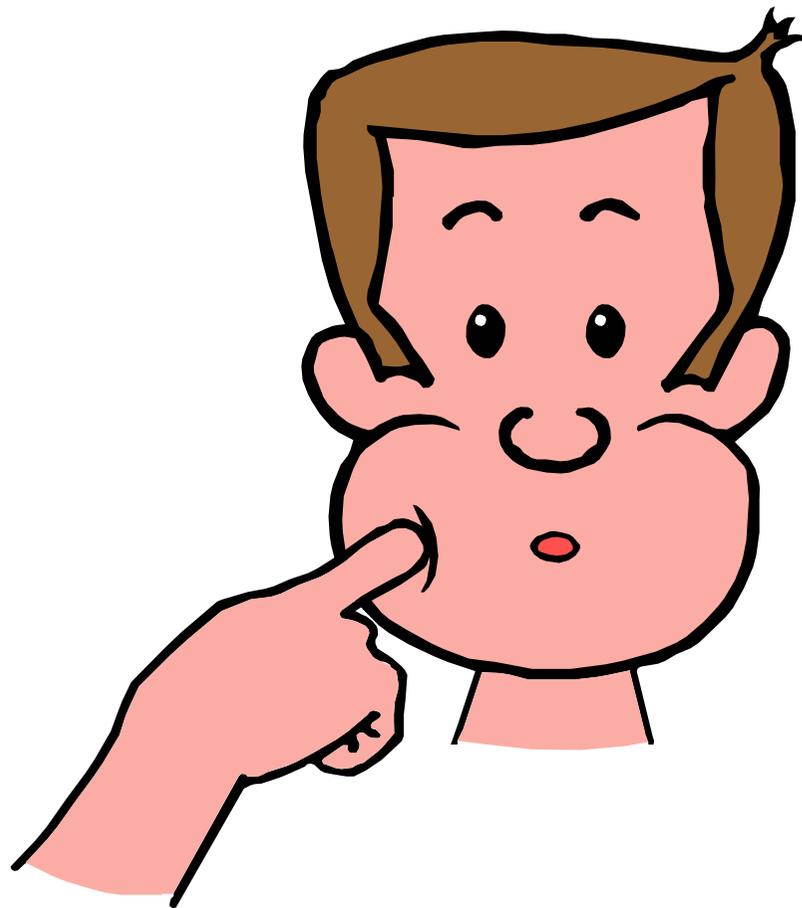


[a]



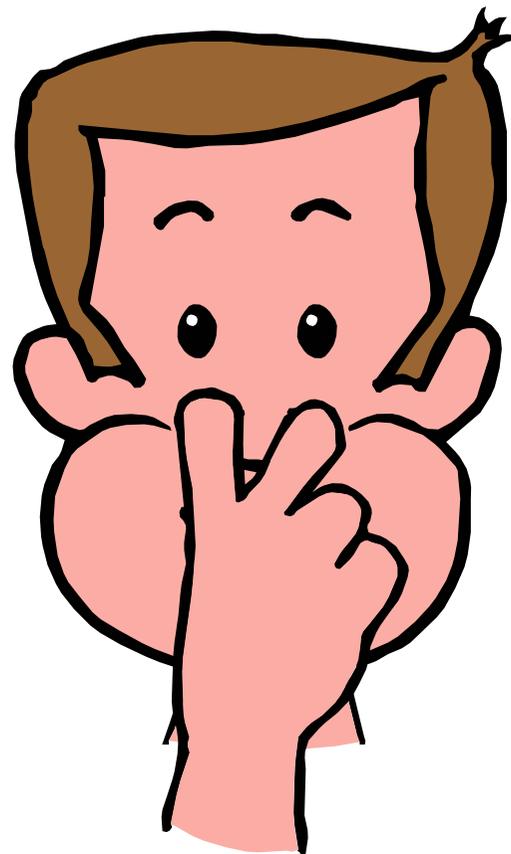
[3]



[o]



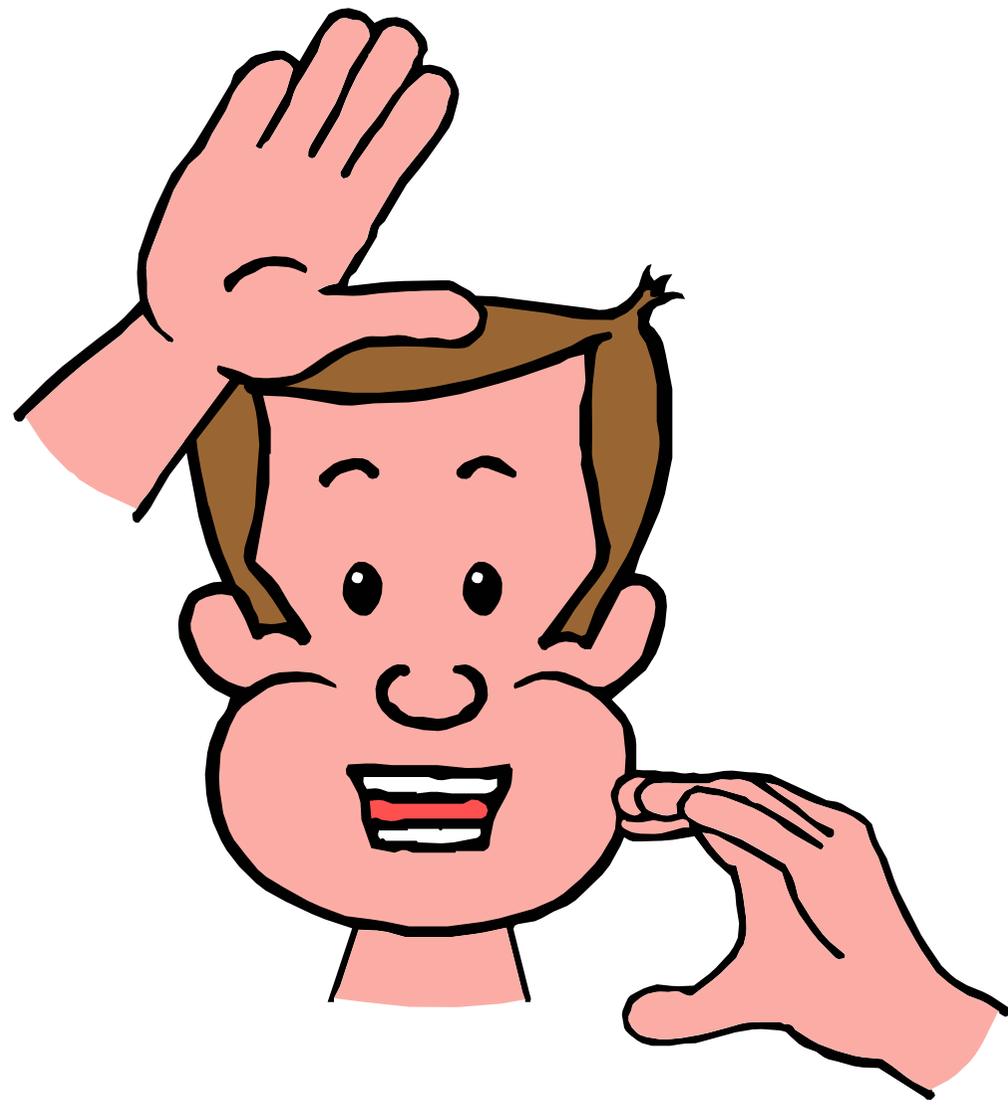
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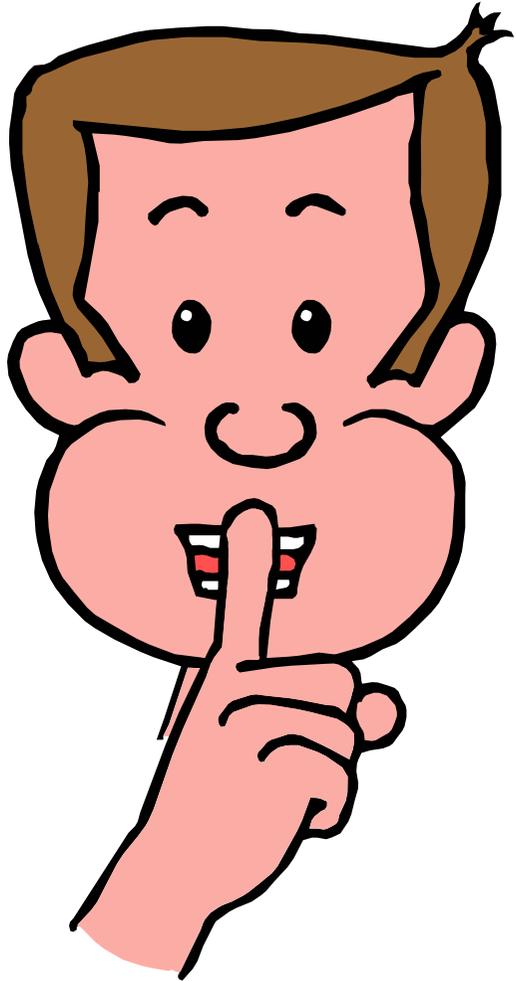
[e]



