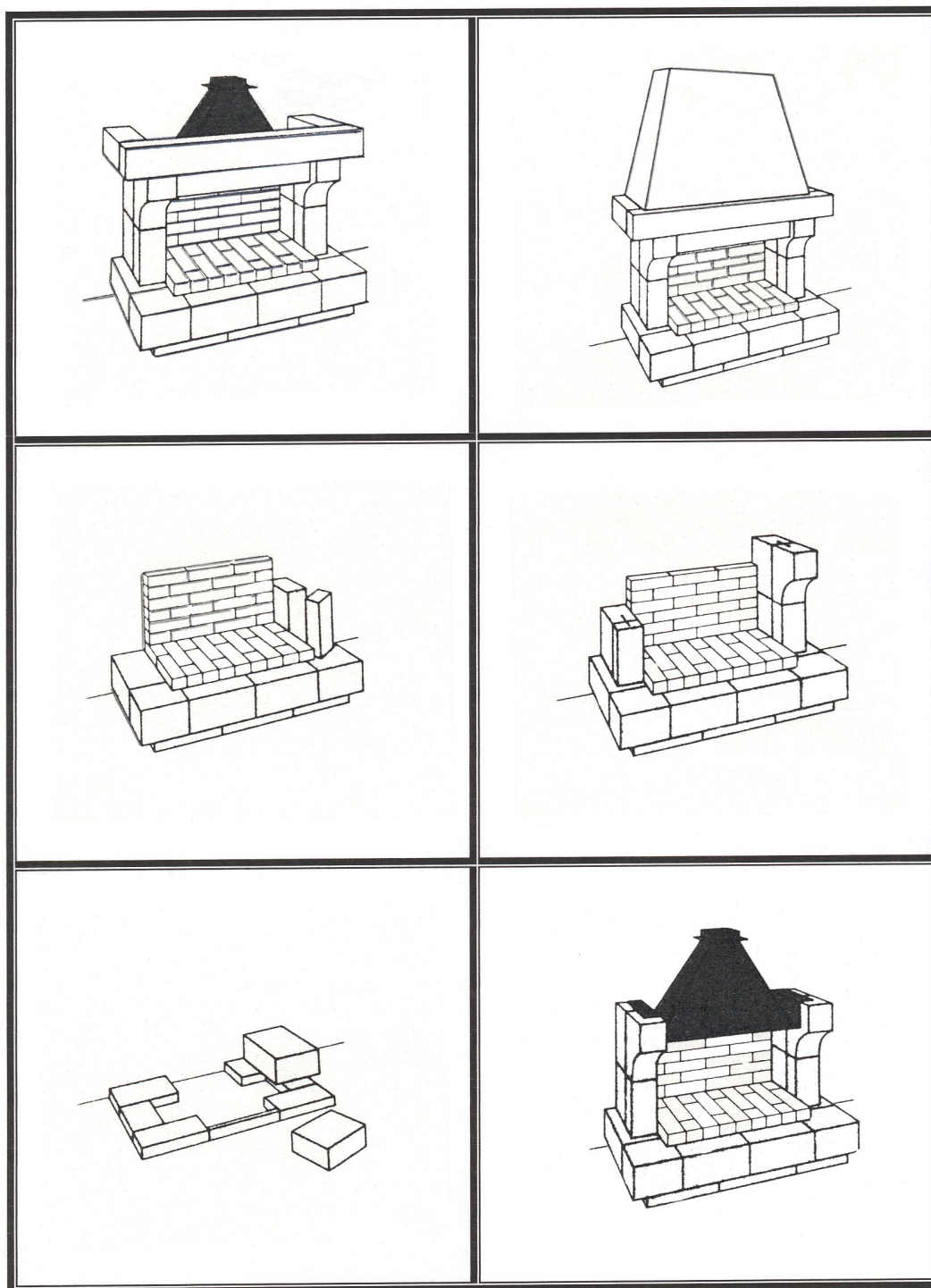
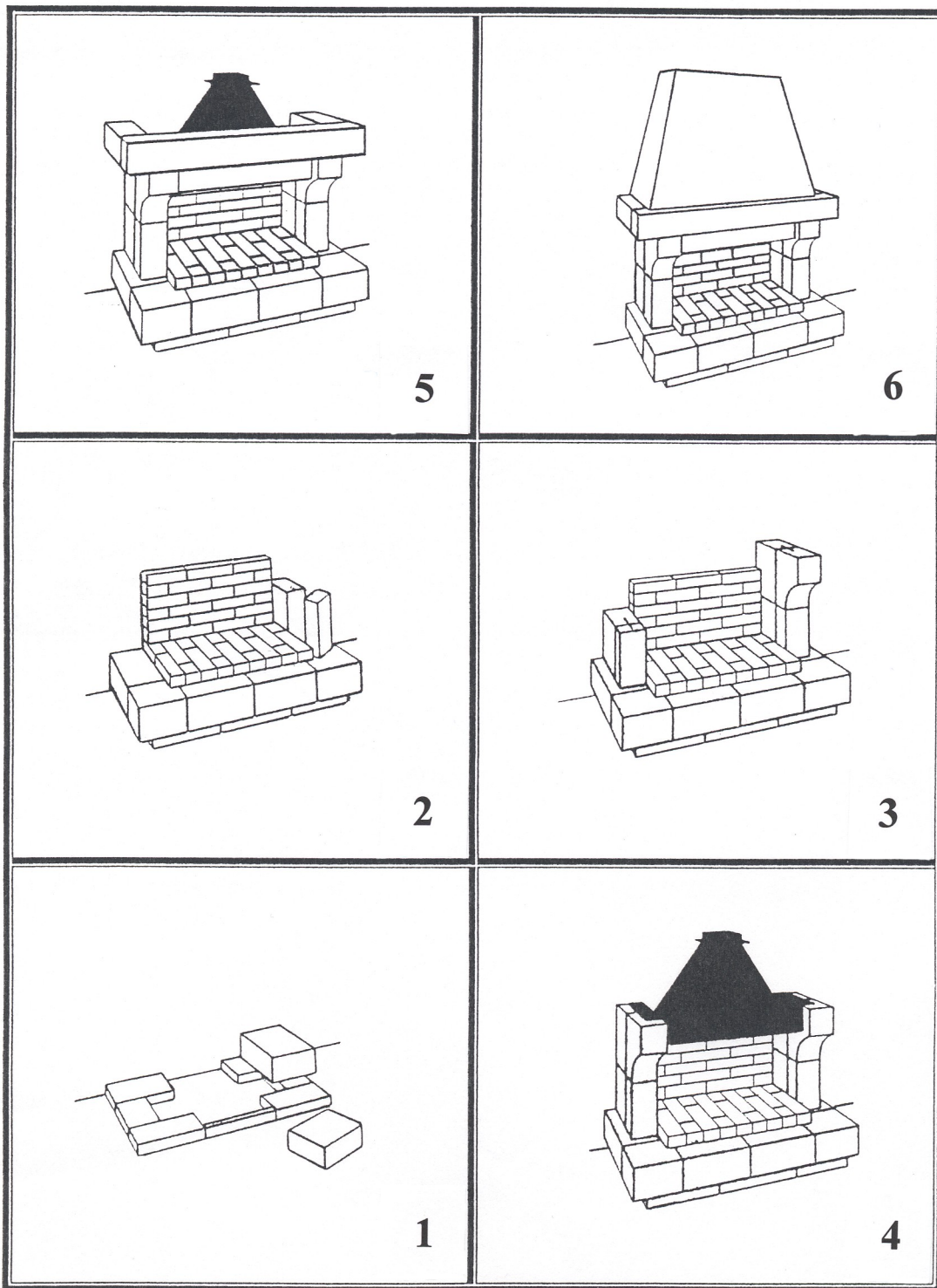
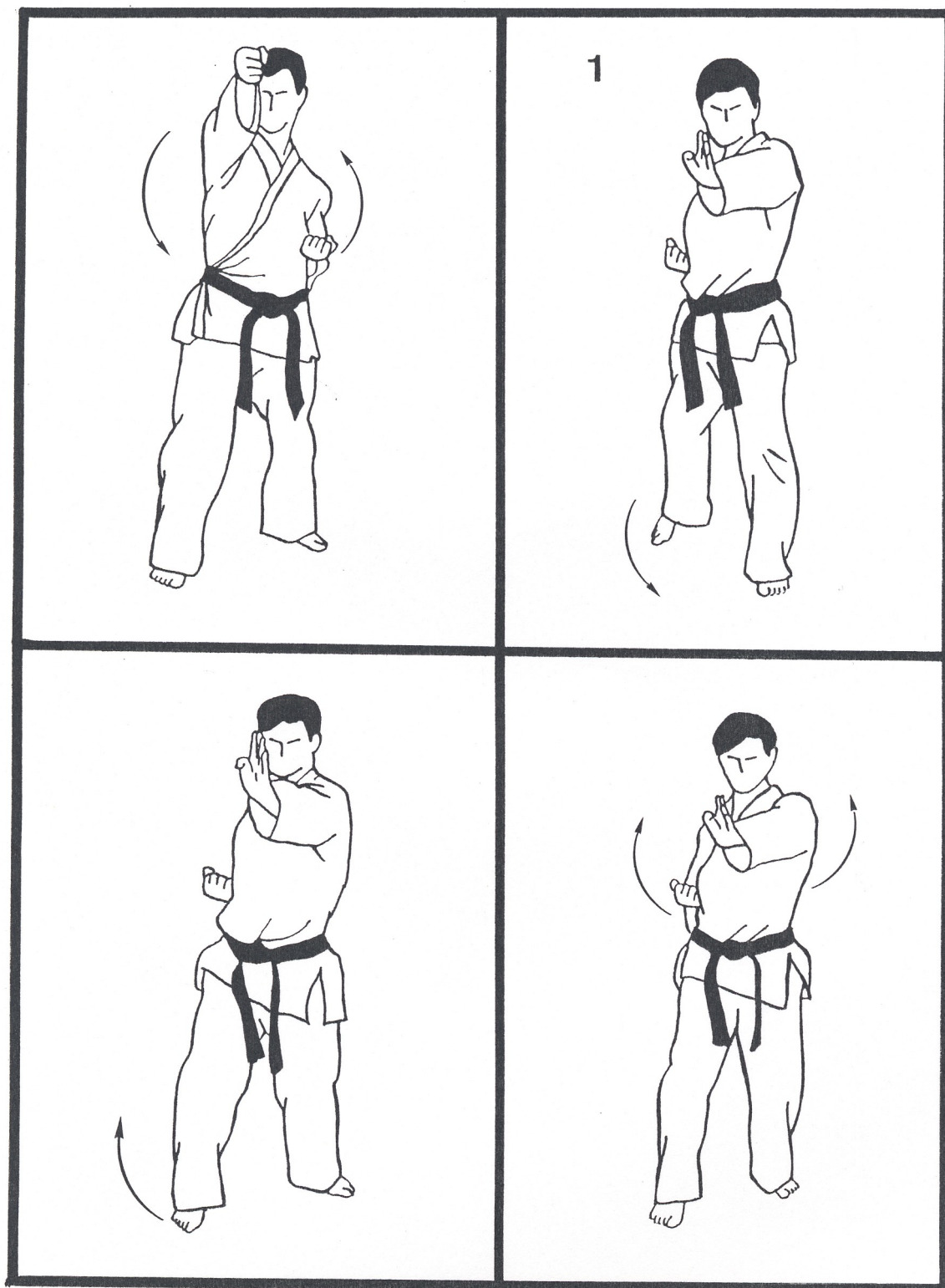


