

**WORK IT
OUT**

**Locate – Find your bearings
“Around the room”**

**5-11
Level 1
Exercise 1**

<i>Aims</i>	<ul style="list-style-type: none">- Be able to situate things in relation to the points of the compass.- Be able to find your bearings in relation to the points of the compass.
<i>Applications (examples)</i>	<p><u>In class</u>: orientate a map. <u>At work</u>: orientate a map of a workshop or other building, understand common topographical terms, such as: the north door, the east side, the south wing of the building, etc. Communicate topographical information by phone or in writing. <u>In everyday life and for leisure</u>: know how to use a map, understand a weather forecast, observe the sky. Communicate topographical information by phone or in writing.</p>
<i>Materials</i>	A page for the use of the teacher, with the instructions on it.
<i>Task</i>	The instructions are given on the teacher’s page.
<i>Comments</i>	It is sometimes difficult to situate yourself in relation to the points of the compass in a room which might perhaps have no windows ... It would perhaps be an idea to go out into the yard or the street.
<i>Variations (examples)</i>	The teacher can ask the pupils to do the exercise from home, and find the exposition of the rooms by the position of the sun at a certain time, through a certain window.
<i>Individualisation</i>	No.
<i>Answers</i>	No.

- 1) **Situate the North, South, East and West in the room where the pupils are now.**
- 2) **Ask the pupils to work out how to find their bearings in relation to the points of the compass (use the example of the room again).**
- 3) **After giving a point that is supposed to be North, ask the pupils to situate where they are in relation to a particular object using the points of the compass and also perhaps distances (in metres or steps).**
- 4) **Using the same references (N, S, E, W), ask the pupils to situate the room in relation to another room in the same building or another building.**
- 5) **Ask the pupils to situate the exact references of the room after having given them one of the others (N, S, E or W).**
- 6) **Ask the pupils to situate a building or other place that they all know (river, town hall, etc.) in relation to N, S, E, W.**
- 7) **Ask the pupils to situate the room in relation to the place designated in task 6.**
- 8) **Ask the pupils to situate the place they live in (district, street) in relation to the room or the place designated in task 6.**

**WORK IT
OUT**

Locate – Find your bearings

5-12

“The locomotive”

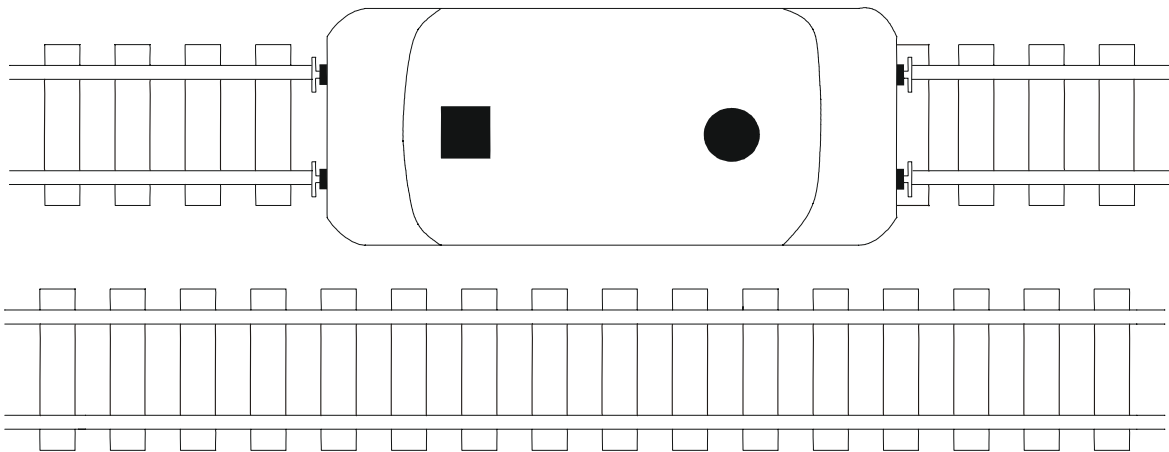
**Level 1
Exercise 2**

Aims	Become aware of the orientation of something according to its position.
Applications (examples)	<p><u>In class</u>: any work requiring you to look at something from a different, often unusual, point of view.</p> <p><u>At work</u>: any circumstance in which the task proposed is at odds with the usual working practices as it is presented: tools in a mess, rather than being put away, for example.</p> <p><u>In everyday life and for leisure</u>: look for something in a muddle, play Pictionary, find a person in a crowd, etc.</p>
Materials	A page with a diagram of a locomotive on its rails seen from above.
Task	The pupils must answer the following question: “Given that this train is driving on the left, find the front of the locomotive”.
Comments	In this exercise, it often happens that the pupils find the answer immediately or... never! If they don't find it after thinking for a while, the teacher can suggest that they pick up the paper and turn it around.
Variations (examples)	The question can be extended to the underground, an assembly line, other means of transport (cars that drive on the right or the left, depending on which country), etc.
Individualisation	Yes.
Answers	Yes.

**WORK IT
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**Locate – Find your bearings
“The locomotive”**

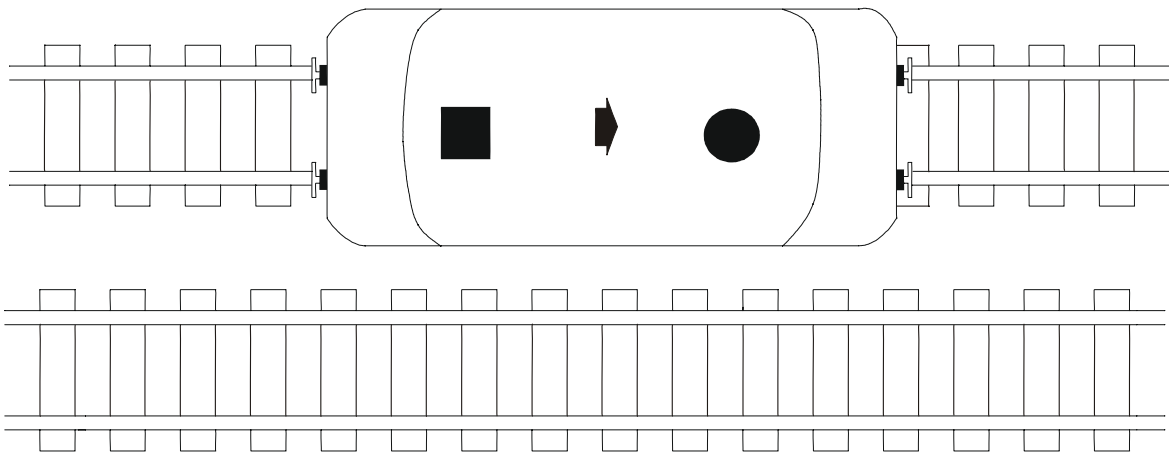
5-12



**WORK IT
OUT**

Locate – Find your bearings
“The locomotive”

5-12
Answers



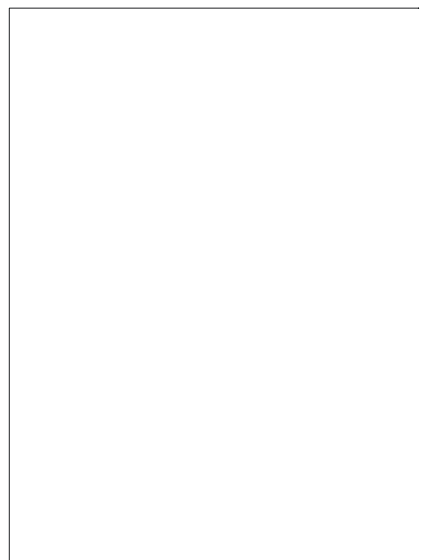
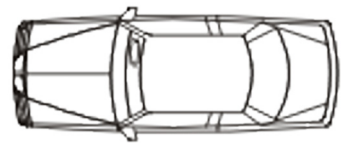
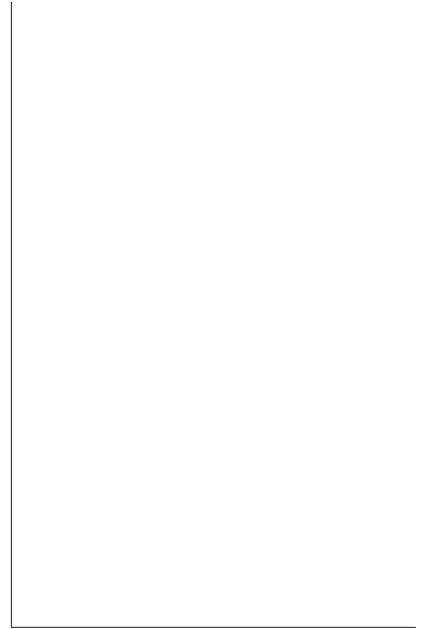
**WORK IT
OUT****Locate – Find your bearings****5-13****“Priority - two cars”****Level 1
Exercise 3**

<i>Aims</i>	<ul style="list-style-type: none">- Become aware of the orientation of something according to its position.- Practise deciding who has priority in a certain place according to given criteria.- Identify the logic of a non-verbal situation.
<i>Applications (examples)</i>	<p><u>In class</u>: any work consisting in distinguishing right from left and looking at something from a different standpoint.</p> <p><u>At work</u>: any task consisting in distinguishing right from left and looking at something from a different standpoint, deciding on priority. Driving a company vehicle in-company.</p> <p><u>In everyday life and for leisure</u>: take a driving test.</p>
<i>Materials</i>	A page with a diagram of an intersection and two vehicles represented by stickers, one round and the other star-shaped.
<i>Task</i>	The pupils have to answer the following question: “Each sticker represents a vehicle arriving at a crossroads. Which vehicle should go first, if you have to give way to the right?”
<i>Comments</i>	This exercise is of course easier to do for pupils who have been on the continent and had experience of driving on the right. If it seems too abstract as it is presented, the teacher can perhaps put the pupils in the situation by making them move around in the room, and having two pupils representing the vehicles.
<i>Variations (examples)</i>	<ul style="list-style-type: none">- The teacher can give out a page with no stickers on it, and ask the pupils to imagine that the roads are dual carriageways (or one a dual carriageway and the other a single lane road) and without any signpost indicating priority, as you always have to give way to the right. The pupils will draw the vehicles and show their diagram to the group to decide which car goes first.- In Britain, which vehicle would go first?
<i>Individualisation</i>	Yes.
<i>Answers</i>	Yes.

