

**PREVOCATIONAL
PROGRAMME**

Year
Part **1**

communication skills



© Mauritius Institute of Education (2011)
ISBN: 978-99903-40-68-6

Designed by



Printed by

The Government Printing Office

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 articulated around specific themes that are related and 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, like 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 for them to be in touch with the said languages. As a matter of fact, the proposed Drama and Visual Arts activities all constitute prized opportunities to make learners use language in an indirect and amusing way. That is why, whenever we have deemed it feasible, the attention of teachers has been drawn to how the linguistic dimension may be foregrounded while carrying out various artistic activities.

These very same artistic activities will call upon learners to use and develop their imaginative and creative talents 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 should allow students to express themselves through other art forms where they feel at ease, like 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 constitute an exhaustive list in the bid to develop the communication skills of Pre-Voc learners. 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 literacy problems prevail. It is utterly unreasonable to think that a single textbook can answer the needs of all students indistinctively and 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 N. Rughoonundun-Chellapermal

Assistant Coordinators:

- Dr Pascal Nadal
- Mr Ashish Beesoondial
- Ms M. Beeharry-Konglar (Visual Arts)

Panel members:

- Ms C. Veerasamy
- Ms N. Angeline
- Mr N. Jeetoo

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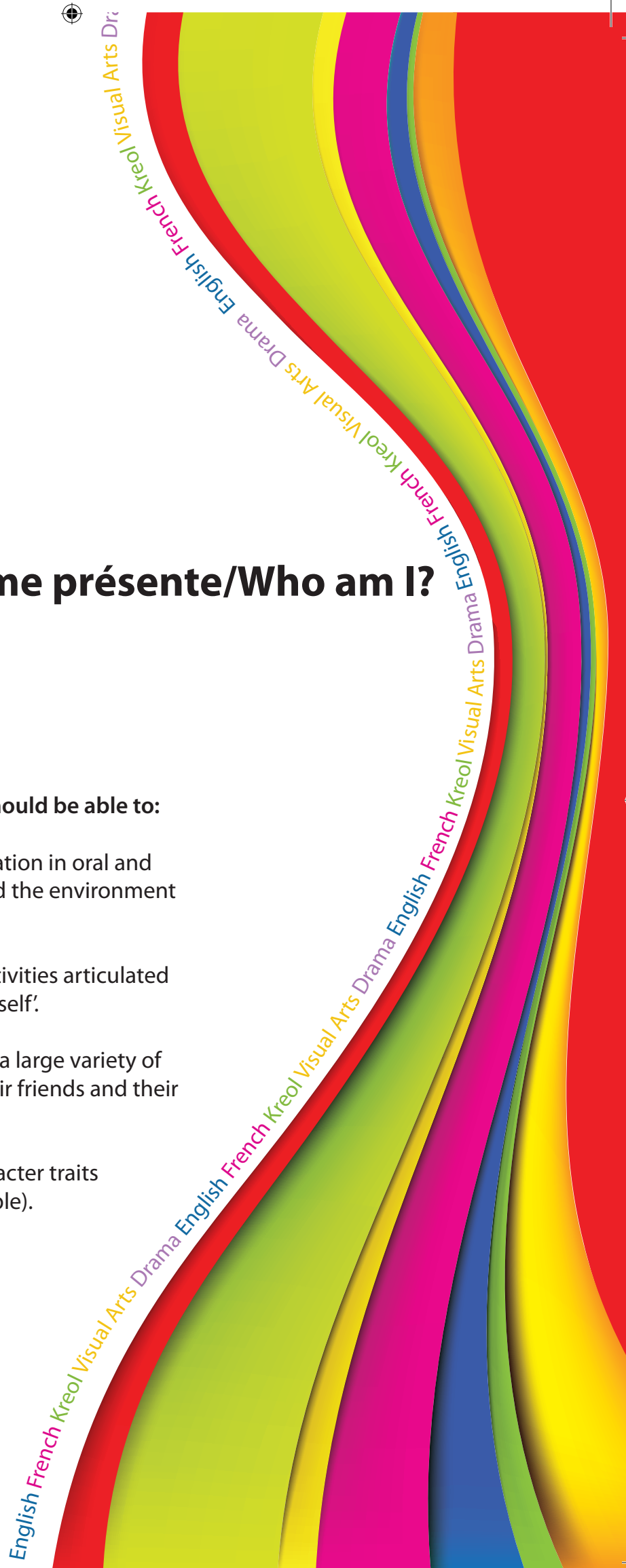
Unit 1

Mwa ki mwa?/Je me présente/Who am I?

Unit objectives

At the end of this unit, learners should be able to:

- Provide personal (factual) information in oral and written form about themselves and the environment they live in.
- Engage in creative and artistic activities articulated around the theme 'Introducing myself'.
- Conduct research work to gather a large variety of information about themselves, their friends and their relatives.
- Formulate an opinion about character traits (their own and those of other people).



1. Je me présente

Activité orale

Je me présente à la classe

Je suis : _____

Mon nom de famille est : _____

Mon/mes prénoms (d'état-civil) est/sont : _____

J'ai _____ ans. Je suis né(e) le _____

J'habite : _____

Mon père s'appelle : _____

Ma mère s'appelle : _____

J'ai _____ frère(s) ou/et _____ sœur(s)

/ je suis enfant unique.

J'aime :

Je n'aime pas :

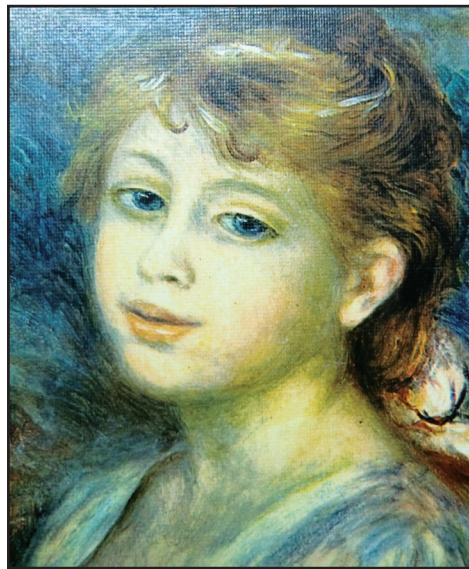
• Varier les formules au fur et à mesure.

• Je m'appelle ... / Mon prénom usuel est ... / Au collège, tout le monde me connaît sous le nom de ...

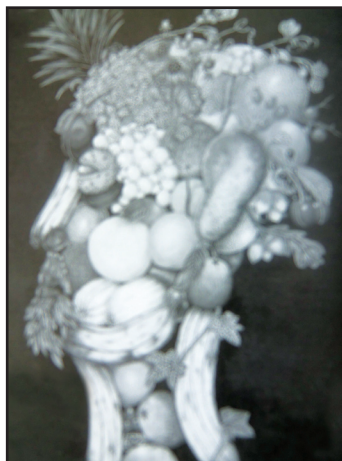
• Le prénom inscrit sur mon acte de naissance est ...

