

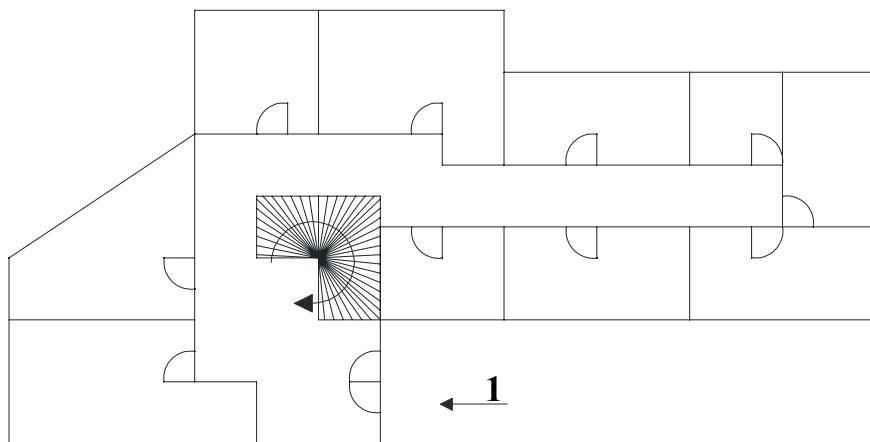
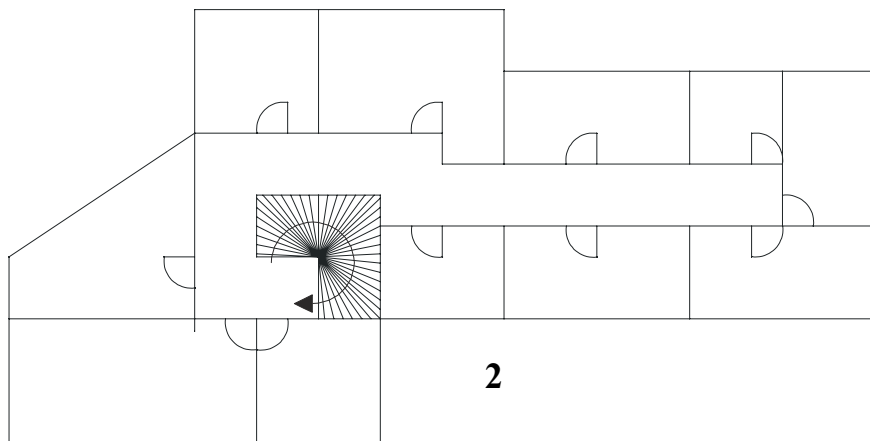
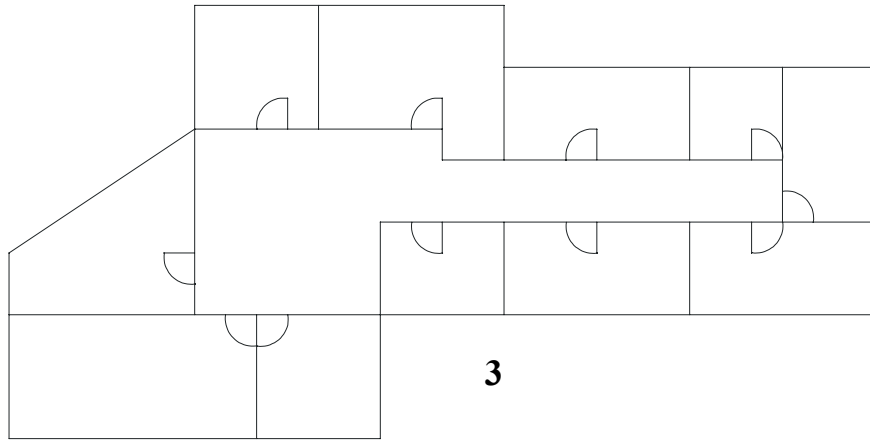
**WORK IT  
OUT****Locate – Find your bearings****5-41****“The map of the building”****Level 4  
Exercise 1**