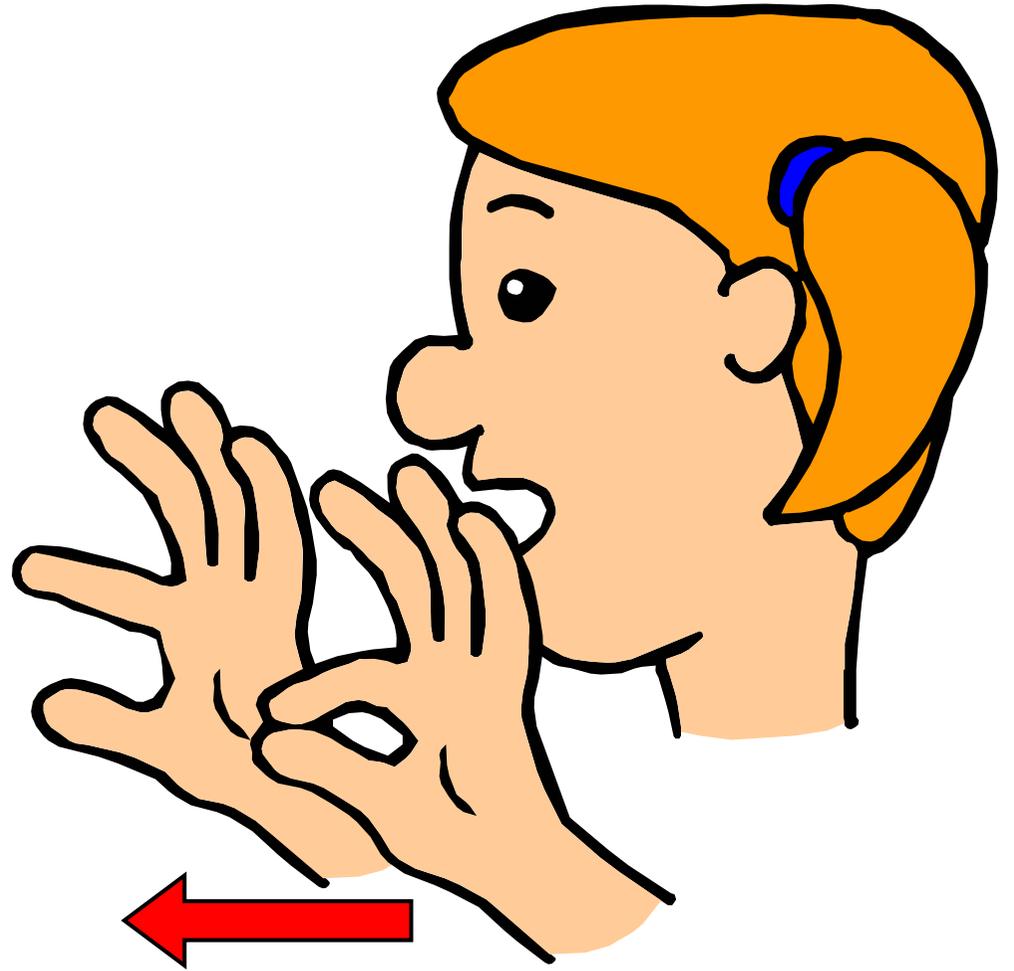
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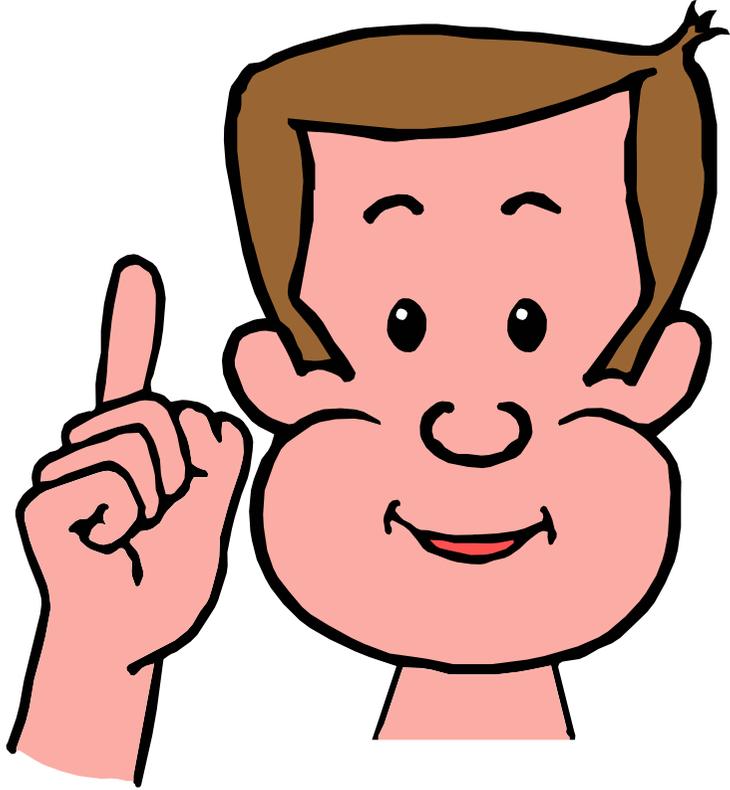
[l]



