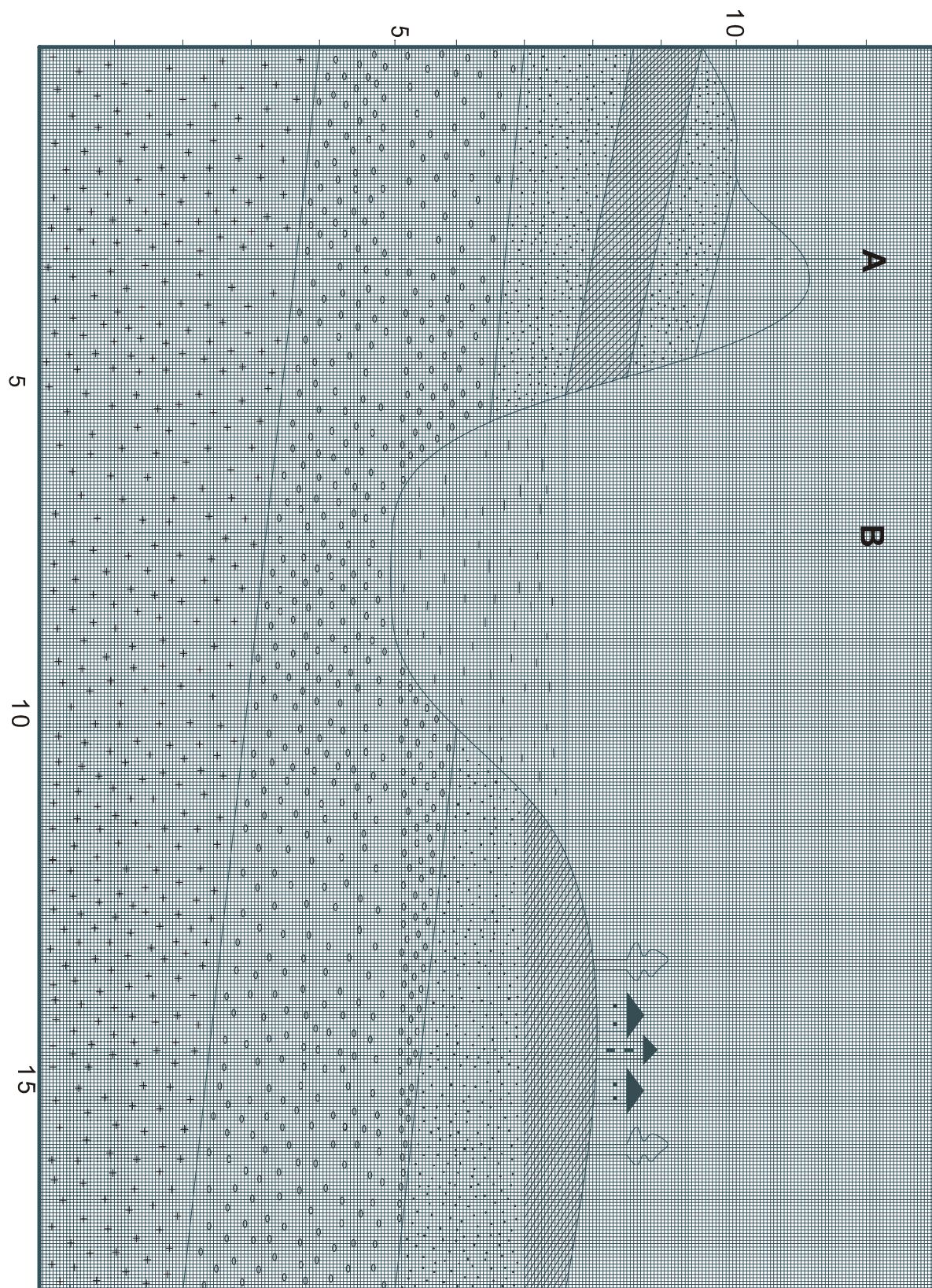
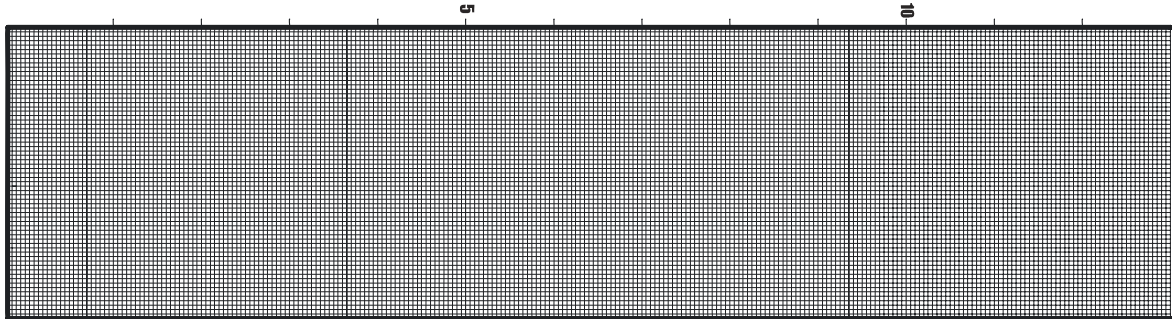


