



The 'I spy' bag - (available from Am Stram Gram).

using two grammatical structures *qu'est-ce-qu'il y a* and *dans*. You also have a noun. Make sure the children know two out of the three elements so that the object of your teaching is isolated.

### Use rhythm and movement

A language is like a song, a set of words on music. Children will relate very well to beats and clapping. The initial association of beats with sounds will help the association of sounds with meanings. They also associate movement with words, so if you want to introduce *papillon* - butterfly - you can flap your arms three times saying PA-PI-LLON (the

double L is pronounced like a Y). When practising *papillon* during follow-up lessons, they will remember the word when they see you flapping your arms.

Nursery rhymes are often movement rhymes. Movement to a song will reinforce the meaning of the song and the vocabulary included in the sentences. Physically, it has great benefits for the children: movements to a song or rhyme are precise. They fit in within a tight pattern of words.

They are purposeful, leading to an end and, very often, the children ask for songs to be repeated in order to have the pleasure of repeating its movements.

I also recommend that stories should be mimed as much as possible. A favourite story in my classes is about a baby bear asleep on the grass.

Throughout the book, animals come and try to wake him up. The animals are bigger each time, from the tiny mouse to the large moose, making more and more noise as they try to wake up baby bear, but it is mummy bear who manages to wake him up by whispering. This story is a favourite year after year because each page provides opportunities for miming and ▶



Rosie enjoys the Magic Bag and handling the toy inside.