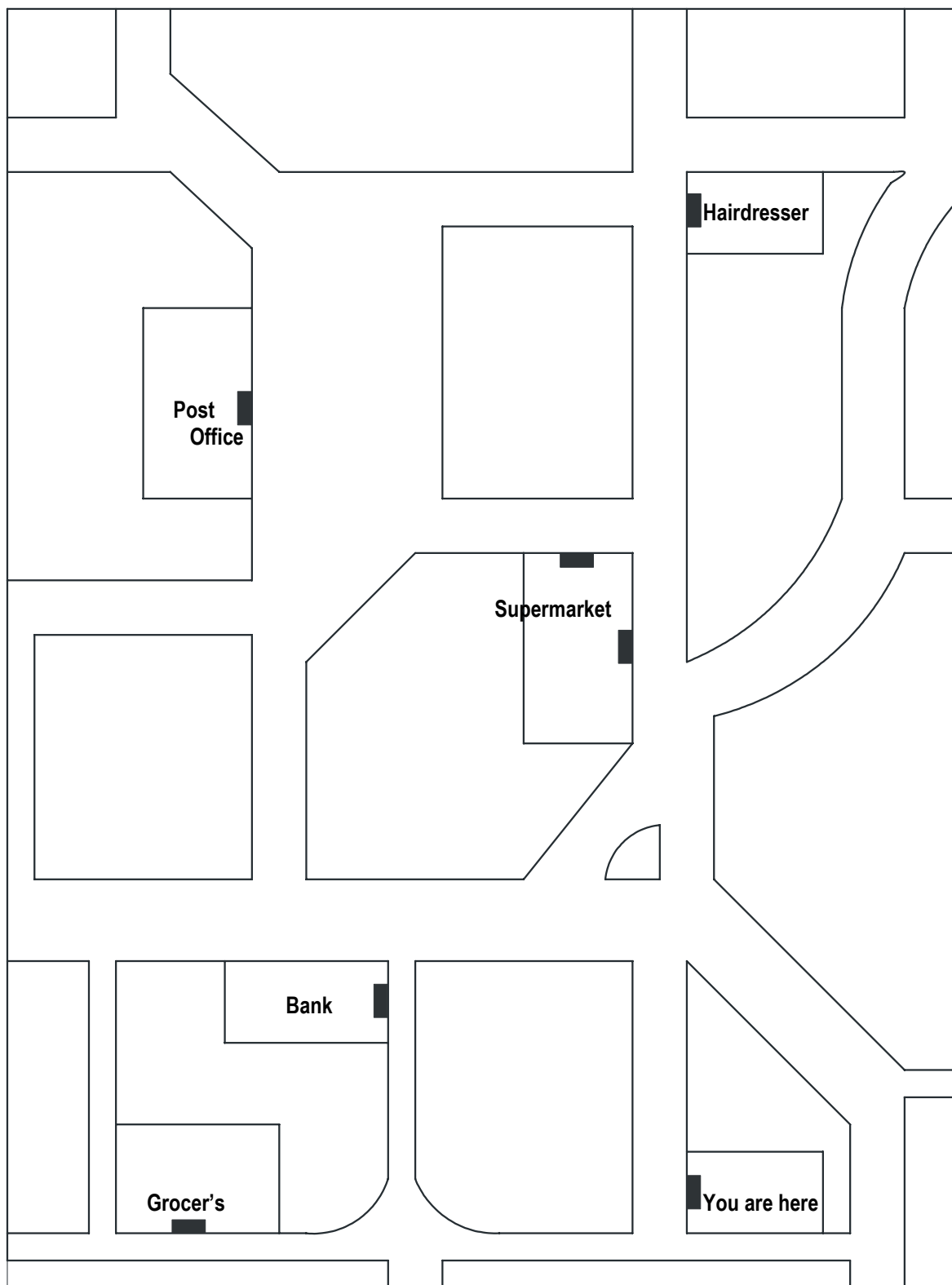
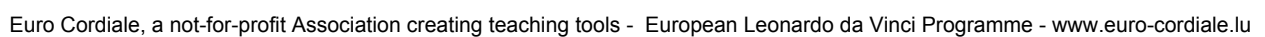
