


Pages 26–27 Quel temps fait-il?


These pages present the key vocabulary and structures relating to the weather.

Present the question *Quel temps fait-il?* and the first four answers using *il fait* as illustrated by Filou in the Student's Book. When students have repeated them, provide further practice using **Flashcards 3.1–3.4** (quick responses; revealing only part of a picture; lining them up face down so students have to memorise their positions, etc.). The top half of **OHT 3.1** can also be used for consolidation. Then move on to the first activity.

1  **CD01 track 19**

Play the four pairs of question and answer, asking students to note the weather each time.

 Ask them to write their answers in English.

 The key words (*chaud, beau, froid, mauvais*) could be written in French.

Transcript

- a** – Quel temps fait-il?
– Il fait chaud.
- b** – Quel temps fait-il?
– Il fait beau.
- c** – Quel temps fait-il?
– Il fait froid.
- d** – Quel temps fait-il?
– Il fait mauvais.

● Now introduce the same expressions in the negative, using the flashcards. Write up *Il fait froid*, then insert the *ne* and the *pas* to remind them how the negative is formed. It is important to note (and is worth pointing out to students) that *Il ne fait pas froid* is by no means the same as *Il fait chaud*. On the contrary, these negative variants offer a simple way of increasing the range of comments students are able to make on the weather, without introducing any new vocabulary. Just as the English 'It's not bad' has an altogether different meaning from 'It's good', so the French *Il ne fait pas mauvais* or *Il ne fait pas chaud* allow students to express nuances between the obvious extremes.

2 Four phrases in the negative for students to put into English. Use these examples to underline the above point.

Answers

- a** It's not hot (i.e. it's chilly).
- b** It's not cold (i.e. it's quite mild).
- c** It's not fine (i.e. it's not very nice but it's not awful either).
- d** It's not bad (i.e. it's reasonable).

3  **CD01 track 20**

These four dialogues further illustrate the usefulness of negatives to express the gradations between fine and bad, hot and cold. Ask students to look at the four expressions a–d in Activity 2 as they listen to the recording. They should write down the letter that corresponds to the expression they hear in each dialogue. Play them again, asking them to repeat the French.


Transcript

- 1** – Il fait froid?
– Non, il ne fait pas froid.
- 2** – Quel temps fait-il à Bordeaux?
– Il ne fait pas beau.
- 3** – Il fait chaud à Collioure?
– Il fait beau mais ... non, il ne fait pas chaud.
- 4** – Quel temps fait-il aujourd'hui?
– Il ne fait pas mauvais. Allez, lève-toi!

Answers

1 b; **2** c; **3** a; **4** d.

4 Four pictures to match to descriptions that each include two of the weather adjectives.

 Students can begin by writing the English for each sentence.

Answers

1 b; **2** d; **3** a; **4** c.

Guide langue

This sets out the point about negatives, as well as the way *et* and *mais* can be used to take a description of the weather one step further. Students should now be ready to give their own answer to the question *Quel temps fait-il ici?*

● Next, introduce the four other weather expressions using the illustrations of Filou in the book. Draw students' attention to the fact that the expressions for rain and snow do not use *il fait* as the others do, but are verbs in their own right. Practise as before, using **Flashcards 3.5–3.8** for some rapid flashcard games, and using **OHT 3.1**.

FT 3.1 

A set of dominoes for students to cut up. Initially they can simply be asked to put them in sequence, with each picture next to the appropriate text. Then they can play dominoes with them, in groups of three or four, combining their sets; they take five dominoes each to start with and take turns to place one, picking up from a central pile each time they can't go.