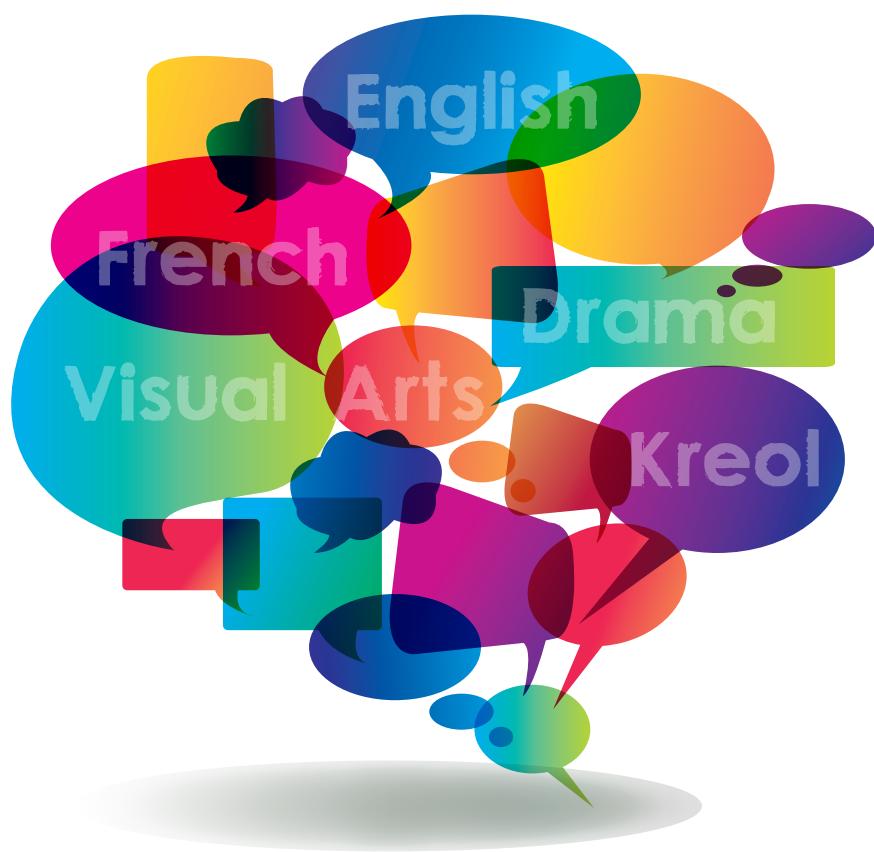


# PREVOCATIONAL PROGRAMME

FORM 2  
Part 1

## communication skills



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**mie** ||| graphics section

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# FOREWORD

In view of the reform of the PreVocational Education at Secondary level, we are pleased to provide to Educators and PreVocational students teaching and learning materials in line with the new Curriculum Framework-Secondary (PreVocational) which will now comprise of four years of schooling.

The objective of the PreVocational education is to provide opportunities to learners to obtain a formal qualification after four years of schooling. It will also provide learners with opportunities to branch out in either, further training in a number of vocational areas or to join the world of work or even to reintegrate the academic stream.

This project necessitates a well-planned teaching based on a set of carefully designed materials. The MIE is providing the pedagogical support and appropriate materials for both teachers and pupils. We believe that all children are educable and we have incorporated in the text materials that would provide learning experiences appealing to a diversity of learners. We wish that teaching is based on a collaborative and consensual approach with the students as well as with the support of the home.

We also hope that these materials will help everyone to obtain a clear idea of the PreVocational project. You will surely notice that the materials can benefit any learner and a much wider group of students than just the PreVocational stream. It will be followed by other more exciting ones to cover the whole of the four years.

I wish to thank all the staff of MIE under whose guidance these materials have been produced and the team of MIE graphic designers who have produced a wonderful piece of work. My thanks also go to the staff of the MITD who have been associated with the writing of the materials, the Educators from secondary schools who have contributed in various panels and the PreVocational Inspectors for their constructive comments.

**Sheela Thancanamootoo**  
**Director, MIE**

# INTRODUCTION

This textbook (Part I) proposes a number of activities focused on specific themes that are relevant to the needs of learners at Pre-Vocational level. It aims at making Pre-Voc students engage in effective communication, both through languages – Mauritian Kreol, French and English – and via diverse artistic platforms, such as Visual Arts and Drama.

This integrated approach to communication is based on the premise that all the proposed activities are of equal importance and that they constitute significant pedagogical building blocks that fit into each other along a continuum to eventually enable students to communicate and interact with others. Users of this textbook will be exposed to authentic language so that they may, in turn, use language in specific contexts to fulfill practical, social needs. For this reason, the approach adopted here places a heavy focus on communicative competence through contextualized tasks.

The particularity of languages is such that learners need not necessarily engage in formal tasks and exercises so as to use the said languages. As a matter of fact, the proposed Drama and Visual Arts activities are all prized opportunities to make learners use language in an indirect and fun way. That is why, wherever possible, the attention of teachers has been drawn to how the linguistic dimension may be foregrounded during various artistic activities. These activities will call upon learners to use and develop their imagination and creative skills while expressing their identity and their aspirations in life, by referring to people around them and also by depicting the environment in which they live. Teachers need to encourage students to express themselves through other art forms where they feel at ease, such as songs and slams, as long as these are relevant to the topic(s) being discussed.

We would also like to point out that the proposed activities do not form an exhaustive list. Teachers are encouraged to either customize the proposed activities or to come up with activities of their own to supplement those provided here whenever they feel that certain specific features of their learners' profile need to be catered for. This requirement may, for instance, be felt in situations where basic problems of literacy prevail. It is quite unreasonable to think that a single textbook can answer to the needs of all students indistinctively, irrespective of their predispositions for learning. We would, therefore, like to reiterate our call to teachers to provide the complementary support required by their learners.

We wish you well in this journey towards the development of Communication Skills and we remain open to suggestions and constructive remarks aiming at improving the content, structure and presentation of activities for this particular learning area.

## Communication Skills Panel

# PANEL MEMBERS

## **Coordinator:**

- Dr Vèle Putchay

## **Assistant Coordinators:**

- Ms M. Beeharry-Konglar (Visual Arts)
- Ms Yesha Mahadeo-Doorgakant

## **Panel members:**

- Ms C. Veerasamy
- Ms N. Angeline
- Mr N. Jeetoo
- Ms Marie Arielle Courteau

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# Module 1

## Ma famille

## 1. Que sais-tu sur ta famille ? (ki to kone lor to fami ?)

### Activité orale

Pour savoir, tu dois poser ces questions à tes parents:

- (a) Est-ce que j'ai des arrière-grands-parents ?
- (b) Comment s'appellent-ils ?
- (c) De quel pays viennent-ils ? (Zot sorti depi ki pei ?)
- (d) Kouma zot inn arriv Moris ?
- (e) Comment vivaient les gens autrefois ?
- (f) Ecris toutes les informations sur une page.
- (g) Puis, avec ces informations, écris deux (2) ou trois (3) phrases sur une page. Demande de l'aide à ton professeur.
- (h) Dessine un arbre généalogique à partir des noms de tes grands-parents.
- (i) Monte un projet et présente le devant la classe.

• Varier les formules au fur et à mesure.

## 2. Présente ta famille à la classe, en quelques mots et en français.

Tu peux utiliser des posters, des dessins ou des photos de ta famille.



**3.** Draw a composition of your family on an A4 paper. Create a border of 5 cms all around the paper and draw your composition within the rectangle. Shade or paint the composition using coloured pencil, pastel or watercolour.

While drawing, pay attention to personal characteristics of each member of the family, layout and composition. Colours should be used carefully to represent the mood. For example, a composition about a happy and united family will be painted in bright and lively colours.

Prior to the activity, discuss your work with your teacher who will guide you further regarding the composition.

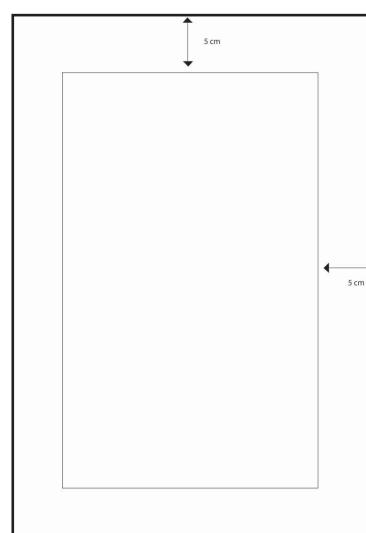
**• To frame the composition of your family, create a photo frame.**

Materials required for this activity are:

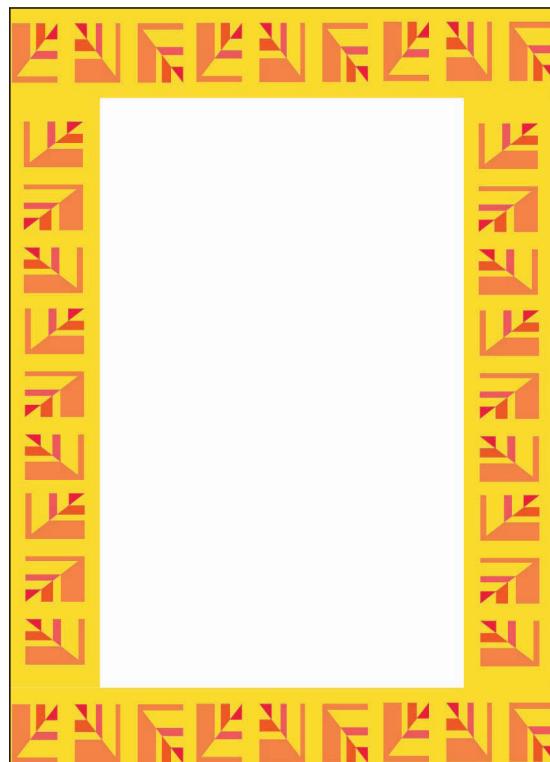
- Carton of A 4 size
- Craft Knife
- Drawing and painting materials
- Paper Glue

Follow the step by step procedure to produce a photo frame.

- Cut a carton of A 4 size
- Draw a frame around 5 cms inside the edge
- Using a craft knife, cut out the rectangle formed in the middle of the paper



- You now have a window which can be used to mount the composition.
- Decorate the border with designs and patterns using painting or printing techniques.



This photo frame can be also decorated using found objects like straws, buttons, threads, wool, shells, and bamboo

## Oral activity

### 4. Oral presentation of my family.

**For example :** I am Sadya Bayaram, I am thirteen years old, I live at Bluebay, my parents are Reekesh Bayaram and Reena Bayaram, I have two (brothers... sisters... etc.).

## Written activity

### 5. What are the qualities and weaknesses (faiblesses) of the members of my family ?

Name of the person and relationship	Qualities	Weaknesses

- 6.** Rewrite/re-arrange the following letters in the right order, in order to make a word.

**Example:** **threom** ----> **mother**

- a) anut \_\_\_\_\_
- b) threfa \_\_\_\_\_
- c) nulce \_\_\_\_\_
- d) ons \_\_\_\_\_
- e) aghterdu \_\_\_\_\_
- f) gandfthaerr \_\_\_\_\_
- g) sinscou \_\_\_\_\_
- h) gandruthero \_\_\_\_\_
- i) mogodther \_\_\_\_\_
- j) fagodther \_\_\_\_\_

- 7.** Write the following words in the right order.

**Example :** **my-delicious-bake-to-mother-likes-cakes.**

**My mother likes to bake delicious cakes**

- a) father-my-is-guavas-picking.

\_\_\_\_\_

- b) brother-drawing-a-is-ball-my.

\_\_\_\_\_

- c) sister-my-volleyball-playing-is-her-with-friends.

\_\_\_\_\_

- d) an-excellent-grandmother-is-dressmaker-my.

\_\_\_\_\_



e) violin-playing-is-my-grandfather.

---

f) a-red-beautiful-car-uncle-has-my.

---

g) owns-big-a-house-aunt-my.

---

h) cousins-playing-my-are-football.

---

i) the-writing-on-whiteboard-is-teacher-the.

---

**8.** Read the sentences obtained aloud. Ask your teacher to help you.

**9.** (a) Write a little text (poem or slam) on your family.

Ask your teacher to help you.

(b) The teacher will write the sentences on the whiteboard.

He can also ask the students to write their sentences by themselves.

For example:

**Virginie, my mother is a beautiful woman.**

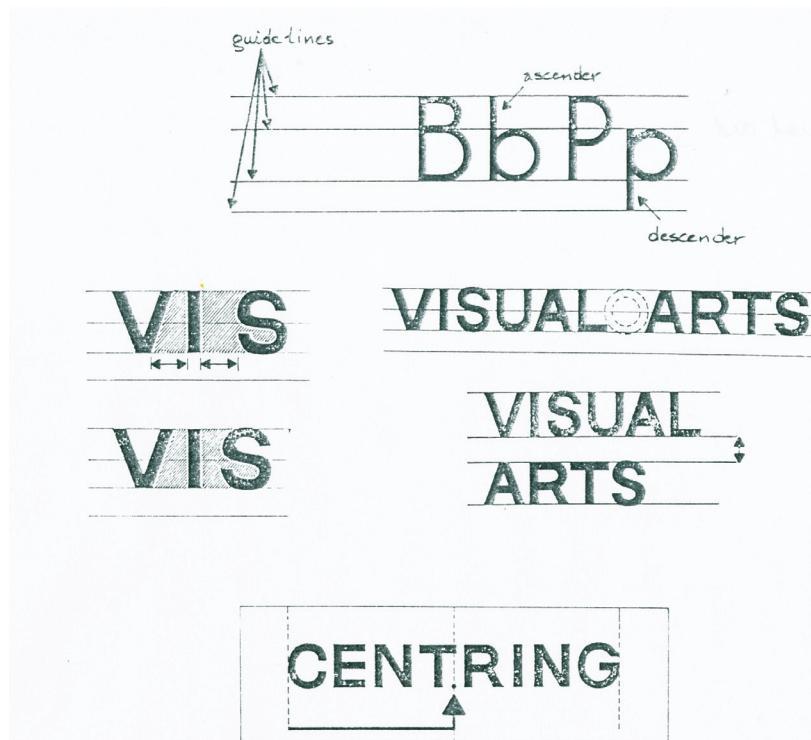
**Sandhya, my sister is so intelligent.**

**Shamima, my brother is very polite.**

(c) Each student must choose three sentences to make it become a slam.

