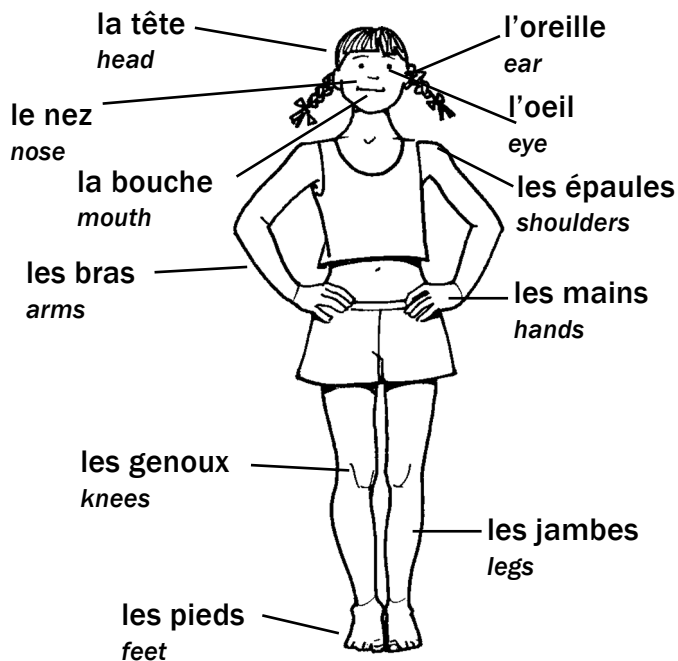


11. Parts of the body

Introduction

Ask the class if they know the song 'Head, shoulders, knees and toes'. Of course, they do! Sing the song together, using the actions. Let the pupils know that today they will learn the body parts and that, by the end of the lesson they will be able to sing this song in French.



Learning objective

To learn the names for different parts of the body in French.

Vocabulary

la tête	the head
l'épaule / les épaules	the shoulder(s)
le genou / les genoux	the knee(s)
le pied / les pieds	the foot/feet
l'oeil / les yeux	the eye(s)
l'oreille / les oreilles	the ear(s)
la bouche	the mouth
le nez	the nose
Où est ... ?	Where is...?
Où sont ... ?	Where are...?
Touchez ...	Touch...
Montrez-moi ...	Show me...
J'ai mal à la/l'/ au/aux ...	My ... hurt(s)
un bec	a beak

In the downloadable files

PPT (FFKS-11-PP.pptx) includes:

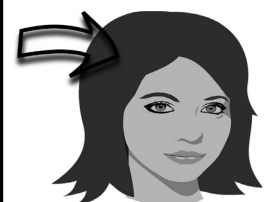
- parts of the body with pictures only (slides 3–10)
- parts of the body with words and pictures (slides 11–18)

Additional resources needed

Flashcards from the PPT (slides 3–18)
Small flashcards pictures of different parts of the body (pages 99–100)
Plaster cards (page 100: one plaster per team)
Puppets
Adhesive putty

Activities

1. Show the class the slides on the PPT with pictures only (slides 3–10) or big flashcards and ask which part of the body is in the picture. Make sure the cards are in the song order: head, shoulders, knees, feet (toes), eyes, ear, mouth and nose, and practise them in this order for the whole lesson. This will help children memorise the song easily at the end of the lesson.
2. Call out the body parts in French, using PPT (slides 3–10) or the big flashcards with pictures only initially. When practising '*pieds*' explain that the French song is a slightly different version to the English, in that



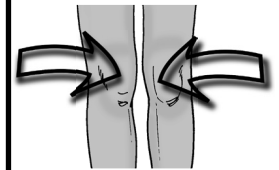
la tête

they use 'feet' in their song instead of toes. Introduce the spellings now and remind the pupils to repeat exactly what they hear.

