, mauvais, Le Mans, vent, soleil, Bruxelles, pleut, Lisieux, Beauvais</i>,</p> <p>Note that the final –t in <i>fait</i> is sounded because it precedes the vowel at the beginning of <i>il</i>.</p>	<p>Phonics focus</p> <p><u>For children:</u></p> <p>[o] - <i>beau, Bordeaux, chaud, Pau, mauvais, Beauvais</i></p>
--	---	--	---

<p><u>Learning Outcomes</u></p> <p>Children can:</p> <ul style="list-style-type: none"> Repeat words and phrases spoken by someone Use mime and gesture to express what they mean Use physical response to show they understand 	<p><u>New National Curriculum Links</u></p> <p>Geography – Years 3 – 4</p> <p>Locate the world's countries, using maps to focus on Europe and North and South America and concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>
---	---

<p><u>Throughout the week:</u></p> <p>Every day, ask <i>Quel temps fait-il?</i> when you take the register and encourage children to respond using a variety of appropriate phrases. Ensure that this activity becomes part of the class daily routine.</p> <p>Phonic focus. Practise the key phonemes (<i>au</i> [o], <i>oi</i> [wa], <i>è</i> [ɛ], <i>eu</i> [ø]) by playing 'Phoneme Salad'. The children sit in a circle and each have a picture card showing a type of weather or an object. When you call out a sound, all the children with an item containing that sound swap places. As an extension, one child could be in the middle, trying to find a place. He/she chooses a sound to call out.</p>	<p><u>Resources</u></p> <ul style="list-style-type: none"> Flashcards, clothes and props, mini-flashcards for each child for <i>Montrez-moi</i> activity. Outline map of France and Belgium with labels for Bordeaux, Pau, Troyes, Liège, Beauvais, Lisieux, Le Mans, Bruxelles, Marseille, Beauvais Sets of mini weather symbol cards Text for weather rhyme <i>Quel temps fait-il à Bordeaux?</i> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: left;"> <p><i>Quel temps fait-il à Bordeaux?</i> <i>A Bordeaux, il fait beau.</i> <i>Quel temps fait-il à Pau?</i> <i>A Pau, il fait chaud.</i></p> </div> <div style="text-align: left;"> <p><i>Quel temps fait-il à Lisieux?</i> <i>A Lisieux, il pleut.</i> <i>Quel temps fait-il au Mans?*</i> <i>Au Mans, il fait du vent.</i></p> </div> </div>
<p><u>Teaching Tips</u></p> <ul style="list-style-type: none"> Revise key phonemes and allow children to practise identifying individual sounds. Give the children some counters, say a word and ask them to place a counter in front of them for every phoneme they hear. (Some children will need reminding that a phoneme is a single sound, made up of one or more letters). 	

Quel temps fait-il? (What's the weather like?)

1. What's the weather like?

<ul style="list-style-type: none"> Ask them <i>Il y a combien de phonèmes?</i> (How many phonemes are there?) Compare with <i>combien de syllabes</i> and <i>combien de lettres</i>. Words could include <i>mouton</i> (4 phonemes), <i>chapeau</i> (4) and <i>gants</i> (2). Although children will need to be confident with the pronunciation, it can be helpful for them to see the written form of the question <i>Quel temps fait-il?</i> as they often make a connection between the French word for weather (<i>temps</i>) and the English word 'temperature'. 	<div style="display: flex; justify-content: space-between;"> <div> <p><i>Quel temps fait-il à Troyes?</i> <i>A Troyes, il fait froid.</i> <i>Quel temps fait-il à Beauvais?</i> <i>A Beauvais, il fait mauvais</i></p> </div> <div> <p><i>Quel temps fait-il à Bruxelles?</i> <i>A Bruxelles, il gèle.</i> <i>Quel temps fait-il à Liège?</i> <i>A Liège, il neige.</i></p> </div> </div> <p>* Note that <i>à</i> + <i>Le Mans</i> becomes <i>au Mans</i></p> <ul style="list-style-type: none"> Drag and drop function on the interactive whiteboard Maps from the picture gallery/image resource back available with some interactive whiteboards
--	---

Le langage du prof	Teacher Language	Le langage des enfants	Children's Language
<i>Écoutez</i>	Listen	<i>il fait beau</i>	It's fine
<i>Répétez</i>	Repeat	<i>il fait chaud</i>	It's hot
<i>Quel temps fait-il ?</i>	What's the weather like?	<i>il fait froid</i>	It's cold
<i>Faites un geste</i>	Do an action	<i>il gèle</i>	It's freezing
<i>Montrez-moi</i>	Show me	<i>il pleut</i>	It's raining
<i>Trouvez l'image</i>	Find the image	<i>il neige</i>	It's snowing
<i>Passez la phrase</i>	Pass the sentence	<i>il fait du vent</i>	It's windy
<i>(A Bordeaux) il fait beau</i>	It's fine	<i>il fait du soleil</i>	It's sunny
<i>(A Pau) il fait chaud</i>	It's hot	<i>il fait mauvais</i>	It's bad weather
<i>(A Troyes) il fait froid</i>	It's cold		
<i>(A Bruxelles, il gèle</i>	It's freezing		
<i>(A Lisieux) il pleut</i>	It's raining		
<i>(A Liège) il neige</i>	It's snowing		
<i>(Au Le Mans) il fait du vent</i>	It's windy		
<i>(A Beauvais) Il fait mauvais</i>	It's bad weather		
<i>(A Marseille) il fait du soleil</i>	It's sunny		
<i>montrez-moi</i>	Show me		
<i>trouvez l'étiquette</i>	Find the label		
<i>Quel temps fait-il à ex. Bordeaux?</i>	What's the weather like e.g. in Bordeaux?		