For example : **my sister Pau li ne is po li te**

- Lettering is the way letters are used to form words. It also helps to pass on a message visually. Spacing and direction are important aspects to consider while creating lettering. For example, spacing between alphabets and words.
- Collect different types of letters from newspapers and magazines. Stick these in your sketch pad and use them as reference to experiment different styles of lettering using pencil. Pay attention to spacing between letters and words.
- Use guidelines and proper measurements for spacing to create more accurate lettering.

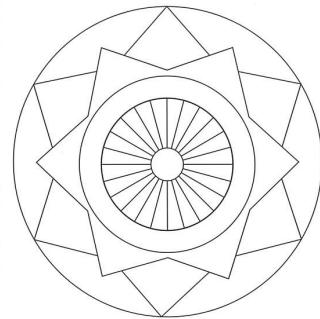
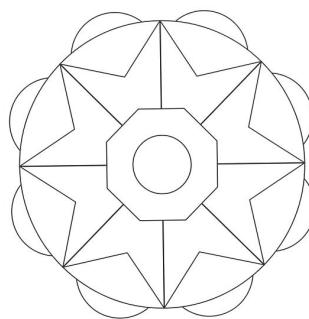
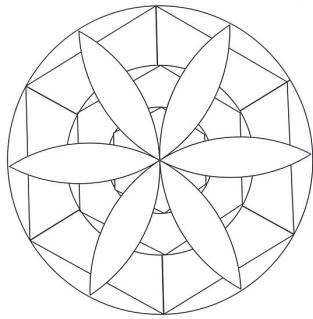


ABCDEF  
GHIJKLM  
NOPQRS  
TUVWX  
YZ 1234  
567890

abcdefghijklm  
opqrstuvwxyz  
!?"\$¢&&

- Your teacher will guide you further about these important aspects of lettering.

In Sanskrit, **Mandala** means “circle”. The characteristic of most Hindu and Buddhist mandalas is that it consists of a square with four gates containing a circle with a center point. Each gate is in the shape of a T. In fact, the sacred art of Hinduism and Buddhism often takes a mandala form. These concentric diagrams usually have a spiritual and ritual significance in both religions. It is believed that mandalas may be employed for creating a sacred space and can be a spiritual tool to help adepts focus attention during meditation.



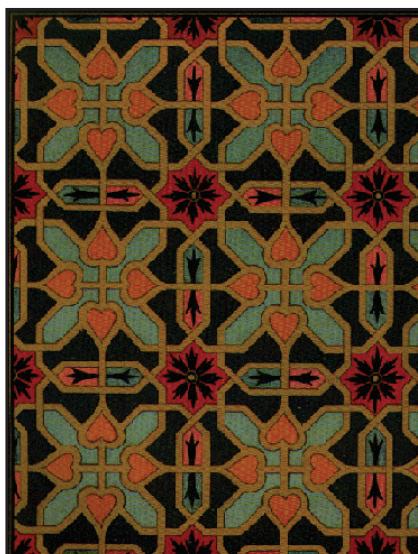
**Rangoli** belongs to the traditional decorative folk art of India. Rangoli is a decorative design, most often made on floors and in courtyards during Hindu festivals. It is believed that the Rangoli renders the area sacred and welcoming for the Hindu deities. A Rangoli is also thought to bring good luck. Traditionally, it was produced by women during occasions such as festivals, auspicious observances and celebrations of marriages. Traditional Rangoli designs often consist of simple geometric shapes, deity impressions, flower and petal shapes. However, elaborate designs can also be produced if the Rangoli is crafted by numerous people. The basic materials usually used for the Rangoli are dry or wet granulated rice or dry flour, to which vermillion, turmeric and other natural colours is added.



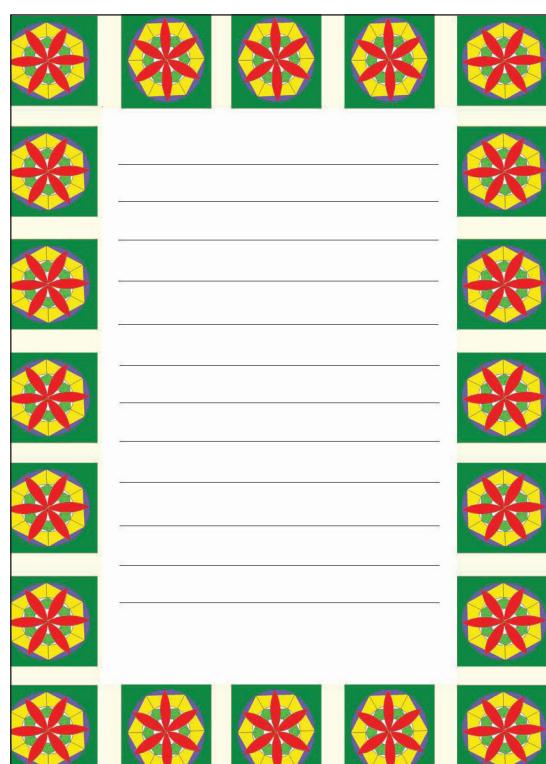
Islamic designs date back to centuries ago. Islamic designs were built up from simple geometric principles and traditional motifs. Islamic designs are made of elaborate patterns and linear designs.

In the Islamic world, there was strict adherence to geometric principles in architecture design and decoration.

Knowledge of geometry enabled craftsmen and artists to produce triangles, squares and hexagons. This knowledge combined with the geometrically based design also serves as the grid for filling spaces with leaf and floral motifs.



Carry out your own research on mandala, rangoli and Islamic designs and patterns. Use these patterns to decorate the border for the poem.



**10.** (a) The teacher will bring photos of family/friends/group of persons and will ask the students to discuss on:

- (i) facial expressions of the persons on the photos
- (ii) their actions
- (iii) colour used in the photos
- (iv) clothes that the persons are wearing

(b) The students must find what is common between the photo description and their relatives.

(c) The teacher must write the students' answers on the whiteboard then the latters will have to copy them down with a neat handwriting.

### Oral activity

## **11. Mini presentation**

The student must present his family members orally including their age, their profession, hobbies

**12.** (a) Write a text on your family.

(b) Use Microsoft Word to type it.

(c) From the toolbar, click on **Edit** and choose **select all**.

(d) Then, select the font size and apply it to your text.

(e) Then, select the font style and apply it to your text.

(f) To save your work, create a folder. This is done by right clicking our mouse, then select **New**, and **Folder**.

(g) To name the folder, right click on your mouse and then select **Rename**.

(h) To end this task, click on **File** and select **save** to save your work.

# Module 2

## Mes Voisins

**1.** Qui sont mes voisins ?

(a) Ecris 3 à 4 phrases sur tes voisins.

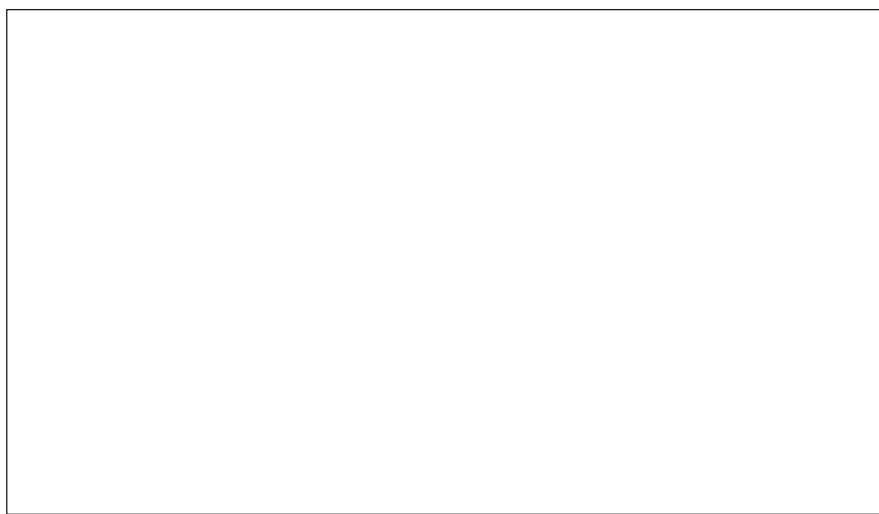
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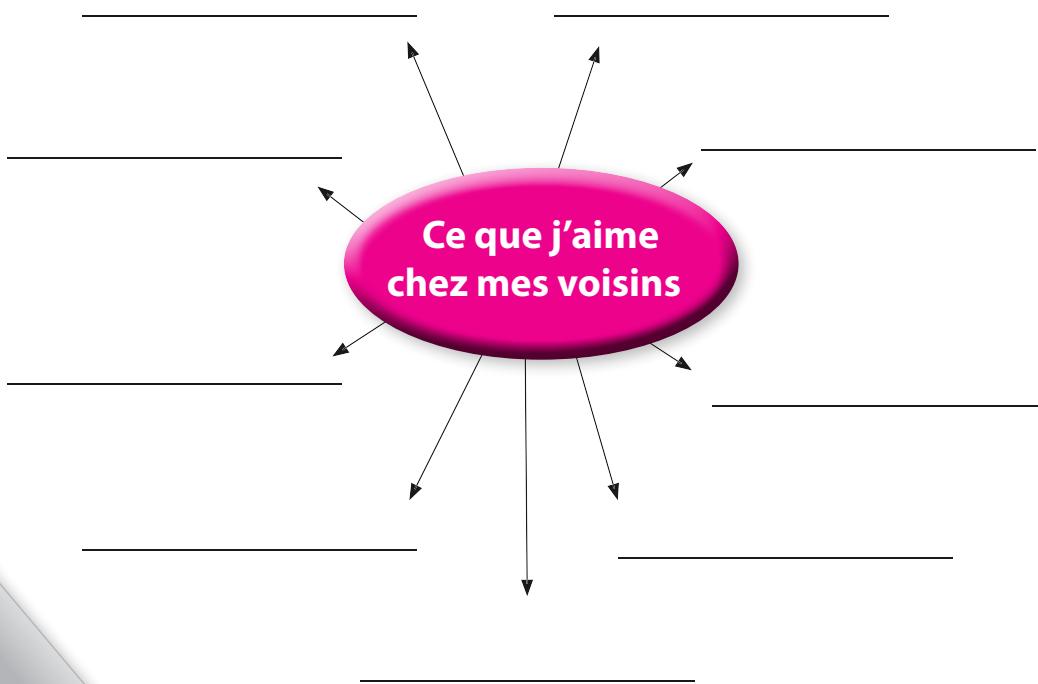
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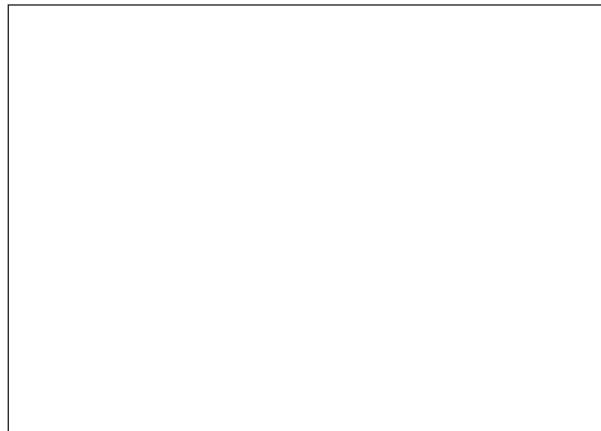
(b) Dessine un plan pour situer les maisons qui sont autour de la tienne.



**2.** Décris ce que tu aimes chez tes voisins.



- 3.** (a) Dessine un bon voisin.



- (b) Quelles sont les qualités d'un bon voisin ?

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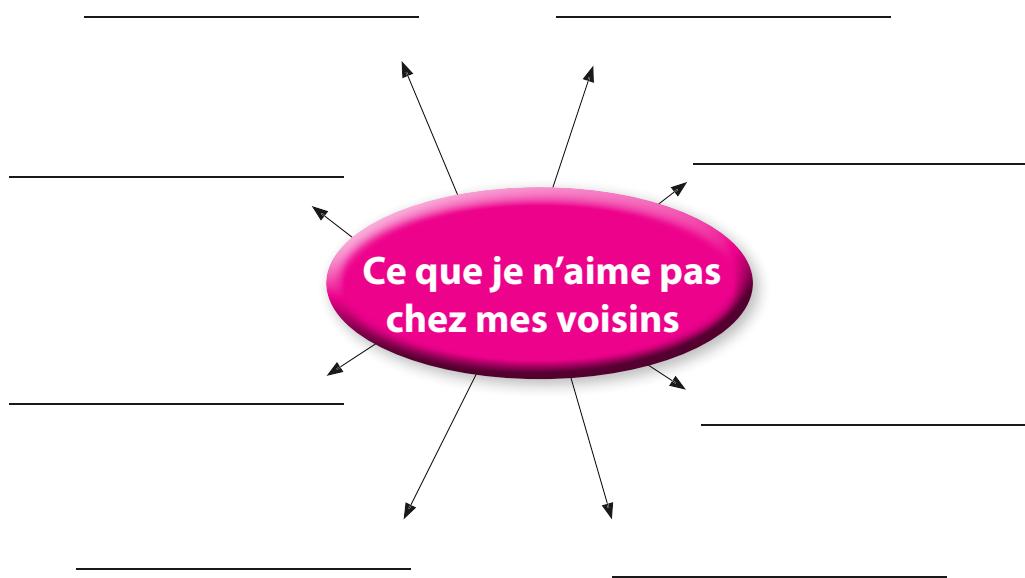
- (c) Es-tu un bon voisin ? Comment le sais-tu ?