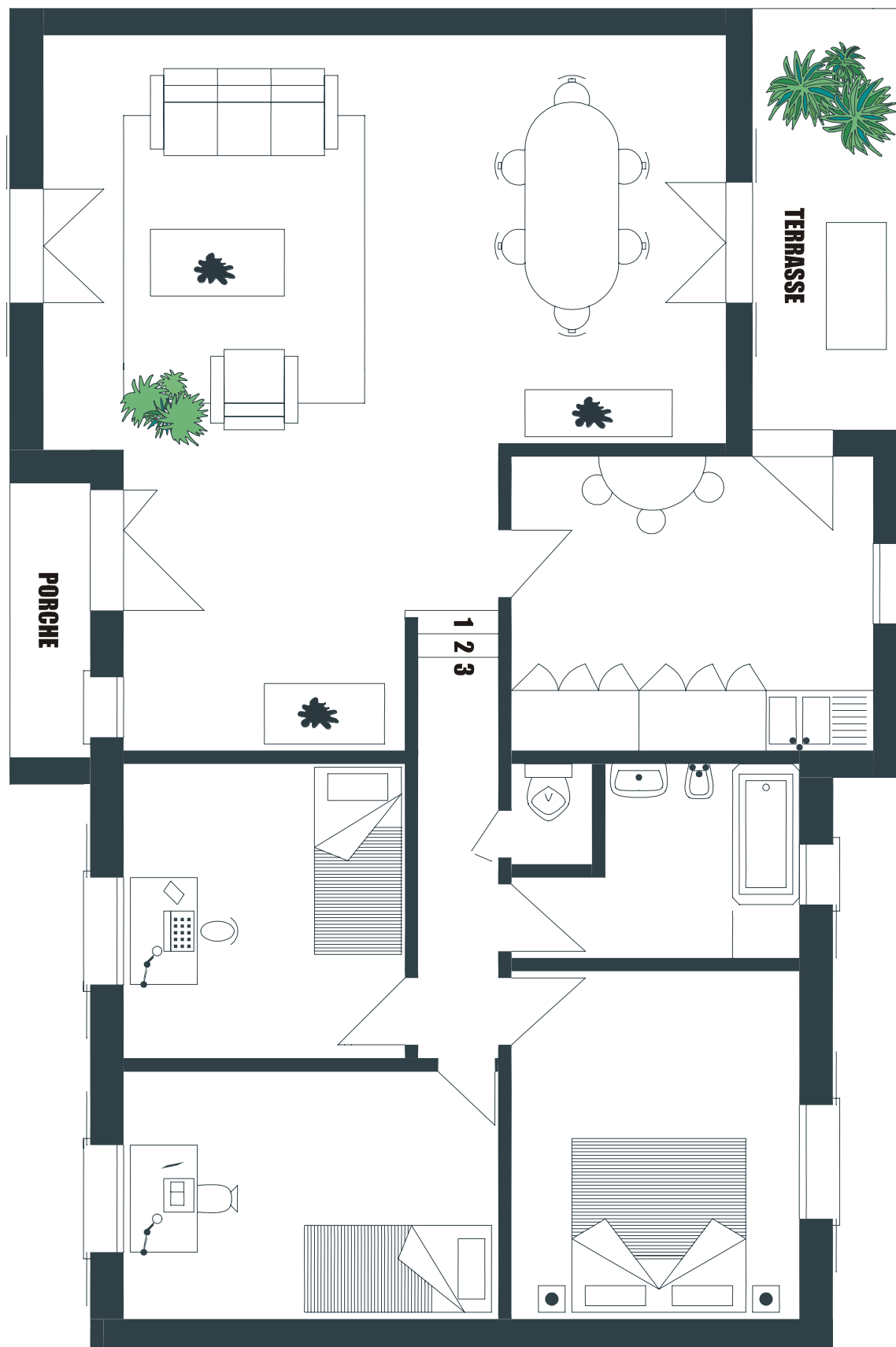