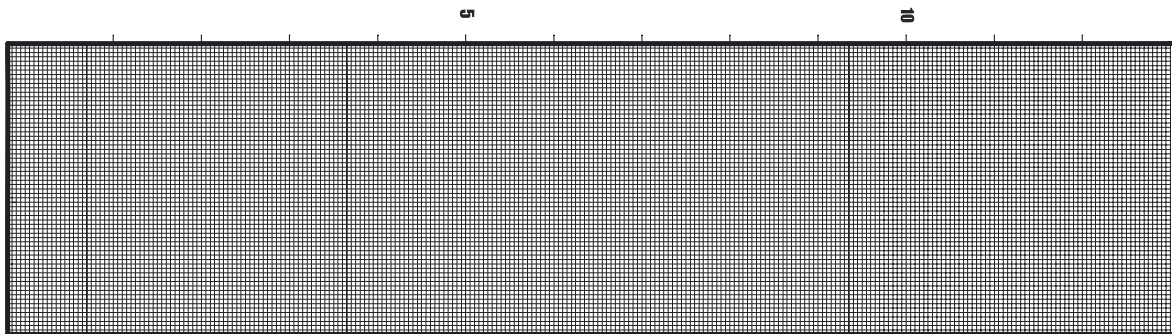
<b>WORK IT OUT</b>	<b>Understand a map</b> <b>“Viewpoints”</b>	<b>6-41</b> <b>Level 4</b> <b>Exercise 1</b>
<b>Aims</b>	<ul style="list-style-type: none"> <li>- Position yourself in space on a map.</li> <li>- Find your bearings in relation to a plan in perspective.</li> <li>- Compare two documents.</li> </ul>	
<b>Applications (examples)</b>	<p><u>In class</u>: Introduction to solid geometry. Initiation to technical drawing, drawing and understanding plans or maps.</p> <p><u>At work</u>: Initiation to technical drawing, drawing and understanding plans or maps. Initiation to methodology.</p> <p><u>In everyday life and for leisure</u>: Guide a child’s early learning, playing with shapes in understanding graphics, comprehension of specification sheets or instruction leaflets that include sketches.</p>	
<b>Materials</b>	<ul style="list-style-type: none"> <li>- One page with a very approximate plan of a flat. Two arrows indicate the viewpoints.</li> <li>- A second page with a view in perspective of part of the flat.</li> </ul>	
<b>Task</b>	<p>The pupils will look at the two pages, and will place a cross on the first page near the arrow that indicates the viewpoint on the second page.</p>	
<b>Comments</b>	<p>Because this exercise is level 4, the second page does not indicate how the document should be read. If the teacher considers it necessary, he can first state, or have the pupils find out, which way to read the document (the page should be held widthways and the heading of the exercise should be on the right).</p>	
<b>Extension (s) (examples)</b>	<ol style="list-style-type: none"> <li>1. Half the group can make a plan of the room seen from above and the other half of the group a plan in perspective of the room seen from the back (the pupils in the second group must then go to the back of the room and get very close to each other to have more or less the same view). There follows a comparison of the drawings of each pupil in one group, then a comparison of the plans of group 1 and those of group 2.</li> <li>2. The same kind of exercise can be done using photographs.</li> </ol>	
<b>Individualisation</b>	<p>Yes.</p>	
<b>Answers</b>	<p>Yes.</p>	

