

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

6. Weather reports

Prior Knowledge: It is helpful if children already know some dates, weather phrases and items of clothing.

<p><u>Objectives</u></p> <p>Present ideas and information orally to a range of audiences.</p> <p>Describe people, places, things and actions orally and in writing.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p>	<p><u>Support</u></p> <p>Ensure children who are not confident in speaking can still participate in a role-play by saying individual words or saying words in chorus.</p> <p><u>Extension</u></p> <p>Some children will be able to give additional appropriate types of weather, linking these using <i>et</i> or <i>mais</i>, e.g. <i>aujourd'hui il fait froid et la température fait 6 degrés mais il fait du soleil.</i></p>	<p><u>Main</u></p> <p>Divide the class into two teams. Give each team the same selection of number cards and word cards for days, months and <i>le</i>. Call out a date, e.g. <i>le lundi 5 juin</i>. Each team assembles the date as quickly as possible. The class read aloud the date.</p> <p>Organise the class into groups. Give each group a selection of cards as above, weather symbols and items or pictures of clothing. Read out a weather report, e.g. <i>Bonjour, je m'appelle Monsieur Brown. Nous sommes le mardi 22 avril. Voici la météo. Aujourd'hui il pleut et la température fait 12 degrés. Quand il pleut il te faut un parapluie.</i> Children assemble the correct date, weather symbol and clothing. They feed back their answers in French. Repeat with a different weather report.</p> <p>Children help to make a new weather report. They suggest the date, day, month, weather and clothing.</p> <p>In pairs or groups, children prepare their own reports. Each group produces a report appropriate to their level of confidence. Children who are not confident in speaking can participate by saying single words or by chorusing.</p> <p><u>ICT Opportunities:</u> Children work in groups or pairs to create a weather report for a French-speaking country. These are filmed and played to the class, who comment constructively on performances. Children who participate in this activity could save the clip onto their personal space on a learning platform to record and celebrate their achievement.</p> <p>For weather reports, use the interactive whiteboard as a backdrop and bring up map of France for children to refer to when doing their report.</p>	
<p><u>Grammar</u></p> <p><u>For teachers:</u></p> <p>(See Grammar for children)</p>	<p><u>Grammar</u></p> <p><u>For children:</u></p> <p>Saying the date – the number always precedes the month in French, e.g. <i>le 3 mai</i>. Remember that days and months do not need capital letters. Dates will be given as cardinal numbers, e.g. <i>le trois septembre</i> – ‘the 3rd of September’, with the exception of the ‘1st’ when the ordinal number is used <i>le premier octobre</i> – ‘the 1st of October’. When adding a day, unlike English, ‘the’ comes in front, e.g. <i>le lundi 5 novembre</i></p>	<p><u>Phonics focus</u></p> <p><u>For teachers:</u></p> <p>[o] au – <i>aujourd'hui, faut, chaud, beau, mauvais</i></p> <p>[ɛ] é – <i>météo, température, degrés, décembre, février, écharpe</i></p> <p>[ɑ̃] em – <i>température, décembre, novembre, septembre, en / an – quand, vendredi, janvier, vent, dimanche</i></p> <p>[i] i – <i>il, lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche, avril</i></p> <p>[ə] e – <i>me, te, degrés, le, mercredi</i></p> <p>[ɥi] ui – <i>aujourd'hui, juillet</i></p> <p>[ʃ] ch – <i>chapeau, dimanche, écharpe</i></p>	<p><u>Phonics focus</u></p> <p><u>For children:</u></p> <p>No specific focus.</p>

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<p><u>Learning Outcomes</u></p> <p>Children can:</p> <ul style="list-style-type: none"> Understand the main points of a report Give a weather report describing the day, date, weather and appropriate clothing 	<p><u>New National Curriculum Links</u></p> <p>Geography – Key Stage 1</p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Use basic geographical vocabulary to refer to key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, and weather</p>
<p><u>Throughout the week</u></p> <p>Each morning a pair or group of children give a weather report in French.</p>	<p><u>Resources</u></p> <ul style="list-style-type: none"> Date sentence cards Flashcards, clothes and props Mini-flashcards for each group for listening activity. Backgrounds and maps from the gallery or resource bank on the interactive whiteboard
<p><u>Teaching Tips</u></p> <ul style="list-style-type: none"> All phrases taught here are in the present tense, so “reports” rather than “forecasts” is the appropriate term. To say ‘Today is’, the French uses the construction <i>nous sommes</i> 	

