Vous êtes d’où?

**Activities**

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<td>Familiarisation with masculine/feminine endings and extension of vocabulary.</td>
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1. Select at least a dozen names of major towns and cities from different countries and display them in front of the whole group to practise pronunciation and to extend vocabulary.

2. Learners each choose one of the towns as their home town and write it down without revealing it.

3. In pairs, Partner A has to guess Partner B’s nationality (according to the town chosen) then roles are reversed. Conversations start with *Vous êtes ... + nationality?*. Demonstrate how these conversations might develop with the following, reminding learners of the importance of correct endings.

   **Vous êtes anglais(e)?**
   **Vous êtes allemand(e)?**
   **Non je ne suis pas anglais(e).**
   **Oui, je suis allemand(e), je suis de Berlin.**
   **Vous êtes d’où?**
   **Je suis de Barcelone.**
   **Ah ... vous êtes espagnole!**
   **Oui, je suis espagnole.**

4. Learners circulate to find the nationality of three other people then report their findings back to their original partner, e.g.

   **John est anglais, de Londres.**

   Alternatively, each learner can be asked to give the nationality and home town of their original partner to the whole group.
2.2 Objectives
Practising questions relating to nationality and occupation, reinforcing gender endings.

Materials
Sets of role cards (provided), photocopied onto card. (You may prefer to make your own role cards to include occupations particularly relevant to your class.)

Preparations
Photocopy a set of role cards per group of four. (The activity also works with three or five people.)

1. Divide the class into groups and give each learner a role card. Ask them to assume that role and to imagine they are in a queue at a bus stop, the bus is late and they start chatting.

2. Allow a few minutes’ preparation time to think of questions they might ask.

3. As they start talking, encourage them to greet each other and to say goodbye in French.

4. A potential follow-up activity could be to ask them to write down a profile of their own 'identity' as Activity 2, page 20, and/or the 'identity' of one of the others in the group in the third person.

2.3 Objective
Revising numbers 0 to 10 and practising 11 to 20.

Materials
Paper.

1. Give each learner six small pieces of card or paper on which to write a number between 0 and 20 then to turn face down without showing the numbers.

2. In pairs, learners take turns to call out two numbers in French. If a number called out by A is on one of B's cards, it is turned over. The first to find all six numbers wins.