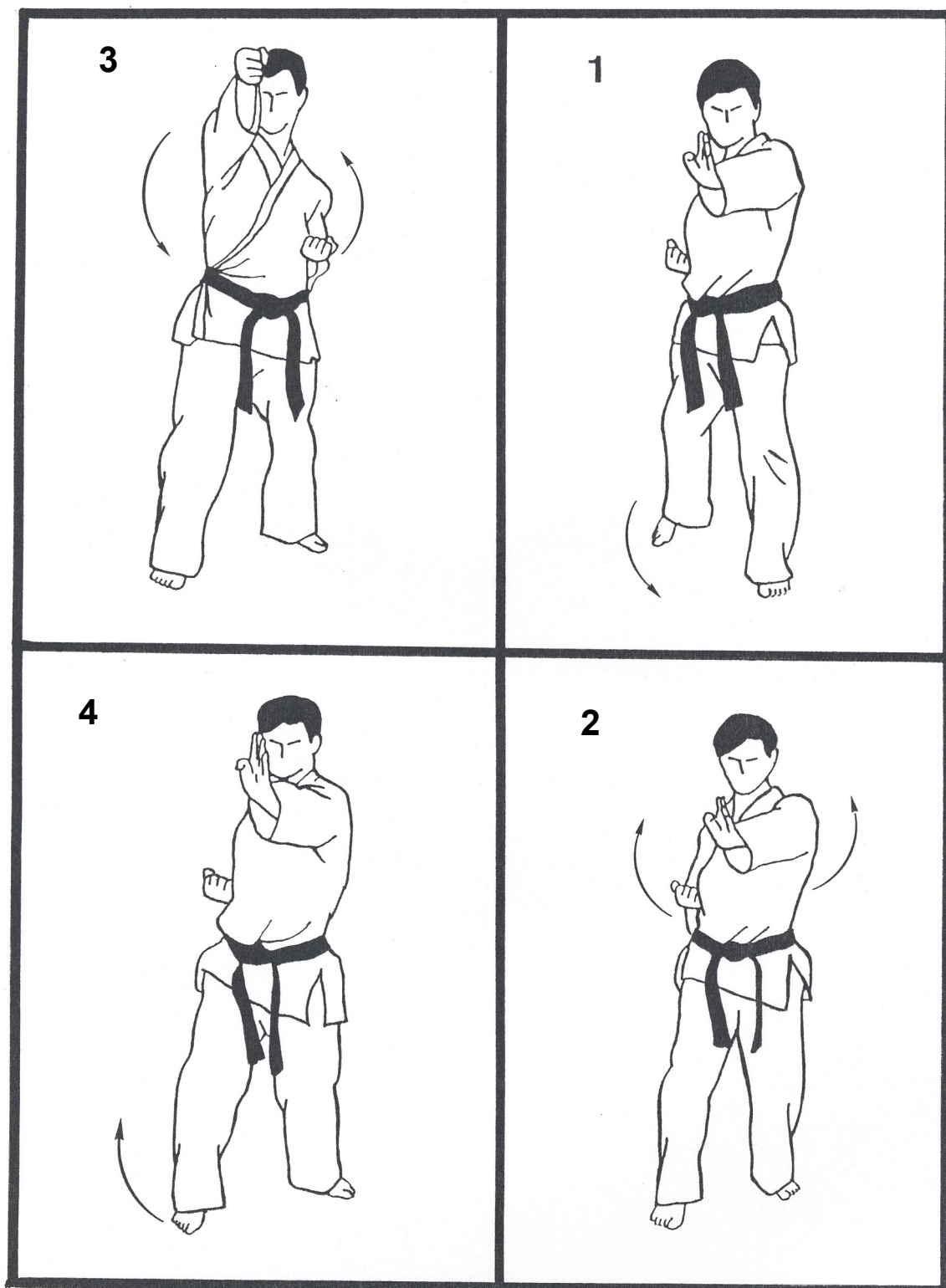
<i>Aims</i>	<ul style="list-style-type: none">- Practising breaking down actions into steps while observing the result.- Sorting steps in chronological order.- Recreating a whole action from its components.- Become aware that between the beginning of a task, (which is often gratifying, a feeling that one is starting something, is on the way) and finishing a task (feelings of relief, satisfaction, possibility of new projects), there is a continuum where time and processes must be respected, or else things don't work out, goals are not met and energy is dissipated. Putting steps in order also and especially involves continuity.
<i>Applications (examples)</i>	<p><u>In class</u>: any mental activity involving establishing a logical or practical order for a series of actions, for example organising oneself to manage homework effectively (start long pieces of work early, gather the necessary materials and documents in advance so as not to be caught short, plan the work over the week and not day by day and at the last minute etc...) Also setting deadlines so as to ensure that known answers are included and time is not wasted on some questions.</p> <p><u>At work</u>: any work involving actions relying on time and fatigue management, ease and quality of performance, safety etc.</p> <p><u>In everyday life and leisure</u>: any activity involving organisation of a practical task, in every day life as well as in leisure activities (crafts, sports...). While cooking, for instance, properly ordered steps are important to a successful dish with a minimum of dirty dishes!</p>
<i>Materials</i>	A sheet of paper with six drawings of a fireplace in different stages of construction.
<i>Instructions</i>	The students have to number the different stages of the construction of the fireplace, from the first step (1) to the last (6).
<i>Comments</i>	After the group report, the students could try to identify the different parts of the fireplace and imagine what their use is.
<i>Variations (examples)</i>	<ol style="list-style-type: none">1. As the theme of the exercise is a fireplace, the teacher could ask the group if someone could outline the necessary steps to light a fire in it. If no-one has any experience of this, the group could discover those steps through discussion.2. The teacher could ask the students to draw the different stages of the manufacture of an object and then to present their work to the group.
<i>Individualisation</i>	Yes.
<i>Answers</i>	Yes.





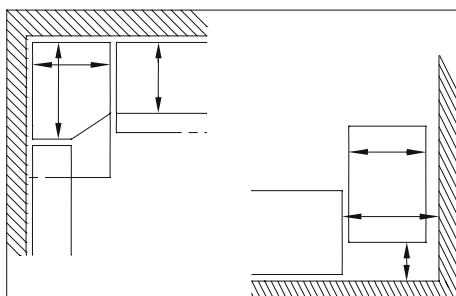
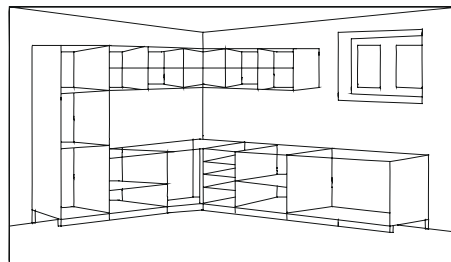
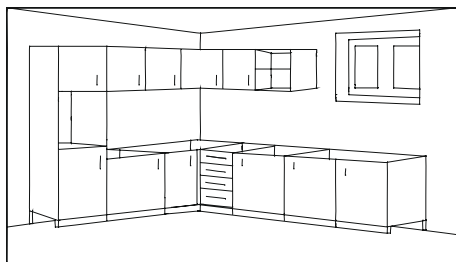
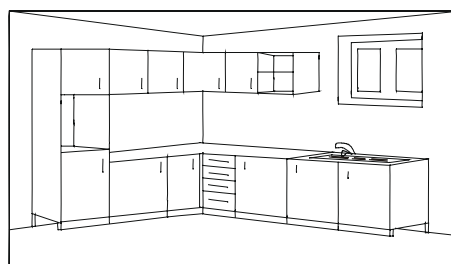
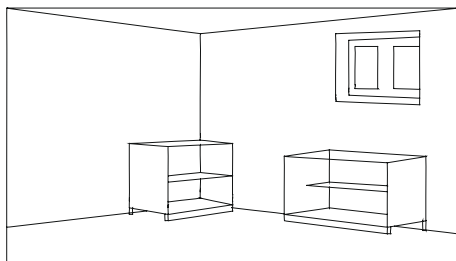
WORK IT OUT	Putting steps in order "Karate for beginners"	17-12 Level 1 Exercise 2
Aims	<ul style="list-style-type: none"> - Practising breaking down movements into elements. - Sorting a series of movements into chronological steps. - Relating a code of arrows to actual movements. - Mentally anticipate a movement. - Become aware that between the beginning of a task and finishing a task there is a continuum where time and processes must be respected. 	
Applications (examples)	<p><u>In class</u>: any mental activity involving establishing a logical or practical order for a series of actions, especially physical action, given the theme of the exercise: gym, art, technology...</p> <p><u>At work</u>: any work involving actions relying on time and fatigue management, ease and quality of performance, safety etc.</p> <p><u>In everyday life and leisure</u>: any activity involving organisation of a practical task, in every day life as well as in leisure activities (crafts, sports, dance...).</p>	
Materials	A sheet of paper with four drawings illustrating a karate move.	
Instructions	The teacher must first explain to the group that a karate move starts and finishes with the same position. The karate move in the exercise involves 4 positions. The first one is indicated by the number 1 and the students have to number the remaining position in chronological order, (2,3,4).	
Comments	Some students may have difficulties understanding the arrow code for movements. The teacher could then ask one student who has understood to demonstrate the movements in the drawings.	
Variations (examples)	<p>1. Experience shows that, particularly with young learners, a demonstration of the karate move on the exercise sheet is much appreciated. The teacher could ask someone to take the same static position as that depicted in one of the drawings (or more if s/he chooses). Then, the student could be asked to move from one position to the other, as indicated by the arrows. Students studying martial arts could be invited to give a demonstration, while describing their movements.</p> <p>2. The teacher could ask the students to demonstrate a sport move to the group, who can then try to identify the sport.</p>	
Individualisation	Yes.	
Answers	Yes.	

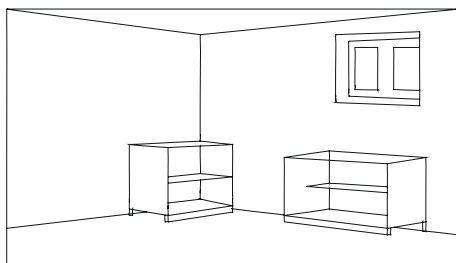




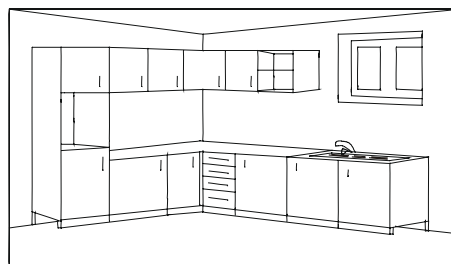
**WORK IT
OUT****Putting steps in order
"Fitting a kitchen"****17-13****Level 1
Exercise 3**

<i>Aims</i>	<ul style="list-style-type: none">- Practising sorting steps in chronological order (association of time and space)- Practising observing.- Become aware that between the beginning of a task and finishing a task there is a continuum where time and processes must be respected.
<i>Applications (examples)</i>	<p><u>In class</u>: any mental activity involving establishing a logical or practical order for a series of actions, especially physical action, given the theme of the exercise: gym, art, technology...</p> <p><u>At work</u>: any work involving actions relying on time and fatigue management, ease and quality of performance, safety etc.</p> <p><u>In everyday life and leisure</u>: any activity involving organisation of a practical task, in every day life as well as in leisure activities (crafts, sports, dance...).</p>
<i>Materials</i>	A sheet of paper with drawings of different steps of the fitting of a kitchen,
<i>Instructions</i>	The students have to number the drawings from 1 to 5, in chronological order.
<i>Comments</i>	The change in perspective may create a difficulty, as the last drawing is a view of the kitchen from above.
<i>Variations (examples)</i>	If the teacher helps the students to draw two walls, like in the first 4 drawings of the exercise, they could try to design their own kitchen and draw each element in the right place and as much in proportion as possible. This provides an introduction to perspective.
<i>Individualisation</i>	Yes.
<i>Answers</i>	Yes.