**WORK IT
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**Locate – Find your bearings
“Priority – two cars”**

5-13

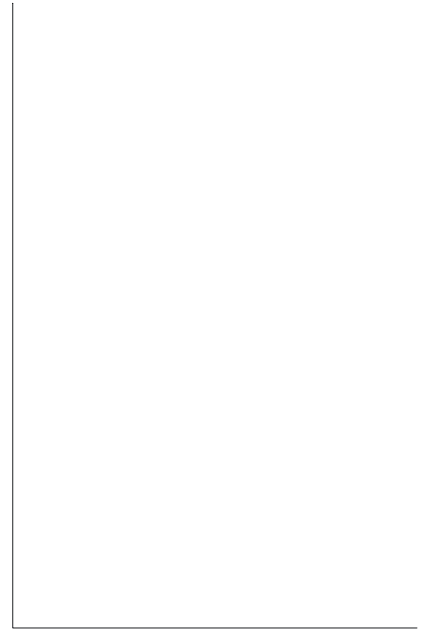
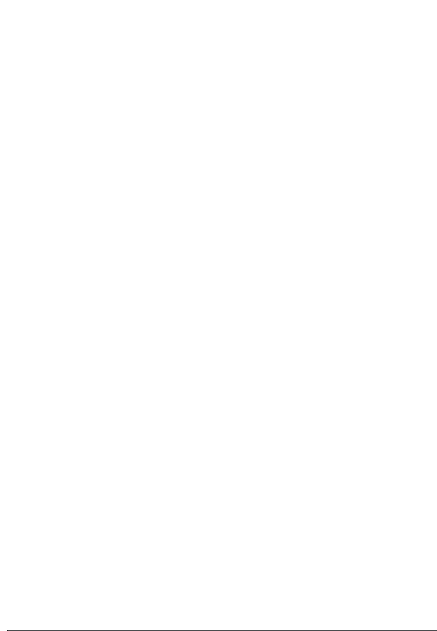


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OUT**

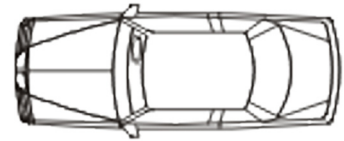
Locate – Find your bearings

“Priority – two cars”

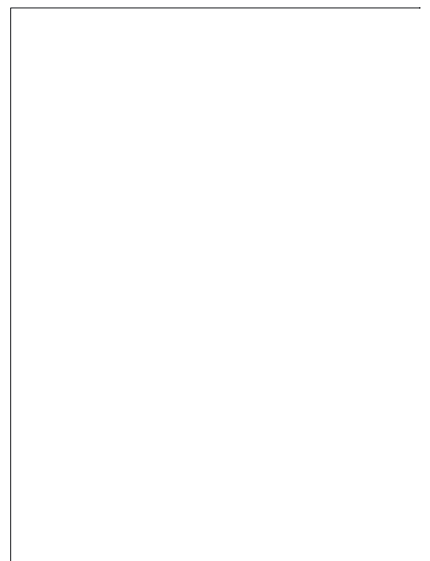
5-13
Answer



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2

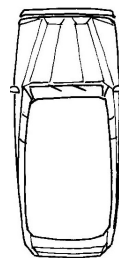
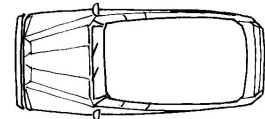
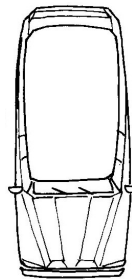


Aims	<ul style="list-style-type: none">- Become aware of the orientation of something according to its position.- Practise deciding who has priority in a certain place according to given criteria.
Applications (examples)	<p><u>In class</u>: any work consisting in distinguishing right from left and looking at something from a different standpoint. Introduction to methodology (notions of process and the order of operations) particularly in arithmetic and algebra.</p> <p><u>At work and in everyday life</u>: any work consisting in distinguishing right from left and looking at something from a different standpoint, deciding on priority. Driving a company vehicle in-company. But also:</p> <ol style="list-style-type: none">1 – Everything concerning behavioural patterns and norms. What does the notion of priority mean (and not just about traffic) in terms of politeness, hierarchy or urgency, depending on the circumstances.2 – How to choose between quantity and quality, which of these two notions takes priority in which circumstances.
Materials	A page with a diagram of an intersection and three vehicles.
Task	The pupils have to answer the following question: “All three vehicles have stopped at a crossroads. Which vehicle should go first, then second, then third, if you have to give way to the right?”
Comments	<p>This exercise is of course easier to do for pupils who have been on the continent and had experience of driving on the right. If it seems too abstract as it is presented, the teacher can perhaps put the pupils in the situation by making them move around in the room, and having two pupils representing the vehicles.</p> <p>Moreover, it is quite common for pupils to mention this fact, often experienced by drivers: when we get to a crossroads with one vehicle on the right and another one on the left, we should give way to the one on the right, then move off ourselves, followed by the car coming from the left. In practice, as we stop to give way to the car coming from the right, the car coming from the left goes at the same time.</p>
Variations (examples)	<p>The pupils can also think of what happens when one of the cars has a flashing light. Or if one of the roads is very narrow and the other one wide and very busy. And what happens if there are police officers monitoring the traffic...</p> <p>The teacher can make the exercise more complicated by placing a stop sign, a give way sign, more cars, a roundabout or a double roundabout etc.</p>
Individualisation	Yes.
Answers	Yes.

**WORK IT
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**Locate – Find your bearings
“Priority - three cars”**

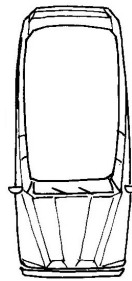
5-21



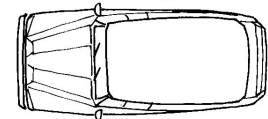
**WORK IT
OUT**

**Locate – Find your bearings
“Priority - three cars”**

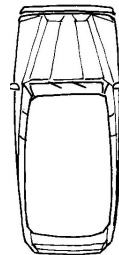
**5-21
Answers**



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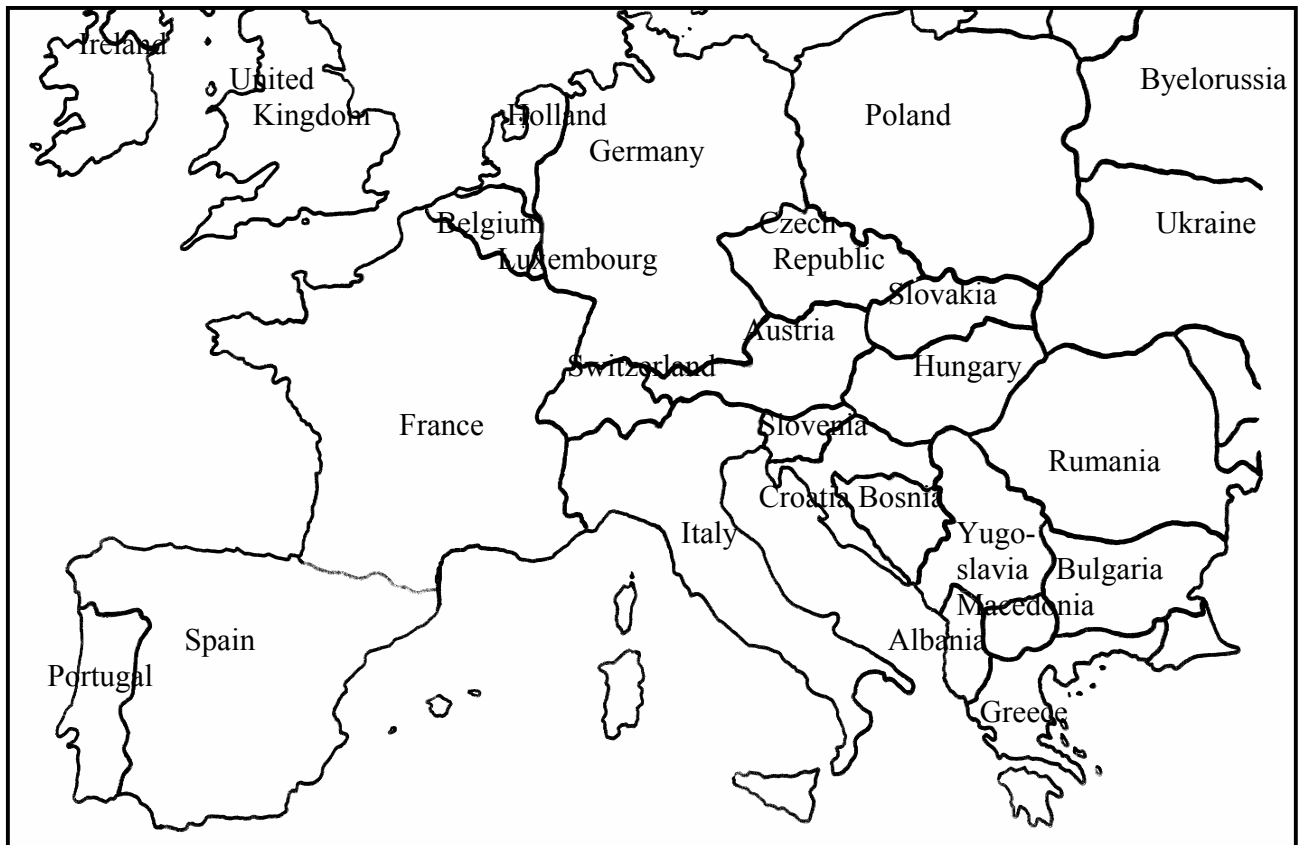


