

languages ICT

Using ICT effectively at Key Stage 4

Teaching about the weather in French

**Useful site: <http://videos.tf1.fr/video/emissions/la-meteo>
(researched March2008)**

This advice sheet focuses on the weather section on the website of the TF1 TV channel.

The weather section of TF1's site contains current videos of the weather in France and details of snowfall in winter time. There are also a number of weather report videos describing for example unseasonably warm conditions, storms and floods.

There are also weather reports to read including an area by area search facility.

The TF1 site contains a wealth of video and reading material on current news items, sport, music and TV programmes broadcast by TF1. With careful selection of material it may be possible to utilise some of these areas with GCSE groups but because of the speed of delivery and complexity of language much of the material is more suitable for advanced level students.

For teaching and learning

The video weather forecasts are best tackled as a full class activity with the teacher showing the forecast on the board. It is important for the teacher to watch the video in advance of the lesson to note down vocabulary items. Forecasts are at 1 pm and 8pm daily. The students will need help to understand the forecast, which could be exploited orally or by questions in English. The students will need to listen to the forecast several times and may need the teacher to point out and write up key vocabulary to aid comprehension.

The Pause button can be used on the video and the annotation feature of the interactive whiteboard used to illustrate key language. Rewind the video and allow students to listen again but with the benefit of the on-screen annotations.

It may be possible to use the interactive whiteboard software to take a snapshot of the screen when paused and then save the image as a resource to be used again for revision or consolidation of the topic-specific language or grammar.

Moreover, within weather forecasts there are key phrases and vocabulary which are repeated from forecast to forecast depending on the nature of the weather. These phrases should be noted by the teacher and students prepared. Initially, students might be asked to listen and identify these phrases as the forecast progresses before moving to further language activities.

Voice recordings of key phrases could be made by the teacher or Foreign Language Assistant and placed on the school network as a resource.

If the school has a partner or exchange school in France an interesting group project might be to take digital photos of weather conditions in the locality and prepare a weather diary using either presentation or slideshow software which allows the use of audio to run with

images. Students could record a weather commentary to match the images and then share the end product with their counterparts abroad.

The video reports of severe weather around the world could be watched with more able students even if the topic of weather was not being covered, particularly when there is dramatic news such as hurricanes.

Weather reports to read can be found on <http://meteo.tf1.fr/meteo-france>. These could be read by the students individually and comprehension questions could be set on them or a template could be filled in or a summary written.

Why this site was chosen

Basic weather expressions will have been covered in KS4 but the GCSE requires an understanding of weather broadcasts and written weather forecasts which will extend considerably what has been learnt previously. Radio broadcasts are possible as a resource but a video forecast is easier for students to follow because of the visual clues. New reports of severe weather conditions also sometimes feature in GCSE examinations and again, if authentic videos showing this type of weather can be watched, the topic is much more interesting and the vocabulary is more likely to be remembered.

About the 'Using ICT effectively at Key Stage 4' series

www.languages-ict.org.uk/technology/ks4.htm

This series of advice sheets deals with the effective use of ICT at Key Stage 4 for teachers of modern languages. The series focuses on online resources characterised by their richness and potential for stimulating teaching and learning languages, particularly French, German and Spanish, at Key Stage 4. It is hoped that the suggestions and ideas put forward in the sheets will be of use to teachers of other languages.

The sites were chosen as useful resources for teachers dealing with topic areas which, for various reasons, may be classed as 'hard to teach' at Key Stage 4.

The sites chosen are not presented in any way by CILT, ALL or Becta as unique or comprehensive and no responsibility is taken for any changes which may take place subsequent to this research.

The sheets were researched and written by a small team of consultants working on behalf of CILT, the National Centre for Languages.

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