# French Term 1 2024 - Years 5 and 6 - How do I describe the weather in French?

### Students will:

- Name weather conditions and seasons
- Name and locate the main cities in France
- Describe the forecast with weather conditions and temperatures
- Take part in a role play to present the weather forecast.

## Key Vocabulary:

À (City), il... (In (city), it...) La météo (The weather forecast) Il y a du soleil. (It is sunny.) **Paris** Il y a des nuages. (It is cloudy.) Rennes Il fait chaud. (It is hot.) Lille Il y a du vent. (It is windy.) Cherbourg Il fait froid. (It is cold.) Strasbourg Il pleut. (It is raining.) Toulouse Il neige. (It is snowing.) Lyon Il y a de l'orage. (It is stormy.) Dijon Il y a du brouillard. (It is foggy.) Bordeaux Marseille

Quel temps fait-il aujourd'hui ? (How is the weather today?)

Aujourd'hui... (Today...)

Il fait (number) degrés. (It is (number) degres.)

En été/automne/hiver, il ... (In summer/autumn/winter, it...)

Au printemps, il ... (In spring, it...)

Bonjour Mesdames et Messieurs. Voici la météo d'aujourd'hui pour (city), (city) et (city). (Hello ladies and gentlemen. Here is today's forecast for (city), (city) and (city).

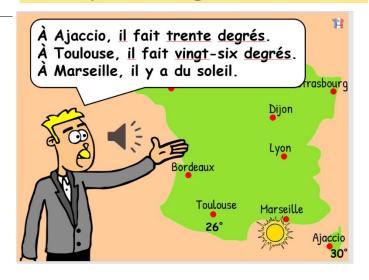
# Key questions to investigate

 What grammar rules do we need to understand and use to write a connected text describing the weather?

# Cultures of Thinking protocols Students will:

- explore 'How is this sentence like English?' and 'How is this sentence different to English?'
- use 'Give One, Get One' to share responses about weather in different parts of France and other French speaking countries

# Quel temps fait-il en hiver? (What's the weather like in winter?) En hiver... il fait froid. il y a du vent. il neige. il pleut. il y a des nuages.



### **Achievement Standard**

Students are working towards the following:

By the end of year 6, students:

- ask and answer questions in complete sentences in familiar contexts using appropriate pronunciation, intonation and non-verbal communication strategies
- gather and compare information from a range of texts
- identify key points and supporting details when reading and listening
- create connected texts using structured models and processes of drafting and re-drafting
- convey information in different formats to suit specific audiences and contexts
- use present tense verb forms, conjunctions and connectives, positive and negative statements and adverbs.