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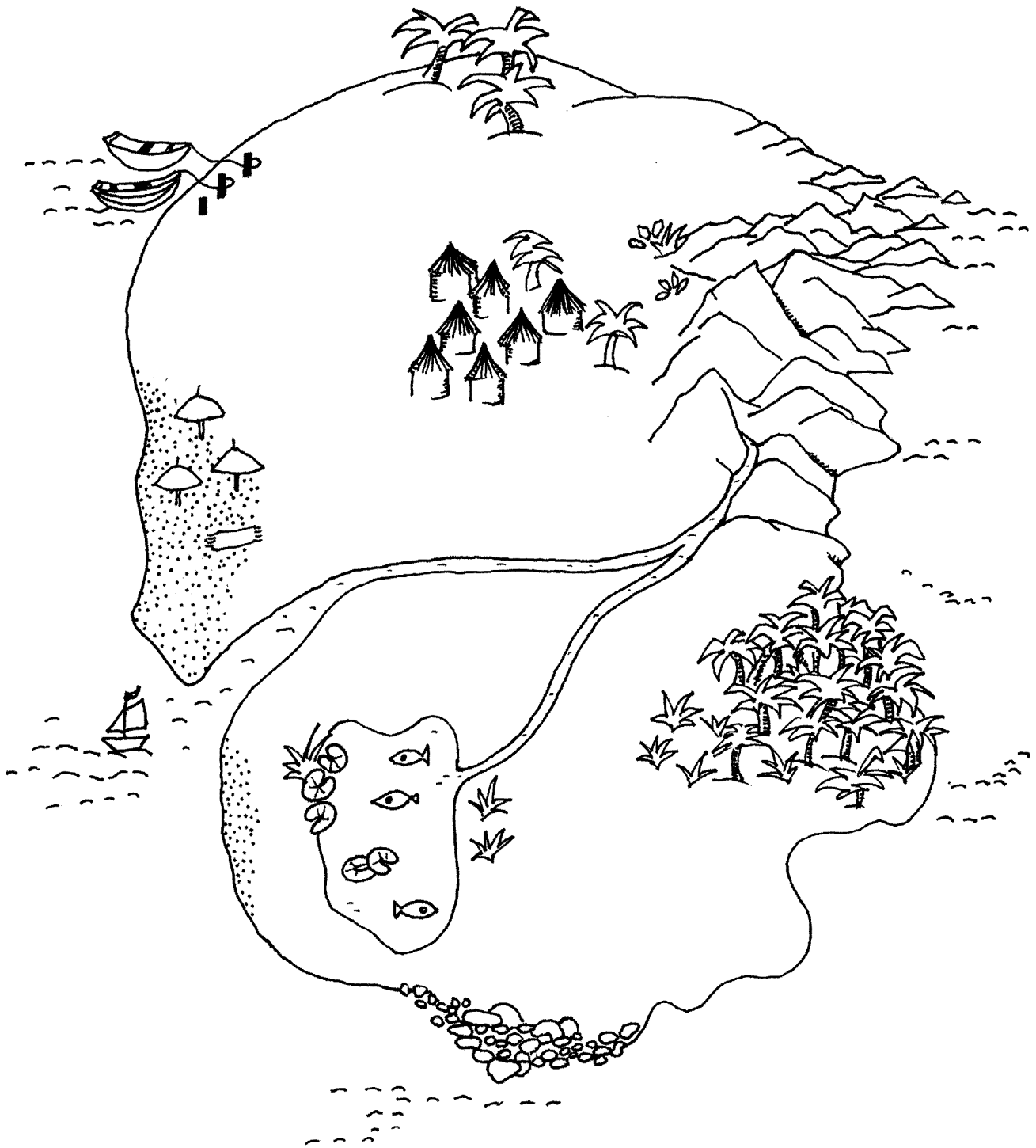
<i>Aims</i>	<ul style="list-style-type: none">- Practise finding your bearings on a geographical map.- Practise finding a location in relation to the points of the compass.- Practise finding a location in relation to another given location and to the points of the compass.- Understand the terms defining near and far.
<i>Applications (examples)</i>	<p><u>In class</u>: History and Geography, of course, but also arithmetic and English, for giving complex definitions (for example: "the country closest to Belgium, to the north"). Introduction to relative and approximate notions. (Austria is to the North of Italy, but slightly to the East; but you cannot say that in relation to Switzerland. You cannot say that Portugal and Greece are to the South. You have to specify South West and South East.).</p> <p><u>At work</u>: for tasks involving management and evaluation, (learn to be precise, distinguish between necessary and superfluous details). Jobs involving caretaking, transport, management: find your bearings on a map; give directions over the telephone: guide someone, prepare an itinerary, give information on the geographical situation of an event in relation to a known place.</p> <p><u>In everyday life and for leisure</u>: Direct a driver on a journey; understand the indications (for the driver). Prepare an itinerary, for work or holidays. Understand weather forecasts.</p>
<i>Materials</i>	<ul style="list-style-type: none">- A page with a map of Europe.- A question sheet referring to the map.
<i>Task</i>	The pupils have to answer the questions asked on the question sheet.
<i>Comments</i>	For pupils with literacy difficulties, the exercise can be done orally, in which case the answers will be given after each question, placing the letter representing the country at the end of each line.
<i>Variations (examples)</i>	The same exercise can be done by drawing (possibly with the group) the maps of the countries where some of the pupils come from, if such is the case. They can then indicate towns to place on the map.
<i>Individualisation</i>	Yes.
<i>Answers</i>	Yes.