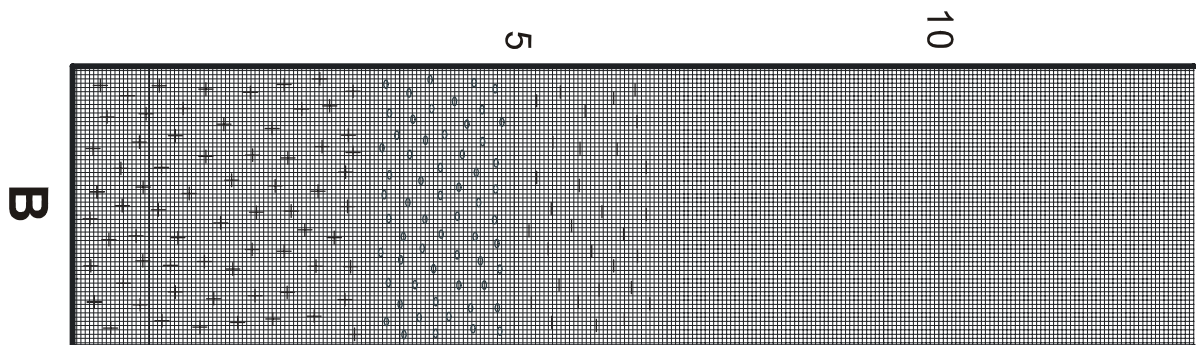
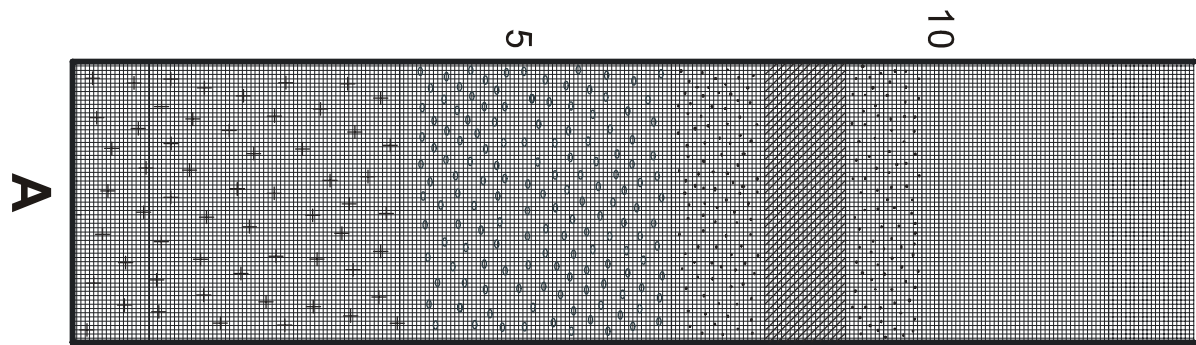


