



## CD-ROM



- Audio track 6: 'Rime : la tête, les oreilles ...';
- Interactive activity 10: 'Clique, écoute et répète'.

### 'Le corps' (Photocopiable page 88)

- Give each child a sheet with the picture of Mathieu and ask them to draw in lines *in pencil* to link the labels to the correct parts of his body. You may feel you want to present the written form in conjunction with the spoken form before asking them to read it. But why not challenge them to see if they can work this out for themselves?
- The words are positioned to left and right so they can subsequently cover them over and test themselves at saying the name of the thing that each line leads to.
- This may be the first time they have seen the circumflex accent in *tête*. Point out that this, like the acute accent they met earlier, is a part of the spelling.

#### Methodology: *le, la and les*

- At some point you will need to confront the phenomenon of gender in French and the fact that every noun is either masculine or feminine.
- If you are following this sequence of lesson plans with absolute beginners, this is probably not the best point at which to draw attention to the grammar involved.
- If children notice it and ask about it, on the other hand, it would be wrong not to satisfy their curiosity with at least a brief explanation.
- The fact that the word for 'the' changes according to whether you are talking about one or more things is also different from English, though common to other European languages.