

**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
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Locate – Find your bearings

5-12

“The locomotive”

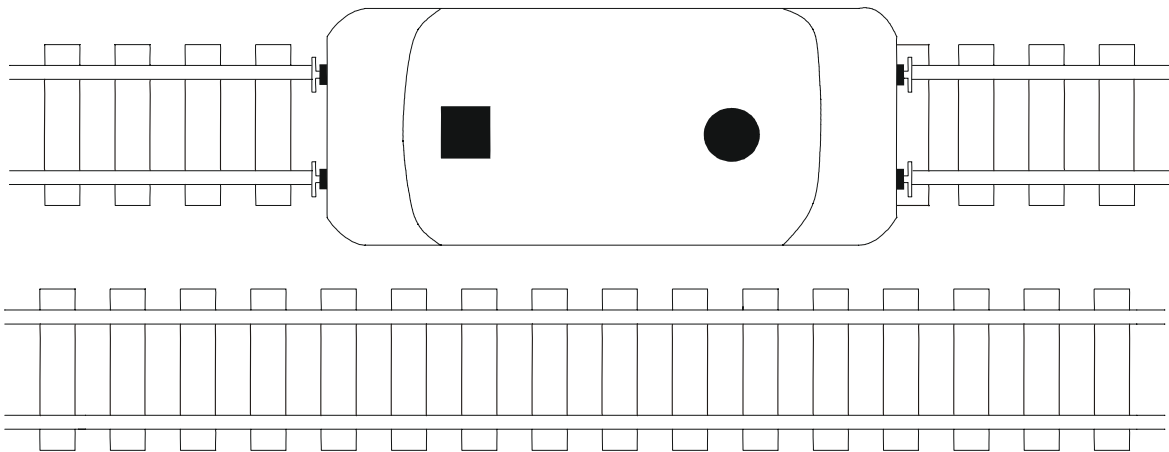
**Level 1
Exercise 2**

<i>Aims</i>	Become aware of the orientation of something according to its position.
<i>Applications (examples)</i>	<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>
<i>Materials</i>	A page with a diagram of a locomotive on its rails seen from above.
<i>Task</i>	The pupils must answer the following question: “Given that this train is driving on the left, find the front of the locomotive”.
<i>Comments</i>	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.
<i>Variations (examples)</i>	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.
<i>Individualisation</i>	Yes.
<i>Answers</i>	Yes.