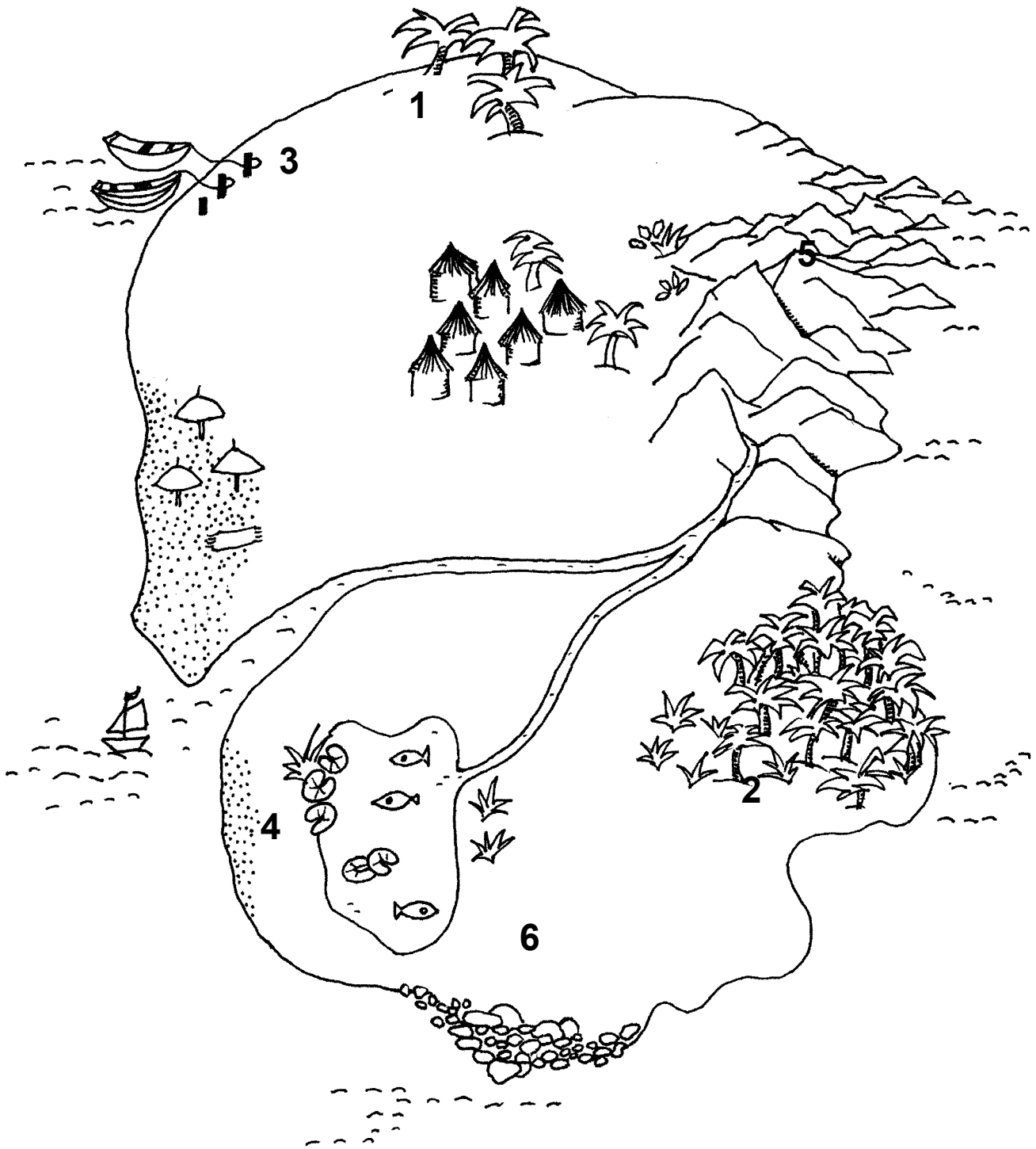


1. Which country is the furthest **North** on the map?
→
 2. Which country is the furthest **South East** on the map?
→
 3. Which country is the furthest **South West** on the map?
→
 4. Which country is closest to the **centre** of the map?
→
 5. Which country is closest to **Switzerland**, to the **West**?
→
 6. Which country is closest to **Austria**, to the **North**?
→
 7. Which country is closest to **United Kingdom**, to the **West**?
→
 8. Which country is closest to **Bulgaria**, to the **South**?
→
 9. Which country is closest to **France**, to the **South West**?
→
 10. Which country is furthest from **Germany**, to the **West**?
→
-

1. Which country is the furthest **North** on the map?
→ **Ireland**
 2. Which country is the furthest **South East** on the map?
→ **Greece**
 3. Which country is the furthest **South West** on the map?
→ **Portugal**
 4. Which country is closest to the **centre** of the map?
→ **Switzerland**
 5. Which country is closest to **Switzerland**, to the **West**?
→ **France**
 6. Which country is closest to **Austria**, to the **North**?
→ **The Czech Republic**
 7. Which country is closest to **United Kingdom**, to the **West**?
→ **Ireland**
 8. Which country is closest to **Bulgaria**, to the **South**?
→ **Greece**
 9. Which country is closest to **France**, to the **South West**?
→ **Spain**
 10. Which country is furthest from **Germany**, to the **West**?
→ **Ireland**
-

Aims	<ul style="list-style-type: none">- Locate places geographically.- Find your bearings using the points of the compass.- Practise describing a place.
Applications (examples)	<p><u>In class</u>: geography for finding and locating in relation to the points of the compass but also English to practise speaking and describing a place with precision.</p> <p><u>At work</u>: any task requiring you to speak and to give instructions.</p> <p><u>In everyday life and for leisure</u>: describe a holiday destination, an itinerary, guiding someone at a distance.</p>
Materials	A sheet of paper with a picture of an island.
Task	<p>The pupils will write the following numbers in the places they find using the points of the compass:</p> <p>No. 1: to the north of the island No. 2: to the south east of the island No. 3: to the north west of the island No. 4: to the south west of the island No. 5: to the north east of the island No. 6: to the south of the island</p> <p>When the results are pooled, the pupils will describe the place that corresponds to each number.</p>
Comments	For those pupils with literacy problems, the exercise can be done orally and the answers will be given as they go along.
Variations (examples)	<p>The island could have other features that the pupils can draw. The group can then describe what has been drawn and situate it in relation to the points of the compass.</p> <p>Another possibility: one pupil will describe a part of the room where the pupils are working, and another one can indicate the situation in relation to the points of the compass.</p>
Individualisation	Yes.
Answers	Yes.



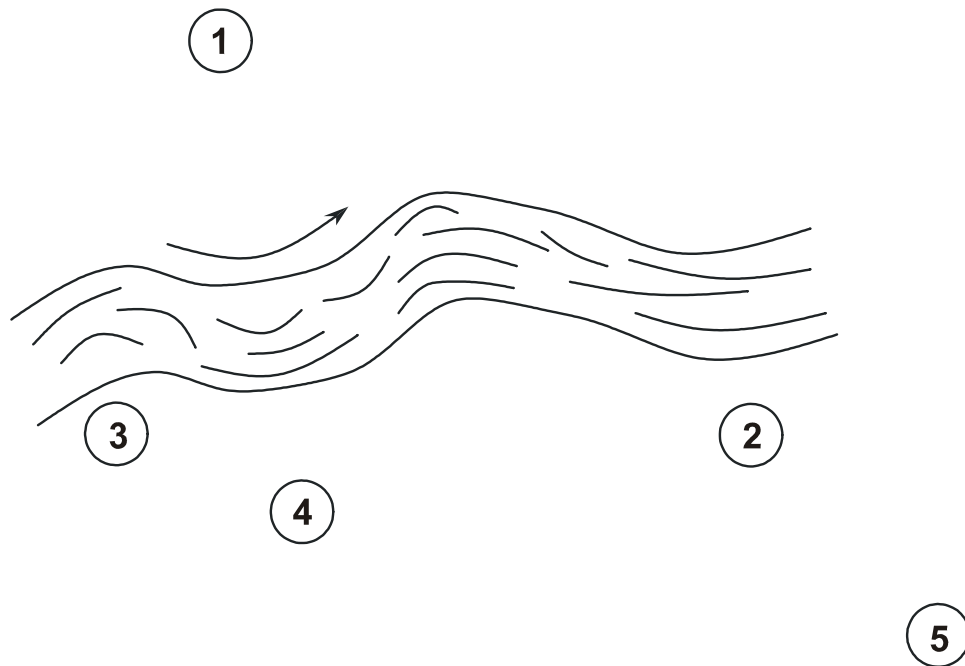


<i>Aims</i>	<ul style="list-style-type: none">- Practise setting reference points and using them to see where you are.- Find your bearings in relation to the points of the compass.- Learn to orient a map (with the north at the top).- Practice situating yourself using approximate reference marks.
<i>Applications (examples)</i>	<p><u>In class</u>: geography for finding and locating in relation to the points of the compass but also English to practise speaking and describing a place with precision. Work on mistakes (or unexpected modifications) in wording.</p> <p><u>At work</u>: ability to take into account an unusual presentation or unexpected difficulty (on the map, East is on the left).</p> <p><u>In everyday life and for leisure</u>: ability to take into account an unusual presentation or unexpected difficulty (on the map, East is on the left).</p>
<i>Materials</i>	A page showing a sketch of a river, with numbers representing places by the river. An indication of the orientation is written underneath the drawing: “The river flows from east to west”.
<i>Task</i>	The pupils will situate each place represented by the numbers, by writing N, S, E or W underneath.
<i>Comments</i>	For pupils with literacy problems, the orientation will be indicated orally. Some pupils find it practical to turn their pages upside down.
<i>Variations (examples)</i>	<p>The teacher could ask the pupils to give another indication of orientation for the same river and situate the places indicated by numbers again.</p> <p>Using the same information from the exercise, the teacher can ask the pupils to imagine a place instead of a number and to describe the place, giving its orientation. Each person then has to find where the place described is.</p> <p>Each pupil thinks of a different orientation for the river and describes a number by its orientation. The group then has to find the number. For example: the river flows from west to east and the place is situated to the north (so the place is no. 1).</p> <p>Conversely, the pupils do not say which way the river is orientated but the number and the location, so that the group finds which way the river is orientated.</p>
<i>Individualisation</i>	Yes.
<i>Answers</i>	Yes.

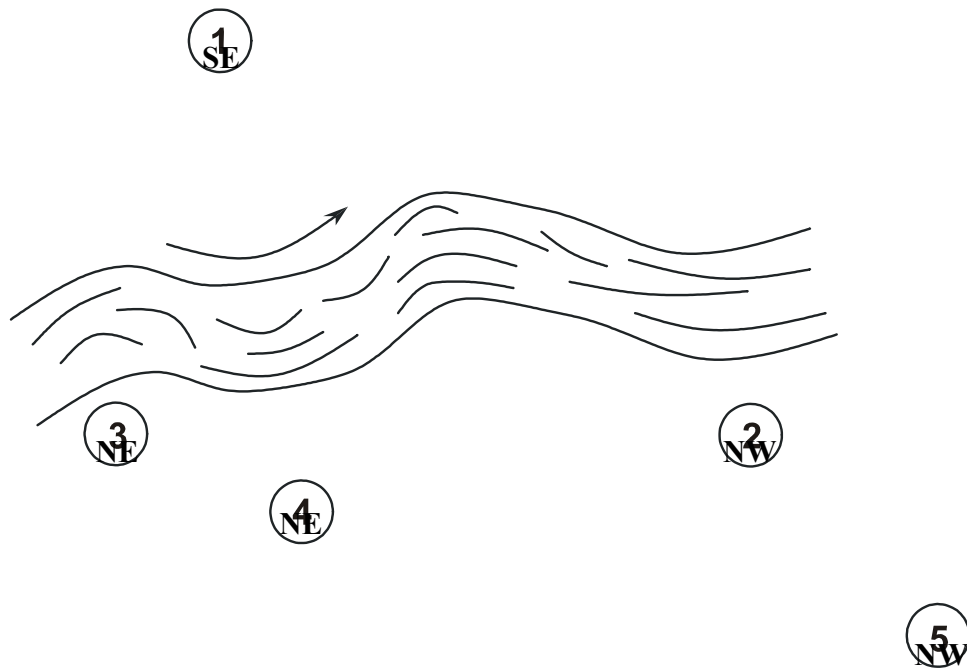
**WORK IT
OUT**

**Locate – Find your bearings
“The river”**

5-31


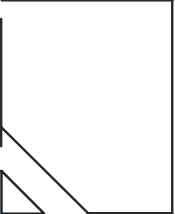

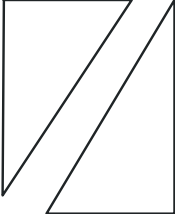
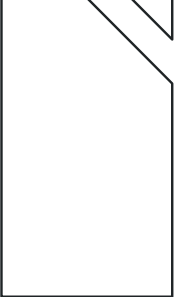




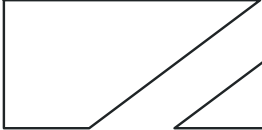





The river flows from East to West



The river flows from east to west.