2. Portrait drawing

Through this Visual Arts activity, you will express your identity via a drawing. To be able to draw a face, it is important that you observe the parts and features of your own face. You may also observe the face of a friend and look at pictures to understand proportion and features of a portrait. You can as well touch and feel the various parts of your face. Refer to the illustrations to understand the basic proportion of a face.



Portrait drawing/painting has existed since very long ago. We can, for example, refer to the portrait of the pharaohs in Egypt.



• The examples provided are reproductions of great artists' works: Van Gogh and Manet. Getting familiar with such works will enable you to discuss important aspects of portraiture with your students.

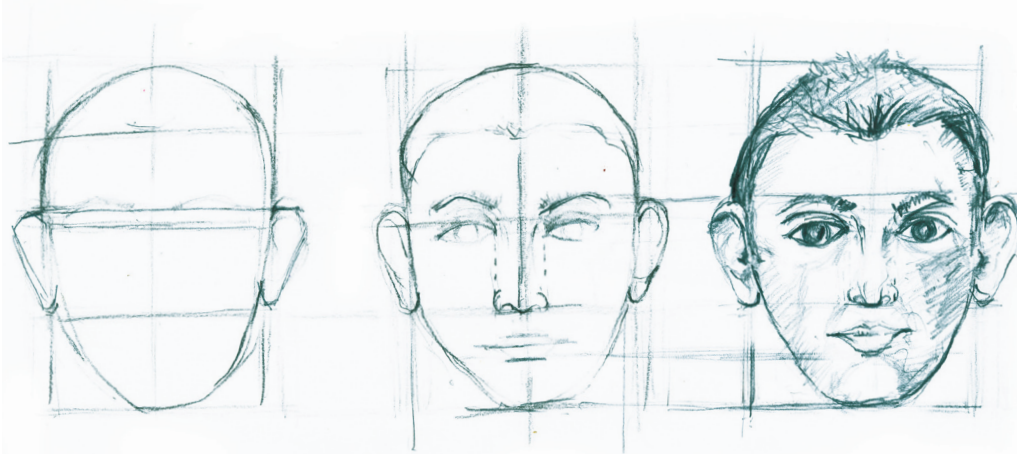
Look at the features and how the paintings have been done.

You may focus on features and proportions, media, techniques and expression.

Self-portrait activity

A portrait is the resemblance or likeness of somebody.

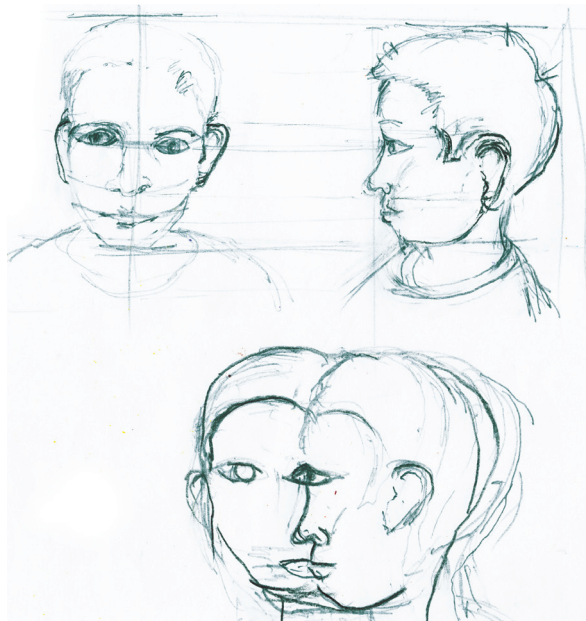
Guidelines for the drawing of your self-portrait.



Activity Self-portrait

Draw yourself in:

- a. frontal view
 - b. profile
- (i) Both drawings should be of the same size and they should be large enough to fit an A4 paper.
- (ii) After completing your drawings, combine them as illustrated



• Emphasize on basic construction lines and features.

• Help students to merge portraits drawn from two different angles and relate the activity to Picasso's work given as example.

• Draw the attention of students to terms in English and French relating to different parts of the face and different facial expressions, e.g. 'a severe look'.

3. "Who am I?"

Written activity

After having drawn a portrait of yourself, you will now write a set of specific information about yourself. Once you have filled in the blanks below, you may remove the sheet and attach it to your portrait, so that you have a **database** about yourself. You may wish to include other information which you consider useful, e.g. your brother(s)/sister(s) or your school.

Introducing myself

My surname is _____

My name(s) is/are _____

I am _____ years old.

I was born on _____ at _____

I live at _____

My father's name is _____

My mother's name is _____

I have _____ brother(s) or/and _____ sister(s) or
I am the only child.

I like _____

I do not like _____

4. Mo portre, so portre

Aktivite oral

Mo prezant momem par enn mwayin orizinal, kouma enn slam ou enn akronim (enn poem kot sak lalinn koumans par enn let ki form nom dimounn-la dan lord).

Ex: Mo apel Karine :

K	kouma 'kalm'
A	kouma 'azil'
R	kouma 'rasionel'
I	kouma 'intelizan'
N	kouma 'natirel'
E	kouma 'elegan'

• Atir latansion lor bann mo ki servi pou dekrir dimounn (bann azektif). Kapav sezi lokazion pou donn lekivalan bann mo-la an franse ek angle, etan done ki zot ase pros ar Kreol Morisien.

5. Oroskop sinwa

Pandan klas IT (Komputer), al lor internet ek fer enn resers lor oroskop sinwa (Rant dan « Google search » ek tap « oroskop sinwa ».) Rod to sign dan oroskop sinwa.

• Pa bliye! Travay avek bann koleg lezot size.

Ekir to sign oroskop sinwa anba isi.

140 SIGN OROSKOP SINWA



6. J'aime/J'aime pas

Activité écrite

(i) Écris quatre ou cinq mots ou phrases sur les qualités qui te plaisent en toi.

Par exemple :

«J'aime aider les autres.» Ou «Je suis persévérant.»

(ii) Quels sont les sentiments que tu aimes éprouver envers toi-même et envers les autres ?

(iii) Quels sont les sentiments négatifs que tu n'aimes pas éprouver ?

- Faire écrire des mots ou des phrases simples, dépendant des dispositions des apprenants par rapport à l'écrit.

- Faire ensuite chacun dire son texte, qui peut être commenté par la classe. Vous regarderez aussi les productions écrites, de préférence, en présence de l'élève pour le féliciter pour ses efforts et, au besoin, apporter quelques corrections. Les élèves peuvent aussi saisir leurs textes sur 'Word' et ensuite les imprimer. Prévoyez éventuellement une exposition des travaux.

(iv) Qu'est-ce qui selon toi est un défaut de caractère chez toi ?

Ce défaut peut-il être corrigé selon toi ? Comment ?

(v) Mentionne deux autres défauts chez toi.

(vi) Que fais-tu pour contrôler les défauts mentionnés ci-dessus ?

Écris trois phrases simples pour dire ce que tu fais ou penses faire pour cela.