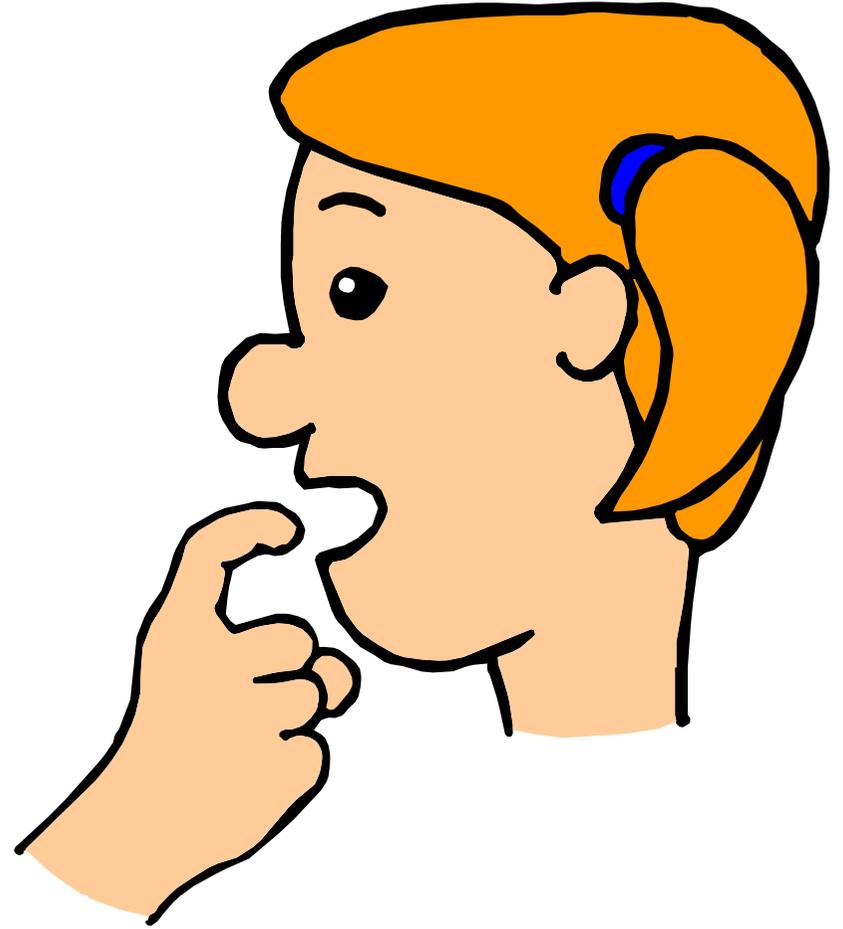
[t]



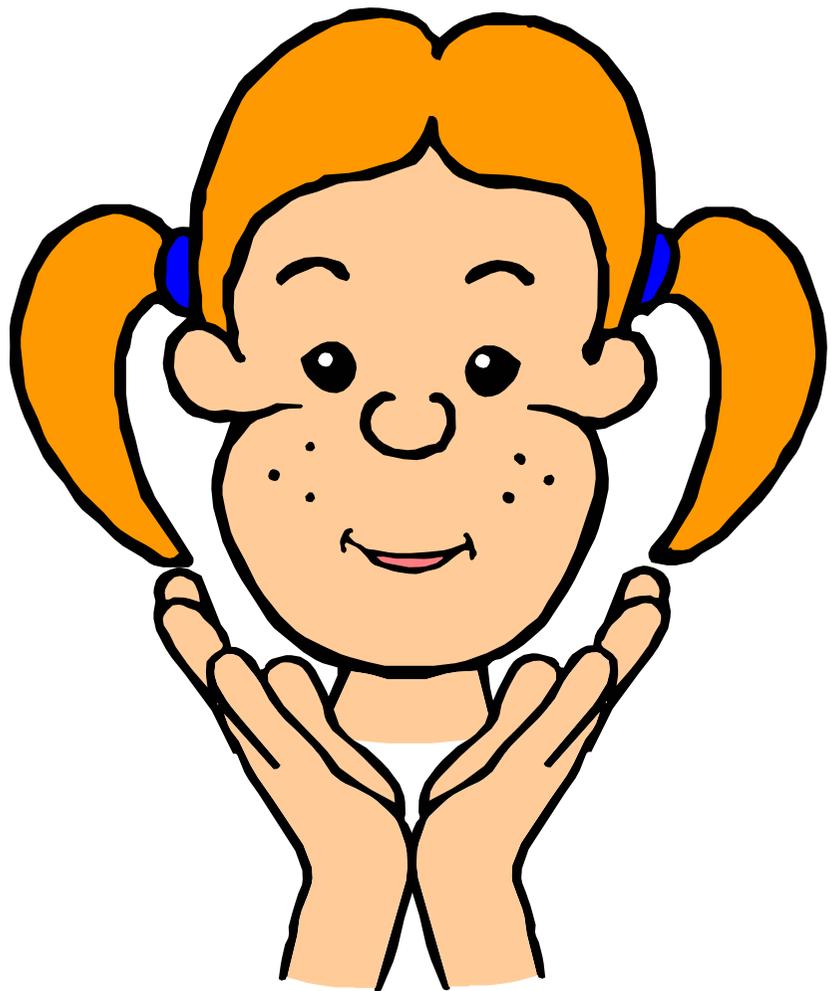
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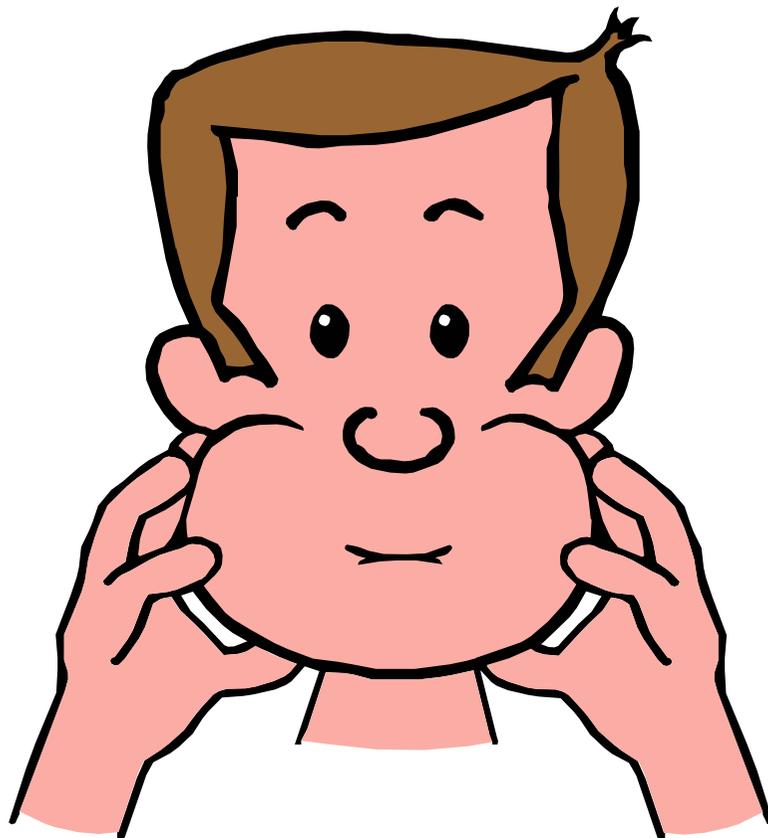
[k]