**A**

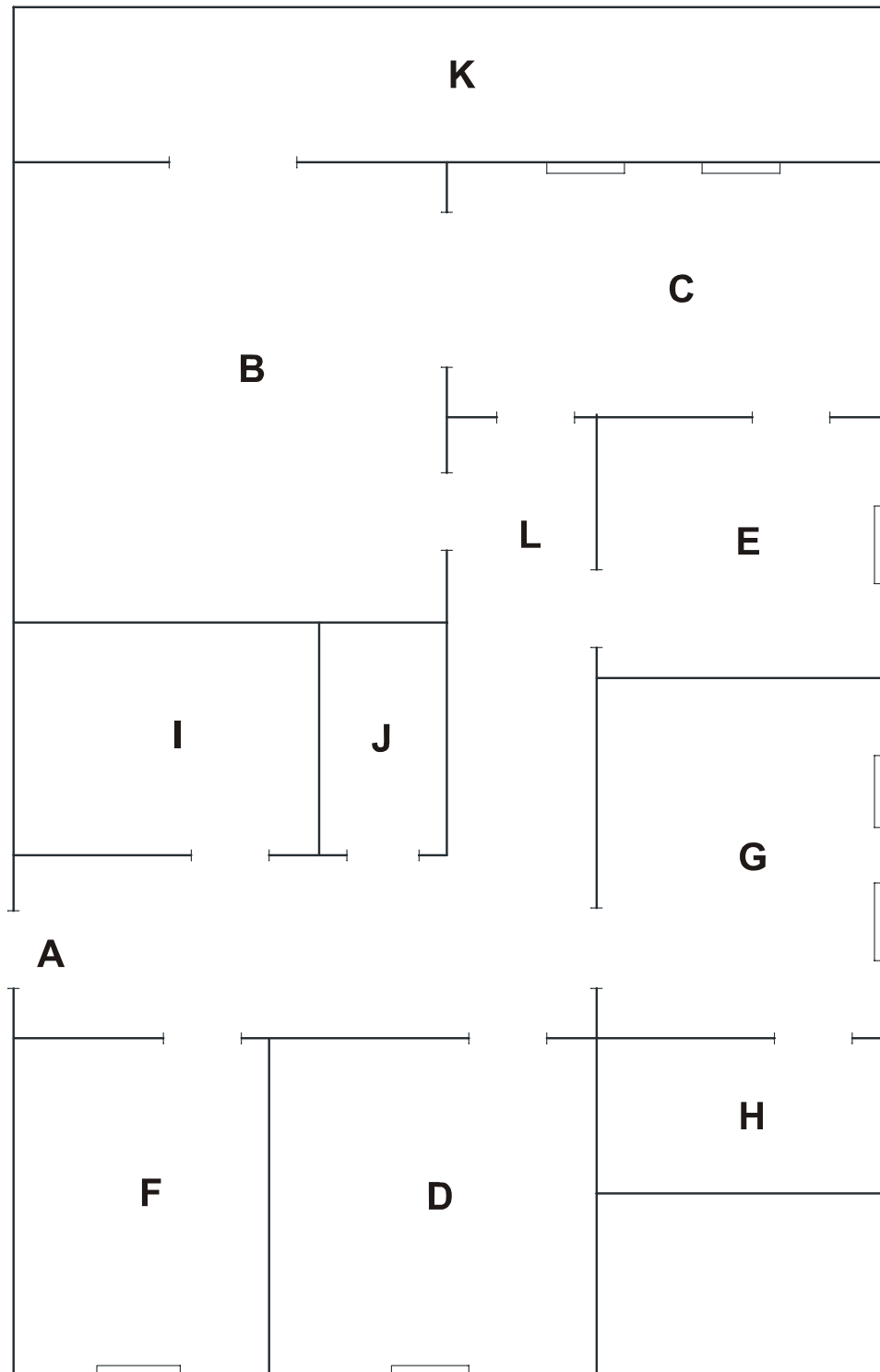


**B**





<b>Aims</b>	<ul style="list-style-type: none"><li>- Practise finding your bearings in a very approximate floor plan of a flat.</li><li>- Practise finding and correcting mistakes.</li><li>- Practise following fairly long instructions, written or oral.</li></ul>
<b>Applications (examples)</b>	<p><u>In class</u>: in general, reading practice (with comprehension questions). Develop critical thinking in the face of the wording of a problem, and anything written (mistakes can be everywhere). Learn to deal with mistakes calmly, your own as well as those of other people. Take a different view of something, especially if you ask the pupils not to turn the page during the tour.</p> <p><u>At work</u>: preparation for tasks of assessment and management (for the reasons above).</p> <p><u>In everyday life and for leisure</u>: Organisation games or activities for children on rainy days. Arranging space in a flat or a house, and making a plan of the space to be arranged.</p>
<b>Materials</b>	<ul style="list-style-type: none"><li>- One page with a rough plan of a flat with letters corresponding to each room.</li><li>- A second page with the numbered description of the flat, containing mistakes.</li><li>- A page with the numbers 1 to 12 for the pupils if the teacher gives the description orally.</li></ul>
<b>Task</b>	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.
<b>Comments</b>	The group can first agree on how to represent the doors and windows on this plan.
<b>Extension (s) (examples)</b>	<ol style="list-style-type: none"><li>1. The pupils can describe the flat as if they were giving a guided tour.</li><li>2. Each pupil can say a sentence describing the flat (or the ones in exercise 6-32 or exercise 6-33) with or without mistakes. The other pupils will then have to say if the sentence describes the flat correctly, or if it contains mistakes.</li></ol>
<b>Individualisation</b>	Yes.
<b>Answers</b>	Yes.