<i>Aims</i>	<ul style="list-style-type: none">- Practise setting reference points and using them to see where you are.- Find your bearings in relation to the points of the compass.- Practise taking into account your partner’s difficulties and limitations.
<i>Applications (examples)</i>	<p><u>In class</u>: find your bearings in a new school, especially when starting secondary school. Work on understanding English, including the wording of maths problems.</p> <p><u>At work</u>: work on errors and loss of concentration, (for oneself or with other pupils). Work on speaking in front of others and the destabilisation this can cause. Practise speaking, give topographical indications, take into account a partner’s errors or inability to understand.</p> <p><u>In everyday life and for leisure</u>: practise speaking, give topographical indications, take account of a partner’s errors or inability to understand.</p>
<i>Materials</i>	<ul style="list-style-type: none">- A page with the sketch of a street map on which a few reference points are represented by geometric shapes.- An instruction sheet indicating the different stages of a tourist’s itinerary.
<i>Task</i>	The pupils will follow the itinerary indicated on the instruction sheet by drawing an unbroken line on the map. They will then answer the question.
<i>Comments</i>	<p>For pupils with literacy problems, the different stages of the journey will be given orally. This could also be an opportunity to have the group imagine the places represented by the geometric shapes and write them in (for example: bank, Post Office, school, crèche, supermarket, butcher’s, etc.)</p> <p>Some pupils find it practical to turn the page with the map.</p>
<i>Variations (examples)</i>	<p>The teacher could ask the pupils to take turns to give other indications for an itinerary for the group to follow by tracing an unbroken line on the map. The teacher will note down all that is said to pool the answers.</p> <p>The pupils could also describe the tourist’s itinerary from the station to the round star shape, which might be, for example, the Park Hotel. They could use the points of the compass to do this.</p>
<i>Individualisation</i>	Yes.
<i>Answers</i>	Yes.

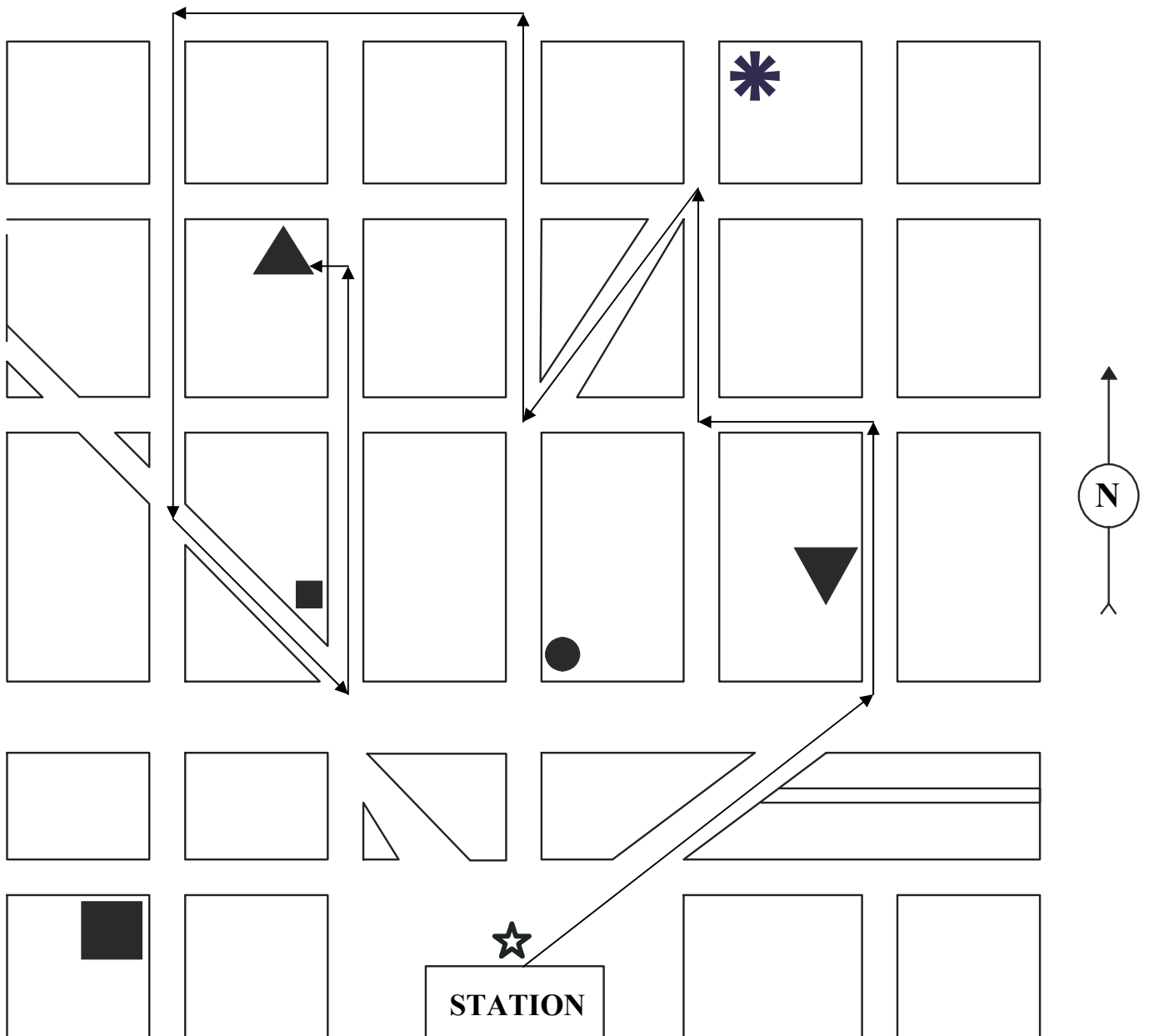
					
					
					
					
		 STATION			



USE A PENCIL TO TRACE THE ITINERARY CORRESPONDING TO THE FOLLOWING INDICATIONS:

1. On leaving the station, a tourist takes the road going N.E.
2. At a crossroads, he takes a street going N.
3. He then takes the first street he comes to that goes W.
4. Then the first street going N.
5. He then decides to take a street going S.W.
6. He takes the first street he comes to that goes N.
7. He takes the second street to the W.
8. Then the second street to the S.
9. Then he goes S.E. on the first street which allows him to do so.
- 10 Finally he takes the first street which takes him N. and stops just after a crossroads.