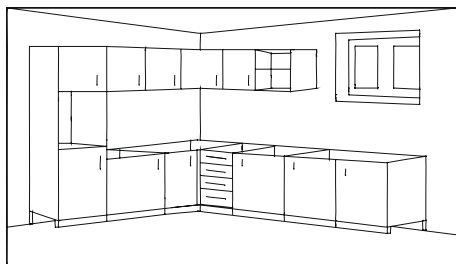




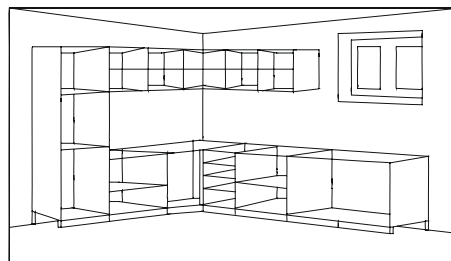
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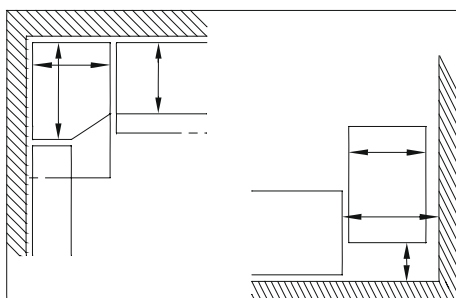
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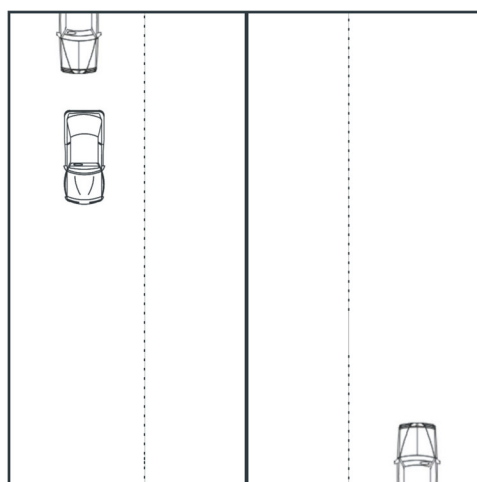
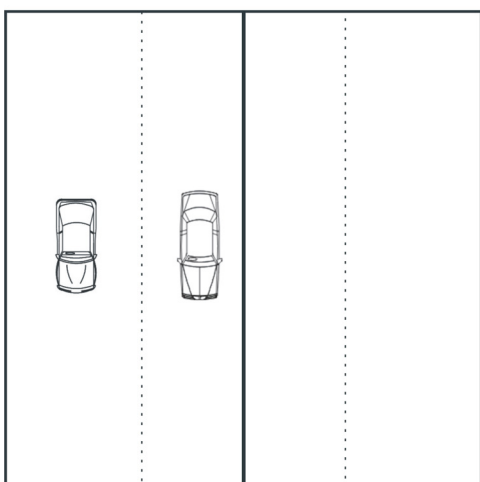
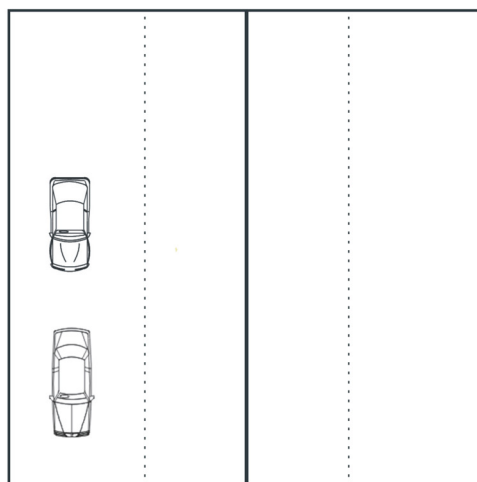
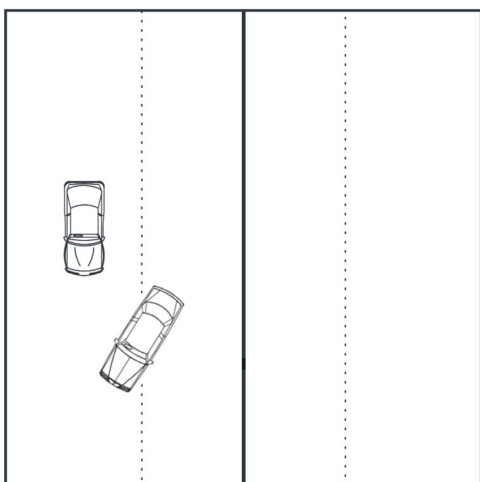
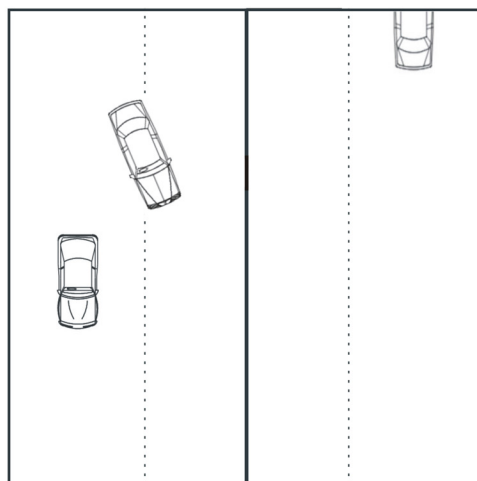
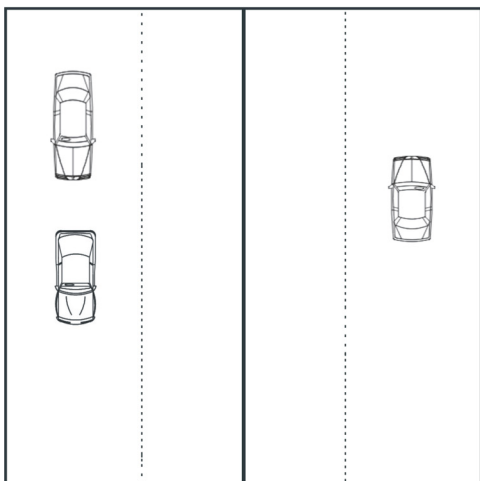


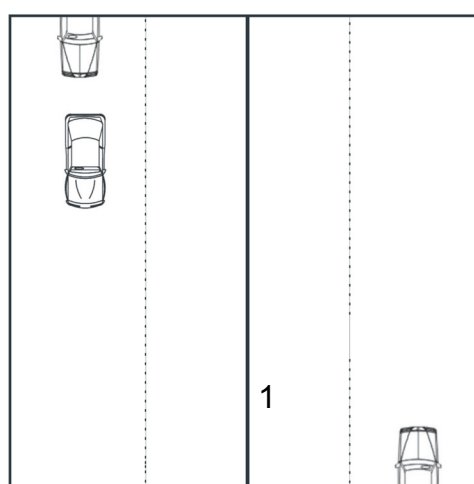
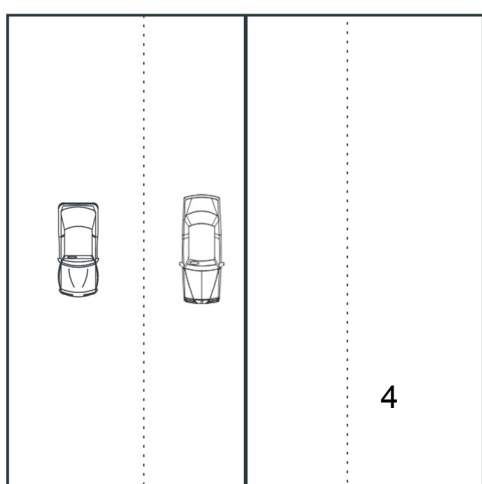
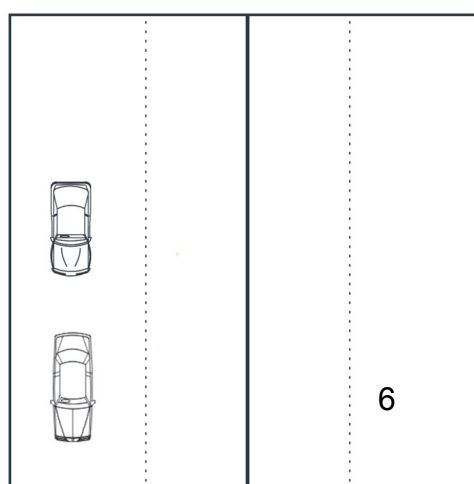
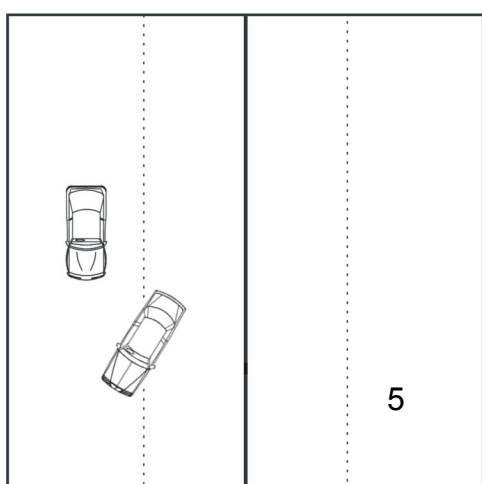
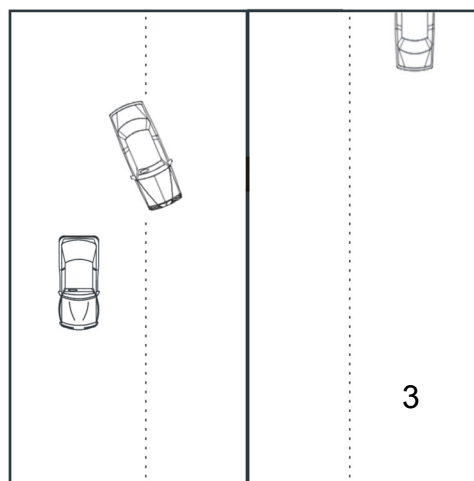
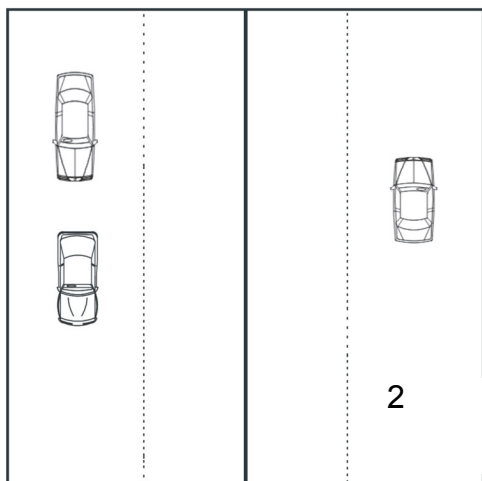
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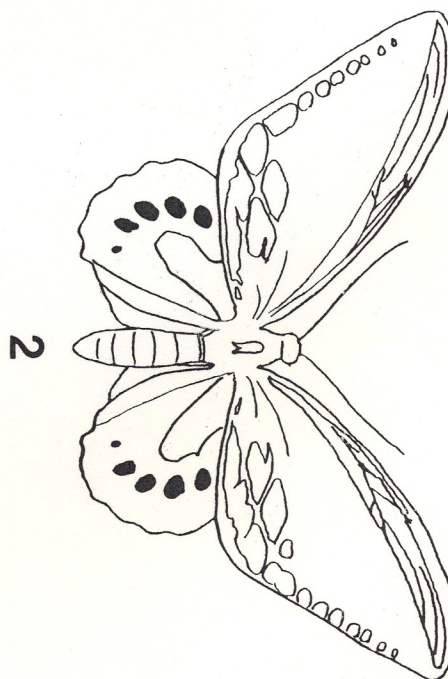
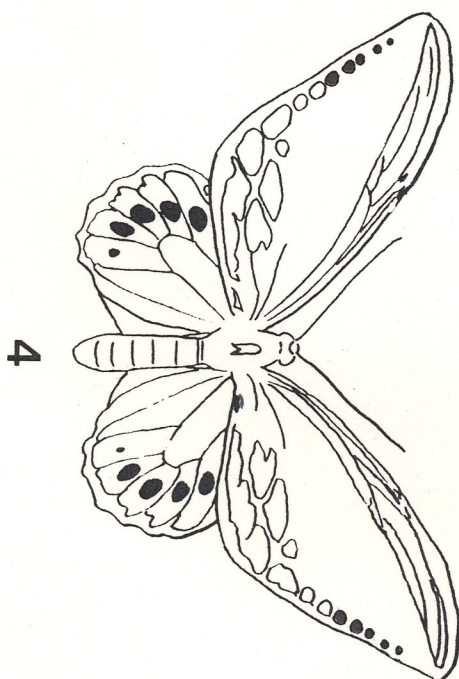
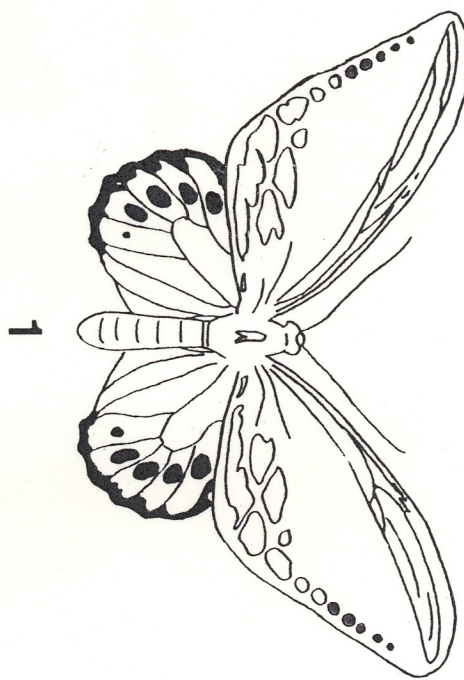
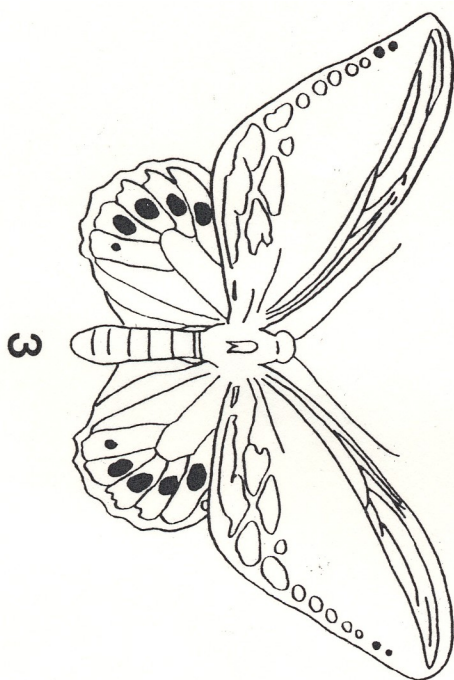
WORK IT OUT	Putting steps in order "Cars in traffic"	17-21 Level 2 Exercise 1
Aims	<ul style="list-style-type: none"> - Practising breaking down actions into steps - Practising anticipating an action - Practising sorting a series of movements into chronological order. - Practising taking other people's actions into account (While driving, those who overtake, those who come towards you, a policeman, an ambulance, a nervous passenger...) 	
Applications (examples)	<p><u>In class</u>: knowing more or less how to finish a sentence when starting to write or say it. Taking into account other subjects than the one you're actually studying. Also any group work.</p> <p><u>At work</u>: any task that can only be performed at a specific time, between two others or "just in time".</p> <p><u>In everyday life and leisure</u>: time management, for example knowing when to cook something so that it will be ready at the right time, without undue stress and...it does not have to be sausages and beans.</p>	
Materials	A sheet of paper with different drawings breaking down the movement of three cars on a two-position, two-way road.	
Instructions	The students have to number each drawing from 1 to 6 in chronological order.	
Comments	Some students prefer to look at the sheet of paper upside down, to have the same orientation as the car overtaking.	
Variations (example)	The teacher could ask the students to describe each step of a process they are familiar with (changing a tyre, making a cup of tea, sending a text message or any other precise work or leisure activity). You will probably notice that after several sessions of WORK IT OUT, with its systematic reports to the group, the students find it easier to describe what they do or have done in clear details,.	
Individualisation	Yes.	
Answers	Yes.	