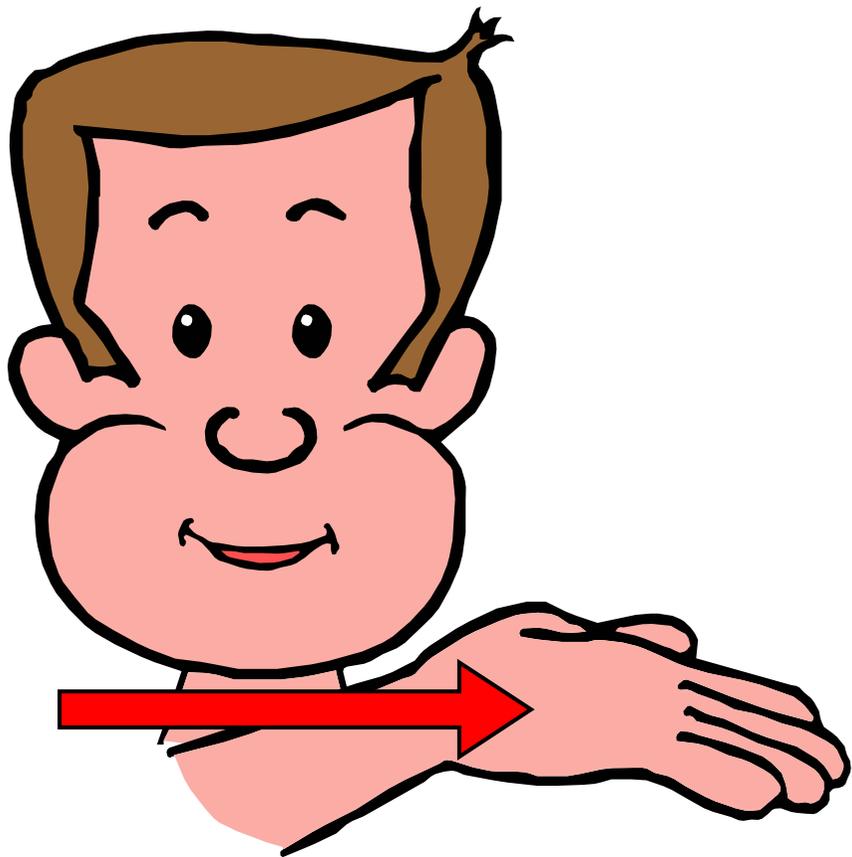
[v]



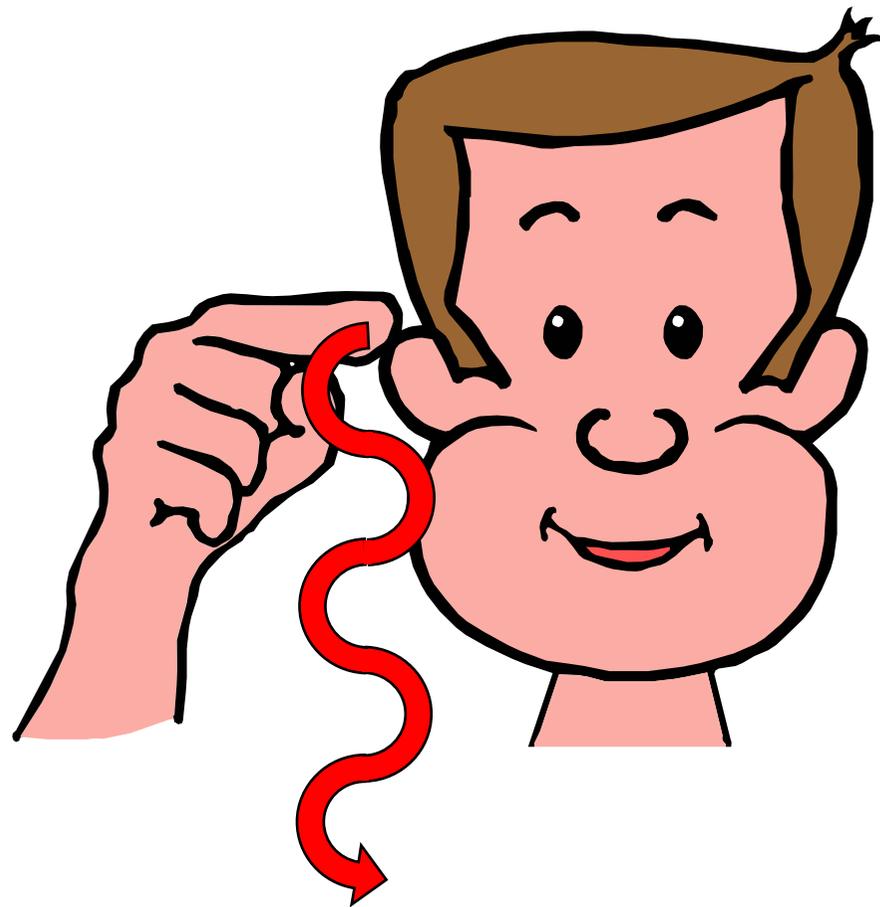
[b]