**WHAT IS THE SHAPE OF THE STICKER CLOSEST TO
THE TOURIST AT THE END OF HIS ITINERARY?**

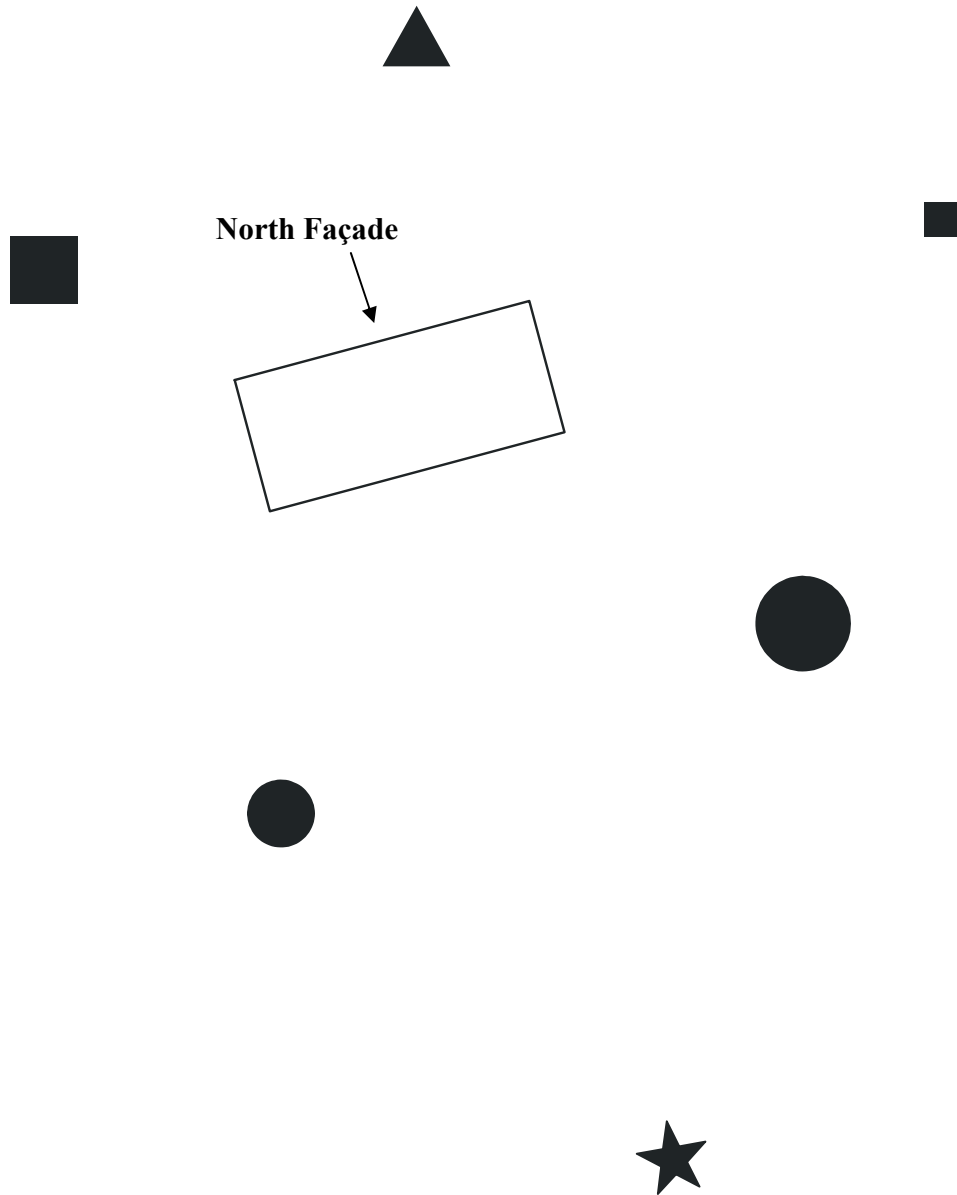


<i>Aims</i>	<ul style="list-style-type: none">- Practise setting reference points and using them to see where you are.- Find your bearings in relation to the points of the compass.
<i>Applications (examples)</i>	<p><u>In class</u>: understand a geographical map, find and locate points of the compass.</p> <p><u>At work</u>: jobs involving caretaking, transport, management: find your bearings on a map; give directions over the telephone: guide someone, prepare an itinerary, give information on the geographical situation of an event in relation to a known place.</p> <p><u>In everyday life and for leisure</u>: use a map, understand a weather forecast, observe the sky. Find your bearings in relation to the points of the compass. Situate the exposition of rooms in a flat or a house, when buying or renting. Understand how the expositions are represented on a plan.</p>
<i>Materials</i>	A page with the diagram of a building seen from a plane with the indication of which way the different façades are facing. Around this building, other places are represented by geometric shapes.
<i>Task</i>	The pupils must situate the different places surrounding the building by writing N, S, E or W next to the geometric shapes. They will find their bearings using the indications giving the exposition on the façades.
<i>Comments</i>	Some pupils will find it practical to turn the page round.
<i>Variations (examples)</i>	<p>The teacher can ask the pupils to imagine the places represented by the geometric shapes (for example: bank, Post Office, school, crèche, supermarket, butcher's, etc.) and have the group determine which geometric shape represents them, giving their situation in relation to the building and the orientation.</p> <p>The exposition of the façades could also be changed by the pupils, who would then have the group work out its exposition and give the situation of a geometric shape in relation to the points of the compass.</p>
<i>Individualisation</i>	Yes.
<i>Answers</i>	Yes.