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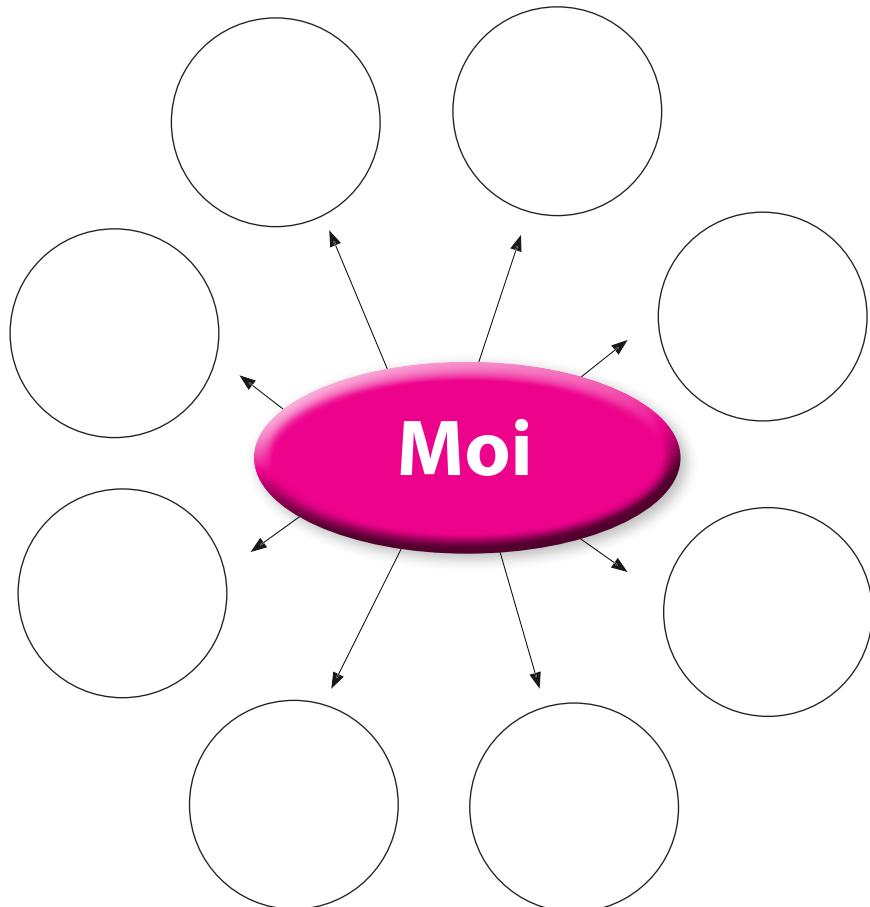
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- 4.** Fais une liste de ce que tu n'aimes pas chez tes voisins.



## 5. Mes amis et mes voisins



- (i) Parmi tes voisins, il y a aussi tes amis. Ecris les noms de tes amis et voisins dans les cercles.
- (ii) Colorie le nom de chaque ami et voisin comme suit :
  - a. **Rouge** – s'ils t'influencent de manière négative.
  - b. **Jaune** – s'ils ne t'influencent pas du tout.
  - c. **Vert** – s'ils t'influencent positivement.

## 6. Mets les noms suivants en ordre alphabétique

Enseignant, charpentier, tailleur, architecte, marchand,  
inspecteur, policier, dentiste, serviteur, restaurateur.

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**7.** Lis les phrases suivantes et mets les lettres entre parenthèses en ordre. Tu trouveras le nom d'un métier qui va avec chaque action décrite. Ecris-le.

- a) Je cuisine des bon plats \_\_\_\_\_. (RISIUCNIE)
- b) J'éteins les incendies \_\_\_\_\_. (RIOMPPE)
- c) Je coiffe les gens \_\_\_\_\_. (FRFEICOU)
- d) Je soigne les animaux \_\_\_\_\_. (ETRIRIAVENNE)
- e) Je travaille dans le jardin \_\_\_\_\_. (IRJDANIER)
- f) Je cultive des plantes et des fleurs \_\_\_\_\_. (NIAJRIDER)
- g) J'apporte des lettres aux gens \_\_\_\_\_. (ETCRUFA)
- h) Je fais des gâteaux \_\_\_\_\_. (PTASISIRE)
- i) Je répare les bicyclettes, les motocyclettes et les voitures \_\_\_\_\_ (NICANECEMI)
- j) Je fabrique de meubles en bois \_\_\_\_\_ (NIESIRUME)

**8.** (a) Choisis une personne de ton voisinage et fais-nous son portrait. Tu peux inviter cette personne à venir parler de son travail dans la classe.

(b) Dans ton quartier, il se passe une de ces deux situations :

- (i) Un cours de cuisine
- (ii) Une dame achetant des légumes au marché

Prépare un sketch sur l'une de ces deux situations.

**9.** (a) Quelles sont les relations que tu entretiens avec tes voisins ? Sont-elles bonnes, mauvaises ou difficiles ? Dis-nous pourquoi.

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(b) Quelles sont les choses que tes voisins te reprochent ?

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(c) Ecris cinq (5) phrases pour t'exprimer sur les bonnes aventures que tu as vécues avec tes voisins.

Par exemple : une fête d'anniversaire.

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(d) Ecris un petit message d'amitié à ton voisin ou ta voisine

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(e) Quels sont les passe-temps que tu partages avec tes voisins ?

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- 10.** Dessine une fleur. Ecris sur chacune des pétales les mots qui te viennent à l'esprit quand tu penses à tes voisins.



- 11.** (a) Y a-t-il des artistes populaires dans ton quartier ?

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- (b) Quelles sont les disciplines qu'ils pratiquent ?

Exemples : la danse, le chant.

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- (c) Prépare un petit numéro de ton artiste préféré que tu présenteras à tes amis.

Exemple : un numéro de chant ou de danse

- (d) Quels sont les instruments que tes voisins jouent dans ton quartier ?

Exemple : une guitare.

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**12.** (i) Dessine ton arbre généalogique (family tree).

(ii) Divise l'arbre en deux (2) parties.

- (a) Première (1ère) partie : la famille de ton père.
- (b) Deuxième (2ème) partie : la famille de ta mère.

(iii) Apporte les photos de la famille de ton père.

(iv) Colle les photos ou les dessins sur l'arbre généalogique.

(v) Discute sur le bien-être de ta famille. Dis-nous ce que chaque membre de ta famille a fait pour ce bien-être.

Par exemple : grand-père labourait la terre et grand-mère faisait la cuisine pour nourrir les enfants.

**13.** (i) Regarde les photos que tu as reçues de tes parents et grands-parents. Dis-nous comment ils s'habillaient à l'époque.

---

(ii) Maintenant décris-nous comment tes parents sont habillés.

---

(iii) Dis-nous comment toi tu t'habilles.

---

(iv) Quelle différence y a-t-il entre ces manières de s'habiller ?

---

(v) Raconte à la classe les types de repas qui existaient à l'époque.

(ki bann bon manze ti pe kui sa lepok la ?)

---

(vi) Que faisaient les gens d'autrefois pour se détendre ?

(Koz impe lor ki fason zot ti pe detane zot.)

Exemple 1 : ils chantaient et dansaient devant un petit feu.

(Zot ti pe sante ek danse devan dife)

Exemple 2 : ils se racontaient des petites histoires ou des sirrandanes. (Zot ti pe rakont bann zistwar ou bann sirandane).

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(vii) Tu as appris beaucoup de choses dans cette activité.

Maintenant, écris l'histoire de ta famille. (Avek tou ceki tonne anprann dan sa aktivite la ekrir zistoir to fami).

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(viii) Présente à la classe ton travail sur ta famille.

(Prezant to travay lor to fami).

With the help of your teacher, identify the different types of prints and patterns on fabric around you. For example, prints and patterns on tablecloth, curtains, bedsheets and clothes. Some are floral designs, while others are more abstract motifs. Fabric may also contain embroidered motifs and others can be printed



Printing can be a fascinating subject as it enables the repetition of images many times. Stencil printing is the application of paint through padding against cut edges.

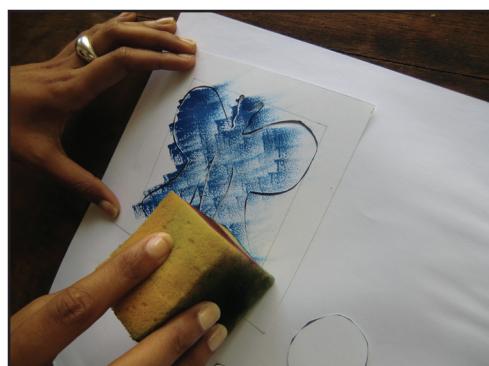
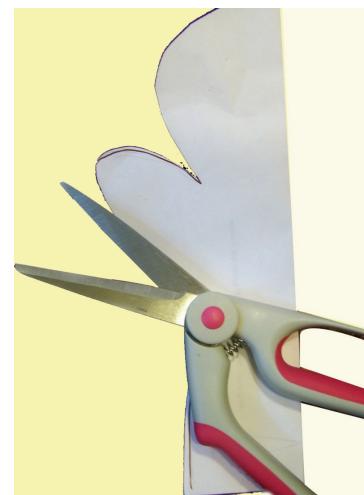


## Materials and equipment required for the activity:

1. Thick paper of 10 x 10 cms
2. craft knife
3. Sponge
4. Paint

Refer to the step by step procedure to create your own stencil printing.

- Draw your design on the thick paper
- Fold the design symmetrically and use a pair of scissors to cut out the shape.
- Using a craft knife, cut out the shape.
- Both the cut out (template) and the opening (stencil) can be used for stenciling.



Tie and dye is a resist technique where only part of the fabric can be coloured when dyed. Tie and dye is an ancient method of pattern making on fabric. It was a popular textile craft a very long time ago in China, Japan and India. By knotting, folding, clipping, trying, binding, stitching, and sewing, dye will be prevented from penetrating specific areas of the cloth leaving distinct patterns.



#### **Materials and equipment required for tie and dye:**

1. Heat Source
2. 1 large metal container (Decti)
3. Dyes
4. Fabric to be dyed (wash to remove starch)
5. Pieces of String
6. Scissors and Gloves

Refer to the step by step procedure for tie and dye.

1. Fold, knot and pleat the fabric



2. Using strings, tie the cloth at regular intervals.

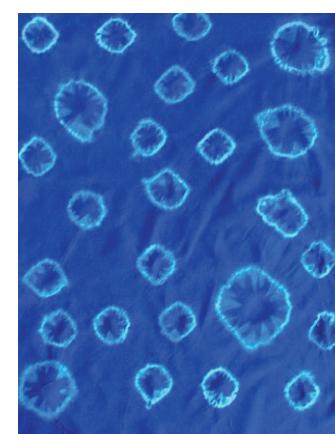
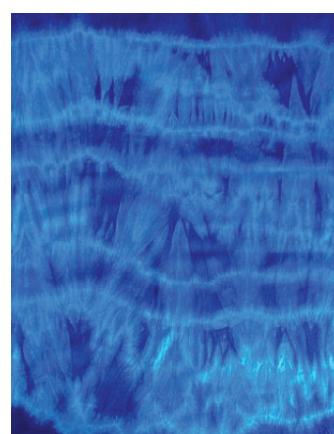
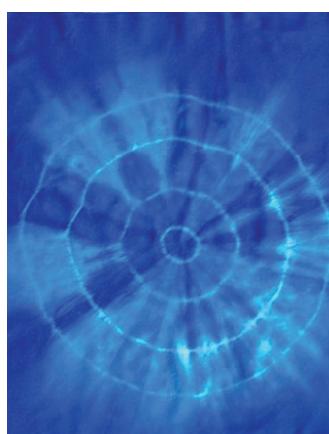


3. Prepare the dye in the container under the guidance and supervision of your teacher.

4. Once the dye is ready, put the tied fabric in the dye and allow the dye to penetrate the fabric.

5. Once the dying process is over, remove the tied fabric and wash till the water runs clear.

6. Untie the fabric and allow to dry.



**Note:** The many tie and dye works produced in class can be stitched together to form a wall decoration.

**14.** (a) Describe your neighbours. (dekrir to ban voizin).

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(b) Name five things that you can do to maintain a good relationship with your neighbours.

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(c) Name five things that you can do to help a handicapped neighbour?

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**15.** Describe your best friend. (dkrir to bon kamarad)

- Your best friend can also mean your pet, for example a dog
- Qualities and weaknesses
- Physical description
- Why do you consider him or her as your best friend ?

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**16.** Let's play with the words using the name and surname of your classmates, for example:

- sympathetic \_\_\_\_\_
- natural \_\_\_\_\_
- amusing \_\_\_\_\_
- loyal \_\_\_\_\_
- elegant \_\_\_\_\_
- gentle \_\_\_\_\_
- original \_\_\_\_\_
- faithful \_\_\_\_\_

**17.** (a) Use Microsoft Word to type a text that you wrote about your neighbourhood.

(b) Use the **caps lock** key which is on the left hand side of your keyboard to type the text on your neighbourhood in capital letters.

(c) Now press the **caps lock** key again to continue to type the text in small letters.

(d) To check your spelling of a word, select the word that you want to look up, click on **Review** in the toolbar.

(e) Left click on **Spelling and Grammar** or the **Thesaurus**. If the word needs to be changed, select change.

(f) Save your work under a different name in the folder you created in the previous activity.

**18.** (a) Open the documents you worked on in the previous lessons (on family and neighbourhood).

(b) Select your text.

(c) Click on **Review** in your toolbar and click on **Translate**.

(d) Click on **choose translation language**.

(e) Change the language of your texts from English to French and vice versa.

**Note:** Each time you will have to save your work.

# Module 3

## Mon quartier

**1.** (i) Ecris le nom de ton quartier en lettres majuscules.

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(ii) Ecris le nom de ta ville ou de ton village en petites lettres.

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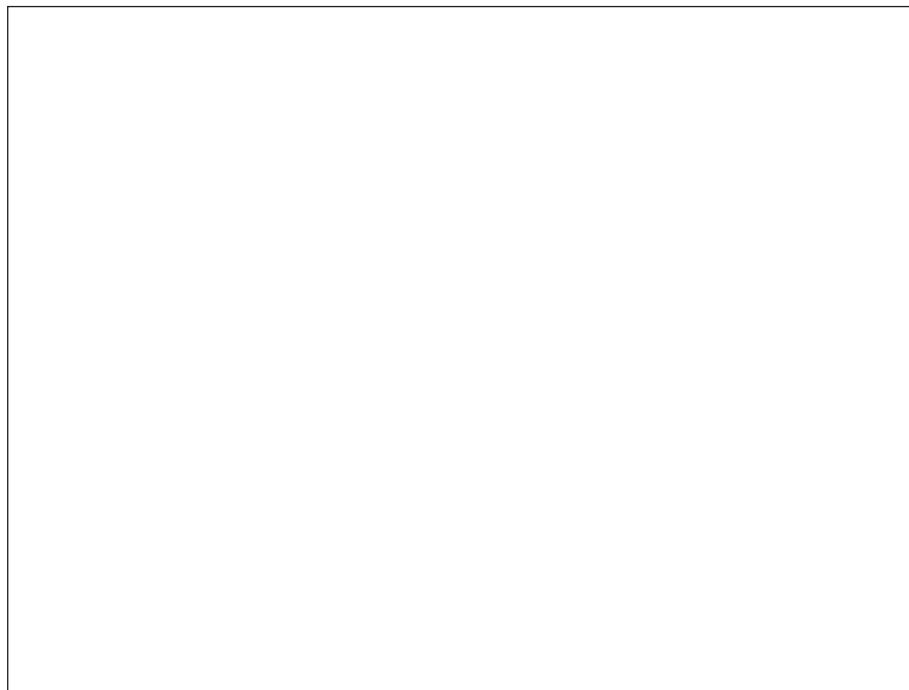
(iii) Ecris quelques phrases pour nous décrire ton village ou ta ville.