<i>Le langage du prof</i>	Teacher Language	<i>Le langage des enfants</i>	Children's Language
<p><i>Bonjour, je m'appelle Monsieur Brown, nous sommes le mardi 22 avril. Voici la météo. Aujourd'hui il pleut. Il te faut un parapluie.</i></p> <p><i>lundi</i></p> <p><i>mardi</i></p> <p><i>mercredi</i></p> <p><i>jeudi</i></p> <p><i>vendredi</i></p> <p><i>samedi</i></p> <p><i>dimanche</i></p>	<p>Hello, my name is Mr. Brown, it's Tuesday 22nd April. Here is the weather. Today it is raining. You need an umbrella.</p> <p>Monday</p> <p>Tuesday</p> <p>Wednesday</p> <p>Thursday</p> <p>Friday</p> <p>Saturday</p> <p>Sunday</p>	<p><i>lundi</i></p> <p><i>mardi</i></p> <p><i>mercredi</i></p> <p><i>jeudi</i></p> <p><i>vendredi</i></p> <p><i>samedi</i></p> <p><i>dimanche</i></p> <p><i>janvier</i></p> <p><i>février</i></p>	<p>Monday</p> <p>Tuesday</p> <p>Wednesday</p> <p>Thursday</p> <p>Friday</p> <p>Saturday</p> <p>Sunday</p> <p>January</p> <p>February</p>

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<i>janvier</i>	January	<i>mars</i>	March
<i>février</i>	February	<i>avril</i>	April
<i>mars</i>	March	<i>mai</i>	May
<i>avril</i>	April	<i>juin</i>	June
<i>mai</i>	May	<i>juillet</i>	July
<i>juin</i>	June	<i>août</i>	August
<i>juillet</i>	July	<i>septembre</i>	September
<i>août</i>	August	<i>octobre</i>	October
<i>septembre</i>	September	<i>novembre</i>	November
<i>octobre</i>	October	<i>décembre</i>	December
<i>novembre</i>	November		
<i>décembre</i>	December		
<i>Il te faut</i> + clothing phrases from Session 5	Weather phrases from Session 1.	<i>Il te faut</i> + clothing phrases from Session 5.	Weather phrases from Session 1.

End of Unit Activities			
Objectives	Activities	Outcomes	Points to note
<ul style="list-style-type: none"> To apply the knowledge, skills and understanding in this unit 	<ul style="list-style-type: none"> Children work in groups or pairs to create a weather report for a French speaking country. These are filmed and played to the class who comment constructively on performances. Children who have participated in this activity could save the clip onto their personal space on a learning platform to record and celebrate their achievement. 	<ul style="list-style-type: none"> Give a weather report describing the day, date, weather and appropriate clothing 	<ul style="list-style-type: none"> Follow up: If the school has a French-speaking partner school, daily weather reports can be exchanged through e-mail or video conferencing.

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Le vent et le soleil

Un jour le vent dit au soleil : « Je suis plus fort que toi. »

« Non, » dit le soleil, « je suis plus fort que toi. »

« On verra » dit le vent. « Regarde l'homme là-bas ! »

Le soleil regarde.

« Oui, je vois l'homme, » dit le soleil.

« Je vais lui faire enlever son manteau, » dit le vent.

« Non, » dit le soleil. « C'est moi qui vais lui faire enlever son manteau. »

« On verra, » dit le vent. Le vent souffle, souffle et souffle.

« Brrr...il fait froid, » dit l'homme. Il serre son manteau. Mais il garde toujours son manteau.

Le vent souffle et souffle.

« Le vent est très fort, » dit l'homme. Il serre son manteau. Mais il garde toujours son manteau.

Le soleil brille et brille.

« Le soleil est très fort, » dit l'homme. Il déboutonne son manteau.

Le soleil brille et brille.

« Le soleil est très, très fort, » dit l'homme. « J'ai chaud ! » Et voilà - il enlève son manteau !

« Tu vois ! » dit le soleil. « Je suis le plus fort ! »

Le vent est très, très fâché.

The Wind and the Sun

One day the wind says to the sun, "I am stronger than you."

"No," says the sun, "I am stronger than you."

"We will see," says the wind. "Look at that man down there!"

The sun looks down.

"Yes, I can see the man," says the sun.

"I am going to make him take off his coat." says the wind.

"No," says the sun. "I am going to make him take off his coat."

"We will see," says the wind. The wind blows and blows and blows.

"Brrrr ... it's cold," says the man. He pulls his coat tight. But he keeps it on.

The wind blows and blows.

"The wind is very strong," says the man. He pulls his coat tight. But he keeps it on.

The sun shines and shines.

"The sun is very strong," says the man. He unbuttons his coat.

The sun shines and shines.

"The sun is very, very strong," says the man. "I'm hot!" And – he takes off his coat!

"You see!" says the sun. "I am the strongest!"

The wind is very, very cross.