**WORK IT
OUT**

**Locate – Find your bearings
“Façades”**

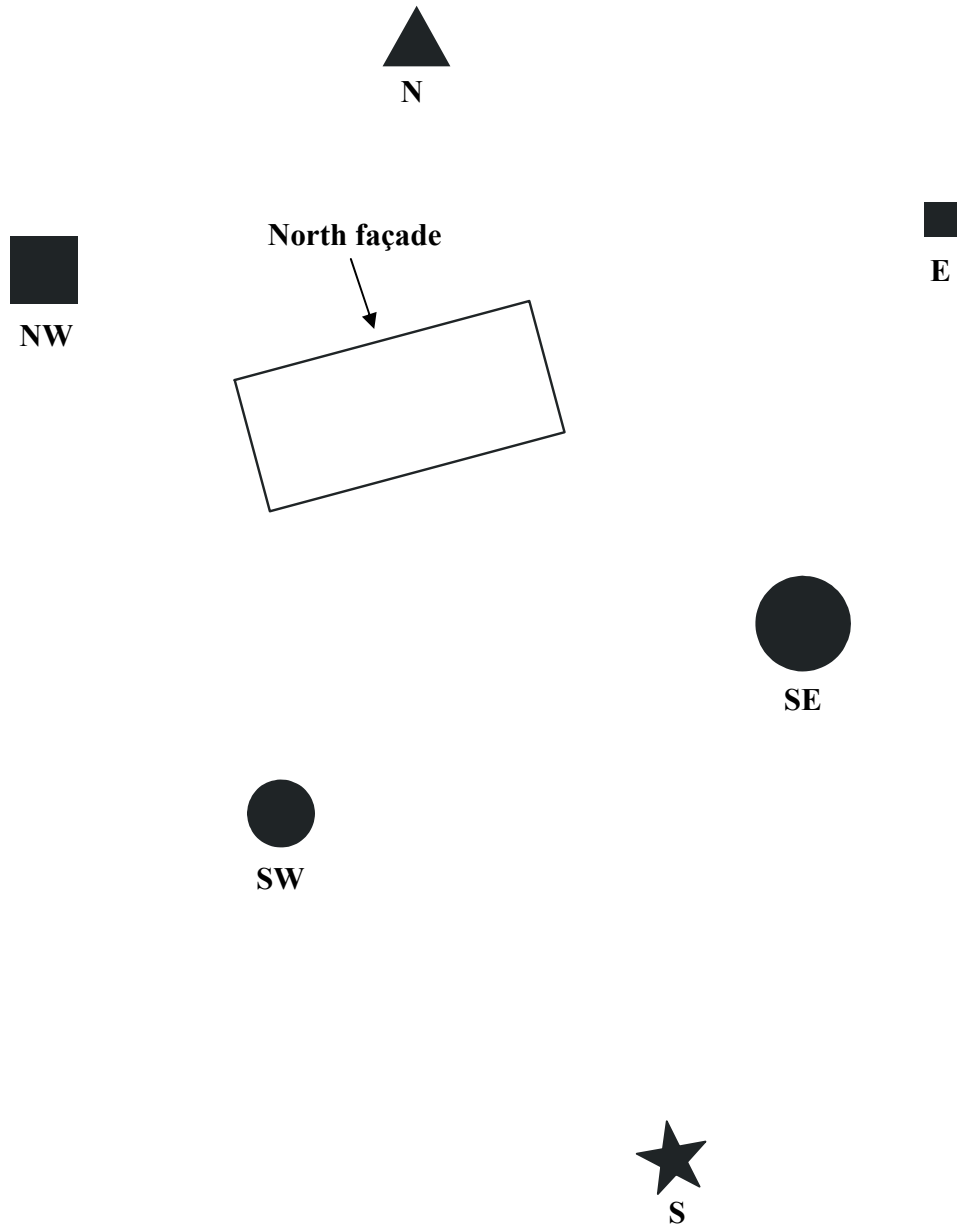
5-33



**WORK IT
OUT**

**Locate – Find your bearings
“Façades”**

5-33
Answers



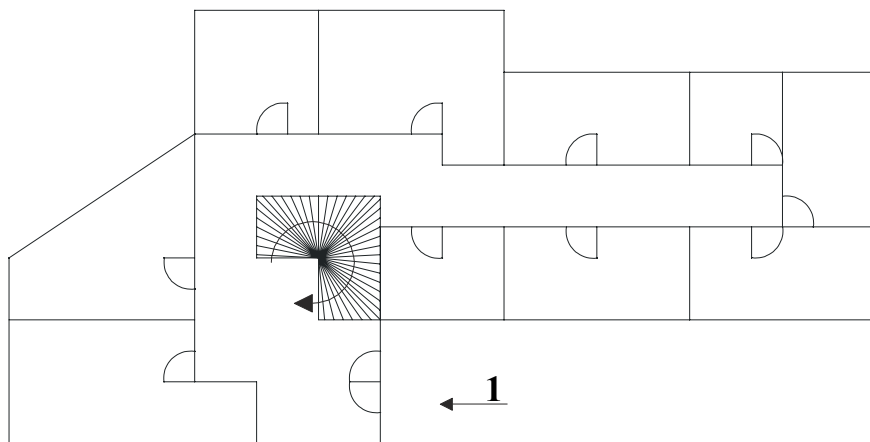
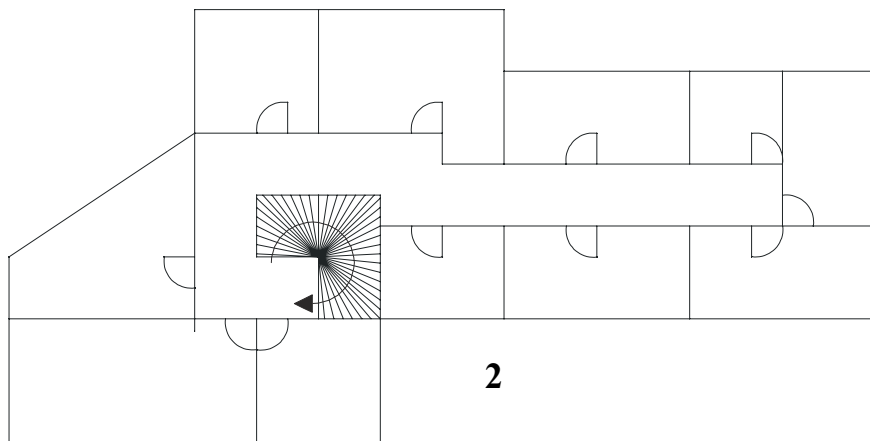
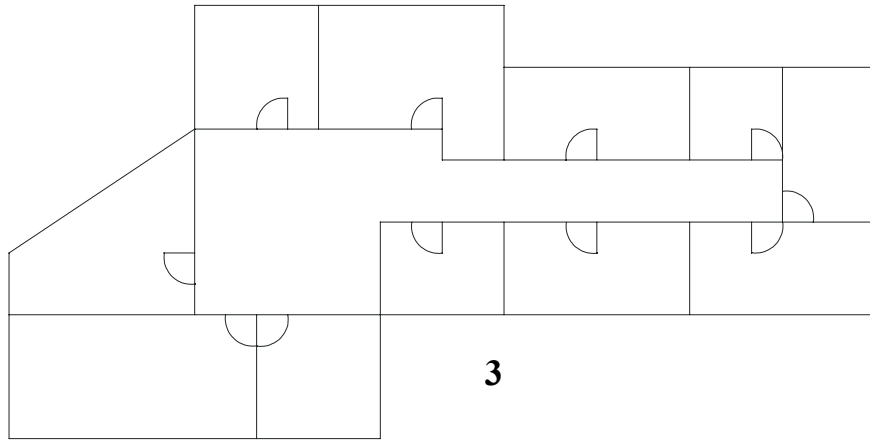
**WORK IT
OUT****Locate – Find your bearings****5-41****“The map of the building”****Level 4
Exercise 1**

Aims	<ul style="list-style-type: none">- Practise situating on a map an exact point given in the instructions.- Move away from a page to find your bearings on the map.
Applications (examples)	<p><u>In class</u>: understand a map of a building and locate the different rooms.</p> <p><u>At work</u>: tasks involving security, transport or supervision: find where you are on a map, guide someone, give information on the geographical situation of a place represented on a map...</p> <p><u>In everyday life and for leisure</u>: find your situation on a map. Situate the different rooms in a flat or a house when renting or buying.</p>
Materials	A page with the map of three floors of a building: the ground floor, and the first and second floors (1, 2 et 3 on the map).
Task	<p>The pupils will write the letters (or stick a coloured sticker) in these places:</p> <ul style="list-style-type: none">- an A at the ground-floor entrance- a B at the fifth door on the left as you come into the building- a C on the first floor, at the first door on the right at the top of the stairs- a D at the seventh door on the left, on the second floor.
Comments	<p>The teacher will ask the pupils to say what they see on the map and what it might represent (like the stairs, for example, which are not easy to guess, or like the numbers from 1 to 3 which indicate the floors).</p> <p>Some pupils prefer to do the exercise in pairs.</p>
Variations (examples)	<p>The teacher could ask the pupils to imagine other tasks and to tell them to the group. They could also describe the different parts of the building in relation to the points of a compass, and indicate its orientation.</p>
Individualisation	Yes.
Answers	Yes.

**WORK IT
OUT**

**Locate – Find your bearings
“The map of the building”**

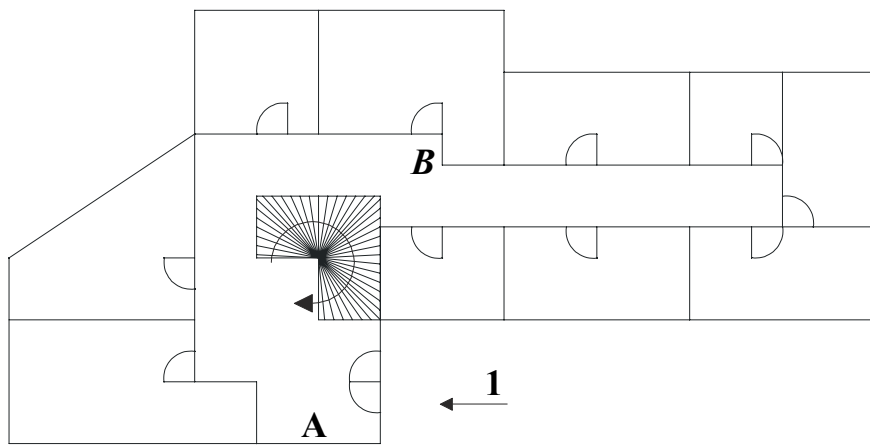
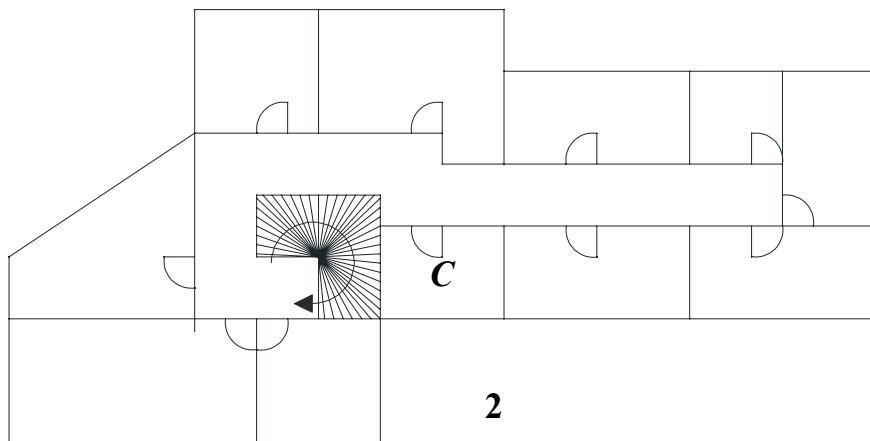
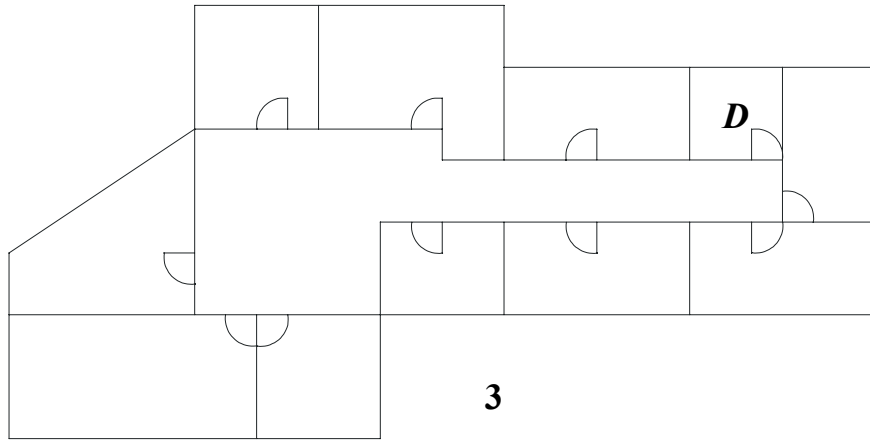
5-41



