

Notre monde (Our world)

4. What is the weather going to be like?

Prior Knowledge: It is helpful if children already know *Quel temps fait-il?*, some weather phrases and how to form the immediate future in English.

Objectives

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.

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

Less confident children may need a reference sheet to help them understand the difference between present and future.

Extension

More confident children can make their own guidelines or help sheets for less confident children to help them understand how to recognise plural nouns.

Main

Re-read the text from Session 3. Ask children to close their eyes and imagine the scenery at three different stages of the river's journey. Ask for suggestions (in English) as to the type of landscape they would expect to see and repeat these in French, e.g. a lake (*un lac*), a mountain (*une montagne*), the rainforest (*la forêt tropicale*), a desert (*un désert*), a valley (*une vallée*), a swamp (*un marais*), a waterfall (*une chute*), a town (*une ville*), the sea (*la mer*), the ocean (*l'océan*). For the purpose of this unit children will also need to know high plateaux (*les hauts plateaux*).

Display a pictorial map of the Congo River's journey, with concealed symbols showing some geographical features. Reveal the symbols and if they match children's suggestions say *Oui, il y a des montagnes*, etc. Encourage children to repeat each of the new vocabulary items after you.

Reveal all the symbols. Practise pronunciation of the vocabulary by playing a game, e.g. Noughts and Crosses.

ICT opportunities: Using a microphone and sound-editing software, record the children chanting the vocabulary. Loop this recording and play it while they are matching the words and symbols in a self-authoring package to practise pronunciation and sound spelling links.

Highlight and practise the sound *-gne*, as in *montagne*, *cygne* (see Unit 11), *campagne*, *Grand Bretagne*, *signe*, *ligne*.

ICT opportunities: Ask children to draw images of the *-gne* words and label them underlining the phoneme. Video the children showing their images and pronouncing the words correctly. Publish the finished clip on the class blog.

Read out the full text of the journey of the Congo (at the end of this unit). Point out that some of the nouns are plural. Ask children how they could identify this without seeing the written text, i.e. by hearing the word *les*. What do they remember about making simple plurals in French? Display the written words on the board and discuss.

Explain to children that they are explorers who will be leading a team to explore the Congo. They will need to compile a document for the rest of their team, explaining what they will encounter. This will include a weather forecast.

Revise weather phrases in the present tense (see Units 12 and 17), e.g. *Il fait chaud*, and show children how this changes to *Il va faire chaud* (It's going to be hot) if we are forecasting the weather. Display both sentences together and encourage children to discuss the differences in pairs and to make comparisons with English.

Show another example, e.g. *Il fait beau*, and how to change this if you are forecasting the weather. Challenge children to change the phrases *Il fait mauvais*, *Il fait froid* and *Il fait du vent* as if they were forecasting the weather. Check that they understand the meaning of these phrases. Tell them that the only exceptions to this pattern are *Il va pleuvoir* (It's going to rain) and *Il va neiger* (It's going to snow), and write all the new phrases on the board.

Introduce the question *Quel temps va-t-il faire?* Display different weather symbols. Point to each one in turn and ask the question. Children chorus the appropriate phrase. Children practise asking and answering the question in pairs.