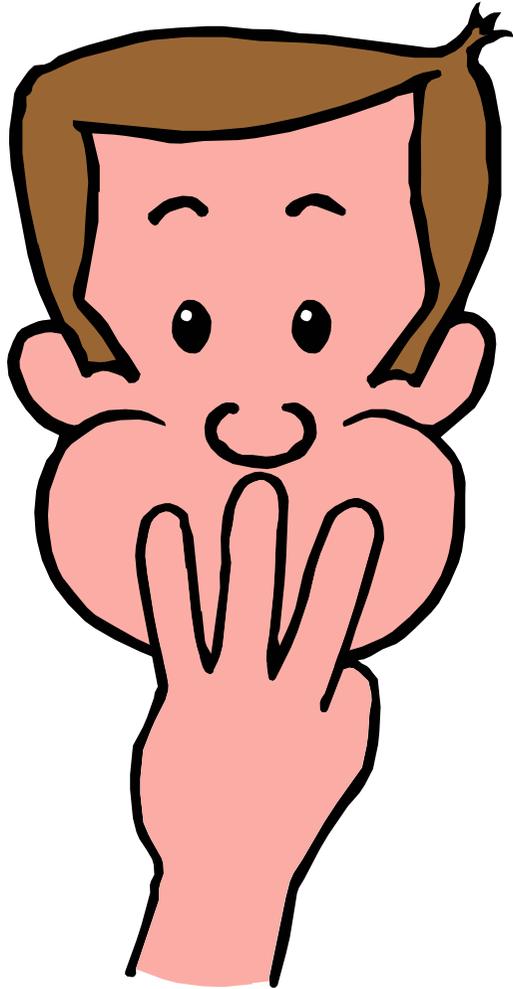
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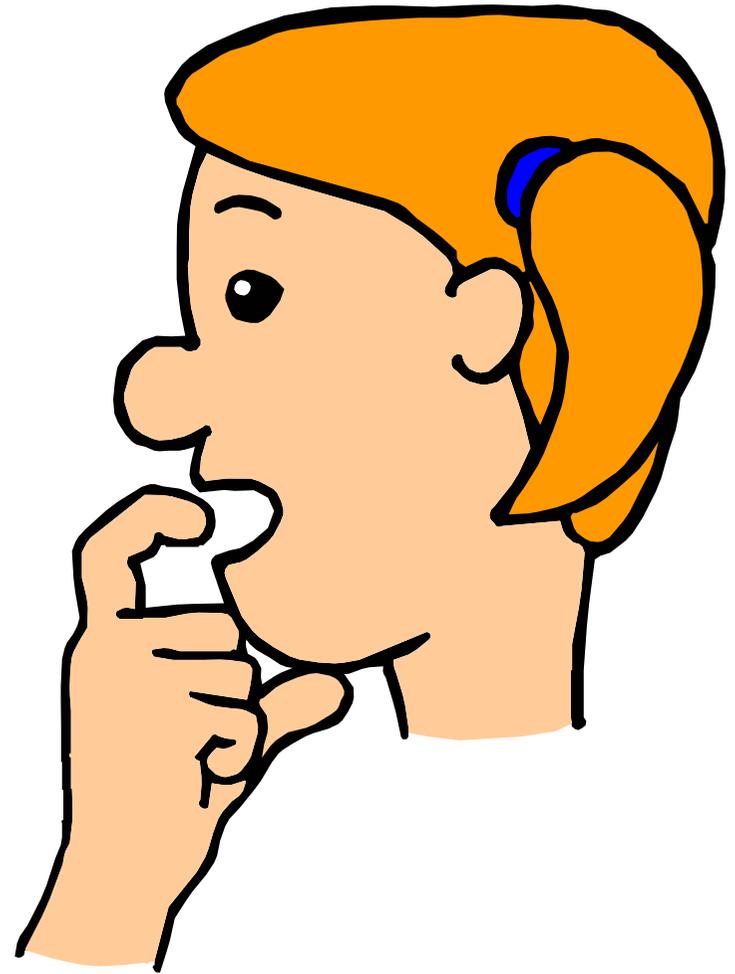
[z]



[m]



[g]