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(iv) Dessine le quartier où tu vis.



(v) Si tu ne vivais pas dans ta ville ou ton village, dans quel(le) autre ville ou village aurais-tu aimé vivre ? Pourquoi ?

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(vii) Dessine et écris les trois choses que tu aimes dans ton village ou ta ville.

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(viii) Dessine et écris les trois choses que tu n'aimes pas dans ton village ou ta ville.

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## 2. (i) Pour toi, quel serait le quartier idéal ?

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(ii) Quel nom tu lui donnerais ?

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(iii) Comment serait-il ? Dessine-le.

(iv) Qui sont ceux qui vivent dans ce quartier ?

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(v) Quelles seront les règles ou les lois que tu aurais aimé voir y instaurer ?

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- 3.** Discuss your ideal locality with your teacher or friend next to you. Draw a sketch of this ideal locality in your sketch pad.

Create a maquette of this ideal locality. For this activity, you will require the following basic materials:

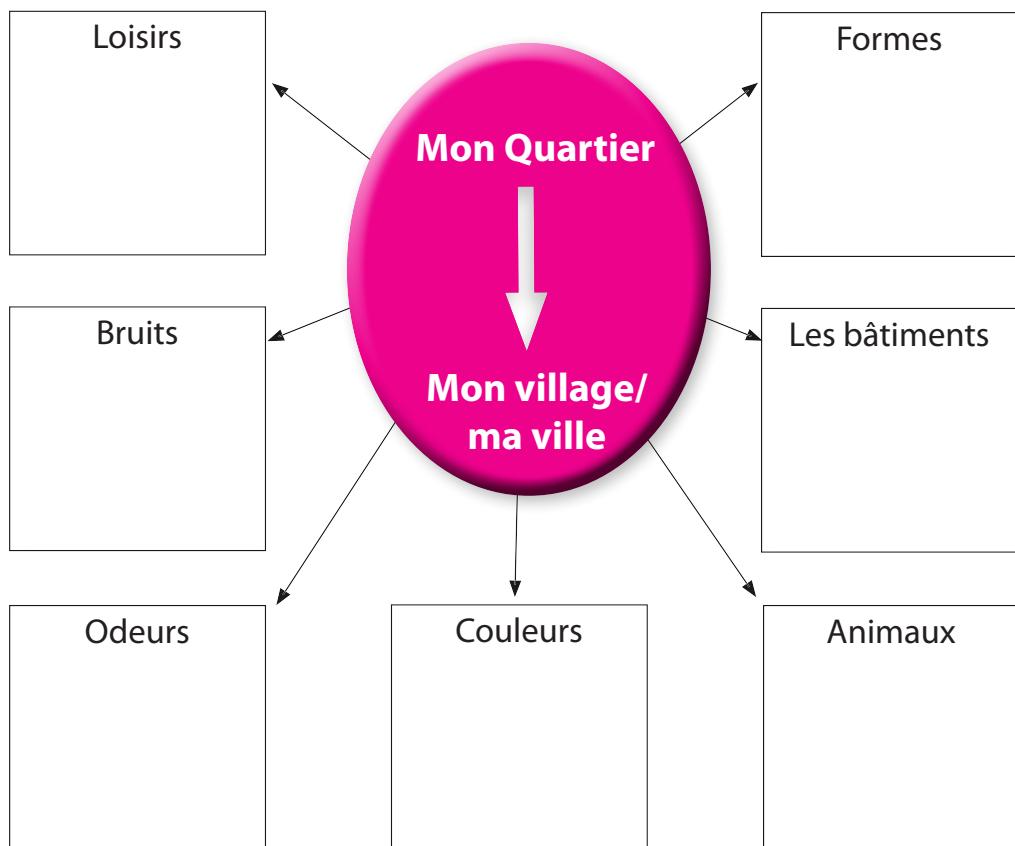
- boxes of different sizes
- A cardboard as support for the maquette



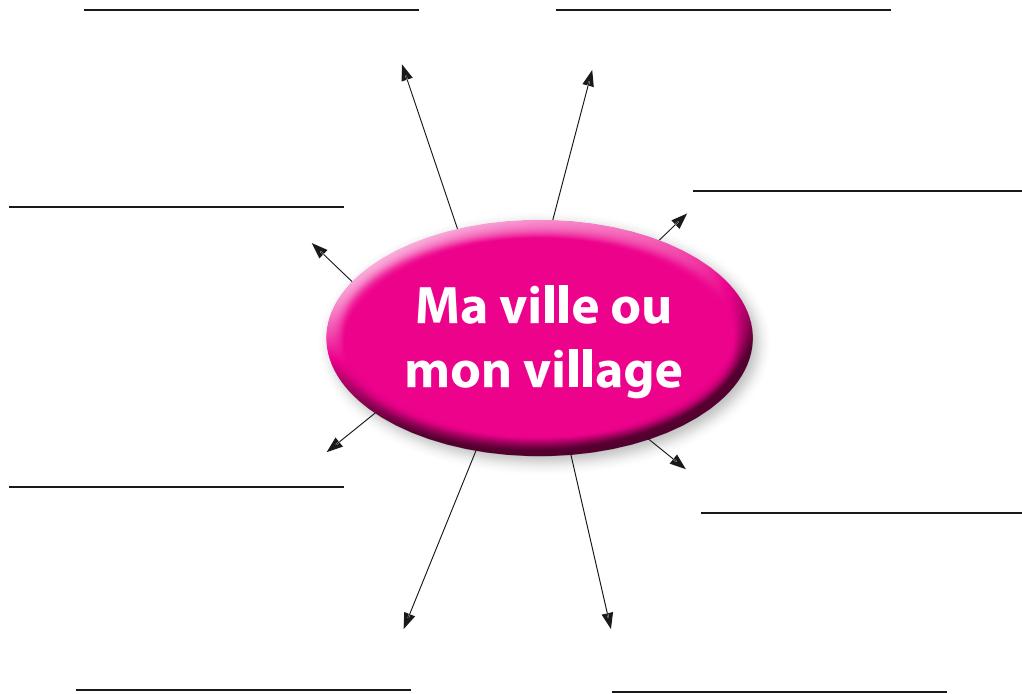
You can also use other found materials like straws, match sticks, coloured fabric to create your maquette



- 4.** (i) Décris ton quartier en prenant comme repère les mots dans les cases.



- (ii) Cherche et écris 8 adjectifs qui qualifient ta ville ou ton village.
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- 



**5.** En respectant l'ordre alphabétique,

(a) écris les noms des 9 districts de l'île Maurice.

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(b) écris les noms des 7 villes de l'île Maurice.

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(c) écris les noms de 5 villages se trouvant dans la région où le district où tu vis.

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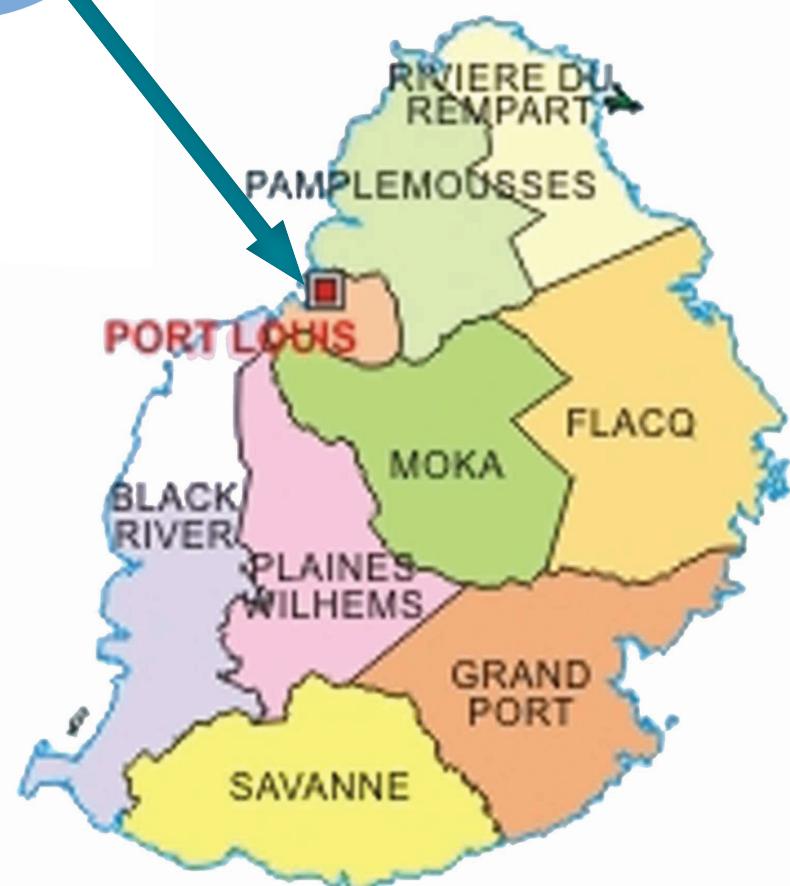
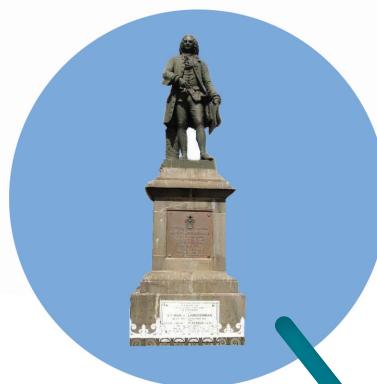
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In your sketch pad, draw a map of Mauritius, tracing out the different districts, towns and main villages.

Paint the different districts, towns, villages using different colours.

Discuss with your group members and your teacher, and identify a symbol that can represent the districts, towns and villages. For example, the statue of Mahé de Labourdonnais to represent Port Louis. These symbols can be added to the map in the form of drawings and paintings.



**6.** (a) Classe les noms en quatre colonnes

Ceux qui évoquent

- un bruit
- une odeur
- la vue
- un divertissement

Un son

Une porte qui se ferme

Une voiture qui roule

Une fleur

Un gâteau

Le cinéma

Un spectacle

Le marché

Un parfum

Un tableau

Un paysage

Une apparence

Le tapage

Le tennis

La cantine de l'école

Le jardin botanique

Un gazouillis

La pluie

un bruit	une odeur	la vue	un divertissement

(b) En utilisant les quatre catégories ci-dessus décris le paysage que tu vois quand tu regardes/observe ton quartier.

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- 7.** (a) Décris les jeux que tu as l'habitude de voir jouer par les enfants.

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- (b) Choisis un jeu et explique nous comment ça se pratique.

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- (c) Fais une description détaillée des jeux que tu aimes jouer dans ton quartier. Tu peux t'aider de dessins que tu auras faits au préalable.

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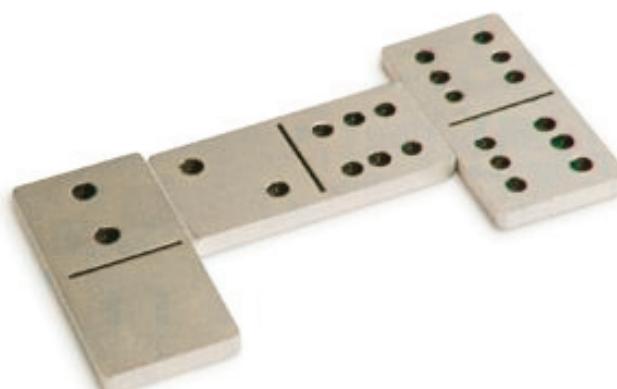
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- (d) En te servant des matériaux à ta disposition, construit le modèle d'un des jeux. Par exemple : un jeu de domino.



**8.** (a) Quels sont les métiers qui se pratiquent dans ton quartier ?

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(b) Choisis l'un de ces métiers et fais le portrait d'une personne qui l'exerce.

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(c) Quel est le métier que tu aimes le plus ? En quelques lignes, raconte-nous pourquoi tu aimes ce métier.

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- souligner le fait que chaque métier est important au développement d'un quartier. Il n'y a pas de sous-métier.

**9.** (a) Fais une liste des difficultés que rencontrent les gens de ton quartier.

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(b) Quelles sont les choses que tu pourrais faire afin d'aider les gens de ton quartier à surmonter leurs problèmes ?

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(c) Quels ont les activités organisées par les organisations socioculturelles de ton quartier pour aider les jeunes ?

Par exemple: le Ministère de la Jeunesse et des Sports, le Social Welfare Centre, les ONGs et les groupes de jeunes.

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- 
- le message peut être sous forme de poème, de slam, ou de chanson, de pièce de théâtre ou sketch.

(d) En quelques lignes, écrit un message que tu aimerais partager avec les gens de ton quartier.

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**10.** (a) Quels sont les lieux les plus fréquentés de ton quartier ?

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(b) Quels sont les passe-temps des gens de ton quartier ?

Exemples :

- (i) jouer à la pétanque, aux cartes
- (ii) sortir et aller au cinéma

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(c) Quelles sont les occasions qui réunissent les gens de ton village/ta ville ?

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(d) Dessine un tableau sur l'une des occasions où il y a tous les gens de ton quartier.

Par exemple :

- un jour de marché
- une fête
- un tournoi de pétanque

**11.** (a) Ecris une histoire sur ton village ou ta ville.

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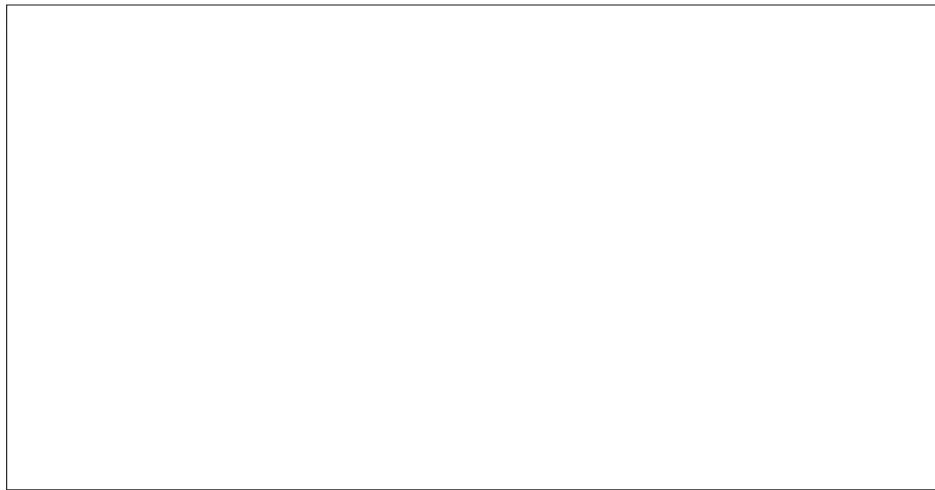
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(b) Illustre l'histoire de dessins que tu auras faits.



