

## Les quatre saisons (The four seasons)

### 2. Weather and seasons

**Prior Knowledge:** It is helpful if children already know some weather phrases.

#### Objectives

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

Understand basic grammar appropriate to the language being studied, such as (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.

#### Support

For the fifth activity, less confident children may need a word bank to create their sentences.

#### Extension

Encourage more confident children to use conjunctions to join their sentences in the fifth activity.

#### Main

Revise weather phrases in the present tense, e.g. *Il fait beau, Il fait chaud, Il pleut, Il neige*, using picture flashcards and props. (See Unit 12, Session 1 for ideas.)

ICT Opportunities: Simulate a weather forecast where children drag different symbols on to a map of France and describe what the weather is like in these areas.

Show children a map of France (or another francophone country) and display a text similar to the following: *L'hiver dernier, j'ai visité Paris. Il faisait très froid.* (Last winter, I visited Paris. It was very cold.) Read the sentence aloud and invite children to talk to a partner for a minute and discuss what they think it means. Are there any clues in the sentence to help them work out if the sentence is in the past, present or future? Take feedback and explain that you were talking about something that has already happened – something in the past. Highlight *dernier, J'ai visité* and *Il faisait* in purple.

Teach the weather phrases that use *faire* in the imperfect tense, e.g. *Il faisait beau / mauvais / chaud / froid / du vent / du soleil.* (It was good/bad/hot/cold/windy/sunnyweather.) Practise the phrases using mimes, pictures or flashcards.

Play Pelmanism as a whole class, using sets of picture cards and text cards showing the weather phrases above. There should be two sets of picture cards, one set on e.g. a purple background to indicate the past, and one set on e.g. a yellow background to indicate the present. There should also be two sets of word cards, one set displaying phrases in the present tense, e.g. *il fait beau*, and one set displaying phrases in the imperfect tense, e.g. *Il faisait beau*. The aim is to find the corresponding picture and text cards. For example, a picture of an icicle on a purple background would go with the text card *Il faisait froid*, while a picture of an icicle on a yellow background would go with the text card *Il fait froid*. This game could then be played in pairs, if appropriate.

Re-read the text: *L'hiver dernier, j'ai visité Paris. Il faisait très froid.* Draw attention to the silent *h* of *hiver*. Can children remember any other words with a silent *h*? (Remind them of the story of 'Jack and the Beanstalk' in Unit 6).

Underline the words *l'hiver, Paris* and *froid*. Invite children to suggest alternatives for these words and demonstrate on the board how these can be substituted to create a new meaning. Read the new sentences aloud. Children then work in pairs and, using text cards or mini-whiteboards, they build new sentences, substituting alternatives for the underlined words. Select several pairs of children to read out their sentences.

Children use a simple conjunction to extend their sentences, e.g. *et* (and), *où* (where), *mais* (but).

Children write the names of the seasons from memory. Help them by saying the words very slowly, so they can hear individual phonemes. Play *Essayez le tableau* (Wipe the Board) (see 'Teaching Tips').

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<p><b>Grammar</b></p> <p><u>For teachers:</u></p> <p>Perfect tense: The phrase <i>j'ai visité</i> (I visited) is in the perfect tense and is formed of the present tense of the verb <i>avoir</i> (<b>j'ai</b>) followed by the past participle of the verb <i>visiter</i> (<b>visité</b>).</p> <p>The perfect tense describes a completed action in the past – in this case 'I visited'.</p> <p>Imperfect tense: The phrase <i>Il faisait beau</i> (It was nice weather) is in the imperfect tense. In French, as in English, the imperfect tense is used to describe an action that continued over a sustained period of time. It is often translated as 'was (doing)'. It can also correspond to 'used to (do)' in English.</p> <p>The imperfect tense is distinctive in that, unlike the perfect tense, it consists of one word (no auxiliary verb) and the verb endings are always as follows: <i>-ais, -ais, -ait, -ions, -iez, -aient</i>.</p> <p>Pronunciation: In <i>en hiver</i>, the pronunciation of the <i>n</i> is quite emphatic (as in <i>en été</i> and <i>en automne</i>).</p>	<p><b>Grammar</b></p> <p><u>For children:</u></p> <p>(No specific focus)</p>	<p><b>Phonics focus</b></p> <p><u>For teachers:</u></p> <p>Silent <i>h</i> – <i>hiver</i></p> <p>Silent final consonant – <i>chaud, pleut, Paris, froid, mauvais, vent</i></p> <p>[ɛ] ai – <i>mauvais, faisait</i></p>	<p><b>Phonics focus</b></p> <p><u>For children:</u></p> <p>Silent <i>h</i> - <i>hiver</i></p>
<p><b><u>Throughout the week</u></b></p> <p>Talking about the weather using <i>Il fait</i> and <i>Il faisait</i> could become part of your everyday classroom routine. You could display a weather chart with the headings <i>Aujourd'hui</i> (today) and <i>Hier</i> (yesterday), which could be changed every day.</p>	<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• Picture flashcards or props for the weather</li> <li>• Map of France or another francophone country</li> <li>• Colour-coded text and picture cards for weather phrases</li> </ul>		