WORK IT OUT	Understand a map “Shopping”	6-31 Level 3 Exercise 1
Aims	<ul style="list-style-type: none"> - Practise finding your bearings on a map. - Practise explaining your choices orally. - Decentring. - Combine different possibilities according to set criteria. - Imagine criteria of a practical nature, and keep to them. - Measure your results. 	
Applications (examples)	<p><u>In class</u>: oral communication, urban geography, understand some arithmetic problems, develop vocabulary (look for synonyms for “go” and “then”)</p> <p><u>At work</u>: identify the different possible priorities and change your behaviour according to the objectives, introduction to quality analysis, what to do according to your priorities, training for public speaking and managing (explaining assignments or information clearly), making the most of your time and your means of transport. Training for group work and carrying out tasks independently.</p> <p><u>In everyday life and for leisure</u>: help children to find their bearings in a new area (after a move or a new school), saving energy and effort by organising your journey.</p>	
Materials	<p>A page showing the street map of a district with a few written indications.</p> <p>A pencil, a rubber and a ruler for each pupil.</p>	
Task	<p>The teacher will give the following instructions to the pupils:</p> <p>Before doing your shopping, you have to go to the bank. You are on foot. Which way will you go to avoid wasting any time? You will draw an unbroken line, using the ruler, to indicate your route, and you will measure the distance, without counting the time spent inside the buildings.</p> <p>Start corresponds to the pupils’ houses.</p>	
Comments	<p>The teacher must make sure that everyone can understand the written indications. Either of the two entrances to the supermarket can be used. You can also go in through one door and out through the other.</p> <p>On a practical note, it could be considered preferable not to go to the hairdresser’s loaded down with shopping. However, it is not stated that the shopping is heavy or cumbersome.</p>	
Extension (s) (examples)	<p>The pupils could impose particular constraints, such as: the supermarket shopping is very heavy (or not very heavy), you have to post an urgent letter that has to be sent as soon as possible, you go to the grocer’s to say hello and chat for a while.</p>	
Individualisation	Yes.	
Answers	Yes.	