**WORK IT
OUT****Putting steps in order
"The butterfly"****17-22****Level 2
Exercise 2**

Aims	<ul style="list-style-type: none">- Improving observation skills and speed of scanning.- Practising analysing differences.- Practising re-establishing chronological order.- Become aware that between the beginning of a task and finishing a task there is a continuum where time and processes must be respected.
Applications (examples)	<p><u>In class</u>: re-reading, proof-reading, checking work against instructions or a model, going back to an interrupted task, any mental activity involving establishing a logical or practical order for a series of actions, for example organising oneself to manage homework effectively (start long pieces of work early, gather the necessary materials and documents in advance so as not to be caught short, plan the work over the week and not day by day and at the last minute etc...) Also setting deadlines so as to ensure that known answers are included and time is not wasted on some questions.</p> <p><u>At work</u>: anything involving control, checking progress, knowing what stage you're at and how to continue. More generally, any work involving actions relying on time and fatigue management, ease and quality of performance, safety etc.</p> <p><u>In everyday life and leisure</u>: any activity involving organisation of a practical task, in every day life as well as in leisure activities (crafts, sports...).</p>
Materials	A sheet of paper with four drawings of a butterfly. Each drawing is numbered.
Instructions	The four drawings are stages in drawing a butterfly. With the help of the numbers, the students have to order the drawings, from the most basic to the most elaborate.
Comments	This exercise is complementary to those in "Comparing", series 15.
Variations (examples)	The teacher could ask the students to describe each step of a process they are familiar with (changing a tyre, making a cup of tea, sending a text message or any other precise work or leisure activity). You will probably notice that after several sessions of WORK IT OUT, with its systematic reports to the group, the students find it easier to describe what they do or have done in clear details
Individualisation	Yes.
Answers	Yes.



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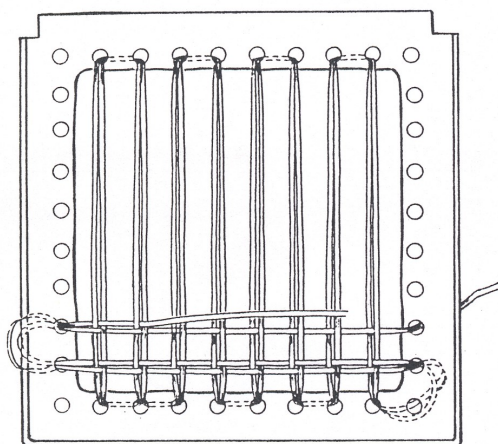
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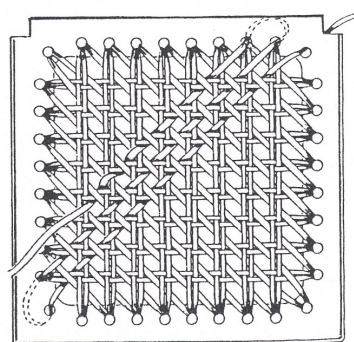
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**WORK IT
OUT****Putting steps in order
"The chair"****17-23****Level 2
Exercise 3**

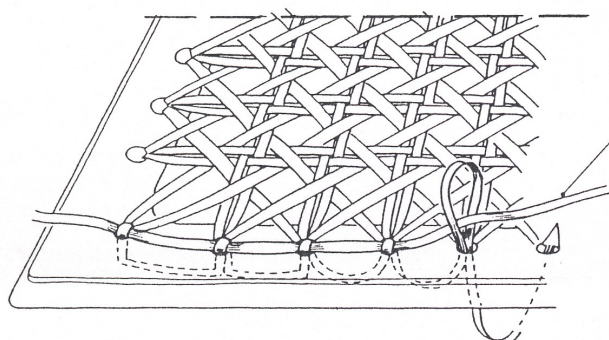
<i>Aims</i>	<ul style="list-style-type: none">- Practising finding drawings which have been added to a series.- Practising breaking down actions into steps while observing the result.- Sorting steps in chronological order.- Recreating a whole action from its components.- Practising à looking at a drawing from different viewpoints, going from a detailed view to a general one.- Practising visualising and conceptualising perspective drawings.- Practising finding an intermediary stage in a finished product.
<i>Applications (examples)</i>	<p><u>In class</u>: any mental activity involving establishing a logical or practical order for a series of actions, for example organising oneself to manage homework effectively (start long pieces of work early, gather the necessary materials and documents in advance so as not to be caught short, plan the work over the week and not day by day and at the last minute etc...) Also setting deadlines so as to ensure that known answers are included and time is not wasted on some questions. Similarly, in all subjects, being aware that in many cases shortcuts are not appropriate or possible.</p> <p><u>At work</u>: any work involving actions relying on time and fatigue management, ease and quality of performance, safety etc.</p> <p><u>In everyday life and leisure</u>: any activity involving organisation of a practical task, in every day life as well as in leisure activities (crafts, sports...). While cooking, for instance, properly ordered steps are a crucial element of success.</p>
<i>Materials</i>	A sheet of paper with 6 drawings of the seat of a chair being re-upholstered.
<i>Instructions</i>	The students have to number the drawings, from the most basic (1) to the most elaborate (6).
<i>Comments</i>	In comparison with exercise 17-11 ("The fireplace"), the difficulty comes from the partial representation and the different viewpoints and scales.
<i>Variations (examples)</i>	<ol style="list-style-type: none">1. As the exercise is about a chair, the teacher could ask the group to reflect on the different steps necessary for the manufacture of a chair and/or an armchair.2. The teacher could ask the students to draw the different stages of the manufacture of an object and then to ask the group to sort those steps and imagine the completed object, if it has not been drawn.
<i>Individualisation</i>	Yes.
<i>Answers</i>	Yes.



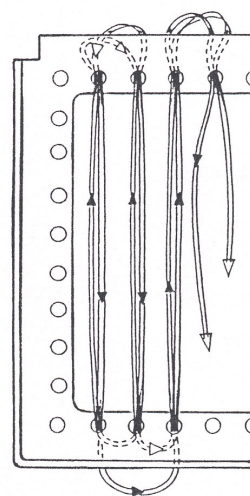
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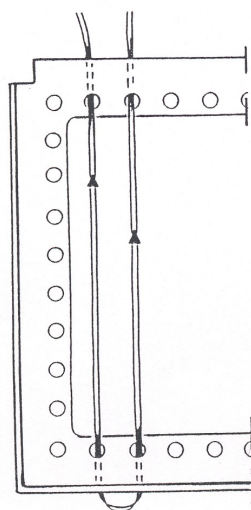
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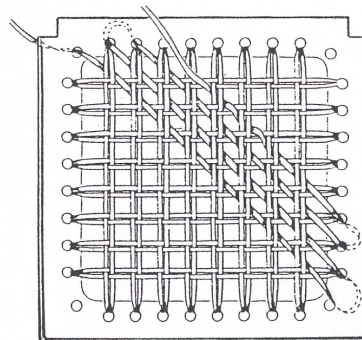
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***WORK IT
OUT***