7. Low-relief collage

- (i) In activity 5, you learnt about your Chinese horoscope. Draw the silhouette of the animal on an A4 piece of carton.
- (ii) Cut out the shape.
- (iii) Place the shape on an A 4 paper. You may use Blu-Tack to secure it in place.
- (iv) Dip a piece of foam in paint and dab it all over the background. You may also use crumpled paper, sacking and printing with your fingers.
- (v) Allow to dry.
- (vi) Cut out shapes and pieces of newspapers and old magazines, fabrics, threads, yarns, buttons, wool, etc., to fill in the shape.
- (vii) Select and fix with glue.

• This activity calls for the use of visuals and requires demonstration. Guide students in terms of organisation of work and risk management to inculcate good working habits.



8. Miming attitudes

After finding out about your Chinese horoscope and after the collage based on the animal that relates to your horoscope, you will now mime attitudes, postures and other features that characterize the said animal. Wherever possible, you may mimic the sound made by the animal as well.



- Pay attention to the following aspects during this activity: body posture, voice and pitch, as well as facial expressions. It is important to allow students to walk around the classroom and perform in their roles as animals. Students should also be encouraged to respond to other instructions that can be given (based on action verbs), such as: sleep, run, hide, eat, freeze (keep still, like a statue), etc. They can also be told to interact amongst themselves (using the language of their animals) in different situations, for example – ask for a favour, argue, feel happy about something, etc. This will allow the students to improvise in terms of emotions as well.

- Prior to the miming activity itself, make learners describe orally (in terms of physical attitudes, etc.) the animal that relates to their respective Chinese horoscope.

9. J'établis mon portrait

Activité orale

Je fais mon portrait chinois...

Chaque élève prépare **une** phrase et la dit devant la classe. Il donne une raison pour sa réponse.

Par exemple :

- (i) Si j'étais un animal terrestre, je serais
- (ii) Si j'étais une fleur, je serais
- (iii) Si j'étais un objet, je serais
- (iv) Si j'étais une tenue, je serais.....
- (v) Si j'étais une personnalité mondiale, je serais
- (vi) Si j'étais un lieu, je serais
- (vii) Si j'étais un plat, je serais
- (viii) Si j'étais un arbre, je serais.....
- (ix) Si j'étais un fruit, je serais
- (x) Si j'étais une personnalité du pays, je serais
- (xi) Si j'étais un animal marin, je serais
- (xii) Si j'étais un insecte, je serais.....
- (xiii) Si j'étais un métier, je serais
- (xiv) Si j'étais une voiture, je serais
- (xv) Si j'étais une publicité, je serais
- (xvi) Si j'étais une chaîne de télévision, je serais.....
- (xvii) Si j'étais un acteur/une actrice, je serais
- (xviii) Si j'étais un dessert, je serais
- (xix) Si j'étais une couleur, je serais.....
- (xx) Si j'étais un ouvrier, je serais.....

• Chaque élève choisit l'un des éléments du portrait, par exemple la fleur ou l'animal terrestre. On laisse un moment de préparation puis quelqu'un commence. Pour cela, il se met debout devant la classe. La deuxième personne qui veut donner sa réponse vient devant lui, etc. Finalement, plus personne ne sera assis et beaucoup de phrases-vers auront été dites. Les élèves peuvent également mimer ou adopter une posture et une attitude appropriées aux symboles choisis.

• Encore une fois, procéder à la transcription orthographique du texte proposé oralement. Deux travaux d'affichage peuvent être faits:
(i) Les élèves saisissent chacun leur texte et on imprime le tout en très grand, avec des jeux de 'font', couleur et taille de caractère, etc.
(ii) Chacun produit en manuscrit son texte et l'on dispose ces textes isolés écrits sur des supports-papier variés, de styles visuels variés, sur des panneaux, comme pour une exposition, à la manière d'un patchwork.

• Donner la chance aux élèves de justifier leur choix respectif et optimiser, ainsi, les opportunités pour la pratique orale de la langue.

10. Photomontage: My Dream

In this activity, you will produce a photomontage that depicts your dream.

- (i) Collect images that are appropriate to depict your aspirations, likes and interests.
- (ii) Cut out elements from the images (whole or part); arrange and glue the pieces on an A4 paper to produce a composition that reflects your dream.

Note:

You need not fill the whole surface of the paper.



• This activity provides an opportunity to discuss with your students about their aspirations, wishes, likes and their future endeavours. Through this activity, you can also sensitize them about leading a healthy life and be motivated to look at their future in a more positive way. This activity can, hence, help to boost their self-esteem. You should guide students in selecting images that are appropriate for their ideas and assist them in composing.

• Following the photomontage, learners may be asked to comment orally on their composition and then write about their dream, using a few simple sentences in French or English. These follow-up activities will enable learners to share their dreams with others and also to express themselves on the topic, both orally and in writing. The teacher or the students themselves may also ask questions to the one presenting her/his photomontage about the reason(s) behind her/his aspirations, thus creating further opportunities to use language for authentic purposes.

11. Je présente mon ami(e)

Activité orale

Le nom de mon ami(e) est/Mon ami(e) s'appelle

.....

Son/ses prénom(s) est/sont

.....

Il/elle aans.

Il/elle est né(e) le

Il/elle habite à.....

.....

Il/elle afrère(s) ou/etsœur(s)

ou il/elle est enfant unique.

Il/elle aime:

.....

.....

Il/elle n'aime pas :

.....

.....

• Afin de l'associer à une autre sphère d'apprentissage et aussi pour la rendre plus vivante, cette activité peut être conduite sous la forme d'un jeu de rôle. Ainsi, les élèves peuvent être amenés à simuler certaines situations propices à la présentation d'un individu, par exemple, simuler un entretien sur un plateau télé ou lors d'un jeu télévisé au cours duquel l'animateur présente un candidat afin de mieux le faire connaître au public. Autre situation: une personne peut être appelée à fournir certaines informations à son sujet à une autre personne, qui effectue ensuite la saisie de ces données sur un ordinateur. Diverses autres déclinaisons sont possibles.

12. I draw my friend's face

After having completed various Visual Arts activities about yourself, you will now draw your friend's face.

- (i) In the background, draw what you like about him/her.
- (ii) To complete the portrait, use two different media, such as: wax crayons and paint.



• Ask students to observe and reflect on the different things they like about their friend. They can also ask her/him questions so that they get to know her/him better. Ask students to list down and choose interesting elements to create balanced compositions.

13. Oroskop sinwa

Aktivite ekri

Dan aktivite no 5, to finn rod linformasion lor to oroskop sinwa. Asterla, swazir enn kamarad ek ansam al lor « Google search » e sey lir seki dir lor so sign. Si zot gagn difikilte pou lir enn mo, enn expresion ou enn fraz, demann enn kamarad depi enn lot group vinn ed zot, ouswa demann zot profeser. Zot pa bizin lir absoliman tou, me ekrir dan tablo anba seki zot trouv interesan lor zot. Ranpli tablo-la ar bann pwin pozitif ou negatif. Apre sa, demann kamarad-la si li dakor ar bann linformasion-la e met \checkmark ouswa X dan kolonn 'Vre' ou 'Fos'.