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<p>Grammar</p> <p><u>For teachers:</u></p> <p>The ‘immediate future’ tense, formed by using <i>aller</i> with an infinitive, is known in French as <i>le futur proche</i> (the near future). This distinguishes it from <i>le futur simple</i> (the simple future) or what we usually just call the ‘future’ tense.</p> <p>For example:</p> <p><i>il va faire chaud</i> = it’s going to be hot (immediate future)</p> <p><i>il fera chaud</i> = it will be hot (simple future)</p> <p>Impersonal verbs:</p> <p><i>pleuvoir</i> and <i>neiger</i> are known as ‘impersonal’ verbs because they are only ever used in the <i>il</i> form:</p> <p><i>il pleut, il neige</i> = it’s raining, it’s snowing</p>	<p>Grammar</p> <p><u>For children:</u></p> <p>Draw children’s attention to the difference between the present and the future, e.g.</p> <p><i>il fait froid</i> = it’s cold</p> <p><i>il va faire froid</i> = it’s going to be cold</p> <p>Explain that they can apply the pattern <i>il va faire...</i> to other familiar weather expressions in order to talk about forecasts, e.g.</p> <p><i>il va faire beau</i></p> <p><i>il va faire chaud</i></p> <p>Point out that the following are slightly different:</p> <p><i>il pleut</i> = it’s raining ⇒</p> <p><i>il va pleuvoir</i> = it’s going to rain</p> <p><i>il neige</i> = it’s snowing ⇒</p> <p><i>il va neiger</i> = it’s going to snow</p>	<p>Phonics focus</p> <p><u>For teachers:</u></p> <p>[ɲ] gne – <i>montagne, campagne, Bretagne, ligne</i></p> <p>[e] é/er/ée – <i>vallées, l’océan, désert, neiger</i></p> <p>[ɛ] ais – <i>marais, neiger,</i></p> <p>[ə] ê – <i>forêt, vous êtes,</i></p>	<p>Phonics focus</p> <p><u>For children:</u></p> <p>[ɲ] gne – <i>montagne, campagne, Bretagne, ligne</i></p>
<p>Learning Outcomes</p> <p>Children can:</p> <ul style="list-style-type: none"> Understand and say some weather phrases in the immediate future tense Recognise and pronounce some geographical features Recognise the phoneme–grapheme correspondence -<i>gne</i> 		<p>New National Curriculum Links</p> <p>English: Y5/6 comprehension: understand what they read by checking that the [book] makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>Geography: describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	
<p>Throughout the week</p> <p>Children look up the daily weather forecast in a particular continent. This can be done by using a weather website to find out about the weather in five selected cities across the continent. They collate the information in a bar chart.</p> <p>Children post a daily weather report in the main entrance. This should contain the weather today and a</p>		<p>Resources</p> <ul style="list-style-type: none"> Text from Session 3 Pictorial map of the Congo River, with images of geographical features, on the interactive whiteboard 	

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forecast for tomorrow. Develop this into a class routine to last beyond the length of this unit.	<ul style="list-style-type: none"> Weather symbols Microphone Sound-editing software Video camera
Teaching Tips <ul style="list-style-type: none"> The notion of upper and lower course, i.e. that a river begins in the mountains or hills and flows down to the sea, could be explained in simple French, for example: <i>Normalement, la source d'un fleuve est dans les montagnes. Le fleuve descend à travers les vallées. Il se jette finalement dans la mer ou l'océan.</i> (Normally, the source of a river is in the mountains. The river flows down through the valleys. Finally it flows out into the sea.) There are some websites that show the weather around the world and how it is moving across the continents. With these sites you can also look at temperature charts. 	

<i>Le langage du prof</i>	Teacher Language	<i>Le langage des enfants</i>	Children's Language
<i>Oui, il y a...</i> <i>Normalement, la source d'un fleuve est dans les montagnes. Le fleuve descend à travers les vallées. Il se jette finalement dans la mer ou l'océan.</i> <i>la source</i> <i>un lac</i> <i>un marais</i> <i>un désert</i> <i>une chute</i> <i>une ville</i> <i>une montagne</i> <i>une forêt tropicale</i> <i>une vallée</i> <i>les hauts plateaux</i>	Yes, there is/are... Normally, the source of a river is in the mountains. The river flows down through the valleys. Finally it flows out into the sea. the source a lake a swamp a desert a waterfall a town a mountain a rainforest a valley high plateaux	<i>Il y a...</i> <i>la source</i> <i>un lac</i> <i>un marais</i> <i>un désert</i> <i>une chute</i> <i>une ville</i> <i>une montagne</i> <i>une forêt tropicale</i> <i>une vallée</i> <i>les hauts plateaux</i> <i>Quel temps va-t-il faire ?</i> <i>Il va faire beau / chaud / du vent / mauvais / froid</i> <i>Il va pleuvoir</i>	There is/are... the source a lake a swamp a desert a waterfall a town a mountain a rainforest a valley high plateaux What is the weather going to be like? It's going to be fine / hot / windy / bad / cold (weather). It's going to rain

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<i>Pour cette activité, vous êtes explorateurs.</i>	For this activity, you are explorers.	<i>Il va neiger</i>	It's going to snow
<i>Quel temps va-t-il faire ?</i>	What is the weather going to be like?		
<i>Il va faire beau / chaud / du vent / mauvais / froid</i>	It's going to be fine / hot / windy / bad / cold (weather).		
<i>Il va pleuvoir</i>	It's going to rain		
<i>Il va neiger</i>	It's going to snow		