**Putting steps in order
"The chair"**

17-23

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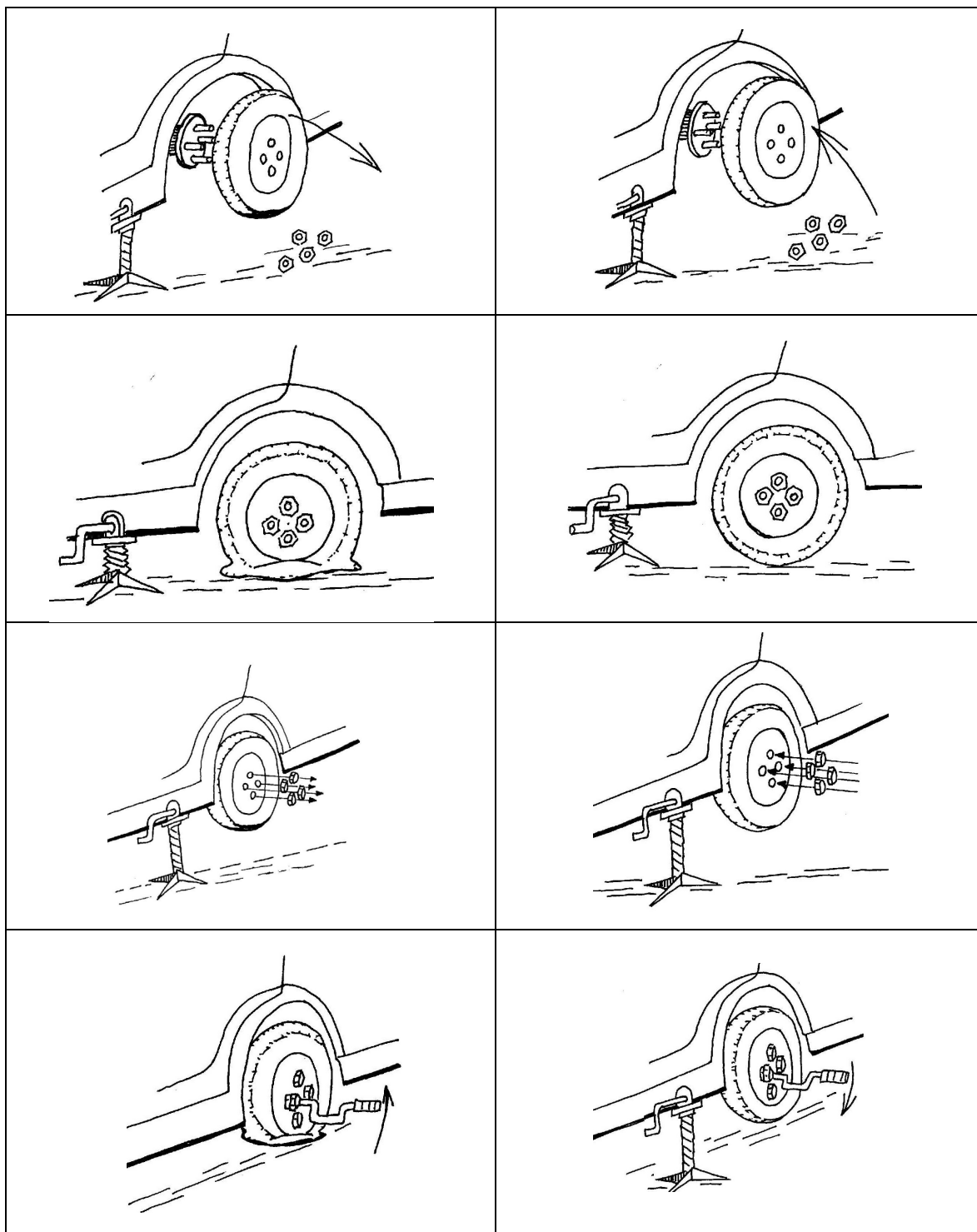
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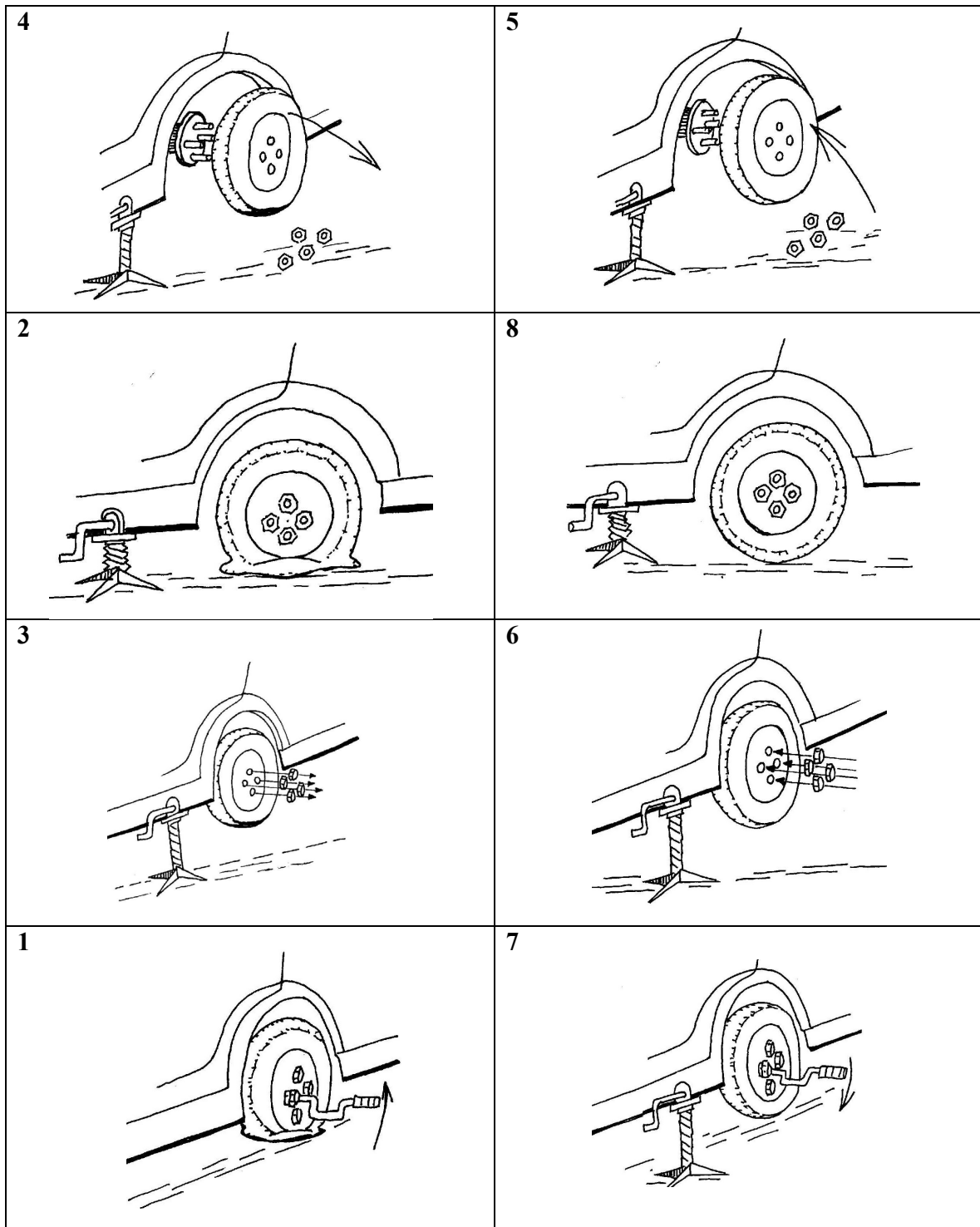
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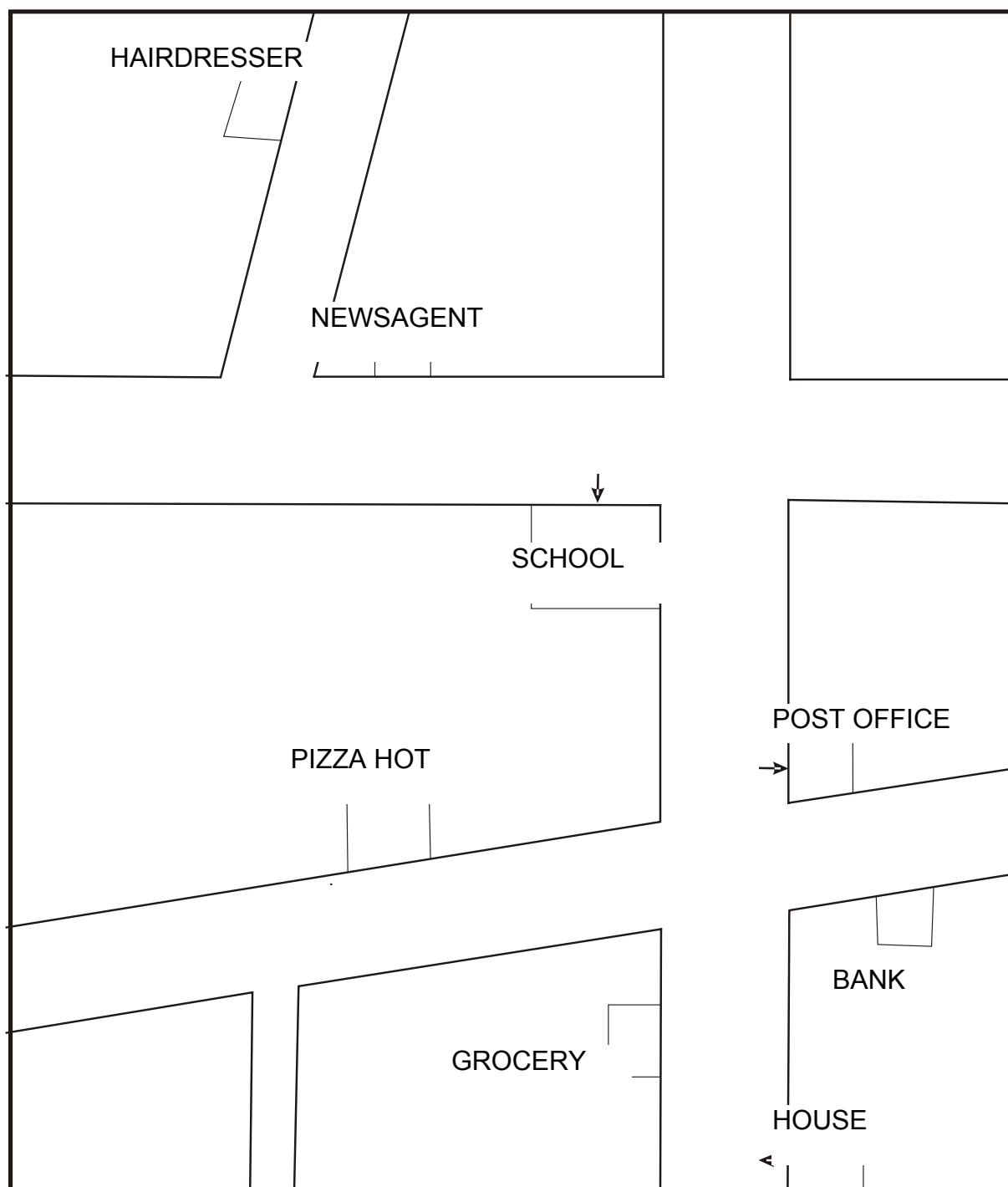
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<i>WORK IT OUT</i>	Putting steps in order "Changing a tyre"	17-31 Level 3 Exercise 1
<i>Aims</i>	- Practising breaking down movements into elements.	
<i>Applications (examples)</i>	<p><u>In class</u>: any mental activity involving establishing a logical or practical order for a series of actions, especially physical action, given the theme of the exercise: gym, art, technology... Also, being aware that in many cases shortcuts are not appropriate or possible.</p> <p><u>At work</u>: any work involving actions relying on time and fatigue management, ease and quality of performance, safety etc.</p> <p><u>In everyday life and leisure</u>: any activity involving organisation of a practical task, in every day life as well as in leisure activities (crafts, sports, dance...).</p>	
<i>Materials</i>	A sheet of paper with drawings of the different steps taken while changing a flat tyre to a pumped-up one.	
<i>Instructions</i>	The students have to number the drawings according to a logical progression of the task.	
<i>Comments</i>	As the drawings are from different perspectives, the group has to make sure first that everyone understands what they represent.	
<i>Variations (examples)</i>	The teacher could ask the students to describe each step of a process they are familiar with (changing a tyre, making a cup of tea, sending a text message or any other precise work or leisure activity). You will probably notice that after several sessions of WORK IT OUT, with its systematic reports to the group, the students find it easier to describe what they do or have done in clear details	
<i>Individualisation</i>	Yes.	
<i>Answers</i>	Yes.	