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

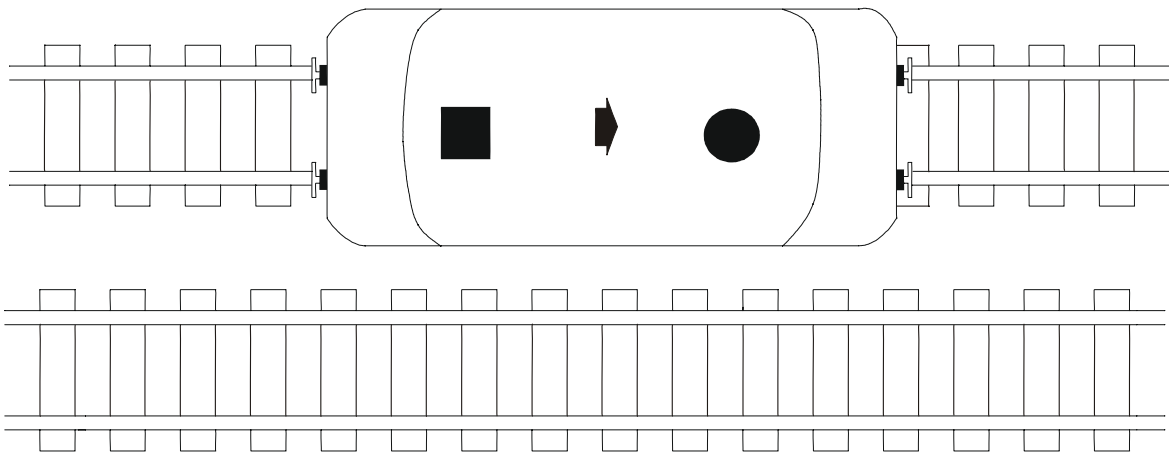
5-12



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

5-12
Answers



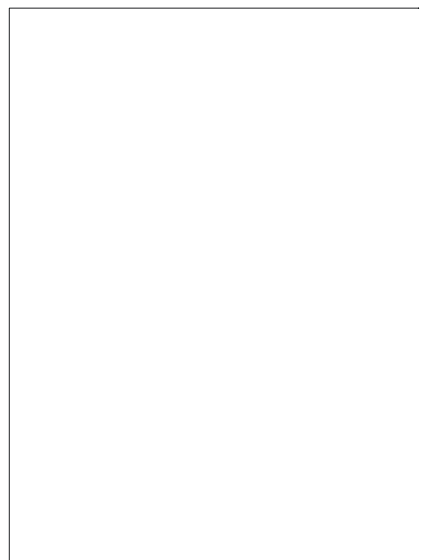
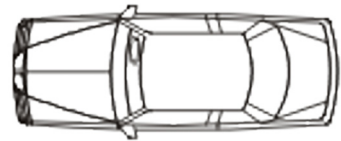
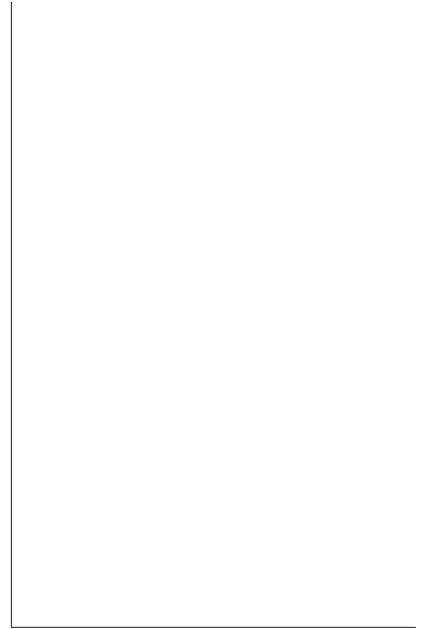
**WORK IT
OUT****Locate – Find your bearings****5-13****“Priority - two cars”****Level 1
Exercise 3**

<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.

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

5-13

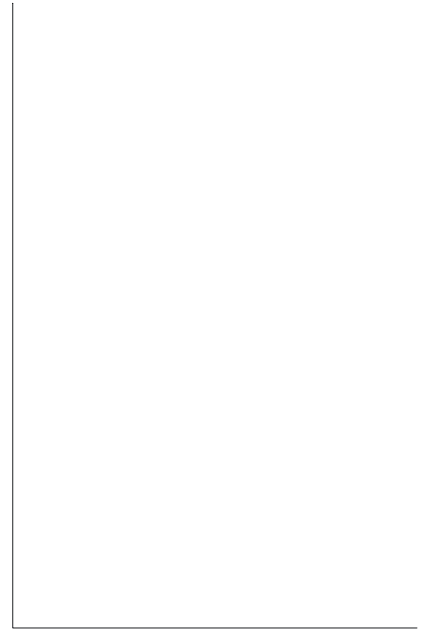
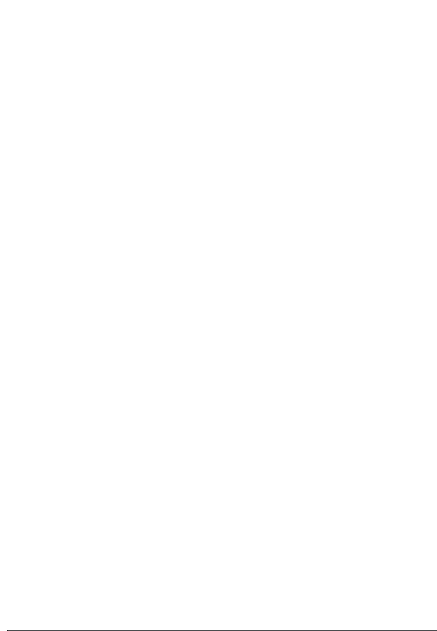


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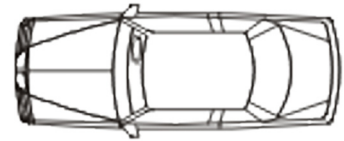
Locate – Find your bearings

“Priority – two cars”

5-13
Answer



1



2