<p><b><u>Learning Outcomes</u></b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• Pick out detail from spoken sentences</li> <li>• Build sentences about an event in the past using text cards</li> </ul>	<p><b><u>New National Curriculum Links</u></b></p> <p><b>English</b></p> <p>Grammar and Punctuation <u>Terminology</u> – Year 2</p> <p>Pupils should learn to recognise and use the terminology for verb, <b>tense</b> (past, present), adjective, noun, suffix, apostrophe, comma through discussion and practice.</p> <p><u>Text Structure</u> – Year 2</p> <p>Use of the <b>continuous</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress</p> <p><u>Text Structure</u> – Year 3</p> <p>Use of the perfect form of verbs to mark relationships of time and cause</p>
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### **Teaching Tips**

- You can use whichever colours you like to refer to the different tenses but, to avoid confusion, it would be advisable to avoid colours that you have used previously to denote, e.g. gender differences.

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- To play *Essuyez le tableau* for practising the weather (the game could be adapted for other themes): write six numbered weather phrases on the board, three in the imperfect tense (*il faisait*) and three in the present tense (*il fait*). Read each phrase aloud and ask children to stand up if the sentence is in the past and to sit down (or remain seated) if it is in the present. Give children time to read and re-read the phrase. Roll a die and cover the phrase that matches the number on the die. A volunteer comes to the front to write the weather phrase on the board from memory. Reveal the covered phrase and check. If the phrase written from memory is correct, rub out the original phrase. The aim of the game is to rub out the six original phrases. Children can go on to play this in pairs, using mini-whiteboards. Those needing extra support could select the correct phrase from a selection of text cards, rather than writing it.
- Essuyez le tableau* also works well on an interactive whiteboard. Use an electronic die, if available, and shapes to hide the phrases. Some boards have handwriting recognition software that converts handwriting to text: this encourages children to form letters correctly in order to see whether the board 'recognises' their French.

<b>Le langage du prof</b>	<b>Teacher Language</b>	<b>Le langage des enfants</b>	<b>Children's Language</b>
<i>Quel temps fait-il ?</i>	What is the weather like?	<i>il fait chaud</i>	it is hot
<i>il fait chaud</i>	it is hot	<i>il fait mauvais</i>	it is bad
<i>il fait mauvais</i>	it is bad	<i>il fait beau</i>	it is fine
<i>il fait beau</i>	it is fine	<i>il fait du vent</i>	it is windy
<i>il fait du vent</i>	it is windy	<i>il fait froid</i>	it is cold
<i>il fait froid</i>	it is cold	<i>il pleut</i>	it is raining
<i>il pleut</i>	it is raining	<i>il neige</i>	it is snowing
<i>il neige</i>	it is snowing		
<i>l'hiver (m)</i>	winter	<i>l'hiver (m)</i>	winter
<i>le printemps</i>	spring	<i>le printemps</i>	spring
<i>l'été (m)</i>	summer	<i>l'été (m)</i>	summer
<i>l'automne (m)</i>	autumn	<i>l'automne (m)</i>	autumn
<i>(l'hiver) dernier</i>	last (winter)	<i>(l'hiver) dernier</i>	last (winter)
<i>j'ai visité</i>	I visited	<i>j'ai visité</i>	I visited
<i>Il faisait beau / mauvais / chaud / froid / du vent / du soleil.</i>	It was good/bad/hot/cold/windy/sunny weather.	<i>Il faisait beau / mauvais / chaud / froid / du vent / du soleil.</i>	It was good/bad/hot/cold/windy/sunny weather.
<i>ex. L'hiver dernier, j'ai visité Paris. Il faisait très froid.</i>	e.g. Last winter, I visited Paris. It was very cold.	<i>ex. (L'hiver) dernier, j'ai visité (Paris). Il faisait (très froid).</i>	e.g. Last (winter), I visited (Paris). It was (very cold).
		<i>et/où /mais</i>	and/where/but

## *Les quatre saisons* (The four seasons)

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<i>et/où /mais</i>	and/where/but		
<i>On va jouer un jeu de mémoire.</i>	We're going to play a memory game.		
<i>Essayez le tableau</i>	Wipe the Board		
<i>passé/présent/futur</i>	past/present/future		
<i>aujourd'hui</i>	today		
<i>hier</i>	yesterday		
<i>maintenant</i>	now		
<i>la semaine/ l'année dernière/prochaine</i>	last /next week/year		
<i>l'été prochain</i>	next summer		