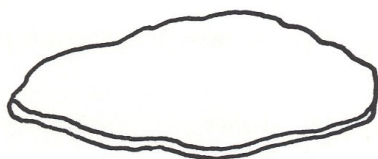
WORK IT OUT	Putting steps in order "Going shopping"	17-32 Level 3 Exercise 2
Aims	<ul style="list-style-type: none"> - Practising sorting data . - Practising ordering data. - Practising setting priorities in terms of actions and their results. 	
Applications (examples)	<p><u>In class</u>: any mental activity involving establishing a logical or practical order for a series of actions, for example organising oneself to manage homework effectively (start long pieces of work early, gather the necessary materials and documents in advance so as not to be caught short, plan the work over the week and not day by day and at the last minute etc...) Also setting deadlines so as to ensure that known answers are included and time is not wasted on some questions.</p> <p><u>At work</u>: any work involving actions relying on time and fatigue management, ease and quality of performance, safety etc.</p> <p><u>In everyday life and leisure</u>: any activity involving organisation of a practical task, in every day life as well as in leisure activities (crafts, sports...). While cooking, for instance, properly ordered steps and timing are important for success.</p>	
Materials	<ul style="list-style-type: none"> - A sheet of paper with a simple map of a town and its shops (page 1). - A sheet of paper with a shopping/to do list (page 2). 	
Instructions	The students have to number each action on page 2 according to a chronological order.	
Comments	There are, of course many different possibilities involving elements not given in the instruction. For example, you could decide that you left the house without any money, or enough to do the shopping. You could also take into account the distance to be covered and try to be as quick as possible.	
Variations (examples)	<ol style="list-style-type: none"> 1. The exercise could be performed again after taking out one or some of the things to do. For example, little sister could be on holidays and staying with grand-parents. 2. The teacher could ask the students to identify some tasks to be done in their work or everyday life and to present them to the group which will then attempt to sort them into a logical order. 	
Individualisation	Yes.	
Answers	No.	



To do between 10 am and 1:30pm

- ❖ Go and get a hot pizza for lunch
- ❖ Pick up the newspapers
- ❖ Post the book parcel for the great-aunt
- ❖ Pick up little sister from school at 12 noon
- ❖ Buy eggs and fruits
- ❖ Bring little sister back to school for 1:20 pm.
- ❖ Go and get my hair cut
- ❖ Get cash from the ATM
- ❖ Give little sister lunch at home.

WORK IT OUT	Putting steps in order "Guess what..."	17-33 Level 3 Exercise 3
Aims	<ul style="list-style-type: none"> - Practising sorting data . - Practising ordering data.. - Practising excluding a superfluous element. - Practising planning a series of actions and their results. 	
Applications (examples)	<p><u>In class</u>: any mental activity involving establishing a logical or practical order for a series of actions, for example organising oneself to manage homework effectively (start long pieces of work early, gather the necessary materials and documents in advance so as not to be caught short, plan the work over the week and not day by day and at the last minute etc...) Also setting deadlines so as to ensure that known answers are included and time is not wasted on some questions.</p> <p><u>At work</u>: any work involving actions relying on time and fatigue management, ease and quality of performance, safety etc.</p> <p><u>In everyday life and leisure</u>: any activity involving organisation of a practical task, in every day life as well as in leisure activities (crafts, sports...). While cooking, for instance, properly ordered steps are important for success.</p>	
Materials	A sheet of paper with numbered drawings of objects.	
Instructions	<p>The students have to indicate, using the numbers provided, the order in which the objects are used, in their opinion.</p> <p>The students also have to decide which of the object is superfluous.</p>	
Comments	The students are not necessarily expert in pastry making and they might try to bake the strawberries with the pastry, unaware of the fact that, unlike hard fruits like apple, strawberries are not cooked when making a tart.	
Variations (examples)	<ol style="list-style-type: none"> 1. Students could discuss if there are any necessary objects missing and if there are, what are they and how are they necessary? 2. The teacher could ask the students to draw or write the necessary steps to prepare some food or drinks which they have prepared before. It could be very simple, like making a cup of tea or a piece of toast. The group will discover the different steps. 	
Individualisation	Yes.	
Answers	Yes.	



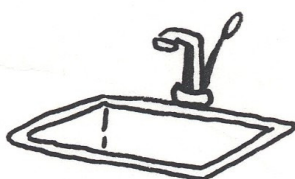
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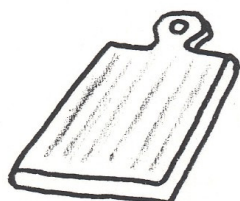
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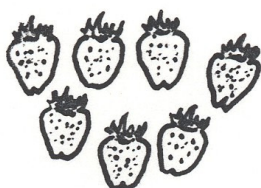
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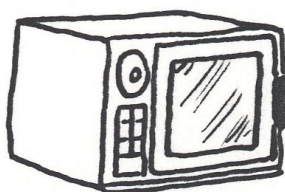
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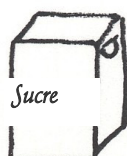
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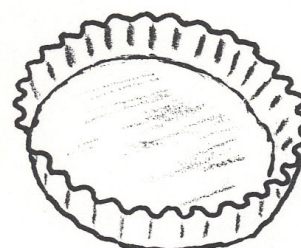
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10



11

Some possible answers

The task to be performed is making a strawberry tart.

It is not clear which of the items is superfluous: they can all be used.

The order the different steps is only a suggestion: other orders could be just as valid.

1. Take the rolling pin to flatten the pastry (but the learners may consider that the pastry is ready to be put in the dish without using the rolling pin). The pastry could be rolled on the chopping board (or not -it looks smaller than the pie dish). The kettle could be used to wet the pastry, if it is too dry and falls apart.

2. Put the pastry in the pastry dish. Run the rolling pin across the edge of the dish to cut off the extra pastry.

3. Put the dish in the oven to cook the pastry.

4. Wash the strawberries in the sink, drain them in the colander, take their stems off with (or without) the knife. You could also take the stem out before washing the strawberries. If the strawberries are large, you could cut them on the chopping board with the knife.

5. Put the strawberries on the cooked pastry in the pastry dish.

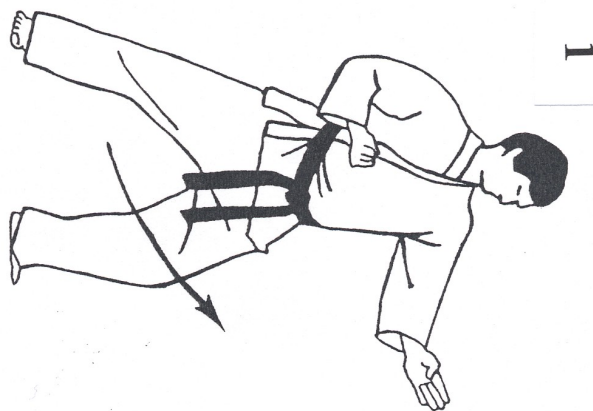
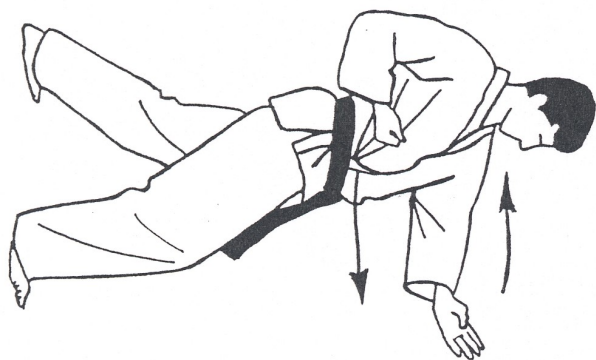
6. Sprinkle the sugar on the strawberries, unless you think that they are sweet enough, in which case the sugar is the superfluous element.

The most likely superfluous object is probably the kettle. Other possibilities are the rolling pin, the chopping board and the knife.

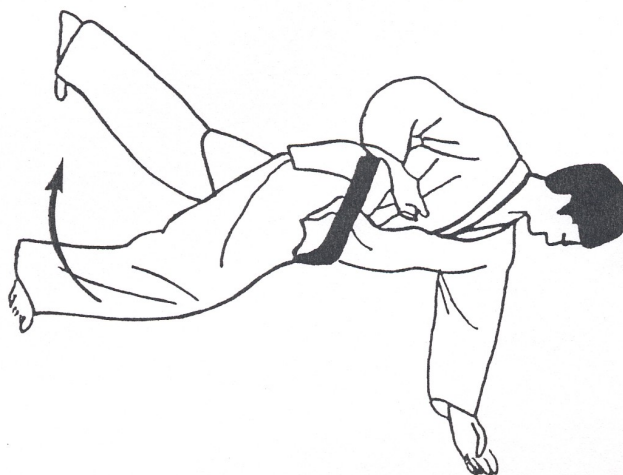
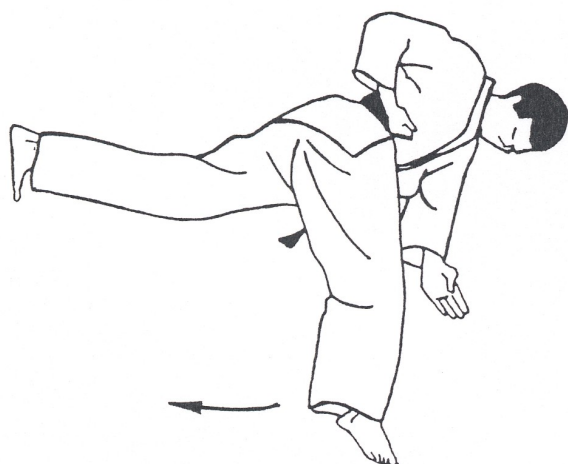
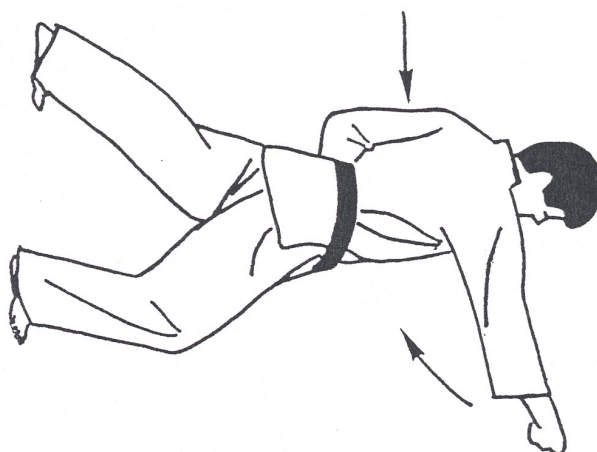
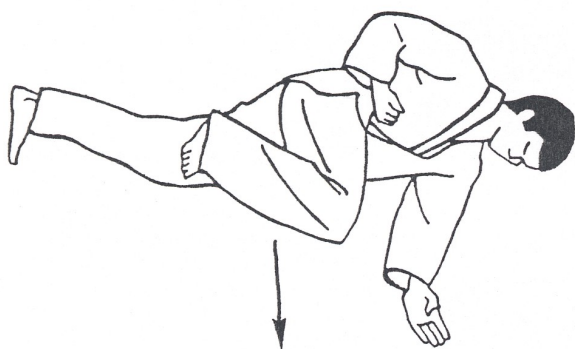
There are also many possible omissions, for example a table or a work surface, butter to grease the dish, custard to put under the strawberries, jam to glaze them etc...