•tu peux inventer  
les personnages  
de l'histoire ainsi  
que l'histoire elle-  
même.

(c) Présente ton travail à la classe.

**12.** (a) Quelles sont les choses que tu peux faire pour rendre ton quartier plus beau.

Exemple : planter des fleurs, nettoyer les rues

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(b) Quels sont les organismes qui peuvent t'aider à rendre ton quartier plus beau.

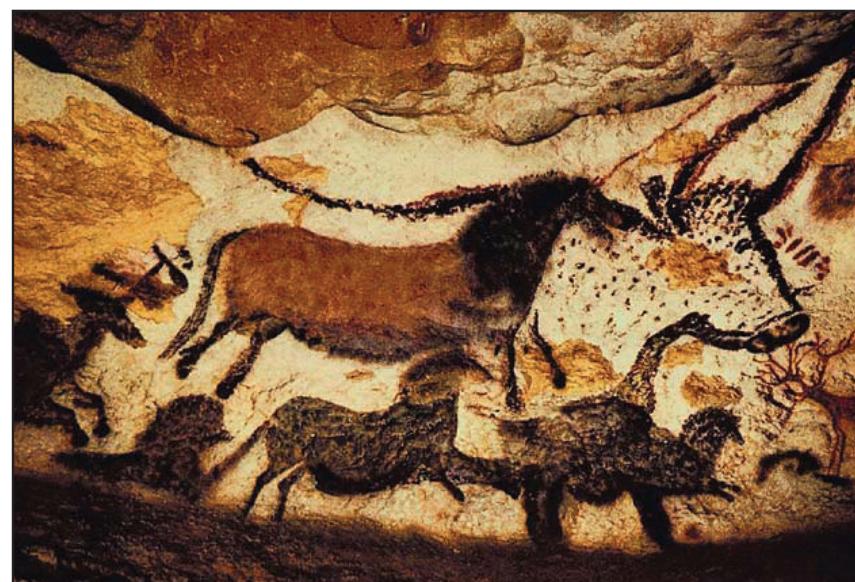
Exemple : le Ministère de l'Environnement, les ONGs

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Frescos and mural painting can be used to embellish an area or locality. Frescos and mural paintings have existed since Cave Art and has been an expressive and creative way to depict everyday life as well as to embellish different surfaces.



Cave painting, Lascaux, France, 15,000 to 10,000 B.C

In groups, carry out a group discussion to come up with ideas for a composition for a mural painting to decorate a wall in your locality. This can be a thematic composition. For example, you can work on specific themes like sports, music, flora and fauna, etc. Draw and paint this composition in your sketch pad.



The Selling of Joseph, Overbeck Friedrich

For this activity, you will paint onto a board, representative of the wall.

You will require the following materials and equipment for this activity:

- Plywood of 1m 50 cm X 1 m
- Paint brushes of different thickness
- Paints of different colours
- Containers for paints

With the help of your teacher, enlarge the composition to a scale proportionate to the board. Draw the composition in pencil.

Paint the large scale painting in groups paying attention to neatness and balance in colours.



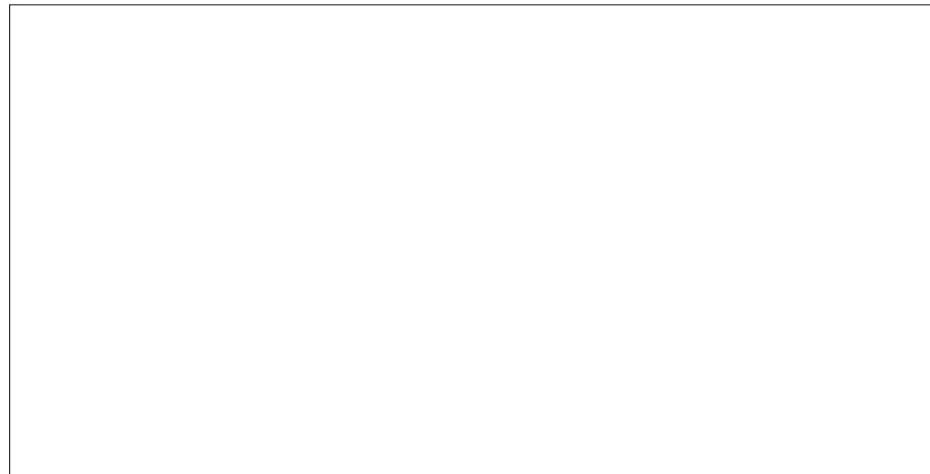
**13.** (a) Quelles sont les entreprises qui existent dans ton quartier ?

Par exemple : une usine de textile, un hôtel

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(b) Dessine l'une de ces entreprises.



(c) Ecrire des phrases pour raconter comment les industries ont changé la vie des gens de ton quartier.

Exemple : Grâce à l'industrie sucrière, les gens ont eu du travail.

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**14.** (a) Quelles sont les activités économiques qui existent dans

ton quartier ?

Par exemple : l'agriculture, le marché, les magasins,  
les arts floraux

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(b) Prépare un petit projet sur les activités économiques de ton quartier. Tu peux t'aider des informations que tu auras collectées au cours d'une petite enquête et des illustrations que tu feras.

## 15. EN GROUPE, METTRE EN SCÈNE LA VIE DU QUARTIER.

(a) Les élèves doivent discuter des choses qu'ils voient dans leurs quartiers.

(b) Ils doivent observer les commerces du quartier.

(c) Ils doivent décorer, faire la mise en scène du quartier en y plaçant des panneaux

Par exemple

**'AH KIM  
MARCHAND DE BOULETTES'**

(d) Ils doivent décrire le quartier

### QUARTIER 1

Sonya : Bonjour David, j'aimerais beaucoup que tu me fasses visiter ton quartier.

David : Bien sûr Sonya. Allons rejoindre Ashley et Yasmina.

Ashley : Salut les amis. Alors, où est ce qu'on va aujourd'hui?

Sonya : David compte me faire visiter votre quartier.

Yasmin : C'est une très bonne idée. Allons commencer par manger des boulettes chez Ah Kim. David Ah kim est le meilleur marchand de boulettes du quartier.

Sonya : Excellente idée. Savez-vous où je pourrais trouver des légumes pour ma mère?

Ashley : Tu trouveras tout ce dont tu as besoin à la foire, tu y trouveras même du poisson frais.

David : En sortant de la foire, on te montrera le terrain de volley et le centre de boxe.

Yasmina : Oui, on pourra même faire une partie de volley avant de rentrer à la maison. Qu'en pensez-vous ?

Ashley : C'est une bonne idée et il faudra aussi que tu lui présentes ta coiffeuse, celle qui coiffe merveilleusement bien.

Yasmina : Oui c'est vrai que ma coiffeuse, c'est la meilleure du quartier.

Sonya : J'ai passé un bon moment à visiter votre quartier. La prochaine fois je vous ferai visiter le mien.

## QUARTIER 2

Aujourd'hui c'est Sonya qui nous fera visiter son quartier.

Sonya : Bonjour les amis. Alors, après avoir visité votre quartier, allons visiter le mien à présent.

Yasmina : C'est une très bonne idée. Allons commencer par le jardin d'enfants. Il y a même des bancs pour que les adultes puissent s'asseoir tout en surveillant leurs enfants. Tu nous parles souvent de tes après-midi assise sur ces bancs à bavarder avec tes copines.

David : Hey Sonya, regarde le marchand de barbe à papa. J'aimerais beaucoup qu'on aille en acheter.

Sonya : Ce marchand vend de très bonne barbes à papa. Les enfants du quartier en raffolent.

Ashley : Je préfèrerais trouver une boutique pour m'acheter un jus de fruit.

Sonya : Allons chez Appollon. C'est une boutique où tu trouveras toutes sortes de boissons et aussi des friandises.

Yasmina : Mais c'est un très beau bâtiment que vous avez là !

Sonya : Oui, c'est le Centre de Jeunesse ; c'est là qu'on a nos réunions de jeunes et nos parties de dominos.

## 16. SLAM SUR LE QUARTIER

Choisi le nom d'un commerce qui existe dans ton quartier. Ensuite, fais rimer le nom avec un autre mot.

Par exemple :

La boutique de Nicolas  
où on vend du choccolat

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**17.** (a) Talk on the bus, the road(s) you take to go home.

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(b) Talk on the means of transport and the buildings you can see on your way home.

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(c) Write five behaviours that you can adopt to keep your classroom clean.

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(d) Write five behaviours that you can adopt to keep your room clean.

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**18.** (a) Make a list of the different types of pollution.

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(b) What can be done to keep a clean and hygienic environment?

For Instance: use dustbins to throw litter and wastes, plant trees everywhere to purify the rubbish as it causes air pollution and it is also dangerous.

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**19.** Write about all your favourite animals.

Write a report on the animal you have chosen. Be sure to include details and facts and to write clearly so that your work can be read easily.

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## Oral activity



### 20. Discussion

1. Do you like animals ?
2. Do you have a pet ?
3. Describe your favourite pet.
  - (a) Its physical characteristics.
  - (b) Its behaviour
4. What do you like most in your favourite pet ?
5. How do you care for your domestic animals ?

### 21. Discussion

1. What are the activities that you share with your animal?  
For example, playing with a ball.
2. Describe the animals you can see at Casela/Crocodile Park?
3. Imagine you are an animal and that you live in a cage.  
What will be your feelings?

### 22. Role play on good manners.

1. to apologise
2. to say thank you
3. to say it's my pleasure
4. to congratulate
5. to salute
6. to say Good Morning, Good Afternoon, Goodnight
7. to say Hello
8. to say please
9. to shake hand
10. to help someone in need

## 23. Music

### Discussion on Music

1. Do you like music?
2. Which types of music do you like?
3. Mention five musical instruments that you know.
4. Bring a copy of the text of your favourite song and explain the words in the text.
5. Draw five musical instruments made locally. While drawing, pay attention to the material used and the structure of the instrument. Use coloured pencil, pastel or water colour to paint the instruments.

## 24. Group work

The students must work in group; each group must work on a type of music.

Example: Pop

Content of the presentation

- Origin of this type of music.
- The singers who sing this type of music.
- The students are free to sing to present this type of music.
- The students must explain why they like this type of music.

**25.** (a) Write a slam on environment.

(b) Type the text. Click on Insert, and then press on WordArt and select the right effect to give a more interesting turn to your work.

(c) Print your work so that it can be distributed among your friends.

- Click on **file**.
- Select **print preview** to see how the final printed work will look like.
- Press on **print**.
- Draw and paint a composition to illustrate the slam.



# Module 4

## Health

## 1. Playing with alphabets

(a) Write five common words which begin with the following

letters : A, B, C, D, E, L, M, N, O, P, R, S, T.

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(b) Write three common words which begin with the following

letters : F, G, H, I, J.

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(c) Write two common words which begin with the following

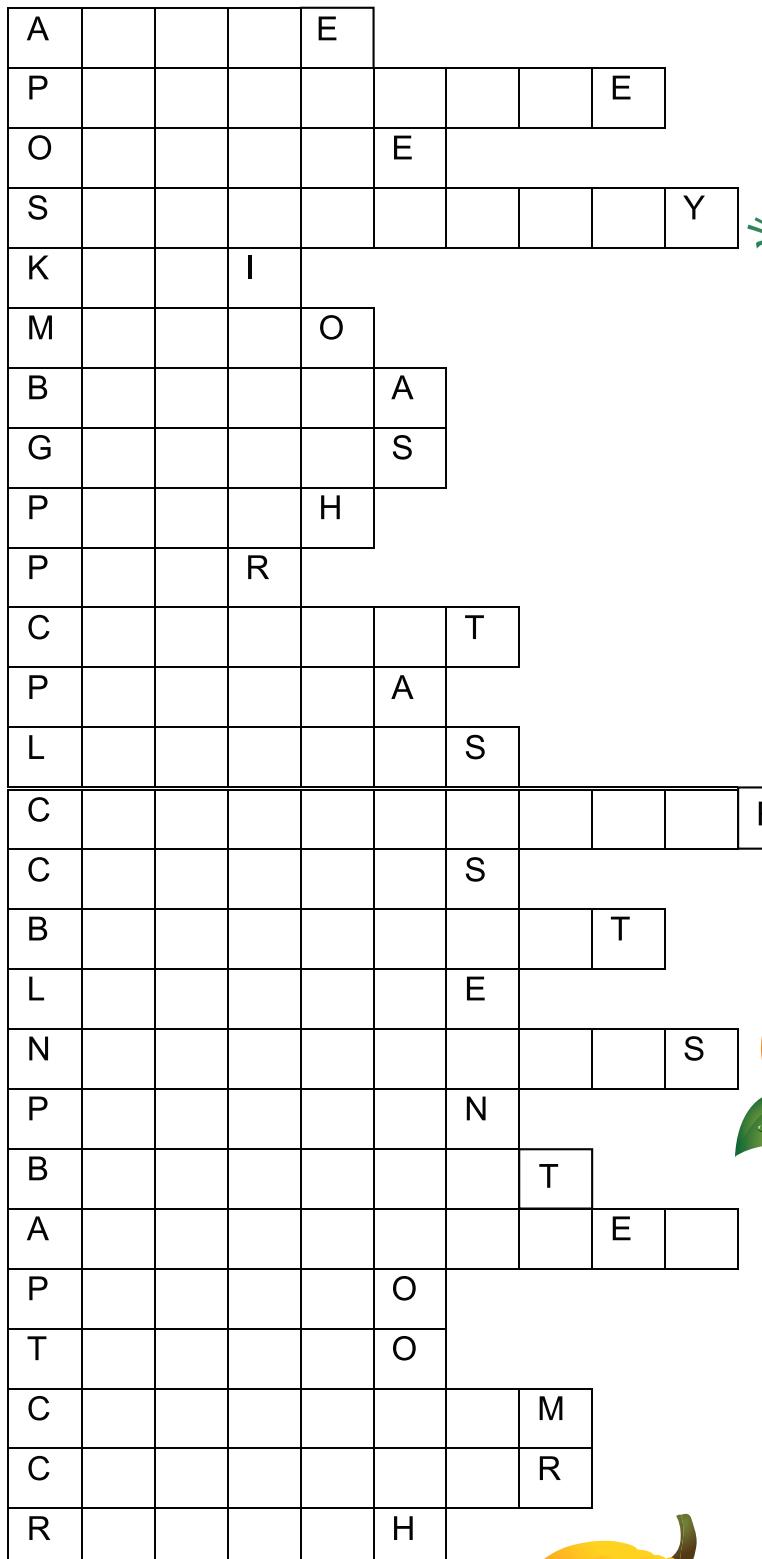
letters : K, Q, U, V, W, X, Y, Z.