• Pou bann zelev ki travay pli vit, donn zot lokazion pou fer resers lor oroskop sinwa lezot kamarad.

Nom	Bann zafer pozitif	Bann zafer negatif	Pozitif +		Negatif -	
			Vre \checkmark	Fos X	Vre \checkmark	Fos X



14. Je présente quelqu'un

Activité écrite

Je mets une photo de lui

Je présente quelqu'un qui est très important pour moi.

Si c'est ton père, voici ce que tu pourrais dire :

Mon père s'appelle

Son/ses prénom(s) est/sont

.....

Il aans.

Il est né en (année)

Son père s'appelle/s'appelait

Sa mère s'appelle/s'appelait

Mon père afrère(s) ou/et

sœur(s) ou il est enfant unique.

Il s'est marié/s'est mis en ménage en à l'âge de :

Il travaille comme

Sa principale qualité est

Son principal défaut est

Il aime

.....

Il n'aime pas

.....

.....

En quoi est-ce que j'aimerais lui - ou ne pas lui - ressembler ?

.....

.....

• Dire aux élèves qu'ils peuvent, s'ils le désirent, présenter quelqu'un d'autre qu'ils admirent et estiment énormément.

Si c'est ta mère, voici ce que tu pourrais dire :

Je présente ma mère.

Le nom de ma mère est

Son/ses prénom(s) est/sont

.....

Elle aans.

Elle est née en.....(année)

Elle habite à.....

Son père s'appelle/s'appelait

.....

Sa mère s'appelle/s'appelait

.....

Ma mère afrère(s) ou/et

sœur(s) ou elle est enfant unique.

Elle travaille comme ou/et s'occupe

de sa famille.

Elle s'est mariée/s'est mise en ménage à ans.

Elle déteste

.....

Ses loisirs sont

.....

Sa (ses) phobies est (sont)

.....

Sa principale qualité est

Son principal défaut est

En quoi est-ce que j'aimerais lui - ou ne pas lui - ressembler ?

.....



• Se rendre belle, faire des gâteaux, regarder la télé, etc.

15. Introducing one of my relatives

Oral activity

After having provided information about yourself, your friends and other people of your choice in the previous activities, you will now consider one of your relatives, e.g. a cousin or an aunt/uncle of yours.

His/her surname is _____

His/her first name(s) is/are _____

He/she is _____ years old, which means he/she was born in _____

He/she lives at _____

His/her father's full name is _____

His/her mother's full name is _____

He/she has _____ brother(s) or/and _____ sister(s) or he/she has no sibling.

Above all, he/she likes _____

Above all, he/she dislikes _____

• Draw the attention of students to the fact that, depending on the relative chosen by them, information of a different nature may be required, e.g. her/his marital status or whether the person has children if (s)he is a grown-up adult.

16. Mounting and Framing a photograph

- (i) On an A4 size white Bristol paper, affix a photograph of yourself, your family or your best friend(s). Affix the photograph in the middle of the paper.
- (ii) Make a 5 cm border around the photograph.
- (iii) Use found objects, such as pieces of wood, dry leaves and seeds, to create a decorative border.





- The nature of the material chosen for decoration will determine the type of glue that is appropriate for this activity. If contact adhesive is used, risk management applies. You should guide students to be selective about found objects, especially in terms of texture, colour, size and safety while handling materials.

- As a follow-up activity for language, students may be invited to talk or write about the occasion when and/or the place where the picture was taken, thus sharpening their skills for description and narration.

17. Personal facts

Written activity

Volleyball is one of your favourite sports and you are on the point of joining the Mauritius Volleyball Club. Fill in the following entry form with the correct information.



Surname: _____

Other names: _____

Sex: _____

Date of birth: _____

Age : _____

Height : _____

Address : _____

Telephone number: _____ (Mobile number): _____

Medical History: _____

(Attach medical certificate if applicable):

Interest/Hobbies: _____

School attended by applicant: _____

School address: _____

School telephone number: _____

In case of emergency, Mauritius Volleyball Club must contact:

Name of the person: _____

Telephone number: _____

Mobile number: _____

Relationship with the applicant: _____

Responsible party

Surname: _____

Other name(s): _____

Relationship with the applicant: _____

Signature of the responsible party: _____

- Authentic materials, like real application/entry forms for clubs/organisations may be brought in class and used to make learners become familiar with the nature of information required on such documents.

- Guide students more closely for some specific information that they may find difficult to provide and formulate on their own, like their medical history.

18. Mots croisés

Activité écrite

Au cours des différentes activités complétées jusqu'ici, tu as souvent utilisé des expressions pour parler de toi et/ou des autres. Tu vas à présent retrouver certains de ces mots.

(i) Remplace les cases vides par les qualités ci-dessous :

- | | | | |
|-------------|------------|---------|-------------|
| généreux | talentueux | taquin | laborieux |
| amusant | romantique | sincère | amical |
| attentionné | courageux | discret | intelligent |

(ii) Trouve trois mots pour remplir les cases laissées vides ci-dessus.

19. Simple poster making



Your school is organising an outing to a place of interest around the island.

Make a poster on an A4 size paper to invite schoolmates who would like to participate in the event. The poster should contain an attractive painting, a short message inviting everyone to participate, as well as the required pieces of information.

• Through this poster-making activity, students will engage in a creative task. Guide them about letterings (size, type, spacing between letters and words, etc.) and decorative elements prior to this activity. Small layouts will help students for their final works.



Seki mo'nn aprann...

Alafin sa younit-la, mo kapav:		
Prezant ek dekrir momem oralman an franse		
Desinn mo prop portre ek portre mo kamarad		
Donn linformasion ekri lor momem an angle		
Prezant momem ek mo bann rev dan enn fason kreatif, par exanp atraver enn poem ouswa enn portre sinwa		
Rod linformasion lor mo oroskop		
Reprezant linformasion ki mo'nn gagne lor mo oroskop dan enn fason kreatif		
Exprim mwa lor bann zafer ki mo kontan ou ki mo pa kontan apropo momem ek lezot dimounn		
Prezant enn lot dimounn oralman ek par ekri an franse ek an angle		
Servi diferan term pou dekrir bann tre karakter enn dimounn		