* * *

WORK IT OUT	Putting steps in order "Karate move"	17-41 Level 4 Exercise 1
Aims	<ul style="list-style-type: none"> - Practising breaking down movements into elements. - Sorting a series of movements into chronological steps. - Relating a code of arrows to actual movements. - Mentally anticipate a movement. 	
Applications (examples)	<p><u>In class</u>: any mental activity involving establishing a logical or practical order for a series of actions, for example organising oneself to manage homework effectively (start long pieces of work early, gather the necessary materials and documents in advance so as not to be caught short, plan the work over the week and not day by day and at the last minute etc...) Also setting deadlines so as to ensure that known answers are included and time is not wasted on some questions.</p> <p><u>At work</u>: any work involving actions relying on time and fatigue management, ease and quality of performance, safety etc.</p> <p><u>In everyday life and leisure</u>: any activity involving organisation of a practical task, in every day life as well as in leisure activities (crafts, sports...). While cooking, for instance, properly ordered steps and timing are important for success.</p>	
Materials	A sheet of paper with six drawings illustrating a karate move.	
Instructions	The teacher must first explain to the group that a karate move starts and finishes with the same position. The karate move in the exercise involves 6 positions. The first one is indicated by the number 1 and the students have to number the remaining position in chronological order, (2,3,4,5,6).	
Comments	Some students may have difficulties understanding the arrow code for movements. The teacher could then ask one student who has understood to demonstrate the movements in the drawings.	
Variations (examples)	<ol style="list-style-type: none"> 1. Experience shows that, particularly with young learners, a demonstration of the karate move on the exercise sheet is much appreciated. The teacher could ask someone to take the same static position as that depicted in one of the drawings (or more if s/he chooses). Then, the student could be asked to move from one position to the other, as indicated by the arrows. Students studying martial arts could be invited to give a demonstration, while describing their movements. 2. The teacher could ask the students to demonstrate a sport move to the group, who can then try to identify the sport. 3. The students could discuss the purpose of each stage in martial arts and other sports: balancing, getting ready, hitting, protecting oneself etc. 	
Individualisation	Yes.	
Answers	Yes.	



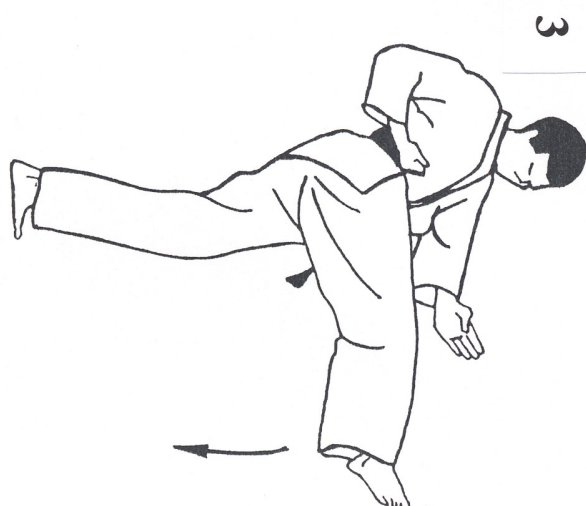
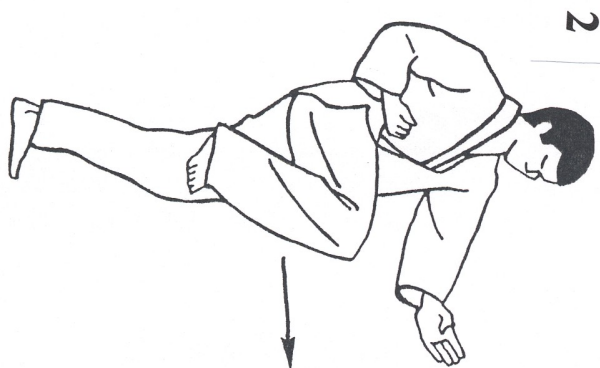
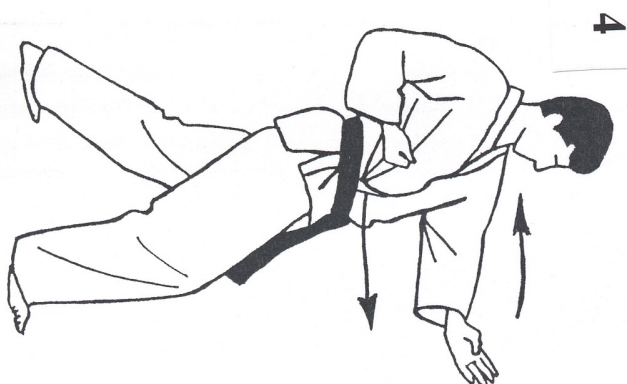
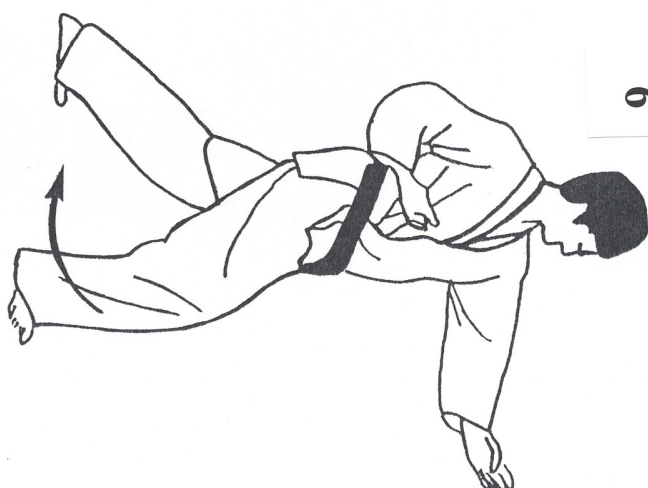
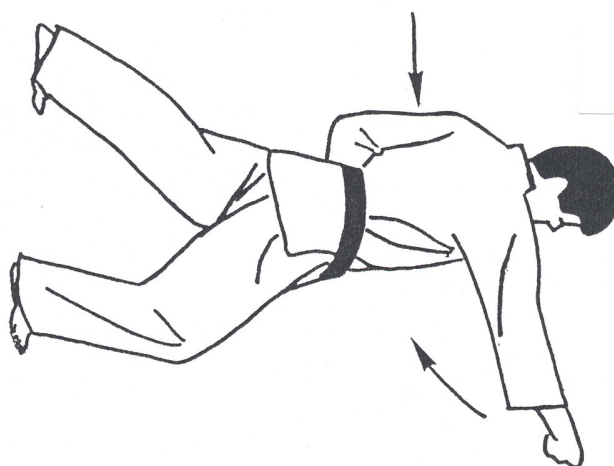
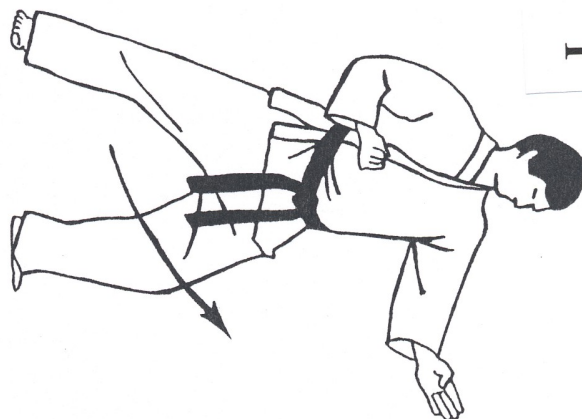
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**WORK IT
OUT**

**Putting steps in order
"Karate move"**

17-41
Answers



**WORK IT
OUT****Putting steps in order
"The dinner party"****17-42****Level 4
Exercise 2**

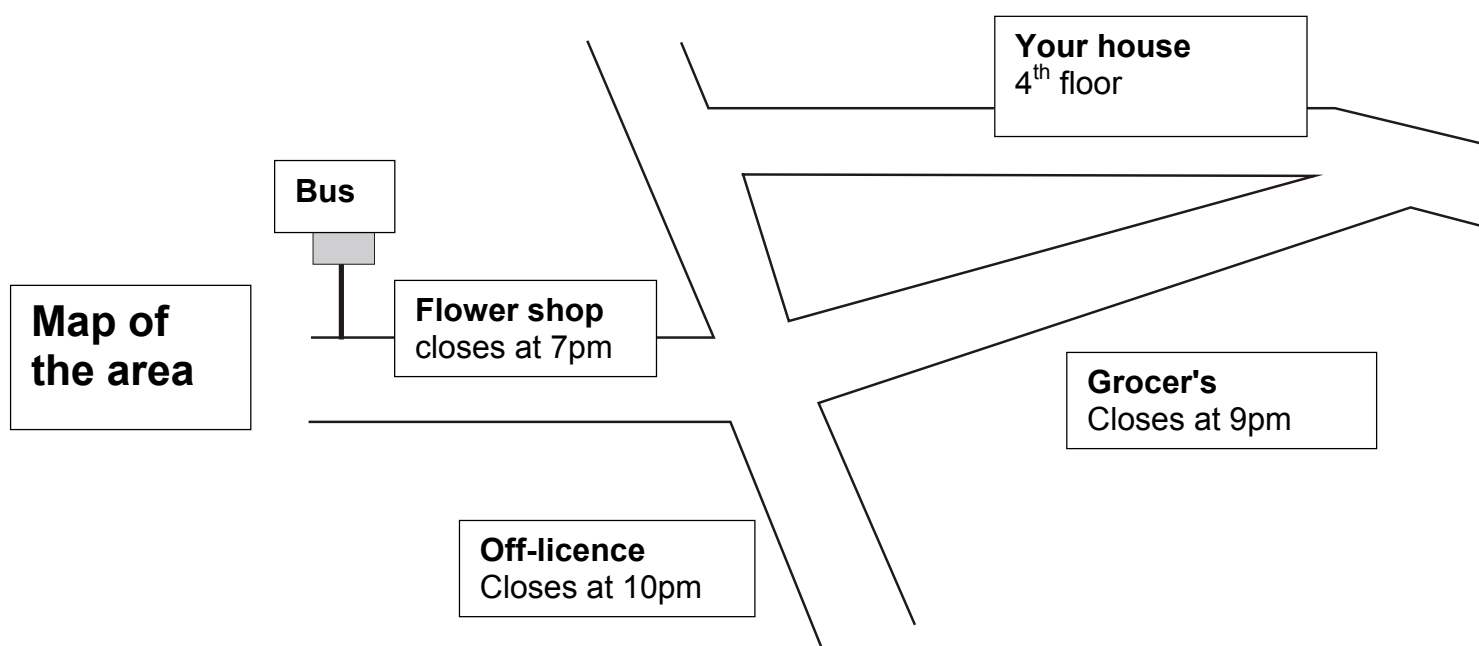
Aims	<ul style="list-style-type: none">- S'entraîner à trouver un lien logique d'ordonnancement pour être efficace.- S'entraîner à faire un planning en considérant tous les différents paramètres.- Prendre conscience qu'il faut parfois changer un ordre convenu ou habituel selon les urgences et les commodités.
Applications (examples)	<p><u>En classe</u> : toute tâche comportant des parties très diverses et prévisibles ainsi que, de façon générale, toute opération mentale consistant à établir un ordre logique ou pratique pour une série d'actions, par exemple s'organiser pour gérer au mieux les devoirs à faire à la maison (s'avancer pour les plus longs, se procurer les documents par avance pour ne pas être pris au dépourvu, répartir sur la semaine et non au jour le jour, etc.) S'organiser également pour faire un devoir en temps limité de façon à assurer les réponses connues, à ne pas passer trop de temps sur certaines questions au détriment d'autres, etc.</p> <p><u>Dans le milieu professionnel</u> : toute tâche comportant des parties très diverses et prévisibles ainsi que, de façon générale, tout poste impliquant des actions sous-tendues par une logique de temps, de commodité, de sécurité, de qualité, de fatigabilité, etc.</p> <p><u>Dans la vie quotidienne</u> : toute tâche comportant des parties très diverses et prévisibles ainsi que, de façon générale, toute opération nécessitant une organisation dans une tâche pratique de la vie ou pour les loisirs (travaux manuels, sports...). En cuisine, par exemple, l'ordonnancement des étapes est d'une grande importance pour la réussite d'un plat.</p>
Materials	Une feuille avec une liste de différentes choses à faire et un plan de situation.
Instructions	Il est demandé aux élèves de numéroter les différentes choses à faire pour préparer la soirée en moins de temps possible et de répondre à la question de la feuille d'exercice: "A quel moment de votre planning placez-vous l'arrivée de vos invités".
Comments	<ol style="list-style-type: none">1. Le groupe lira préalablement le texte avec l'aide de l'enseignant et se mettra d'accord sur la signification de ce qui pourrait n'être pas compris (bœuf stroganoff par exemple). Le plan pourra également être commenté.2. "ranger l'appartement", donné comme une des étapes, peut se comprendre comme "ranger avant l'arrivée des invités" ou bien "ranger une fois que les invités sont partis".3. L'originalité de cet entraînement et de son support est qu'il se situe dans une perspective résolument plaisante - au moins on l'espère! - et qu'il est plus facile de faire les choses dans un bon état d'esprit. C'est un aspect que nous invitons l'enseignant à faire remarquer -ou à faire dire - à son groupe (lors de l'évaluation du groupe par exemple, en fin d'entraînement).
Variations (examples)	<ol style="list-style-type: none">1. Les élèves peuvent changer trois étapes en faveur d'autres très différentes et répondre à la même question. Variante: quelles étapes modifier et en faveur de quelles autres pour que la réponse donnée précédemment soit différente. Et si on manque vraiment de temps, quelles sont les tâches qu'on peut confier aux premiers invités qui arrivent?!2. L'enseignant peut demander aux élèves de décrire point par point chaque étape de la préparation d'une fête (anniversaire d'un enfant, Noël...) ou d'une invitation: les élèves peuvent se remémorer la dernière préparation qu'ils ont faite ou imaginer la suivante.
Individualisation	Oui.
Answers	Oui, à titre indicatif.