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## 2. Playing with fruits and vegetables

Fill in the cases below with the missing alphabets to obtain the name of a fruit or a vegetable.



- STRAWBERRY  
NECTARINES  
LETTUCE  
PINEAPPLE  
AUBERGINES  
RADISH  
TOMATO  
APPLE  
ORANGE  
BUTTERNUT  
BEETROOT  
POTATO  
CARROTS  
KIWI  
CAULIFLOWER  
MANGO  
GRAPES  
COCONUT  
PUMPKIN  
CAPSICUM  
LITCHIS  
GRAPES  
BANANA  
PEACH  
CUCUMBER  
PEAR  
PAPAYA

- 3.** (i) Name five of your favourite fruits.

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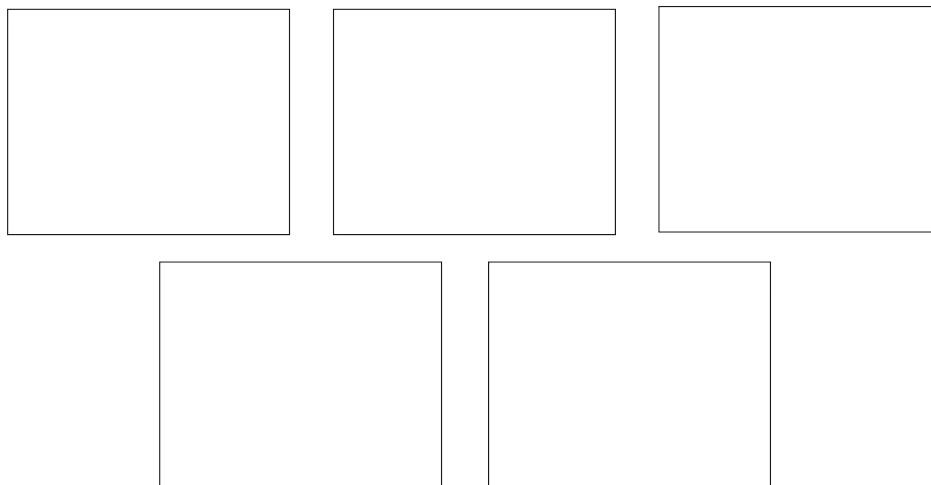
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- (ii) Draw your five favourite fruits.



- 4.** (i) Name five of your favourite vegetables.

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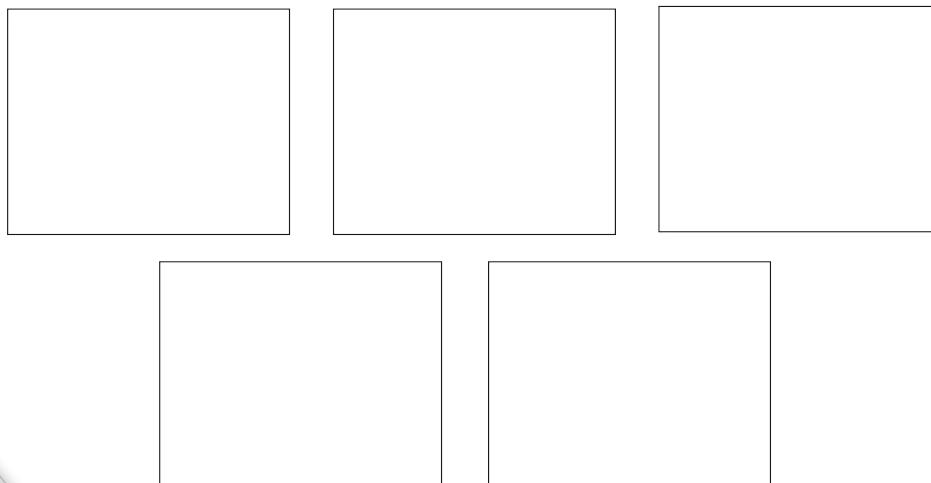
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- (ii) Draw your five favourite vegetables.



- 5.** (a) What health problems do we risk from bad consumption of food ?

For example: obesity.

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- (b) What can we do to prevent these risks ?

For instance : eat a balanced diet, do physical exercises regularly.

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- (c) What precautions can be taken to keep our food clean and healthy?

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- Brainstorm and identify health problems caused by bad eating habits, lack of exercise. List down these health problems.

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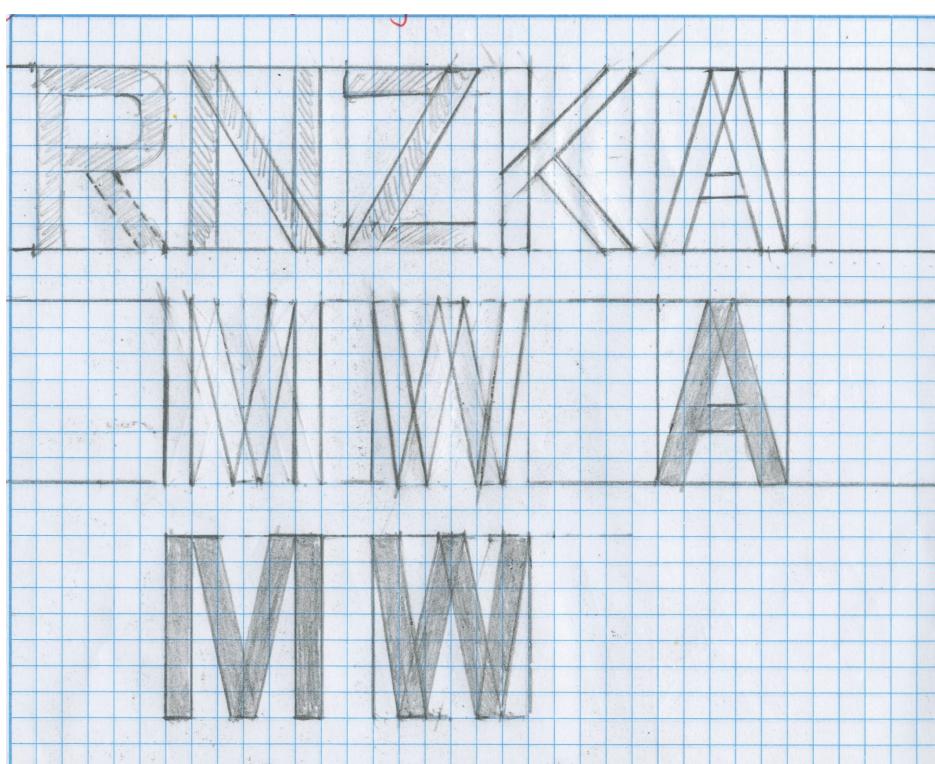
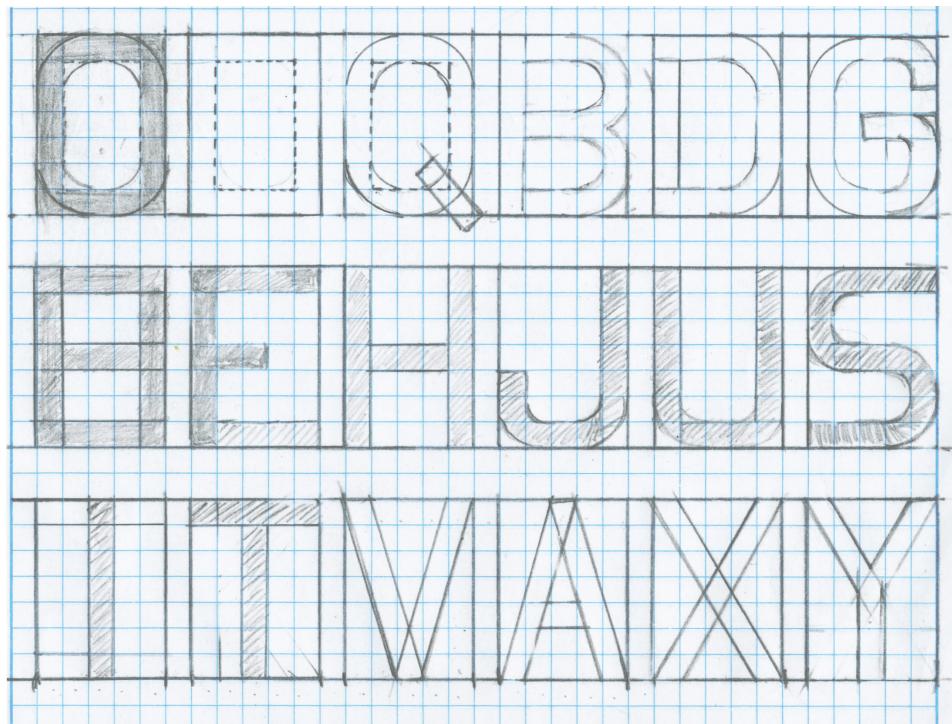
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A poster is a graphic means of communication and it can be used to announce and event or sensitize people about specific issues. A poster must be attractive and should deliver a message. Important aspects to consider while making a poster are: layout and composition, balance, unity, letterforms and colour.

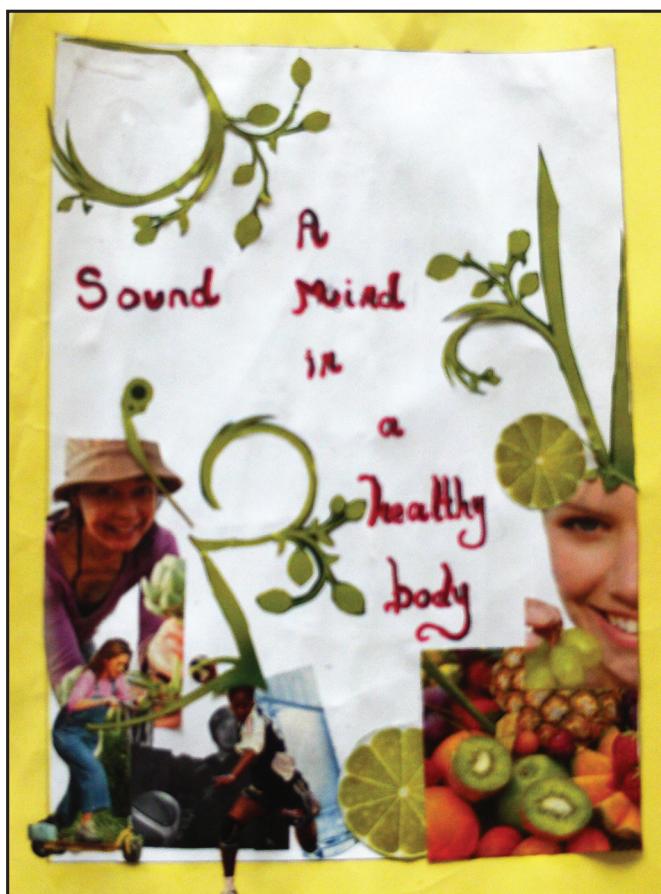


We use letters to write words. In a poster, we communicate our ideas and message through the written message and the illustration. The written message should be brief and precise. There is a large variety of letterforms that you can observe in newspapers and magazines. For this activity, you will require a grid paper with grid of 50 mm.



If you count the number of small squares on the grid, you will notice that the letters : A B C D E F G H J K L N O P Q R S T U V X Y Z are in rectangles of 5 x 7 squares. Letters I is only one square wide. Letters M and W are constructed in rectangles of 6x 7 squares. You will note that the construction of letters A K N V X M AND W is more complex. When constructing letters on the grid, you will have to count the number of squares, leaving one square interval between letters. Use a ruler to draw the lines. Later, you can try freehand drawing. Curves can be constructed at the edges using a 5 cent coin or a circular template with radius 60 mm drawn and cut out from a Bristol paper.

Make a poster with written and illustrated messages to sensitize people on the issues of healthy eating and the need for exercise. You may use appropriate cuttings from newspapers and magazines.



**1.** (a) Ekrir enn ti lartik lor danze avek

(i) lalkol

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(ii) sigaret

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(b) Fer bann poster pur ilustre lartik la.

(c) Prezent to travay dan klas.

(d) To kapav exposz to bann travay.

**Note :** To kapav invit bann zelèv pou visit lexpozition la.



# **Module 5**

## **Vivre dans mon pays**

- 1.** (i) Listen in a focused way to BBC NEWS, magazines, documentaries and reporting.

**(ii) ROLE PLAY ON BBC NEWS**

(a) The student should listen to BBC NEWS on a particular day.

(b) Each student should select a particular field which is diffused on BBC NEWS to present to his classmates.

For example : News on sports

: Royal Family (people)

(c) The student must play the role of the speaker; He must begin by introducing himself as the speaker.

(d) To motivate the students to watch BBC NEWS the teacher must ask them to talk about what had attracted their attention...

for example: tsunami. Ten minutes per week could be allocated for the presentation of BBC NEWS.

**2. ORAL SESSION**

**Listening comprehension**

The learner must listen carefully to BBC NEWS in the class then he must write the main points which were diffused on BBC NEWS.

The teacher must prepare the questions according to the information diffused on the tape and the students must answer the questions orally.

- 1.** (i) (a) Dessine le poste de police de ton village ou de ta ville.



- (b) En quelques phrases, décris les fonctions d'un policier.

Par exemple : le policier veille au respect des lois.

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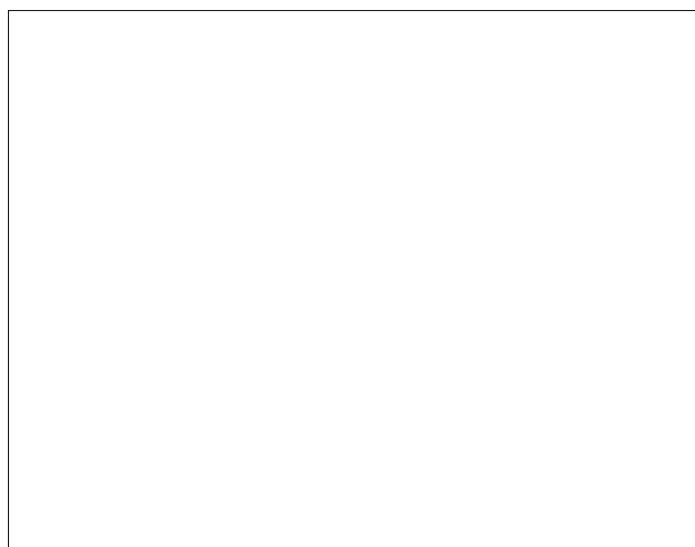
- (c) Quelles sont les séries policières que tu aimes regarder à la télévision ? Dis à la classe pourquoi.