<b>Aims</b>	<ul style="list-style-type: none"><li>- Practise situating on a map an exact point given in the instructions.</li><li>- Move away from a page to find your bearings on the map.</li></ul>
<b>Applications (examples)</b>	<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>
<b>Materials</b>	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).
<b>Task</b>	<p>The pupils will write the letters (or stick a coloured sticker) in these places:</p> <ul style="list-style-type: none"><li>- an A at the ground-floor entrance</li><li>- a B at the fifth door on the left as you come into the building</li><li>- a C on the first floor, at the first door on the right at the top of the stairs</li><li>- a D at the seventh door on the left, on the second floor.</li></ul>
<b>Comments</b>	<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>
<b>Variations (examples)</b>	<p>The teacher could ask the pupils to imagine other tasks and to tell them to the group.</p> <p>They could also describe the different parts of the building in relation to the points of a compass, and indicate its orientation.</p>
<b>Individualisation</b>	Yes.
<b>Answers</b>	Yes.

**WORK IT  
OUT**

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

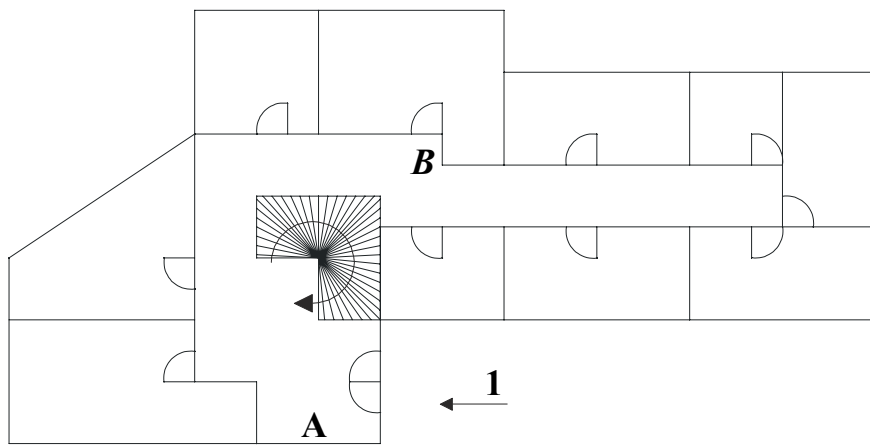
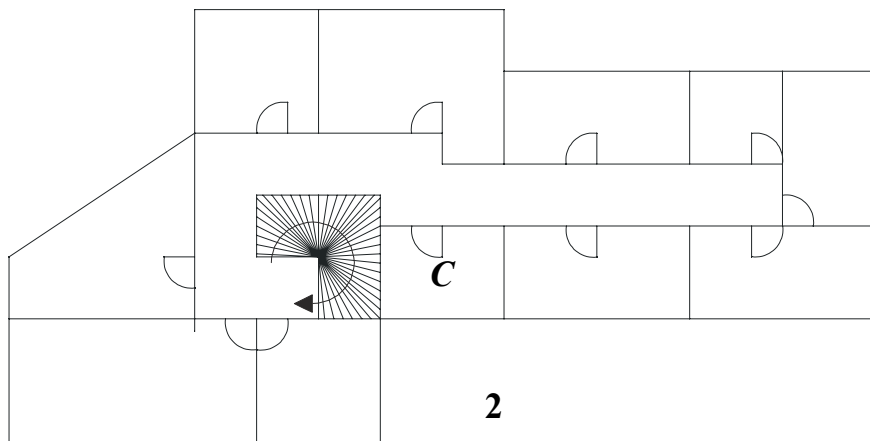
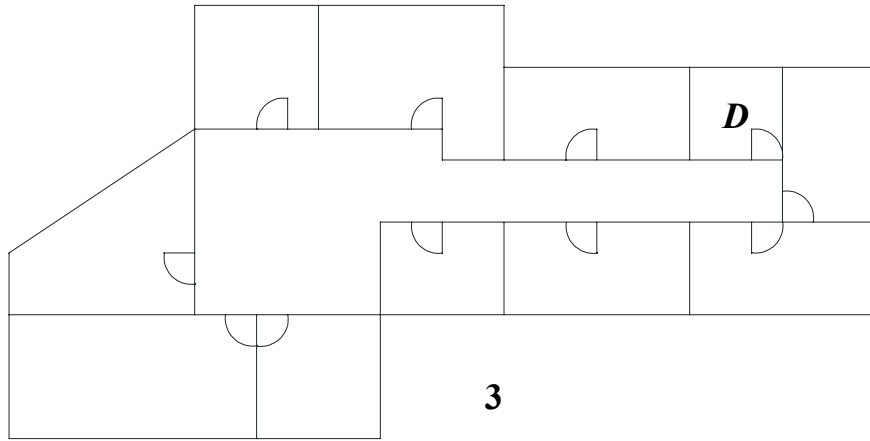
**5-41**