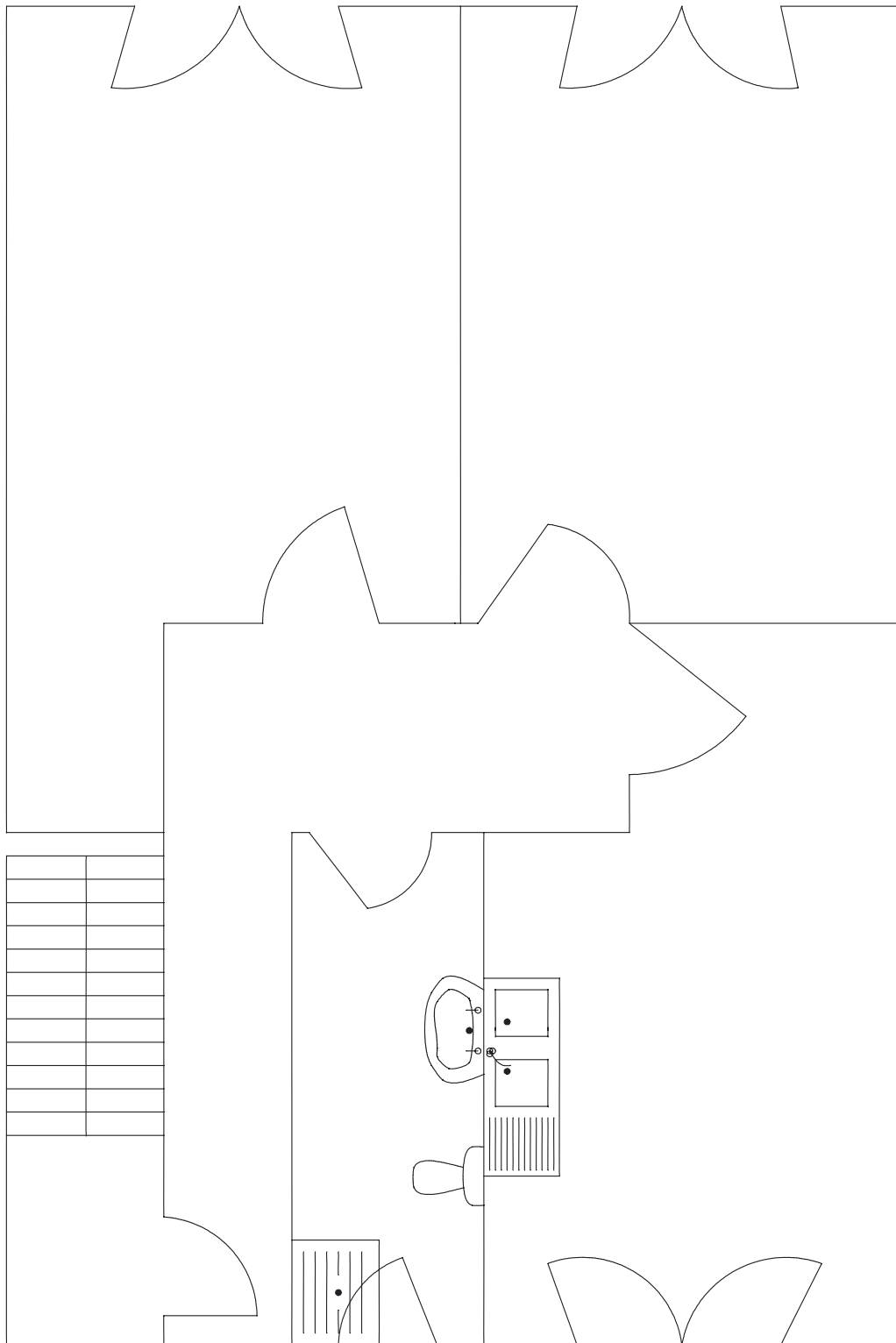




Aims	<ul style="list-style-type: none">- Practise finding your way around the floor plan of a flat.- Practise explaining an itinerary on a map orally.- Decentring.
Applications (examples)	<p><u>In class</u>: oral communication, urban geography, understand some arithmetic problems, develop vocabulary (look for synonyms for “go” and “then”)</p> <p><u>At work</u>: training for public speaking and managing (explaining assignments or information clearly), training for group work and carrying out tasks independently, and for coordination (taking into account the aims of others) as well as any activity requiring the use of plans (rooms, worksites, workshops, gardens).</p> <p><u>In everyday life and for leisure</u>: board games: I am here, I move so many squares in such a direction, where am I and what do I do?</p>
Materials	A page showing a detailed plan of a flat.
Task	<p>The teacher states that, after a time for observation and reflection, one of the pupils will play the guide for a tour of the flat. While he is speaking, the others will follow where he goes on their page by drawing a continuous line from the starting point to the finishing point (the end of the guided tour). They must all observe their papers, as they will each in turn have to play the guide.</p> <p>The teacher should state that it is not the page that determines the orientation, but the front door of the flat.</p>
Comments	The group can first agree on how to represent the doors and windows on this plan.
Extension (s) (examples)	<ul style="list-style-type: none">- The same sort of work can be done with all the furniture details removed from the plan.- The pupils can also try to draw the plan of their own homes and guide the other pupils around it.
Individualisation	No.
Answers	No.



WORK IT OUT	Understand a map “Mistakes”	6-33 Level 3 Exercise 3
Aims	<ul style="list-style-type: none"> - Practise finding your bearings in a very approximate floor plan of a flat. - Practise finding and correcting mistakes. - Practise following fairly long instructions, written or oral. 	
Applications (examples)	<p><u>In class</u>: arithmetic and sums in general: develop critical thinking in order to understand problems posed.</p> <p><u>At work</u>: develop vigilance, in organisations of independent teams, or with a view to self-evaluation.</p> <p><u>In everyday life and for leisure</u>: game of spot the difference, cheat, look for mistakes in all areas, look for the causes of any material or functional problem.</p>	
Materials	<ul style="list-style-type: none"> - One page with a rough plan of a flat. - A second page with the numbered description of the flat, containing mistakes. - A page with the numbers 1 to 10 for the pupils if the teacher gives the description orally. 	
Task	<p>The teacher will decide, depending on the group, whether the description should be read or if the pupils can read the description for themselves. They have to cross out the numbers of the sentences in the description that do not conform to the plan.</p>	
Comments	<p>The group can first agree on how to represent the doors and windows on this plan.</p>	
Extension (s) (examples)	<p>The pupils can describe the flat as if they were giving a guided tour.</p> <p>Each pupil can say a sentence describing the flat (or the one in exercise 6-32) with or without mistakes. The other pupils will then have to say if the sentence describes the flat correctly, or if it contains mistakes.</p>	
Individualisation	<p>Yes.</p>	
Answers	<p>Yes.</p>	



1. When you have climbed the stairs, the front door of the flat is on your left.
2. You go into the flat and you find yourself in a long corridor.
3. This corridor leads straight to a large kitchen.
4. Opposite the kitchen door there is a middle-sized bedroom.
5. As you leave the bedroom, the first door on the right leads into the sitting room.
6. As in the bedroom, the sitting-room window opens on to a patio.
7. The door opposite the sitting-room door is the bathroom door.
8. In the bathroom, there is a door to the kitchen.
9. As you leave the bathroom, the first door on the left is the kitchen door.
10. The kitchen window has the same orientation as the sitting-room window.
11. The kitchen is the biggest room in the flat.
12. As you leave the kitchen, you turn left twice to reach the front door of the flat.

Page 3

1

2

3

4

5

6

7

8

9

10

11

12

1

2

~~**3**~~

~~**4**~~

5

6

7

~~**8**~~

~~**9**~~

~~**10**~~

11

12