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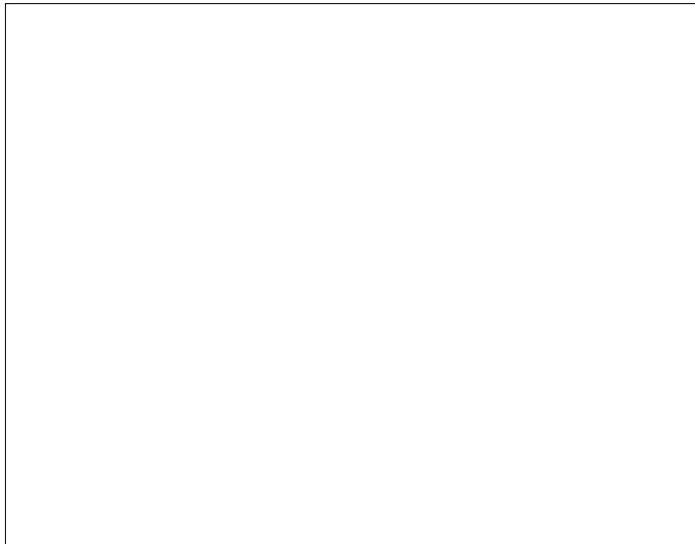
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- (d) Dessine l'uniforme d'un policier.



(ii) (a) Dessine un hôpital



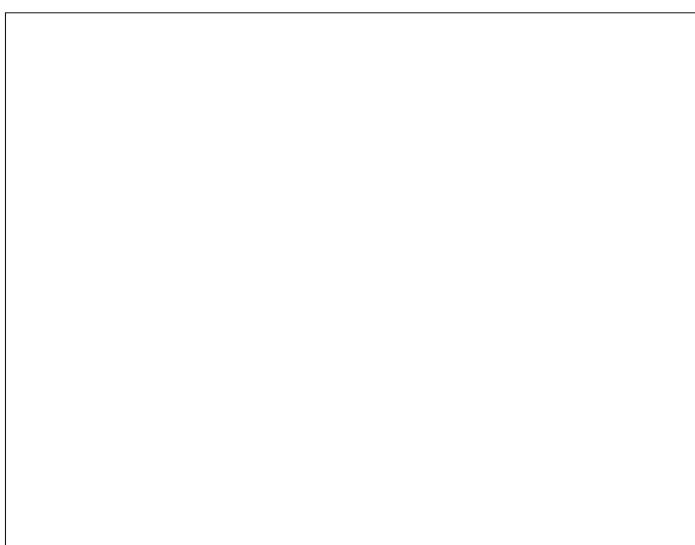
(b) En quelques phrases, décris le travail d'un docteur.

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(c) Dessine l'uniforme d'une infirmière.



(d) Décris l'atmosphère qui existe dans un hôpital.

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(iii) (a) Décris le travail d'un éboueur (english : dustman).

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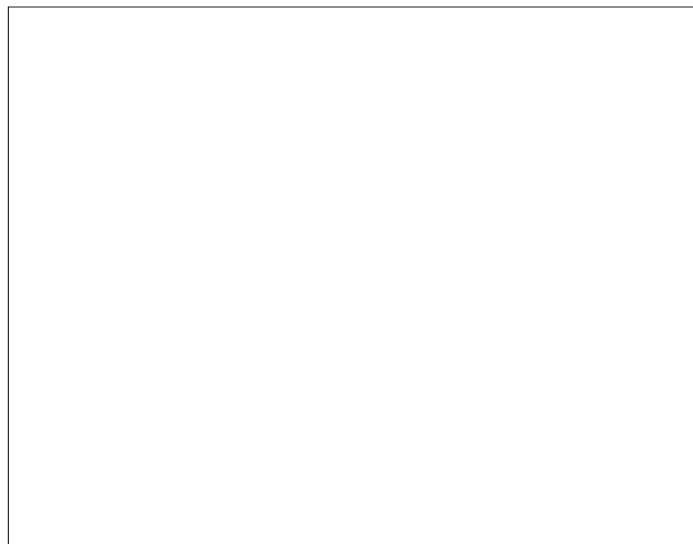
(b) Quelle est l'importance des éboueurs.

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(c) Dessine un éboueur et son camion.



• Ce devoir peut être fait sur les métiers suivants : mécanicien, menuisier, plombier, électricien, agriculteur, fleuriste parmi tant d'autres.

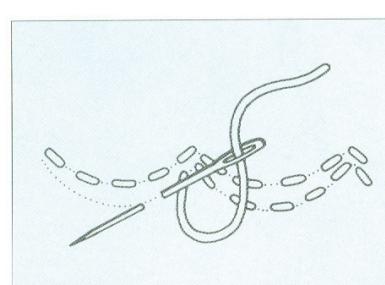
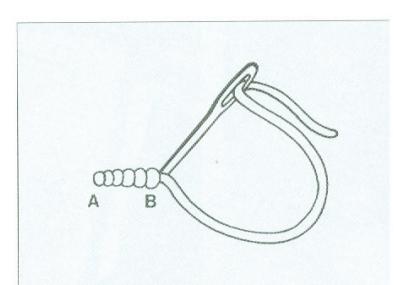
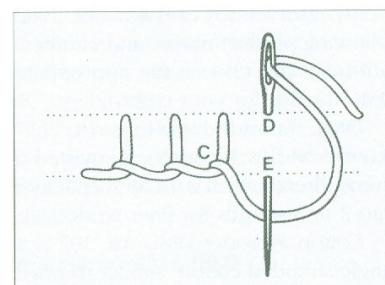
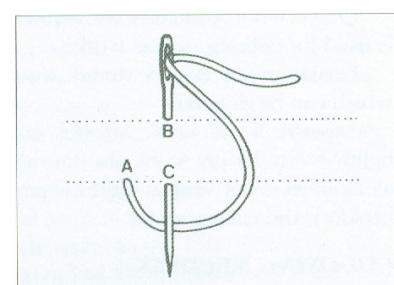
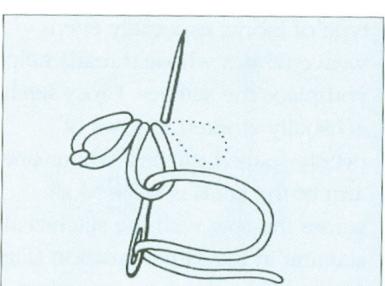
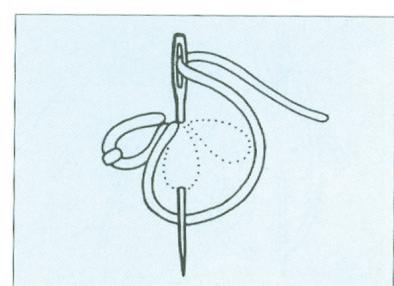
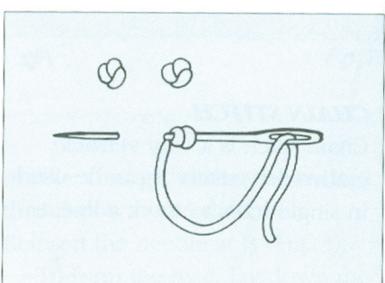
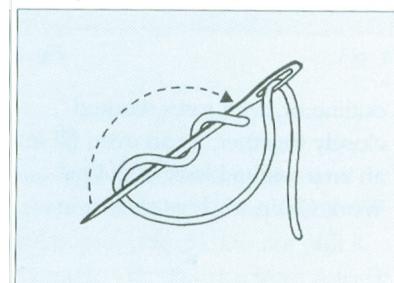
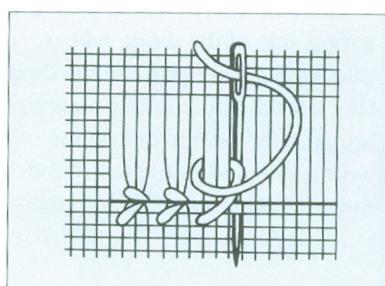
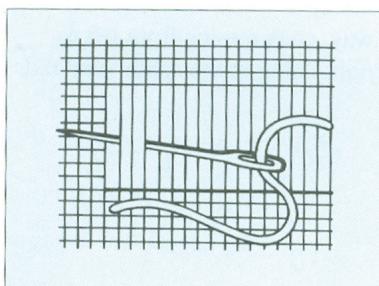
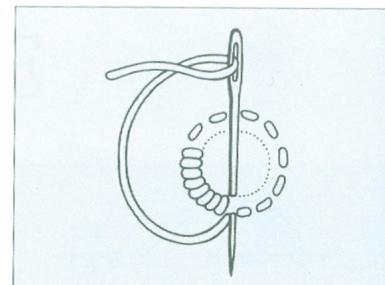
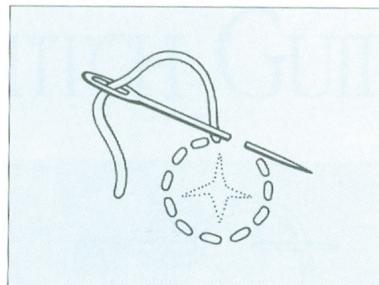
You may have noticed that some people also engage in craft making for a living. In groups and with the help of your teacher, discuss and list down the different craftworks that can be undertaken for a living.

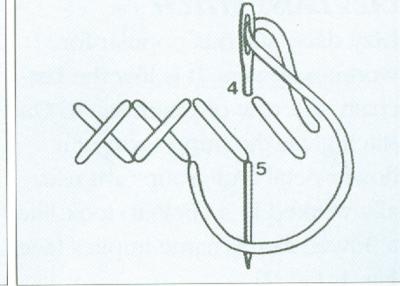
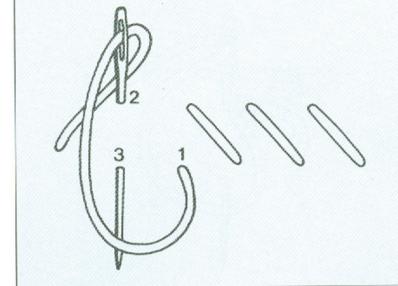
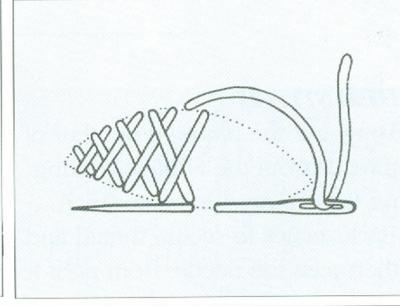
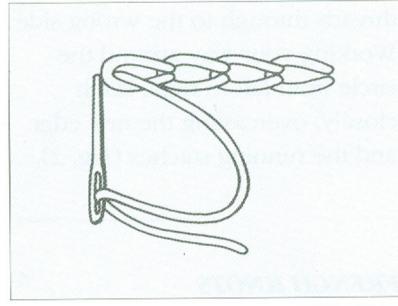
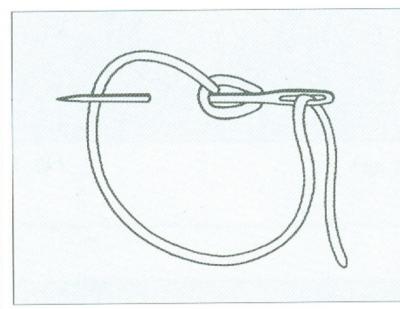
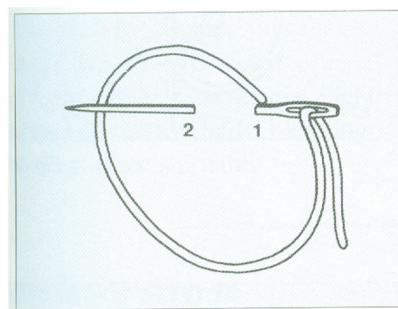
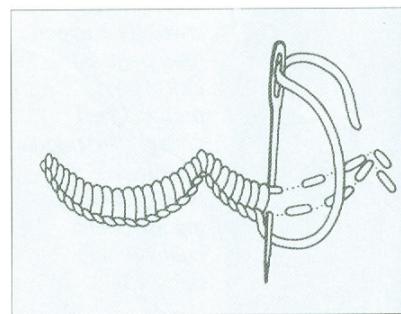
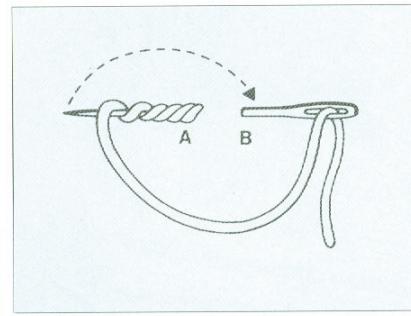
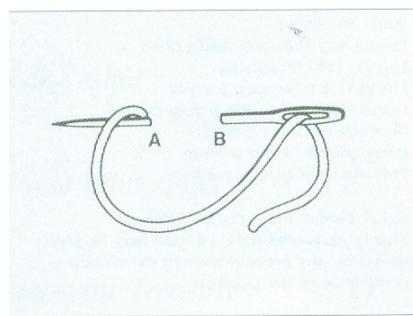
Some examples can be patchwork and creative embroidery, weaving and fancy jewellery.

Embroidery is the art of decorating fabric and a range of threads and fabrics can be used for this purpose. Creative embroidery is a combination of the art of drawing with stitches on fabric and the adding of interesting pieces of fabric cut outs and other decorative elements such as buttons, beads and sequins. Interesting embroidery works can be achieved if careful attention is paid to layout, colours, textures and so on. Embroidery can be used to decorate and personalize items such as fancy bags, scarves and pencil cases.



Simple stitches such as buttonhole stitch, running stitch and herringbone stitch can be used in a creative and original way.





Experiments with the different stitches and patchwork, prior to the final work, will eventually help you develop the necessary skills and confidence to attempt a creative embroidery work. Explanations and demonstrations by the teacher will further help you in this task.

Create your own patchwork and creative embroidery work based on a theme of your choice.

**Guidelines to teachers:** *It is important to choose a fabric which is firm enough to support the threads and stitches.*

Weaving is an ancient art that was done with simple natural fibres. Weaving is basically the interlacing of simple fibres to form a fabric. Weaving activities can range from simple to more complex ones depending on the creative use of materials. Students are encouraged to experiment, invent, combine and create patterns, developing more expressive and personal work.