**DESCRIPTION OF THE FLAT WITH MISTAKES**

*Tick the numbers of the incorrect sentences*

1. The front door of the flat leads to corridor A.
2. Opposite corridor A is bedroom G.
3. Kitchen E has a communicating door with room G.
4. Dining room C opens on to terrace K.
5. Living room B leads into dining room C and corridor L.
6. Bathroom I has a communicating door with toilet J.
7. Box room H has no window.
8. Bedroom D has a door opening on to box room H.
9. Bathroom I and toilet J have no windows.
10. The door of sitting room B is opposite the door of bedroom G.
11. Dining room C and bedroom G have each got two windows.
12. On leaving bedroom F, you have the front door of the flat on your right.

Page 3

**1.**

**2.**

**3.**

**4.**

**5.**

**6.**

**7.**

**8.**

**9.**

**10.**

**11.**

**12.**

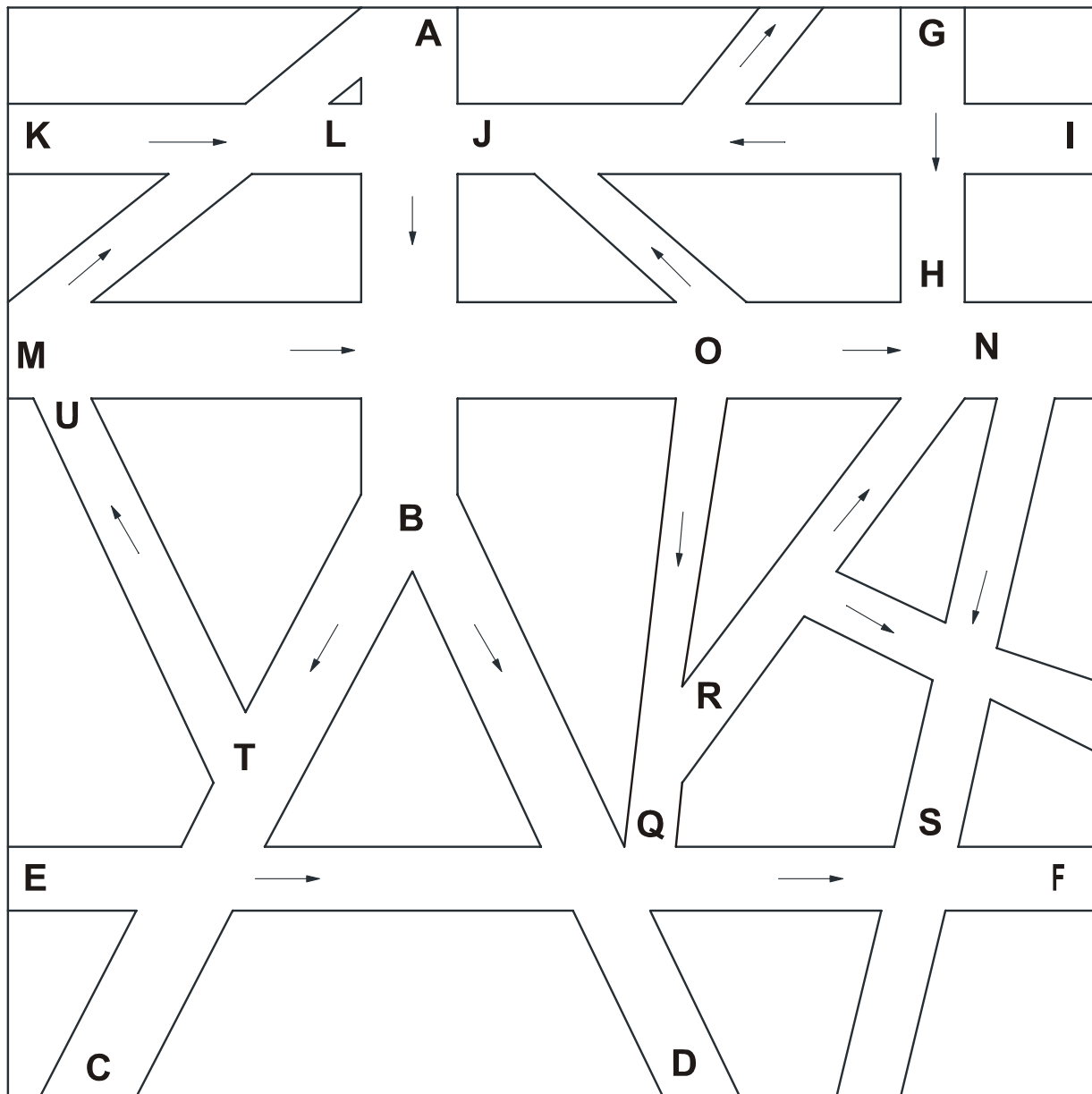


**DESCRIPTION OF THE FLAT WITH MISTAKES**

*Tick the numbers of the incorrect sentences*

- |              |  |
|--------------|--|
|              | 1. The front door of the flat leads to corridor A.                           |
|              | 2. Opposite corridor A is bedroom G.   |
| <b>FALSE</b> | 3. Kitchen E has a communicating door with room G.                           |
| <b>FALSE</b> | 4. Dining room C opens on to terrace K.                                      |
|              | 5. Living room B leads into dining room C and corridor L.                    |
| <b>FALSE</b> | 6. Bathroom I has a communicating door with toilet J.                        |
|              | 7. Box room H has no window.   |
| <b>FALSE</b> | 8. Bedroom D has a door opening on to box room H.                            |
|              | 9. Bathroom I and toilet J have no windows.                                  |
| <b>FALSE</b> | 10. The door of sitting room B is opposite the door of bedroom G.            |
|              | 11. Dining room C and bedroom G have each got two windows.                   |
| <b>FALSE</b> | 12. On leaving bedroom F, you have the front door of the flat on your right. |