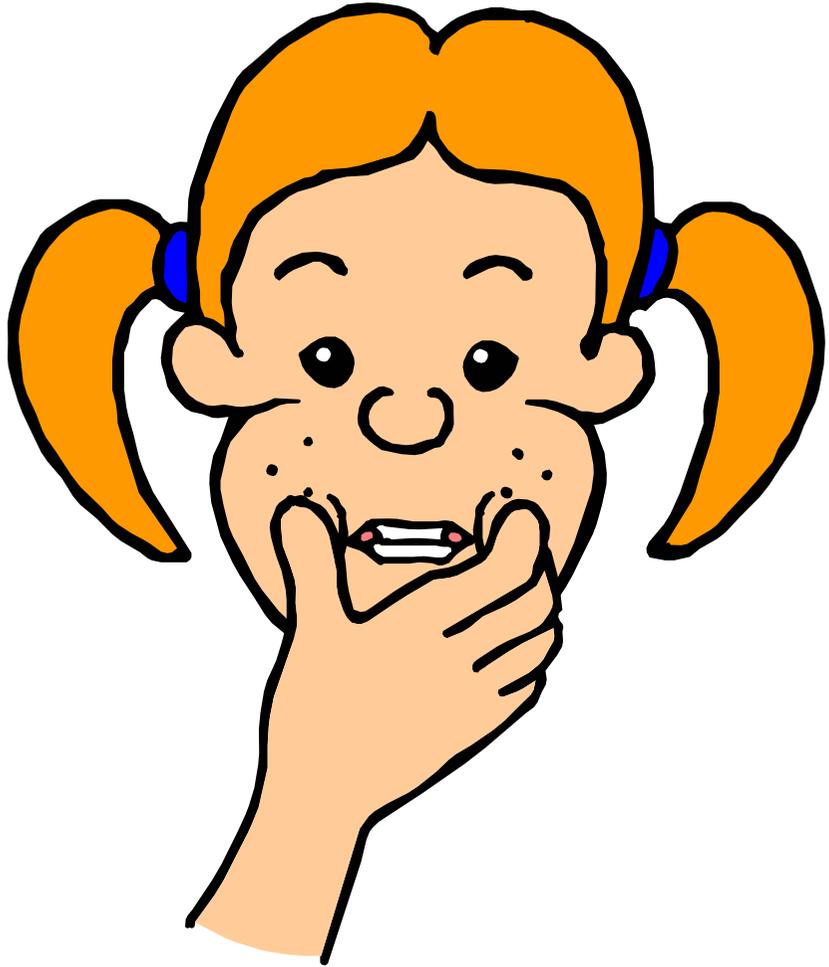
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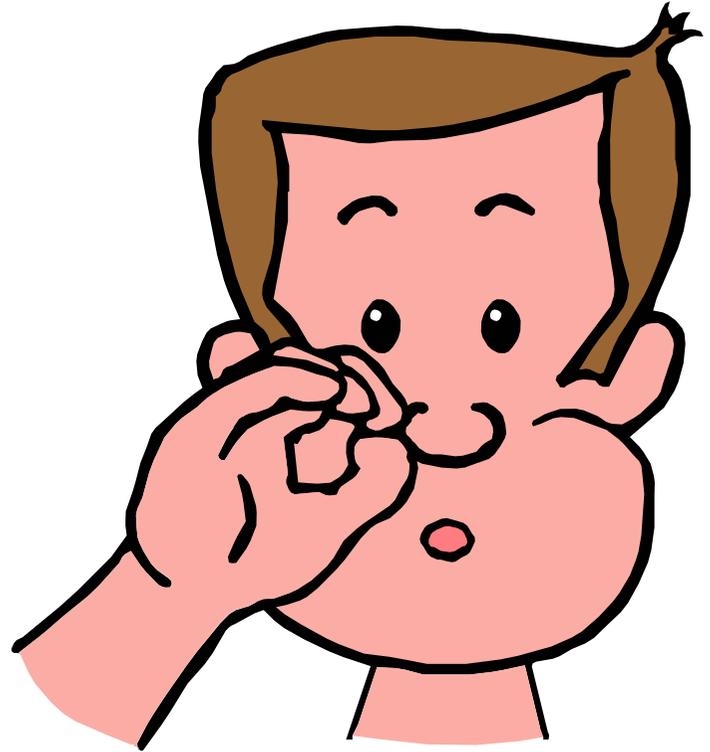
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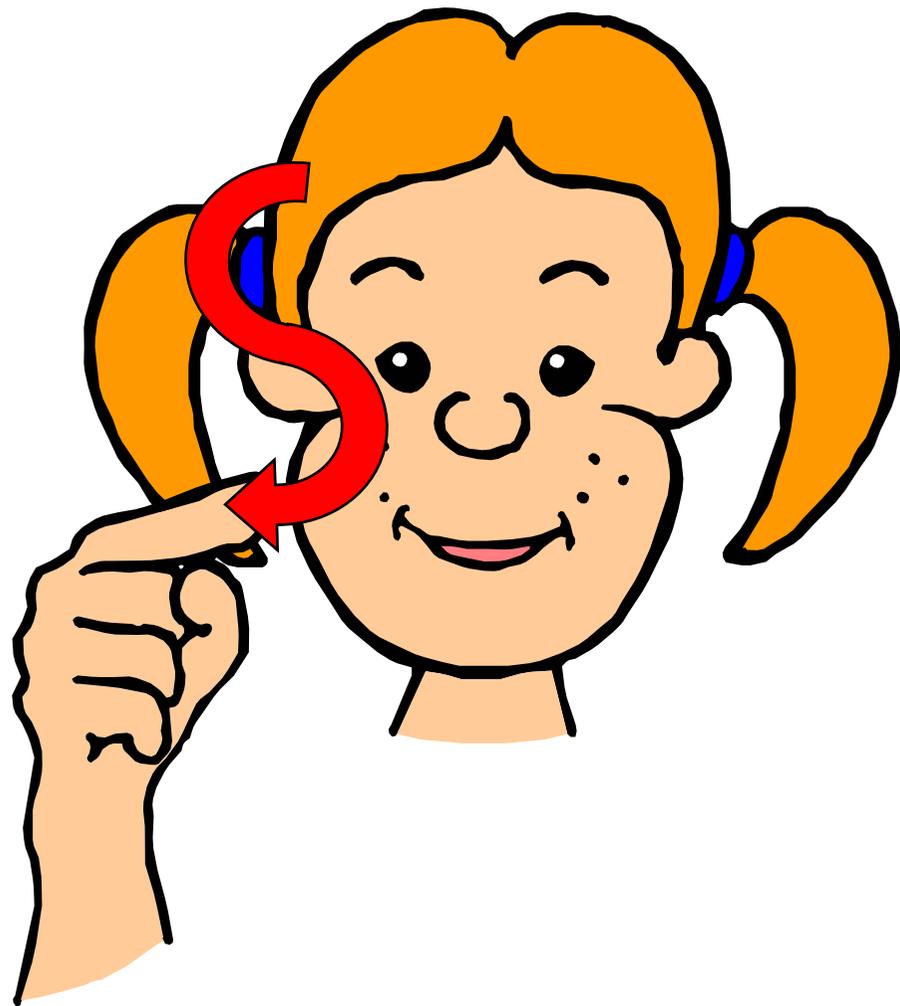
[ʃ]



[ʒ]