**For card loom weaving, materials and equipment required are:**

1. Thick card 18 X 24 cm
2. Pencil
3. Ruler
4. Cutter or scissors

**Follow the step by step procedure on card loom weaving.**

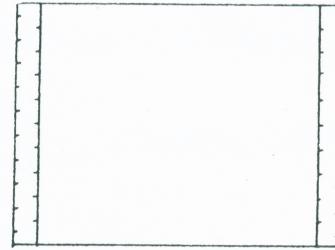
- Draw lines at the bottom of the card  $\frac{1}{2}$  cms from the edges



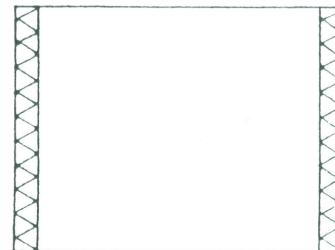
- Make regular intervals 1cm wide along the lines



- Mark the edges of the 1 cm interval diagonally opposite the first set of marks



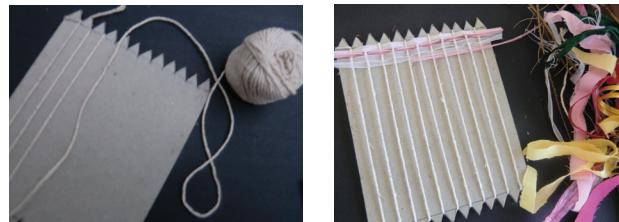
- Join the marks in V shapes



- Cut out V shapes



- Warping



- Create warp stripes using fabric of different colours, textures and thickness. Ribbons and other fibres can also be used.
- Warp these in a creative way to produce a personal work.



## 5. Below is a list of jobs.

(i) Tick the jobs that you can see in your neighbourhood

(ii) Add three more jobs that are not mentioned in the list.

(ii) Say how each of them is named in french.

Shopkeeper  labourer  scavenger

Hairdresser  electrician  baker

Driver  fisherman  fruit seller

Policemen  painter  salesgirl

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## 6. Complete the following

For example :

We must study \_\_\_\_\_ to become a doctor.

We must study medecine to become a doctor.

(a) We must study \_\_\_\_\_ to become an engineer.

(b) We must study \_\_\_\_\_ to become an electrician.

(c) We must study \_\_\_\_\_ to become a hairdresser.

(d) We must study \_\_\_\_\_ to become a baker.

(e) We must study \_\_\_\_\_ to become a cooker.

(f) We must study \_\_\_\_\_ to become a carpenter.

(g) We must study \_\_\_\_\_ to become a journalist.

## 7. Oral Questions

- (a) Did you ever think about the job that you would like to do?
- (b) What are the advantages and disadvantages of doing this job?
- (c) Which course must you follow to obtain this job?
- (d) What is the level requirement for this job?

**8.** Make a presentation on the jobs that your parents do.

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**9.** (a) Draw your neighbourhood and write the names of the most interesting places that are found in your neighbourhood, for example: shopping centre.



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(b) Make a presentation on your neighbourhood.

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(c) Discuss about the advantages and disadvantages of living in your neighbourhood.

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(d) What are the vegetables and fruits available in your neighbourhood?

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**10.** (a) Mention the sport activities that you see in your neighbourhood.

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(b) Do you like sport activities?

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(c) Mention three sport activities that you like?

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(d) Have you ever won a medal in a sport competition?

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(e) What are the sport facilities available in your neighbourhood.

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In your neighbourhood and locality, you should have noticed a lot of discarded, thrown-away objects. Do you know that many of these objects can be recycled and reused to make interesting art works.



Gather discarded, thrown-away or found objects from your locality. In groups, use these objects to create a relief collage and an assemblage. Teachers should ensure that these objects are risk-free.

Your teacher will guide you as you proceed with this activity. Each group should identify a theme and develop the work accordingly.

- 11.** Make a presentation on your favourite sport. Include details and facts so that your work can be clearly understood by your friends.

## **12. A**

(i) Lors de ta classe de IT, cherche sur internet des informations sur l'histoire de l'Ile Maurice.

(ii) En quelques phrases, écris ta version de l'histoire de ton île. Illustre-la avec les dessins que tu auras faits.

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(iii) Présente ton projet à la classe.

## **B**

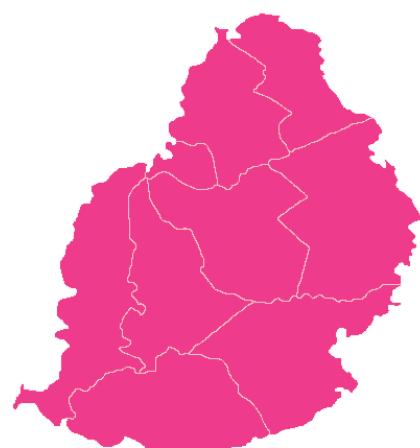
(i) Reproduit la carte de l'île Maurice dans ton cahier (en incluant les districts).

(ii) Mentionne tous les districts et les villes importantes.

(iii) Colorie le district où se trouve ton quartier avec la couleur de ton choix.

(iv) Indique sur ta carte la principale activité des gens de ton quartier.

Par exemple : la pêche, l'agriculture...



- 13.** (a) (i) En quelques phrases, décris les différentes cultures peuplant l'île Maurice.

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- (ii) Donne le nom de 3 fêtes importantes célébrées dans chaque culture.

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- (iii) Raconte à tes amis les préparatifs pour ces fêtes.

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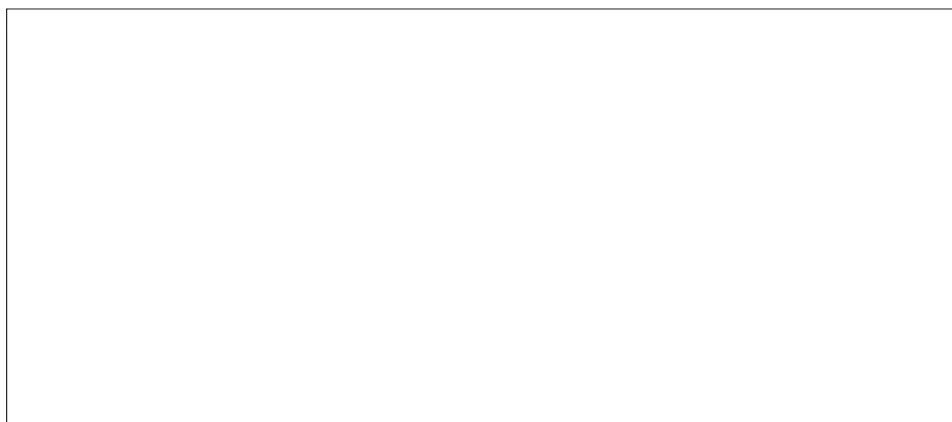
- (iv) Donne la recette d'un gâteau ou d'un plat traditionnel qui est préparé lors d'une de ces fêtes.

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- (v) Dessine les vêtements portés à l'occasion des différentes fêtes culturelles.



- (vi) A partir de tous les travaux faits avant, monte un projet que tu pourras présenter à tes amis.

**14.** A travers ta classe de IT, cherche des informations sur les lieux historiques et les monuments.

- a) Cherche les photos des monuments et dessine-les dans ton cahier.
- b) Fais des phrases simples pour raconter l'histoire de ces monuments.
- c) Fais le même exercice sur les lieux historiques Aapravasi Ghat et Le Morne.
- d) Fais un petit exposé de ce que tu as appris.

**Note :** Ce travail peut aussi être fait à travers des exercices tels que quiz, jeux de mots et discussion en classe.

In groups, and with the help of your teacher, look at the images that you have collected during your research on Aapravasi Ghat and Le Morne. Carry out a discussion on what these images reveal on the theme of indentured labourers and slavery.

Using these images as reference, create a composition on the theme of indentured labourers and slavery. Paint the composition, using colours appropriate to the theme.

## 15. Quels sont les parcs naturels que tu connais ?

Choisis deux d'entre eux et fais un exposé dessus.

Par exemple : le Black River Gorge, le Jardin Botanique  
de Pamplemousses

A inclure dans l'exposé

- L'endroit sur une carte de l'île  
(fais un croquis dans lequel tu incluras les plantes, les animaux et la vue.)
- Une description du lieu
- Les types d'animaux qu'on peut y rencontrer



Handwriting practice lines for the writing task. There are 10 sets of horizontal lines for each row, with a vertical margin line on the left side.

**16.** (1) Open a Word document.

- (2) Draw (i) Your Family Tree and  
(ii) A plan of your neighbourhood

by following these instructions.

A.

- Click on **insert**
- Then click on **shapes**
- Choose the shapes you want to work with.

B.

- Repeat the same operation as in A.
- This time instead of clicking on **shapes**, choose **SmartArt**

**17.** Make a poster on alcoholism using the Microsoft Word tool. Then make a poster on alcoholism using the Microsoft Word tools that you learned.

NB : **Save your work before switching off your computer.**

**18.** Make a poster on dangers of smoking using the Microsoft Word.

NB : **Save your work before switching off your computer.**

## le pok lontan

**19.** (i) Al dan enn club trwazyem age avek to granper ou soi to granmer ek fer enn ti entrevi avek bann dimounn ki dan sa club la. To capav poz zot kestion lor sa bann kiksoz la:

- a. Íki ban zoue ki zot zoue avan.
- b. ki ban gato ki zot ti pe kui.
- c. dan ki kalite lakaz zot ti pe reste.
- d. ki kalite lamizik zot ti pe fer.
- e. kouma zot ti pe voyaze.
- f. kan dimounn ti malad, ki zot ti pe fer.
- g. ki bann fete zot ti pe fete e kouma.
- h. ki langaz zot ti pe servi.
- i. ki bann travay zot ti pe fer pou viv.

(ii) Kite flying has been one of the popular recreational activities in Mauritius. Kites are made with bamboo, armature and dressed with colourful muslin paper.



To be able to produce your own kite, you will require the following materials and equipment:

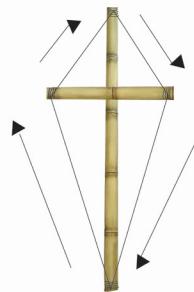
- Bamboo
- Strings
- Muslin paper
- Glue
- Craft knife

Refer to the procedures below to create a kite in groups:

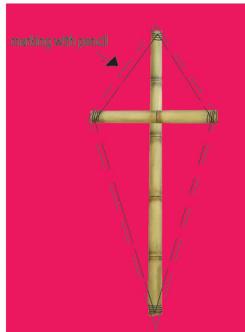
1. Collect all the materials you will need for making your kite
2. Use two thin sticks of bamboo to form the center cross that will be the support for the frame.
3. Position the longer bamboo stick vertically and the shorter one horizontally across it, about one third from the top of the vertical stick, to form a cross.



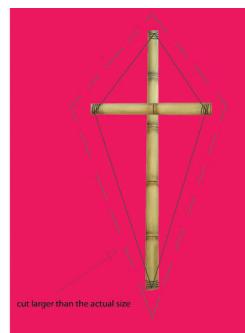
4. Cut a length of the string to tie the two sticks together to maintain the crossed shape.
5. Tie a piece of string to the left end of the horizontal stick.
6. Stretch the string to reach each extremities of the sticks. Do not forget to wind the string tightly around each extremities of the bamboo stick.



7. This will form the kite's outer frame, in a classic diamond shape.
8. Spread out the piece of paper you chose for your kite. Place the kite frame on top of the paper. Trace the outline of the kite onto the paper with a pencil.

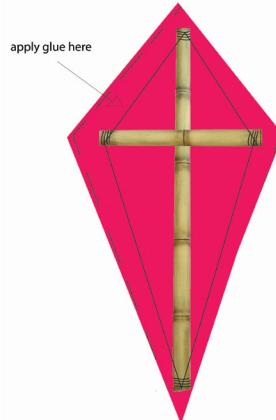


9. Cut the shape of the frame from the paper, making the cut larger than the actual trace in order to leave enough space for edges to be folded over the sides of the kite.

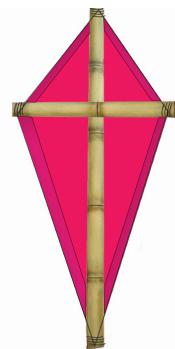


•Teachers should guide students regarding balance in structure while making the kite.

10. Place the kite frame on the paper again and apply glue to the excess edges of the paper.



11. Carefully fold the edges over the string frame, and glue it to the inner side of the paper, essentially gluing the paper to itself over the kite frame.



12. Make a tail by attaching pieces of colorful paper to a length of kite string. Attach it to the tail-end of the kite frame, tying it to the bottom of the vertical bamboo stick.



13. Cut a length of kite string 40 inches long. Attach it to the tail-end of the kite frame, tying it to the bottom of the vertical bamboo stick. Tie a loop right above the intersection of the two bamboo sticks. Tie the other end of the string to the top of the vertical bamboo stick. This is your bridle line. Tie a string from the tail of the kite to its middle.

14. Finally, tie the roll of kite string to that tie string, and you are ready to enjoy the pleasure of flying a kite. Note: Teachers should guide students regarding balance in structure while making the kite.

- (iii) Servi sa bann ranseyman la pou kre enn piece teat.
- (a) Ekrir to versyion de l'histwar dapre l'informasyon ki tonn gagne (to kapav demane l'aide to professer)
- (b) Fer bann gran dessin lor
1. linz
  2. gato
  3. rasambleman (fete)
  4. travay
  5. lakaz
- (iv) Expose tes dessins en classe.
- (v) Construis un modèle d'un jouet d'autrefois à partir des matériaux que tu as.

Exemple d'un jouet d'autrefois : sap si wai

**20.** Fais le portrait d'un homme ou d'une femme qui a habité dans ton quartier le plus longtemps.

- (i) Qu'est-ce que tu admires le plus chez cette personne ?  
Par exemple : est-ce qu'elle est gentille ?
- (ii) Qu'est-ce que tu n'aimes pas chez cette personne ?
- (iii) Qu'est-ce que tu peux faire pour avoir une bonne relation avec cette personne ?  
Par exemple : l'aider.
- (iv) Qu'est-ce que les jeunes d'aujourd'hui peuvent faire pour aider les personnes de troisième âge ?  
Par exemple : être poli avec eux. (Traite zot avek politesse.)
- (v) Dans ta classe de ICT, écris une lettre au Ministère de Sécurité sociale. Dis ce qu'on doit faire pour améliorer la vie des personnes du troisième âge.
- (vi) Fais une présentation de ton travail à la classe.