<b>Aims</b>	<ul style="list-style-type: none"><li>- Practise finding your bearings on the diagram of a street map.</li><li>- Practise finding arrow signs and their continuation on a map.</li><li>- Practise working with the arrow symbols in both directions.</li><li>- Practise following relatively long instructions, written or oral.</li></ul>
<b>Applications (examples)</b>	<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>: introduction to the use of systems, and to operating machines, then 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>: looking for an itinerary, consulting a street-map to find your way or to get out of a traffic jam and taking into account the one-way streets.</p>
<b>Materials</b>	<ul style="list-style-type: none"><li>- A page with a roughly sketched street map of part of a town: each street begins and ends with a letter of the alphabet. Arrows indicate the direction of traffic flow.</li><li>- A second page with a series of two letters of the alphabet linked by an arrow, in one or other direction, each followed by a small square.</li></ul>
<b>Task</b>	The pupils consult the map and have to say if the propositions are correct. They put a cross in the square next to the propositions they consider false.
<b>Comments</b>	The exercise in itself is not difficult, but it requires a lot of concentration and efficient visual scanning to do it within a reasonable time limit.
<b>Extension (s) (examples)</b>	Using the same map, each pupil could ask a question of this type to the group, taking turns, using two letters to indicate a street: If I come by car from GH, can I go down NO (or NM)? If I come from AB, can I turn left? If I am in MO, can I turn right?
<b>Individualisation</b>	Yes.
<b>Answers</b>	Yes.



**A**    **→**    **B**    ☐

**C**    **→**    **B**    ☐

**T**    **→**    **U**    ☐

**M**    **←**    **N**    ☐

**K**    **→**    **L**    ☐

**J**    **←**    **I**    ☐

**O**    **→**    **P**    ☐

**H**    **←**    **G**    ☐

**Q**    **→**    **O**    ☐

**N**    **←**    **R**    ☐

**S**    **→**    **N**    ☐

**F**    **←**    **E**    ☐

**A**    **→**    **B**    ☐

**C**    **→**    **B**    ☒

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**M**    **←**    **N**    ☒

**K**    **→**    **L**    ☐

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**F**    **←**    **E**    ☒