It's 5:30 pm. You are going home from work on the bus. You are thinking of all the things you have to do before your guests arrive.

In which order would it be best to do them?

- Warm up the Beef Stroganoff
- Buy fruit, ice cream and cheese at the grocer's (do this as late as possible, as you don't have a freezer)
- Prepare the apéritifs in the sitting area
- Change clothes
- Put the flowers into a vase
- Vacuum clean the living room
- Prepare your starter (cut the melon, open a tin of crab, wash the lettuce)
- Go to the off-licence to buy a bottle of wine
- Take the ice cubes out of the fridge
- Buy a bunch of flowers
- Set the table
- Put some water back in the ice cube tray
- Pick up the mail
- Put some music on
- Tidy the flat

When should your GUESTS ARRIVE?



It's 5:30 pm. You are going home from work on the bus. You are thinking of all the things you have to do before your guests arrive.

In which order would it be best to do them?

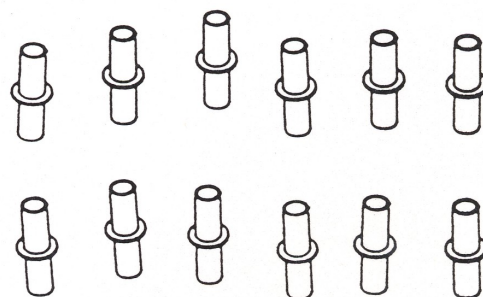
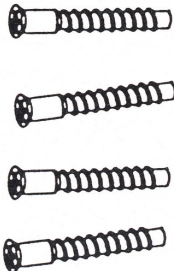
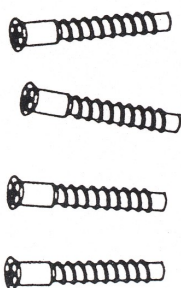
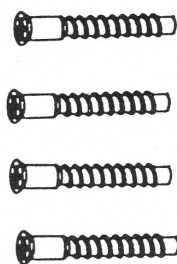
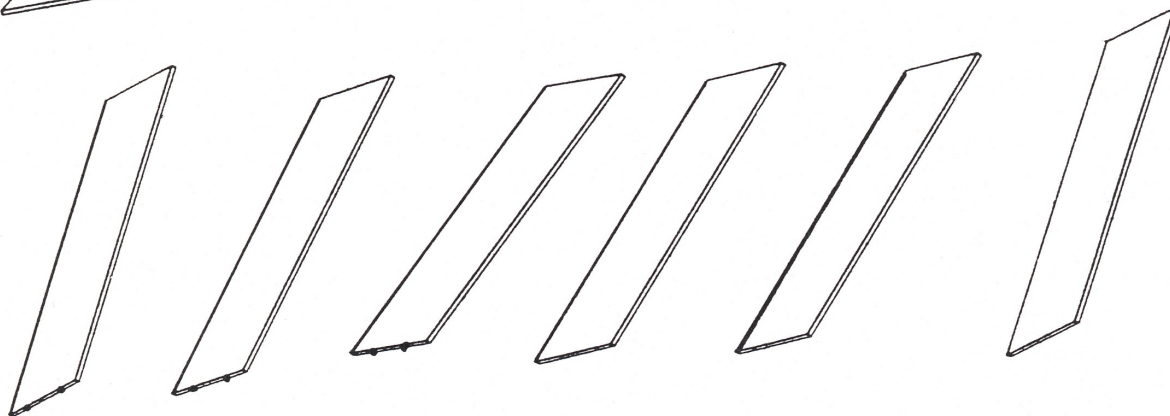
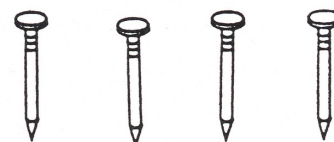
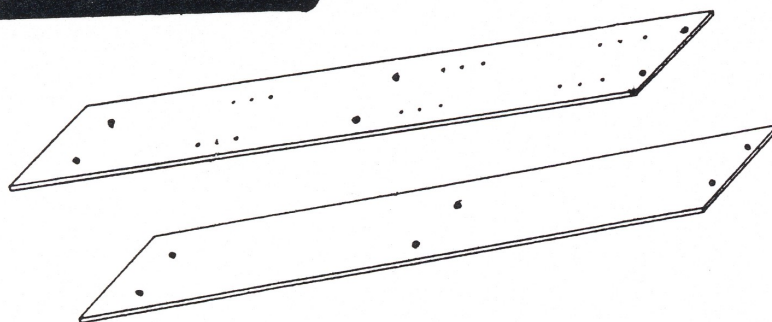
1. Buy a bunch of flowers
2. Pick up the mail
3. Go to the off-licence to buy a bottle of wine
4. Put the flowers into a vase
5. Tidy the flat
6. Vacuum clean the living room
7. Prepare your starter (cut the melon, open a tin of crab, wash the lettuce)
8. Set the table
9. Prepare the apéritifs in the sitting area
10. Buy fruit, ice cream and cheese at the grocer's
11. Warm up the Beef Stroganoff
12. Change clothes
13. Put some music on

GUESTS ARRIVE

14. Take the ice cubes out of the fridge
15. Put some water back in the ice cube tray

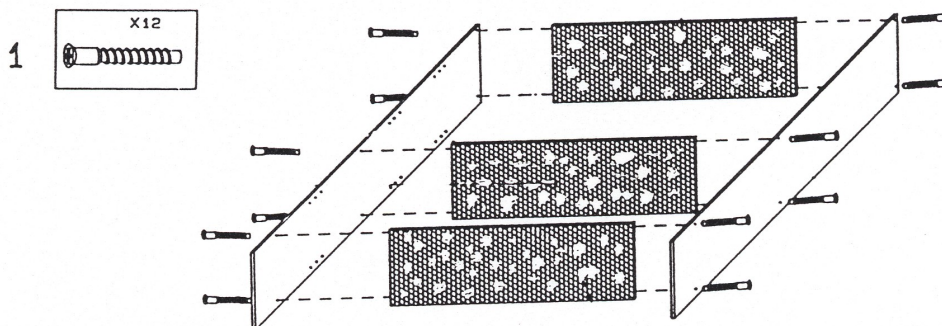
**WORK IT
OUT****Putting steps in order****17-43****"The shelf"****Level 4
Exercise 3**

Aims	<ul style="list-style-type: none">- Practising spacial visualisation of an object and the fitting together of its component parts.- Practising anticipating and applying assembling instructions.
Applications (examples)	<p><u>In class</u>: any task involving very different and predictable elements, as well as, in a general way, any mental activity involving establishing a logical or practical order for a series of actions, for example organising oneself to manage homework effectively (start long pieces of work early, gather the necessary materials and documents in advance so as not to be caught short, plan the work over the week and not day by day and at the last minute etc...)</p> <p>Also setting deadlines so as to ensure that known answers are included and time is not wasted on some questions. The very practical aspect of this exercise emphasises, even more than other tasks, the need and the obligation to be meticulous when undertaking practical work with others.</p> <p><u>At work</u>: any task involving very different and predictable elements, as well as, in a general way, any work involving actions relying on time and fatigue management, ease and quality of performance, safety etc. Also anything involving work done as part of a previous or subsequent activity.</p> <p><u>In everyday life and leisure</u>: any task involving very different and predictable elements, as well as, in a general way, any activity involving organisation of a practical task, in every day life as well as in leisure activities (crafts, sports...). While cooking, for instance, properly ordered steps and timing are important for success. Also any task involving taking others into account.</p>
Materials	A sheet of paper with the drawings of six short planks, 2 long planks, 1 thin plywood board, 4 tacks, 12 dowels, 12 screws and two tools. A pencil, a rubber and eventually a ruler for each student.
Instructions	The worksheet illustrate all the elements necessary to build self-standing shelves. The students have to write the assembling instruction, breaking down the assembly into clear steps in a logical order and referring to the drawings, for example by numbering them. The drawings could also be cut out and inerted amongst the assembling instructions.
Comments	The dimensions of the planks in relation to each other could appear wrong at first. The teacher could invite the student to measure them if they are puzzled by this. The title of the exercise makes clear what needs to be assembled.
Variations (examples)	<ol style="list-style-type: none">1. The students could bring in instructions based on drawings and explain each stage of the process illustrated with reference to the drawings.2. A group of students could choose an object in the room (table, chair, desk, cupboard etc..), work out how it is assembled and explain it to other groups.
Individualisation	Yes.
Answers	Yes, as an example.

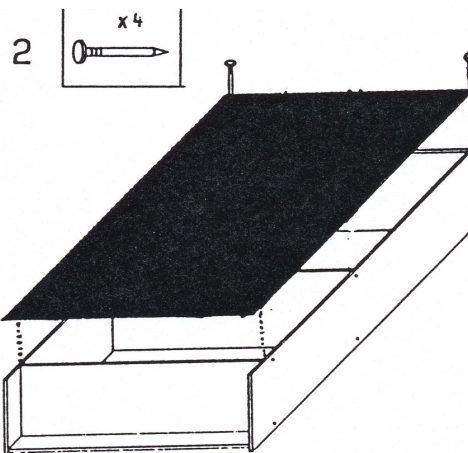


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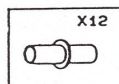
Stage 1: Take the 3 shelves which have pre-drilled holes along their short sides, the 2 sides of the shelves and the 12 screws. Be careful to turn the sides the right way round: the series of three small holes should be on the inside. Screw the shelves and the sides together as indicates in the drawing.



Stage 2: Nail the large board to the back of the shelves with the four tacks and a hammer.



3



Stage 3: Stand your shelves up. They should stand by themselves. Make sure that they are the right way up (feet at the bottom). Push the dowels in the small holes, selecting one of the three heights and lay the three remaining shelves on top of the dowels.