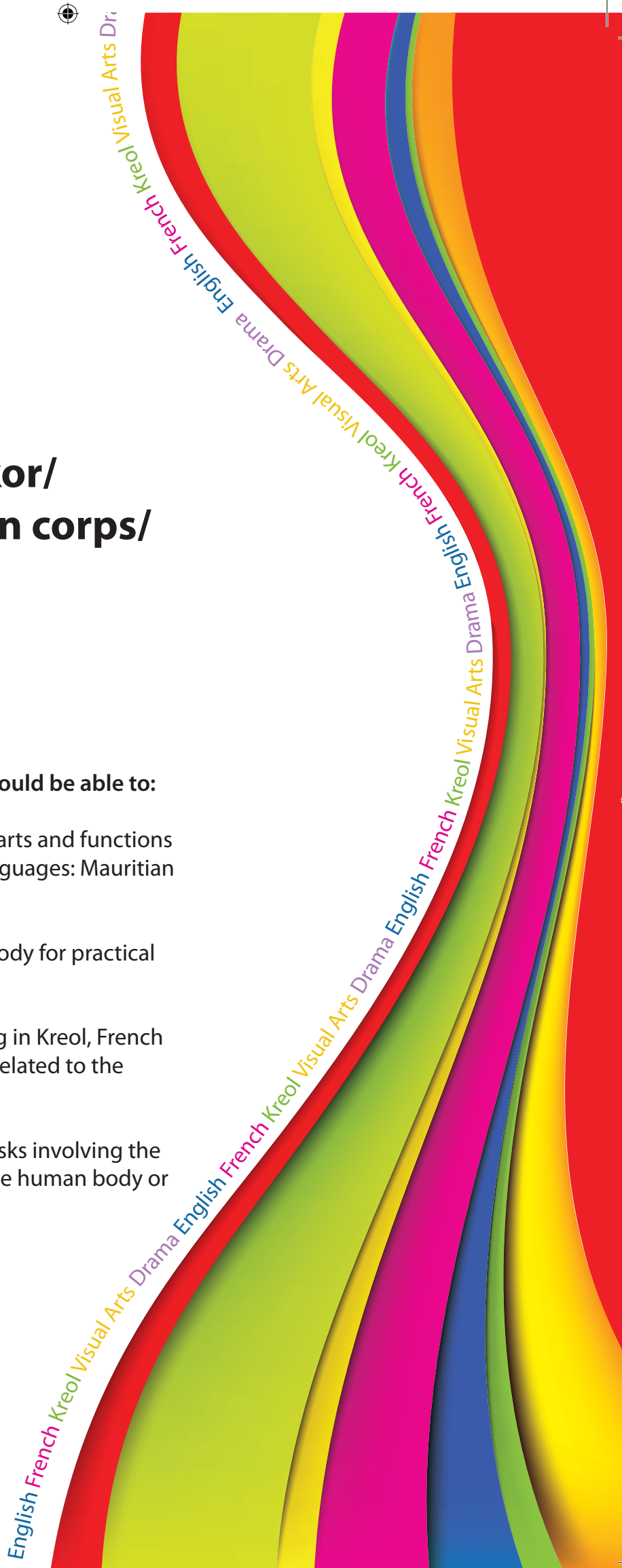
Unit 2

Bann parti mo lekor/ Les parties de mon corps/ Parts of my body

Unit objectives

At the end of this unit, learners should be able to:

- Identify, name and describe the parts and functions of the human body in the three languages: Mauritian Kreol, French and English.
- Provide information about their body for practical purposes.
- Communicate orally and in writing in Kreol, French and English on different elements related to the human body.
- Engage in a number of creative tasks involving the use and/or the representation of the human body or of parts of it.



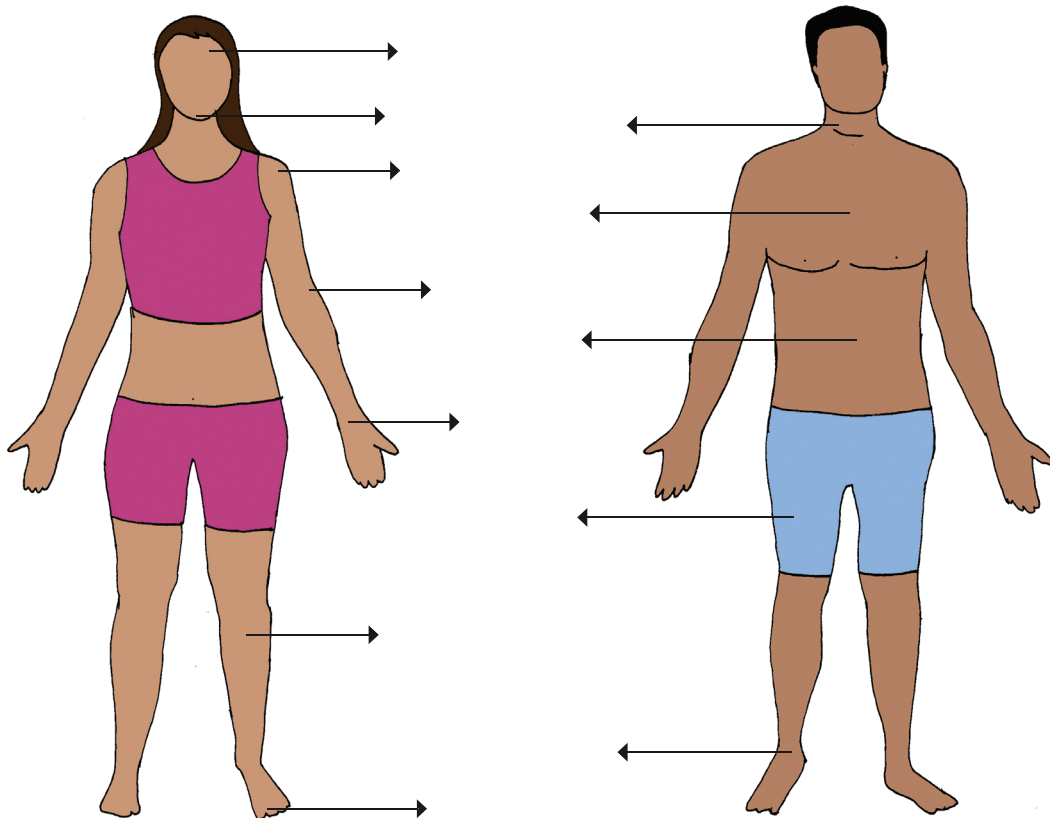
Aprè ki to'nn aprann kominike ek donn diferan kalite linformasyon lor tomem ek lor lezot dimounn dan to lantouraz, asterla to pou konsantre lor bann parti spesifik lekor imin atraver bann aktivite dan langaz kreol, angle ek franse e osi dan desin ek dan teat.

1. Bann parti mo lekor

Aktivite ekri

Pou komanse, ekri bann mo apropiye pou bann parti lekor imin dans sa desin-la.

• An prinsip pa sipoze ena konfizion onivo bann parti lekor. Verifie plito si bann mo-la bien ekri.



2. Parts of my body

Written activity

After having listed the body parts in the first activity, you will copy them again in the column on the left in the following table before matching them with their equivalent English terms on the right. A first example has been worked out for you.

Kreol	English
Latet	Chest
	Thigh
	Knee
	Chin
	Belly
	Head
	Shoulder
	Ankle
	Neck
	Wrist
	Toe
	Elbow

• So as to help the students properly conduct the activity, diverse learning supports may be used, e.g. posters or simple educational songs on parts of the body.