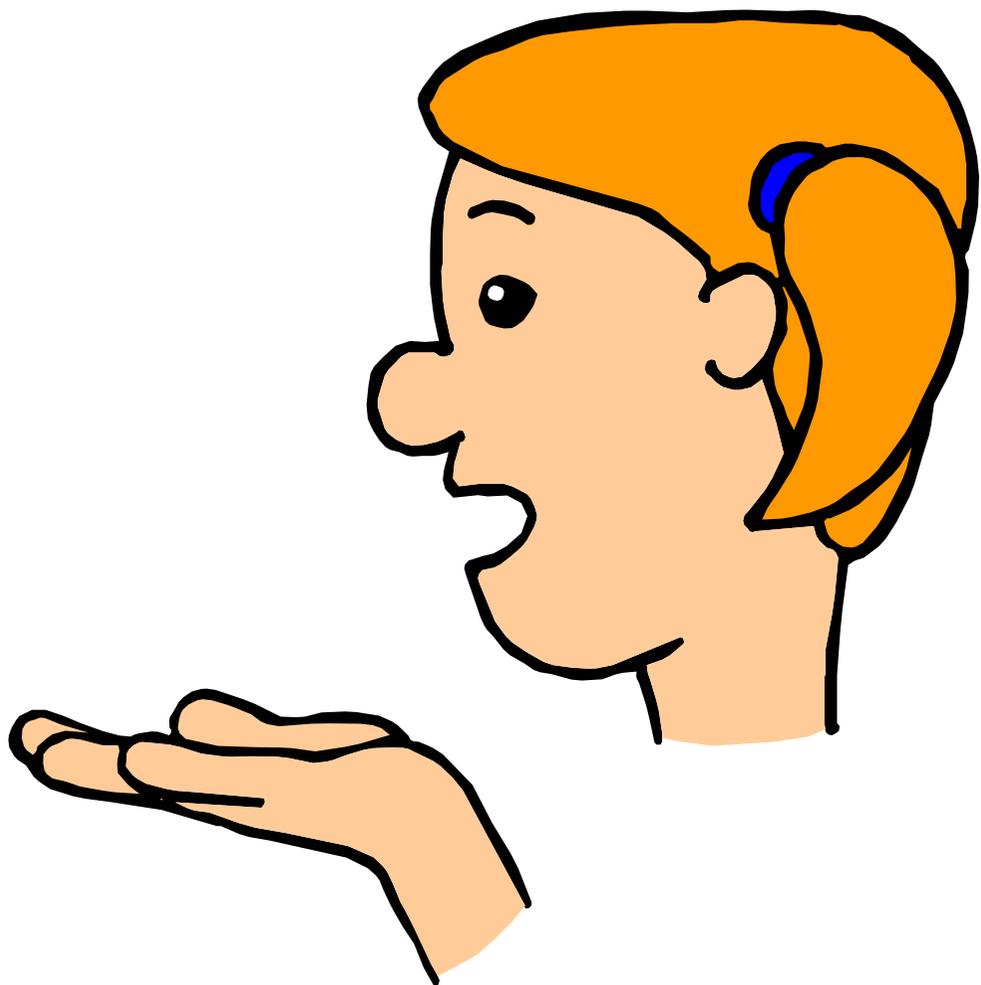
[s]



[wa]



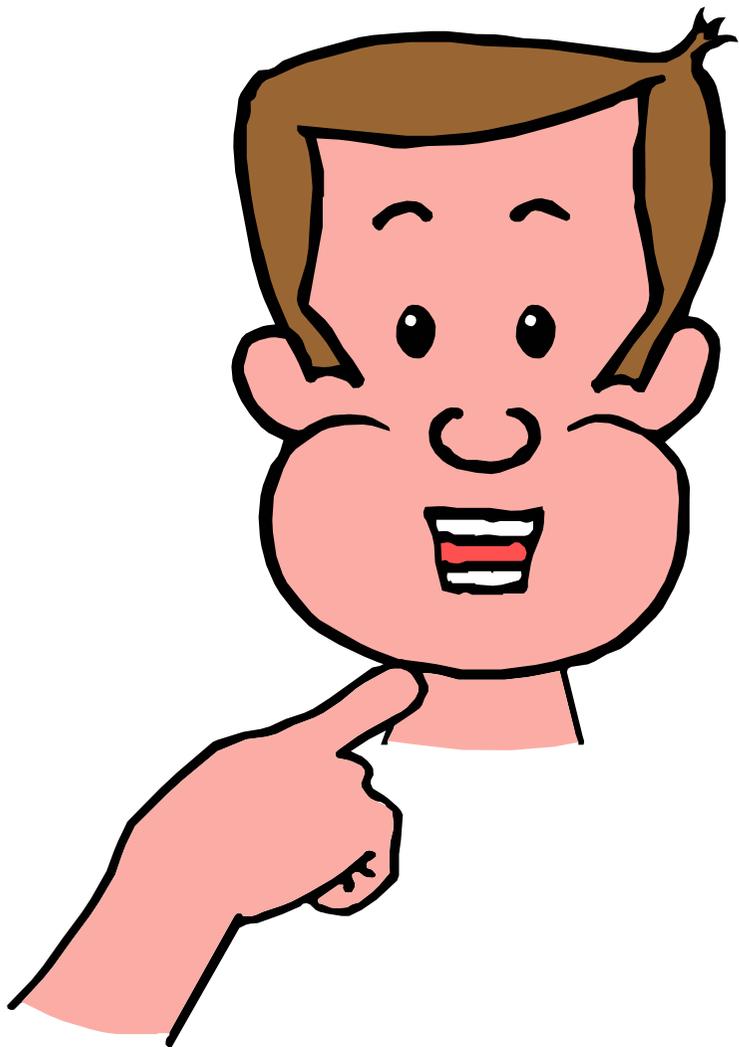
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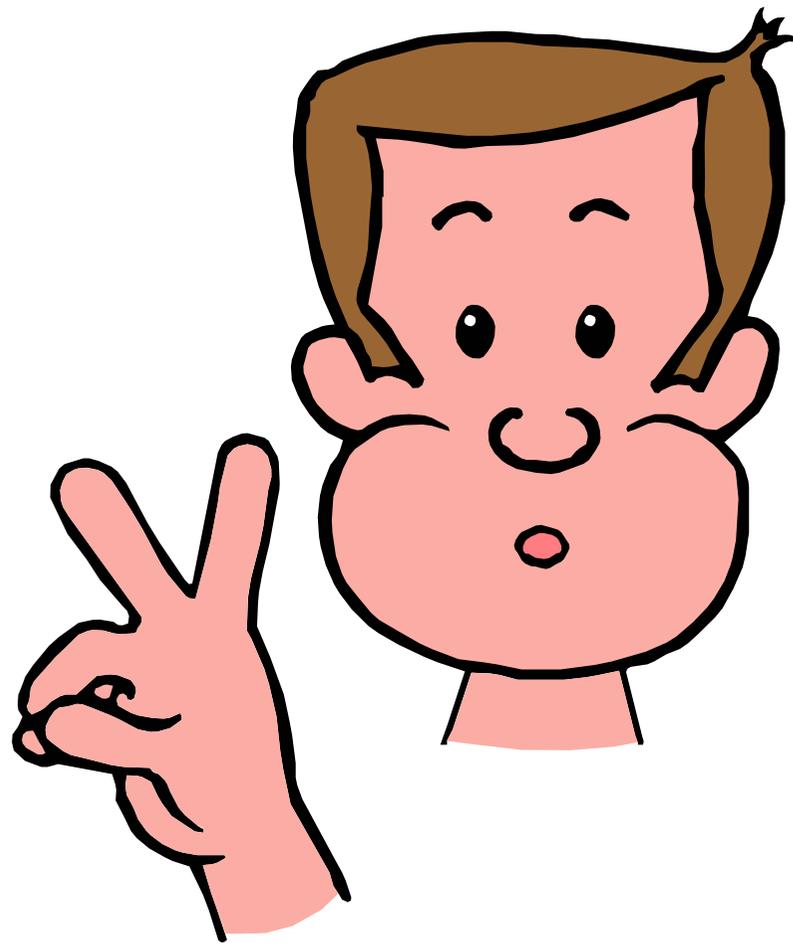
[ɪ]



