Où est la poste?

Activities

5.1 Asking where places are pages 44–45
5.2 Sustaining social conversations pages 46–47
5.3 Using numbers up to 20

5.1 Objectives

Practice of asking for/understanding information on where places are and how far away they are. Familiarity with the various forms of the definite article.

Materials

Sets of picture cards and cue cards (provided).

1. In groups, learners prepare with a pack of the picture cards, face down. In turn, they turn over a card and say what it represents, together with le, la, l' or les. Encourage them to correct each other if mistakes are made.

2. Groups separate into pairs. Give each pair a pack of picture cards and a pack of cue cards. If A turns over a picture of the post office and B turns over a cue card showing 'opposite the church' and 500 metres, the conversation should sound like:

   A  Pardon, monsieur/madame, où est la poste?
   B  En face de l'église.
   A  C'est loin?
   B  C'est à cinq cents mètres.
   A  Merci, monsieur/madame.

3. B then takes a picture card and roles are reversed.

5.2 Objectives

Sustained social conversation in French while practising verb endings in context.

Materials

'Find somebody who ...' lists (not provided).

1. Prepare for the activity by ensuring learners know the relevant verb endings. Introduce parler, tell them that, in French as in English, the names of languages are the same as nationalities. If you feel they can cope with more vocabulary, write four or five new languages on the board and ask them to guess the meaning and practise the sound.
2. Draw up a list similar to the one below, using your knowledge of the class to personalise it. You need one copy for each learner. If you make one of the categories impossible to find, it ensures the activity doesn't end before everyone has had the opportunity to ask plenty of questions!

Find somebody who ...
... lives in (local district or street)
... lives in town
... lives in a small village
... works in (local place)
... works in a bank
... doesn't work
... speaks German
... speaks Spanish

3. Ask learners to circulate, asking others one question at a time, with the aim of finding someone conforming to each criterion and making a note of their name.

4. At the end of the activity, the work can be consolidated by asking questions to the whole group, e.g.

**David habite en ville? Chris parle allemand?**