3. Les parties de mon corps

Activité orale

A présent que les parties du corps ont été bien assimilées, tu vas passer à une étape différente, qui se rapporte cette fois aux fonctions de ces parties du corps humain. Celui-ci assure cinq fonctions principales pour nous permettre de vivre normalement. Connais-tu le terme employé pour désigner ces cinq fonctions ? On les appelle 'les cinq sens'. Peux-tu les nommer ?

Activité écrite

Ecris les termes appropriés pour désigner les cinq sens.

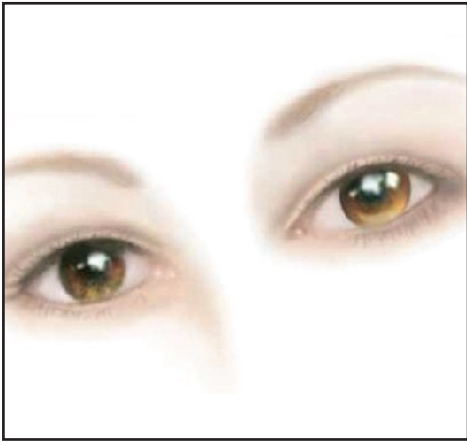
- i)
- ii)
- iii)
- iv)
- v)

• Il se peut que les élèves ne puissent trouver les mots exacts se rapportant aux cinq sens. L'important c'est qu'ils arrivent à démontrer une connaissance de ces fonctions du corps, par exemple ils pourraient dire 'l'écoute' à la place de 'l'ouïe'. Il incombe, alors, à l'enseignant de leur indiquer les termes appropriés. C'est pour cela que l'activité orale est suivie d'une tâche écrite. On peut également profiter de l'occasion pour introduire les termes utilisés en anglais pour désigner les cinq sens.

• Bien vérifier que les mots ont été bien écrits, afin de pouvoir passer à l'exercice suivant, qui consiste à faire recopier les mots à travers une tâche différente à des fins de consolidation.

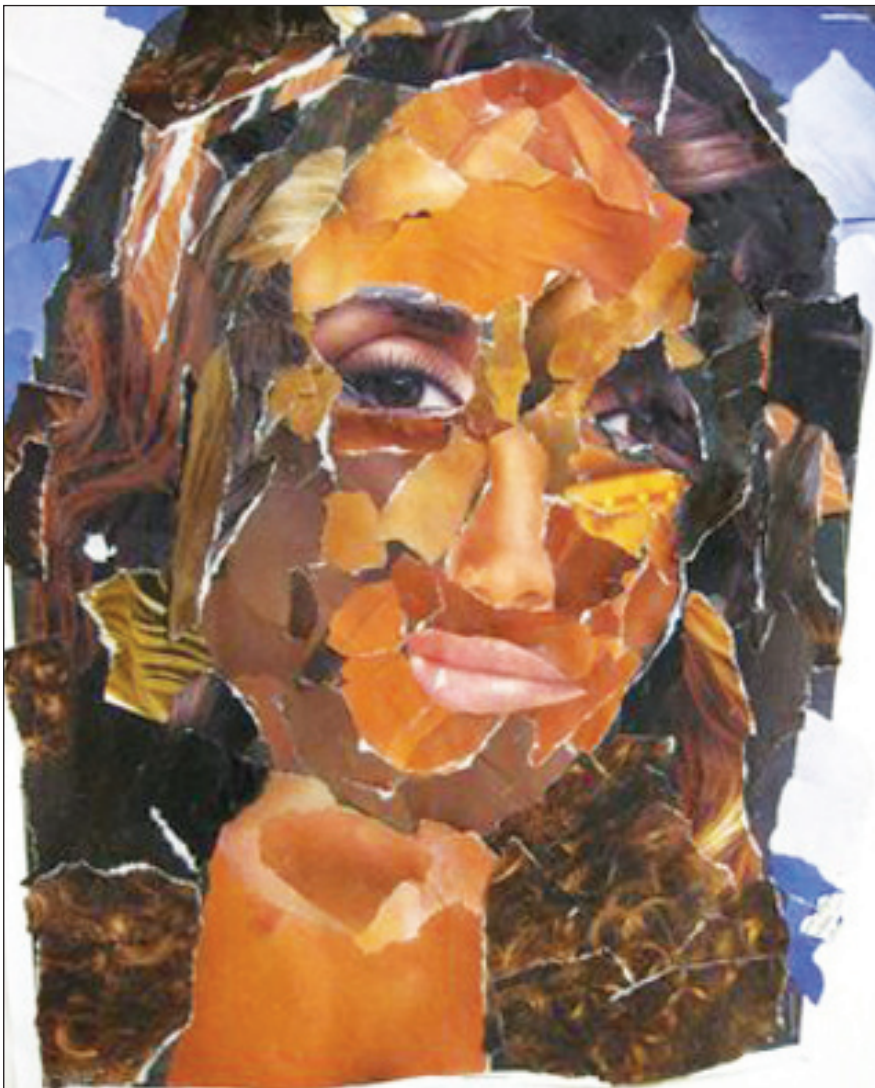
Activité écrite

Recopie sous chacun des dessins représentant une partie du corps le nom du sens qui s'y rapporte.



4. Collage

Basing yourself on the proposed model, make a collage of a human face using various parts which you will cut from different pictures available in newspapers, posters, brochures or magazines. You may also use pictures of yourself and/or of people you know. The more picture parts you use from different sources and the more different the people on the pictures are, the better your collage will be. For instance, you may use the picture of an old person's hair, the lips of a woman, the nose of little baby and the cheeks of a bearded man. Glue the different body parts on a support like Bristol paper or cardboard.



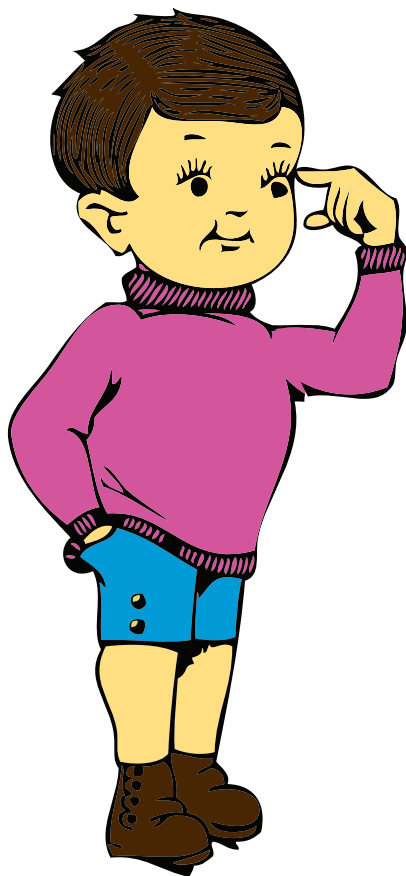
• Different other models of such types of artistic compositions may be brought in class for the students to inspire themselves from. Draw their attention to the fact that they may exchange pictures of different parts of the body with their friends so as to come up with a really varied composition. To make it more interesting, they may use the picture of a cat's eyes or that of a dog's nose! To associate this Visual Arts activity with a language task, the attention of students may be drawn to the terms relating to the different parts of the face in French and English, e.g. 'lèvres'/'lips', etc.