[R]



[u]



[p]



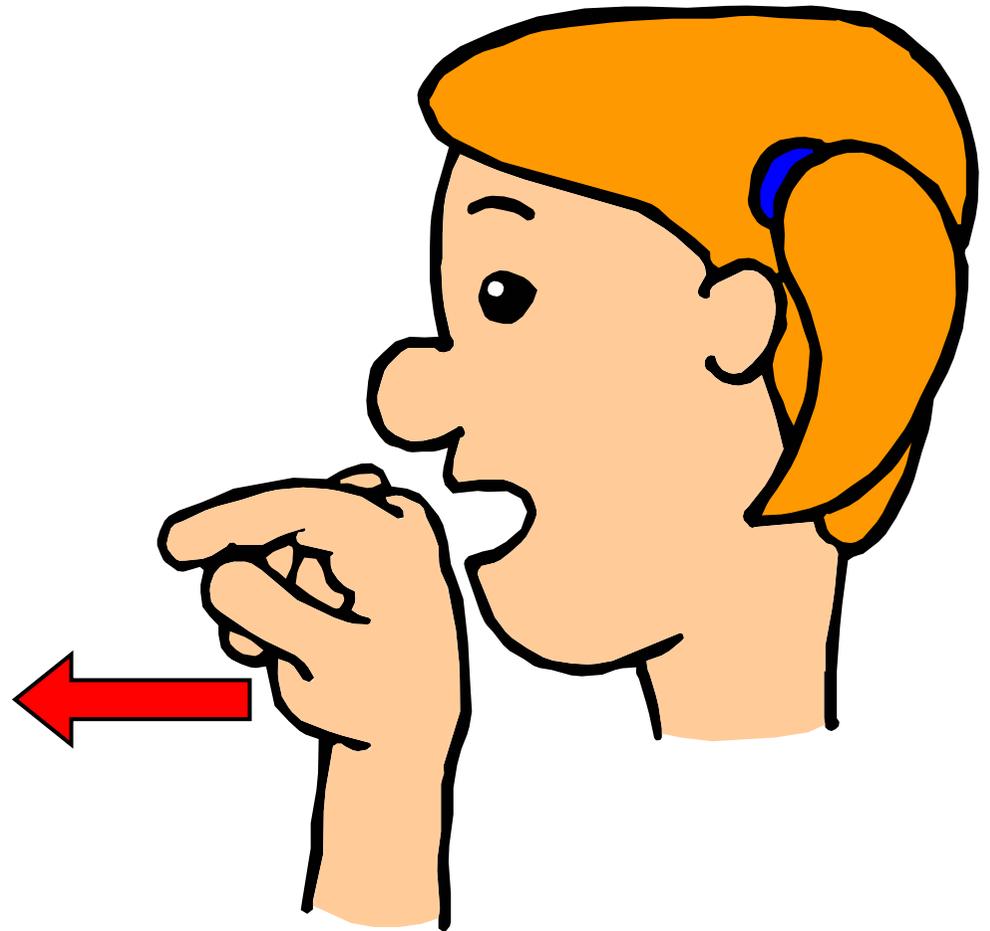
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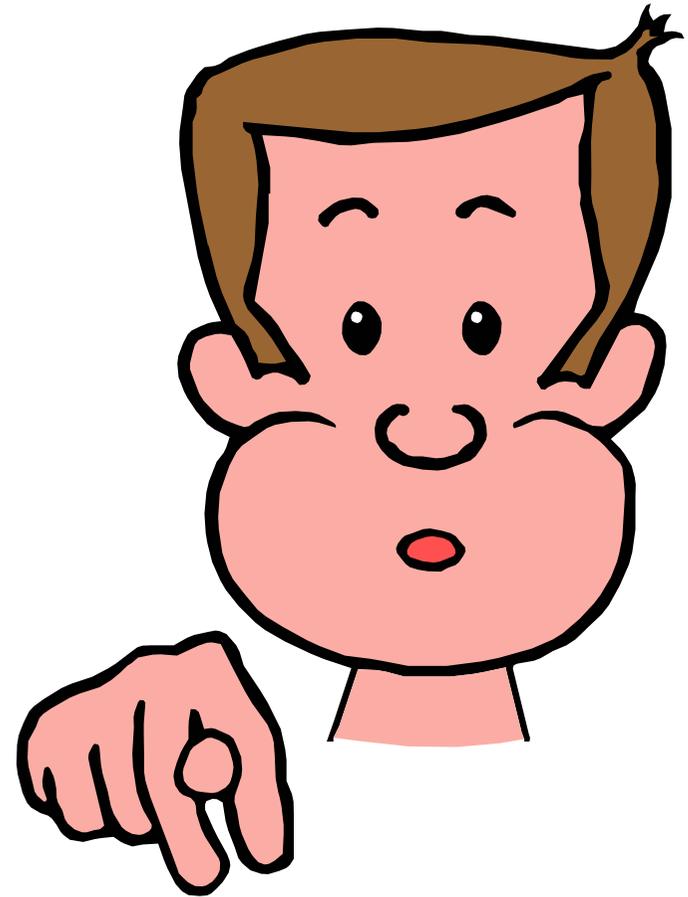
[d]



[j]



[ø]



Ne trouvant pas de photographies correctes des gestes de la méthode, j'ai essayé de les dessiner, scanner et vectoriser.

Imprimés sur du bristol au format A5, on obtient quelque chose de visible pour les élèves.

Peut-être que ce fichier intéressera d'autres enseignants, qui sait ?

Je peux fournir le fichier au format Word 2000 (dessins vectorisés de meilleure qualité et modifiables, possibilité d'enlever les signes phonétiques) sur demande à l'adresse :

[durand.christo@Wanadoo.fr](mailto:durand.christo@Wanadoo.fr)