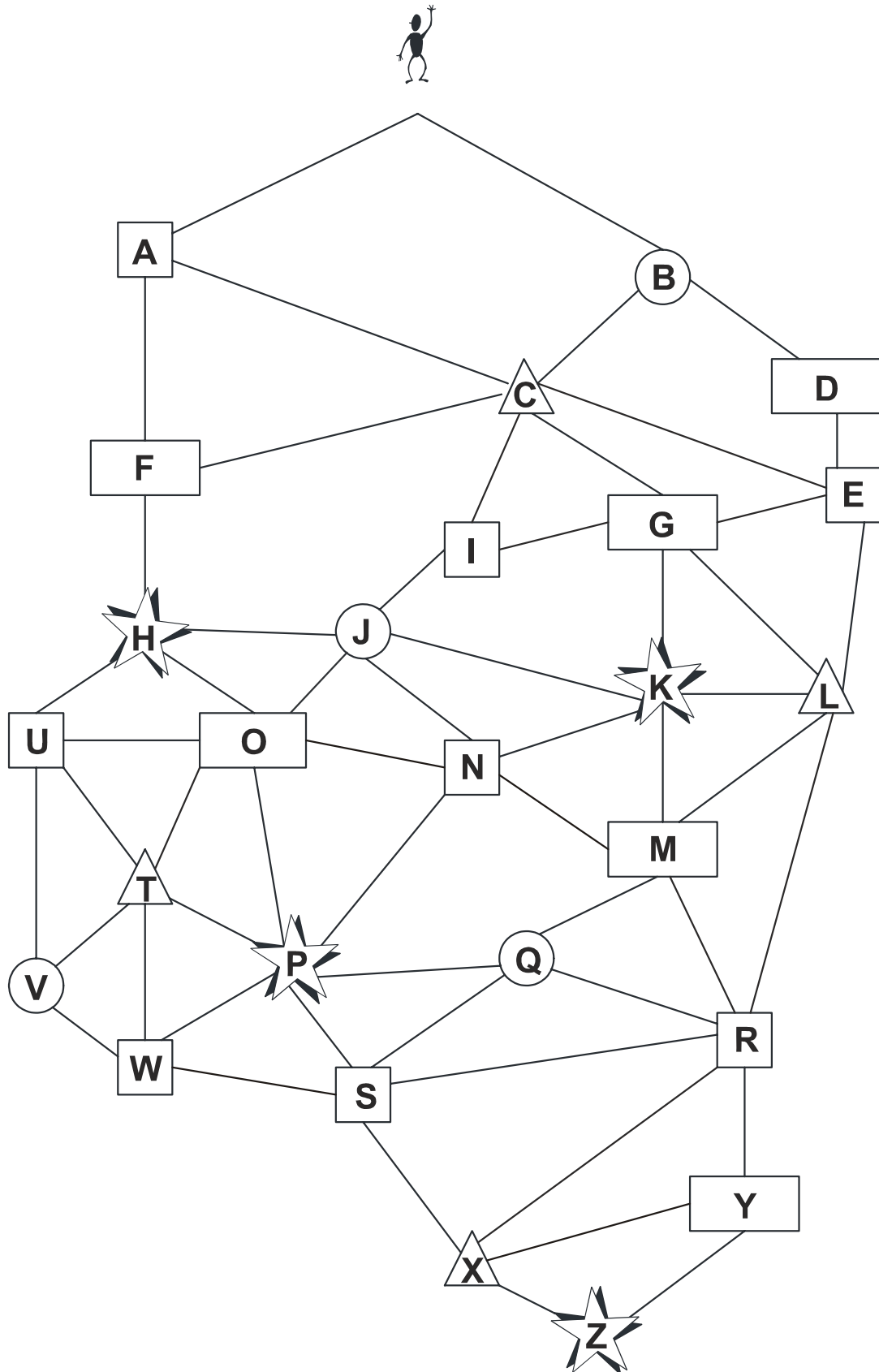
**WORK IT
OUT**

**Locate – Find your bearings
“The map of the building”**

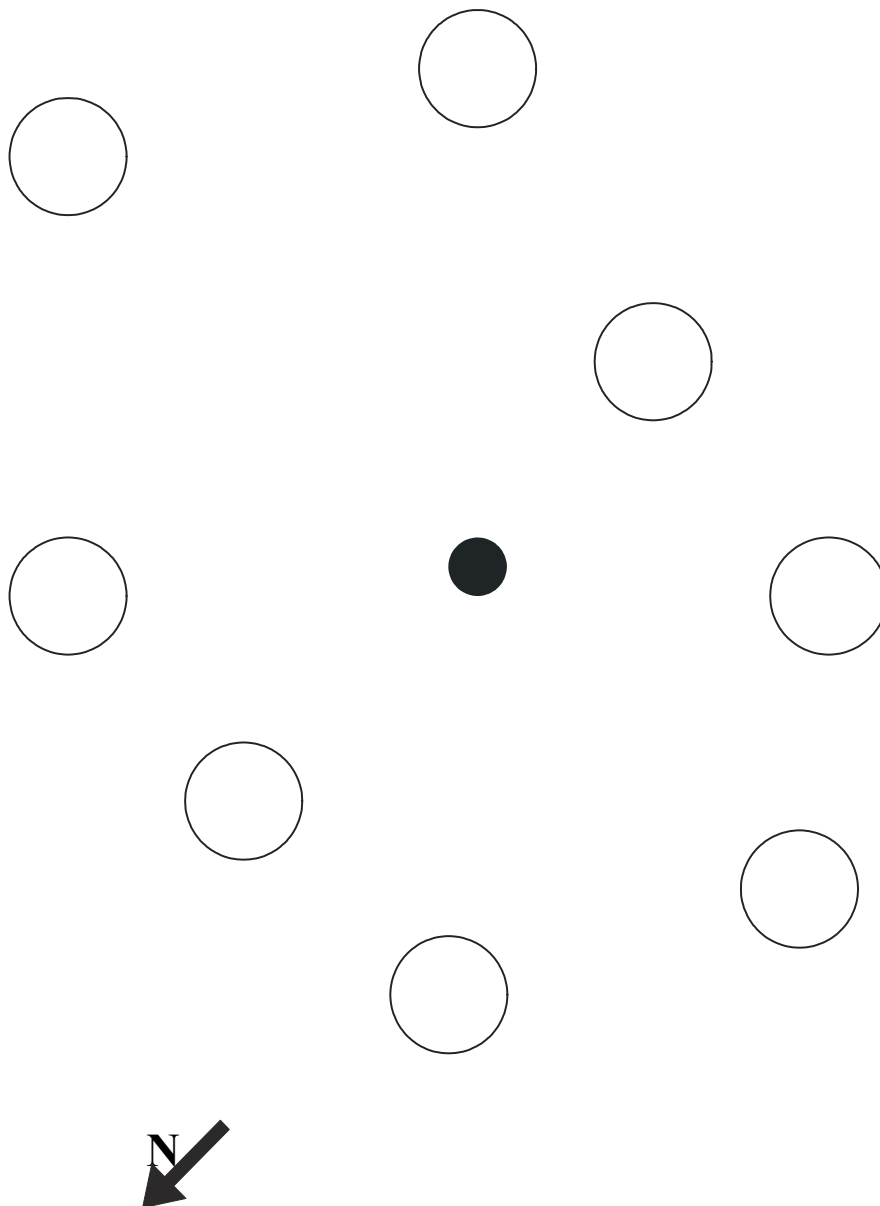
**5-41
Answers**



Aims	<ul style="list-style-type: none">- Practise locating a point specified in an instruction- Move away from a page to find your bearings
Applications (examples)	<p><u>In class</u>: follow oral instructions step by step. Find your place in a document which is not in front of you or shown the right way up: for example a document on which the pupils work in twos or threes.</p> <p><u>At work</u>: any job requiring you to follow oral instructions step by step. For people who cannot read the letters, practise finding where you are with a code indicated by letters. For people with literacy problems: refresh your knowledge of the letters of the alphabet. Any work premises where the different places are indicated by letters.</p> <p><u>In everyday life and for leisure</u>: follow an itinerary given over the phone using a road map for example. Find your bearings in premises where places are indicated by letters, for example in an airport.</p>
Materials	A page showing reference points of different shapes, each marked by a letter of the alphabet (all the letters are represented). The points are linked by lines and a little man, pictured at the top, is supposed to go from one point to another on his walk, following the teacher’s instructions.
Task	The pupils follow the man’s itinerary visually, while the teacher announces the directions he takes (east, south east, north, north east, etc.). After 3 or 4 directions, the teacher will ask the pupils which point the man has reached. The teacher can make as many different itineraries as required.
Comments	<p>The letters can of course be replaced by numbers.</p> <p>Some pupils prefer to do this exercise in pairs.</p> <p>As all the letters of the alphabet are represented, the teacher can encourage the pupils with literacy problems to try to identify them.</p> <p>North is not shown on the page. In this case, it is usually considered to be at the top of the document: the teacher can wait for the question to be asked by a pupil, so that he can remind them of it.</p>
Variations (examples)	<p>The teacher can ask the pupils to take turns thinking up a different itinerary to tell the group. The teacher will note down what is said for the pooling of the results.</p> <p>Similarly, a pupil could say that the person went from N to O and the group will say which direction the person went.</p>
Individualisation	Yes.
Answers	No.



<i>Aims</i>	<ul style="list-style-type: none">- Find your bearings in relation to the points of the compass.- Find your bearings when putting yourself in someone else's place.
<i>Applications (examples)</i>	<p><u>In class</u>: finding or situating the points of the compass on a map.</p> <p><u>At work</u>: tasks involving security, transport or supervision: find where you are on a map, guide someone, give information on the geographical situation of an event in relation to a known point of reference. Ability to take into account an unusual presentation or unexpected difficulty (on the map, north is not at the top).</p> <p><u>In everyday life and for leisure</u>: know how to use a map, understand a weather forecast or observe the sky. Find your bearings in a place in relation to the points of the compass. Situate the exposition or rooms in a flat or house, when renting or buying. Understand these expositions represented on a map. Ability to take into account an unusual presentation or unexpected difficulty (on the map, North is not at the top).</p>
<i>Materials</i>	<ul style="list-style-type: none">- One page with white circles around a black circle representing places. The orientation is specified.- One instruction sheet with a given orientation followed by a number.
<i>Task</i>	The pupils will follow the instructions given on the instruction sheet to place the numbers in the white circles requested, taking into account the orientation of the page.
<i>Comments</i>	Some pupils prefer to do this exercise in pairs. Some pupils will think to turn their page so that north is at the top, as is usually the case on maps. The answer sheet does this.
<i>Variations (examples)</i>	The teacher can ask the pupils to take turns to think of a different orientation for the page and designate a number, situating it in relation to the points of the compass. The group will then have to find which way the page is oriented for that pupil (for example: number 6 is to the south, so the orientation becomes east instead of north).
<i>Individualisation</i>	Yes.
<i>Answers</i>	Yes.



NE → 1

W → 2

SE → 3

NW → 4

S → 5

E → 6

SW → 7

N → 8

**WORK IT
OUT**

**Locate – Find your bearings
“A question of orientation”**

5-43
Answers