5. My Body

Activity 1

This Drama activity seeks to reinforce your knowledge of the human body. You will be required to identify the different parts of the body through a play-based approach.

- i) You will be asked to walk around the space.
- ii) You will only respond according to instructions given, by touching the body part that is mentioned.
- iii) Stop walking and touch the body part mentioned for about 3 seconds and then put your hands down. As soon as this is done, continue walking, until you are given the next instruction.



• Ensure that there is free space in the classroom/ outside the classroom so that students can move about leisurely. Instruct students (in simple direct terms) to walk around the space at a speed that is convenient to everyone, without bumping into each other (You can also choose to vary their pace by telling them to walk at a required speed and, thus, expose them to some adverbs of manner and some comparative adjectives). As they walk, say out any body part (for example: 'head'). Students touch their head for about 3 seconds. This should allow you enough time to verify if everyone has identified the body parts correctly. You can also tell them to put their hands down and to continue walking. You can then say out another body part. The activity can go on until you have covered as many body parts as possible, e.g. 'nez'/'mains'/'hands'/'throat'.

Instructions can be given as follows:

Teacher:

Step 1:

Walk! Slowly...faster...very slowly...faster

Step 2:

Nose!
(Students stop walking and touch their nose)

Step 3:

Hands down...walk

Activity 2

This activity is a variation of the first one, wherein you will be required to touch the body parts of your friends, according to the instructions that your teacher will be giving.

- i) You will be asked to walk around the space.
- ii) As soon as you hear any body part mentioned, touch the body part of your friend for about 3 seconds and then continue walking.



• The activity is based on the same principle as for Activity 1. Allow the students to walk around the space and say out body parts. This time, however, they are expected to touch the body parts of their friends (Ear/ Feet/Dos/Epaule, etc.)

6. Similasion

Aktivite oral

An per, fer enn similasion enn vizit kot enn dokter pou enn lexame medikal. Poz kestion ek rann repons lor bann parti lekor, par exanp « Eski ou lestoma fermal kan ou touse ? » Ouswa dokter donn bann indikasion ek pasian aplike, par exanp « Ouver ou labous an gran, tir lalang ek dir 'Aah...' » De dimounn dan per-la sanz rol ant dokter ek pasian sakenn son tour.



- Varye bann sitiasion-la ofir-amezir ki bann zelev pe fer zot 'role play' devan klas pou ki aktivite-la pa tro repetitif. Enn kout li kapav enn pasian ki soufer enn douler miskiler, enn lot kout enn pasian ki gripe, etc., ouswa enn pasian ki pe zis pas enn tes medikal pou li gagn enn sertifika, par exanp pou enn travay.

- *Drama activity:* These sessions of role-playing can also be used as part of your drama activity. Encourage students to use tables and chairs from the classroom, or any readily available material that they have carried along (for example, a pen, notebook etc.)

Aktivite ekri

Pou ki to kapav fer sertin travay, kouma lapolis, gard sekirite, body guard ouswa steward dan avion, to bizin satisfere sertin karakteristik fizik. Ranpli enn extre sa form ki anba-la ar bann linformasyon ki pe demande pou ki twa osi to kapav fer aplikasyon pou enn travay koumsa.

• Ed bann ki pe gagn problem a diferan nivo, par exanp pou konte, mezire, ouswa pou dekrir zot sitiasion, etc.

Nom: _____

Kouler lizie: _____

Sign distinktif: _____
(par exanp enn sign lor lazou gos)

Oter: _____

Pwa: _____

Larzer zepol: _____

Tour de pwatrinn: _____

Tour de tay: _____

Eski ou ena kik maladi? _____
(Si wi, dekrir maladi-la) _____

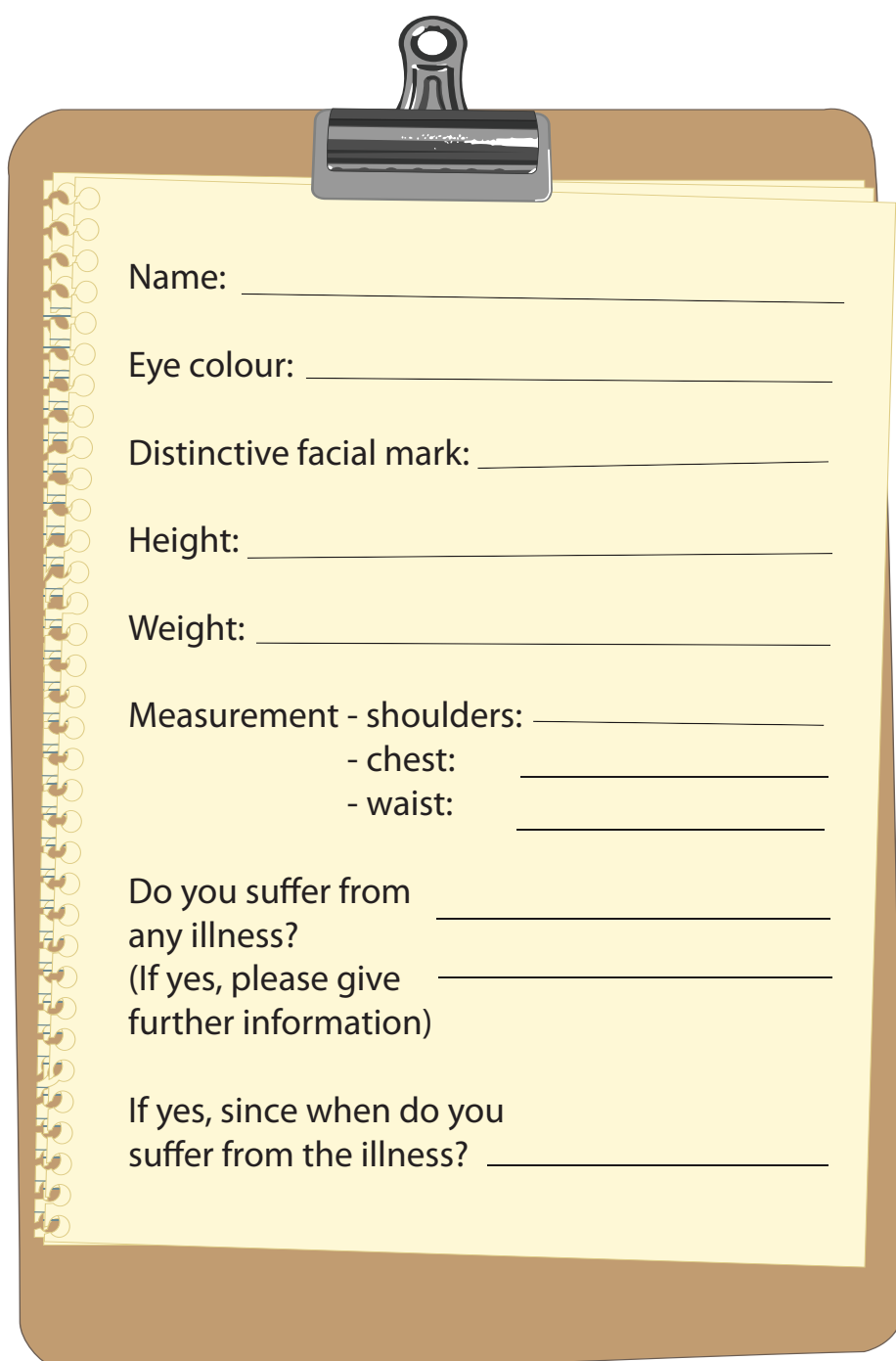
Si wi, depi kan ou ena sa maladi-la?: _____

7. Application Form

Written activity

After having filled the application form in Creole in the previous activity, you will refer to the form again and, with the help of your teacher, translate in English the information provided.