3. Ask the pupils to stand up, repeat and touch that part of the body. Always model this type of activity: *la tête, les épaules, les genoux*, etc.
4. Show the flashcards of the different parts of the body and ask the class to watch and listen carefully. Call out each part of the body a few times. Alternate showing the class the pictures and pointing at/ touching that part of your body. Ask the pupils to touch the correct part of the body when you say *Touchez* (touch) *le nez, les oreilles, les genoux*, etc.
5. Get one of your puppets to be your helper. Invite the pupils to the front to show on your puppet where that part of the body is when you ask *Où est la tête ? Où sont les pieds ? Où sont les yeux ? Où est la bouche ?*
6. Using the PPT presentation, call out the body parts again and ask the class to repeat. It is time to introduce the song. The pupils will stand up and will repeat after the teacher, touching the correct part of the body. Remember to do this in the same order as in the song.
7. If you have a good voice, sing the French song for the class. After they have listened to the song, ask the pupils to stand up and join in with actions and singing.
Alternatively, click on the link on slide 21 of the PPT to help you:
<https://www.youtube.com/watch?v=pgXXTWKjk-Q>
8. Play a 'Simon says' game – *Jacques a dit*. The pupils need to stand up. The teacher says *Jacques a dit touchez le nez/les yeux/les genoux*, etc. If they touch the wrong part of the body, they have to sit down.
9. Chinese whispers – one of the games the pupils will always ask you to play in your lesson. Sit the pupils in a circle, trying to have two more confident students next to each other: one to start the game and one to finish, calling out loud that part of the body. Show them again the flashcards/ PPT slides and ask the child starting the game to choose one word that he/she will whisper to the person sitting next to them. The last child in the circle will call out loud that word. If it is the correct



les épaules



les genoux



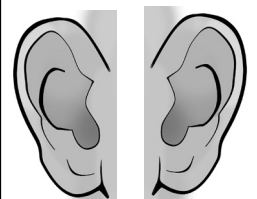
les pieds



les yeux



la bouche



les oreilles



le nez

one, they can play one more time (choose two different children to start and finish the game).

10. After returning to their carpet/ home spaces, practise the names for the parts of the body again using either the flashcards or the PPT presentation. Freeze on slide 19 and explain that the boy in the picture needs 'help'. Divide the class in small teams of 4–5 pupils. Hand out the flashcards of the plaster (page 100) explaining that *j'ai mal* means it hurts. When the teacher says *J'ai mal à la ... / à l'... / au .../ aux ...* (+ a part on the body), the teams will have 10 seconds to discuss which part on the body that is. One person in each team must come to the front of the class and stick the plaster (using adhesive putty) on the correct part of the body.
11. Cards above the head game. Invite a more confident child to come to the front of the class to start the game. Bring a chair, so he/she can sit down. The teacher holds a card (use the flashcards without spelling) above the child's head and asks three times. *C'est quoi ?* (What is this?) Without looking, the child will try to guess the part of the body which is in the picture. The rest of the class can help only by saying *oui*, if the pupil guessing is right or *non*, if the child is wrong.
12. Use slide 20 of the PPT or use the flashcards with pictures only. Call out the names of the parts of the body again, pointing to that part as you go. Ask the children to work with a partner. One child calls out a part of the body, his/her partner points at it then they swap around. Give this activity a good five minutes, as it is a great opportunity for you to walk around and model pronunciation and support less confident pupils or just 'take the pulse' of the lesson.

Extension A

To finish the lesson on an energetic note, play and sing along to the song again
"Tête, épaules, genoux et pied".

Click on the link in the PPT (slide 21):

<https://www.youtube.com/watch?v=pgXXTWKjk-Q>

Extension B

"Alouette, gentille alouette".

This is a song the pupils will absolutely love!

Explain that "*alouette*" is a bird, so it is not going to have "*une bouche*", but "*un bec*" (a beak).

After watching the video and listening to the song, play it one more time. The children can join in singing and pointing at different body parts. It's great fun!

Click on the link in the PPT (slide 22):

https://www.youtube.com/watch?v=L_hFw_cWg9U