- Use authentic materials in the form of real application forms for jobs to enable students to come across the appropriate language register.



Name: _____

Eye colour: _____

Distinctive facial mark: _____

Height: _____

Weight: _____

Measurement - shoulders: _____
- chest: _____
- waist: _____

Do you suffer from any illness? _____
(If yes, please give further information) _____

If yes, since when do you suffer from the illness? _____

8. Making an overlapping composition of my hand on an A3 paper

Use three colours of your choice to paint the different spaces produced.

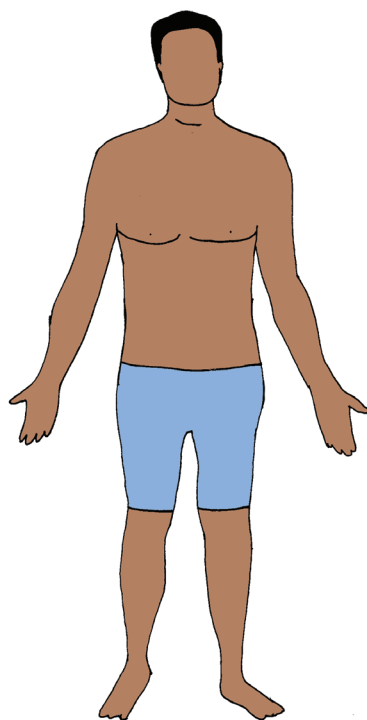
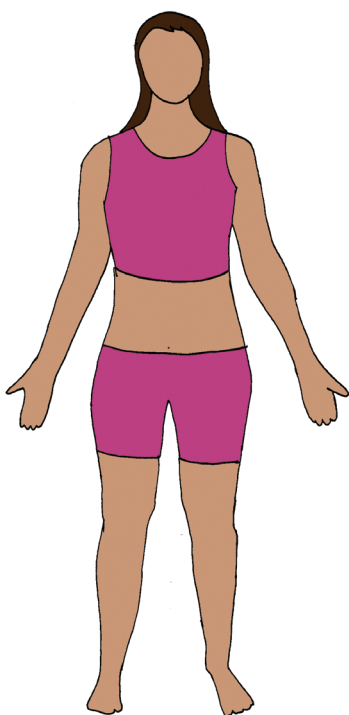


- Help students to realise that shapes (small or big) appearing next to each other should not be of the same colour. Refer to the example provided. The activity may also be carried out using wax crayons, felt-tip markers/pen, and coloured pencils.

- The attention of students could be drawn to the different parts of the hand and to the terms that relate to each part in French and/or English (e.g. poignet/wrist, phalange/phalanx, ongle/nail, etc.)

9. Quiz sur les parties du corps humain

1. De quoi se sert-on pour respirer ?
2. Quelles parties du corps supportent mon poids :
 - quand je suis debout ?
 - quand je suis assis(e) ?
3. Qu'est-ce qui protège ma tête du soleil ?
4. Lorsqu'on parle des narines, à quel sens fait-on référence ?
5. De quoi se sert-on pour penser ?
6. Quel est le sens qui me permet d'apprécier ce que je mange et ce que je bois ?
7. Quelle partie du corps me sert pour l'ouïe ?
8. De quoi est-ce que je me sers pour percevoir des informations par le toucher ?
9. Je suis fragile et je permets de distinguer les formes, les couleurs et les volumes autour de moi. Qui suis-je ?
10. Quelle organe dure de la bouche permet de réduire les aliments en petits morceaux, afin de les ingurgiter plus facilement ?



10. The imaginary balloon

This activity will again enable you to use different body parts. It is important that you remain focussed during the activity.

- i) Stand in various corners of the classroom/an available space.
- ii) Hold an imaginary balloon in your hands.
- iii) Listen carefully because your teacher will say out a body part (for example: 'head').
- iv) You are then supposed to touch the balloon with the body part, and play around. For example, head the imaginary balloon up, follow it and head it up again.
- v) Concentrate on the direction of the balloon, head it in many directions or at different heights, wait for the balloon to come down and head it up again.
- vi) You need to visualise the balloon, feel it land on the identified body part and push it either up and/or in any other direction.



• Make students stand in various corners of the classroom/open space. Tell each student to hold an imaginary balloon. Say out a body part (For example, 'head'). Students are then supposed to head the imaginary balloon up, follow it and head it up again. The objective is for them to keep focused on the imaginary balloon, head it in many directions or at different heights, and wait for the balloon to come down and head it up again. Emphasise that they need to visualise the balloon, feel it land on the identified body part and push it either up and/or in any other direction. They also need to imagine the balloon going in as many places as possible, so they can move around freely.

You can then mention any other body part (for example: 'shoulder'). The process is then repeated. Do not dwell too long on one body part.



This activity is a variation of the previous drama exercise and can be conducted in pairs or in groups.

- i) Form a circle or face each other in pairs.
- ii) Listen carefully to your teacher, who will say out a body part.
- iii) Pass the imaginary balloon to your friend/friends using that body part.
- iv) Pay attention to where the balloon is going and to its speed, and react accordingly.

• Make students gather in pairs or in groups. Say out a body part. Students will now pass the imaginary balloon using the specified body part to their friends, without trying to let it drop. Note that depending on the body part that will be used, the speed and distance of the balloon will vary. Students will need to respond accordingly.



Je fais mon bilan de savoirs...

A la fin de cette partie, je peux :		
Identifier oralement les parties du corps humain en créole, en français et en anglais		
Utiliser à l'écrit les termes appropriés se rapportant aux parties du corps dans les trois langues		
Désigner les cinq sens et les fonctions y relatives		
Créer différentes compositions artistiques en utilisant les parties du corps		
Représenter à travers des compositions artistiques les parties du corps à partir de photos, dessins et autres illustrations disponibles		
Participer à divers jeux et à des activités individuelles ou en groupe nécessitant l'utilisation de certaines parties de mon corps		
Fournir des informations pratiques oralement et par écrit sur certaines parties de mon corps		
Répondre à des questions sur les parties du corps humain et sur les fonctions qui s'y rapportent		