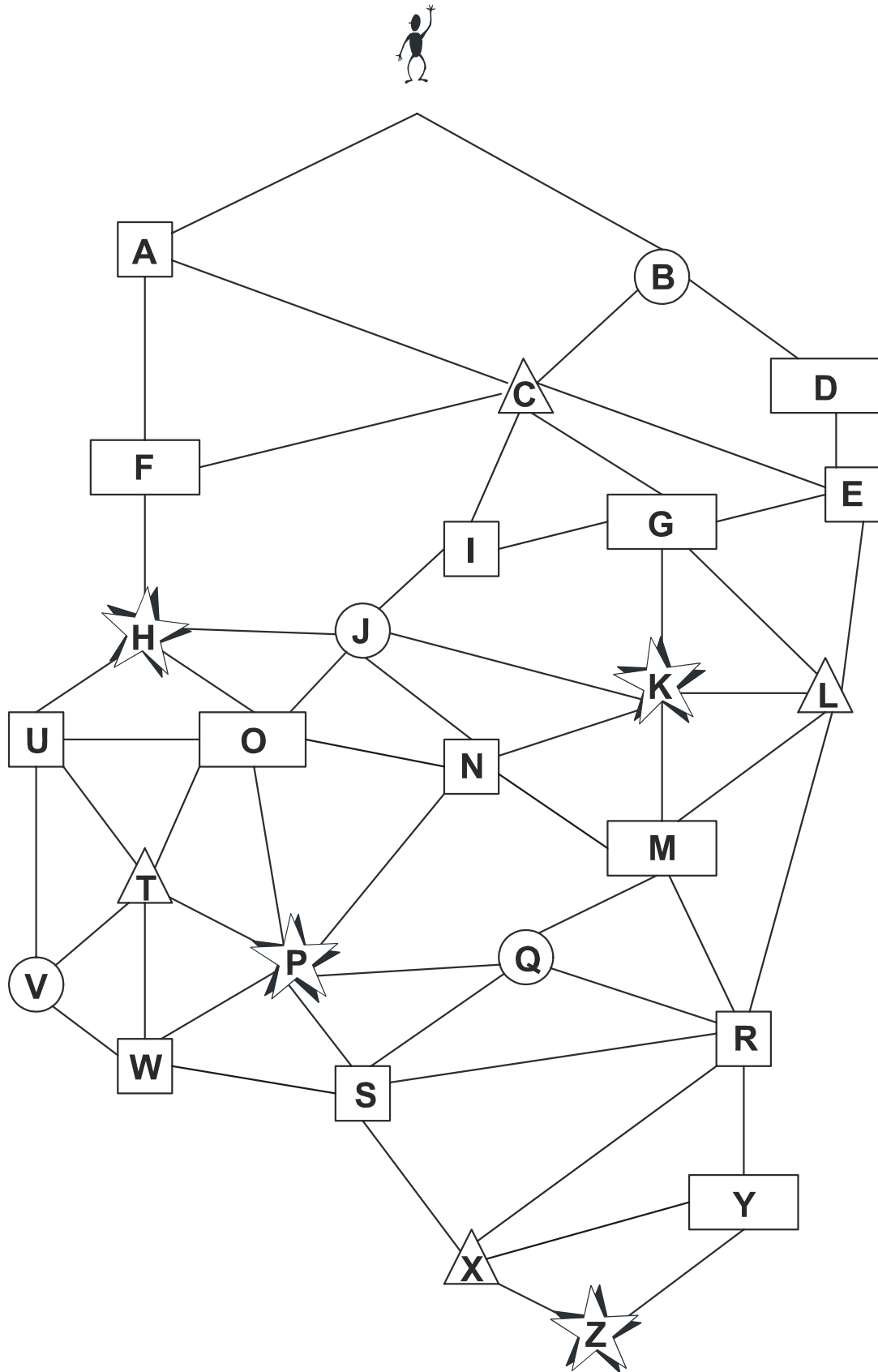
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**Locate – Find your bearings  
“The map of the building”**

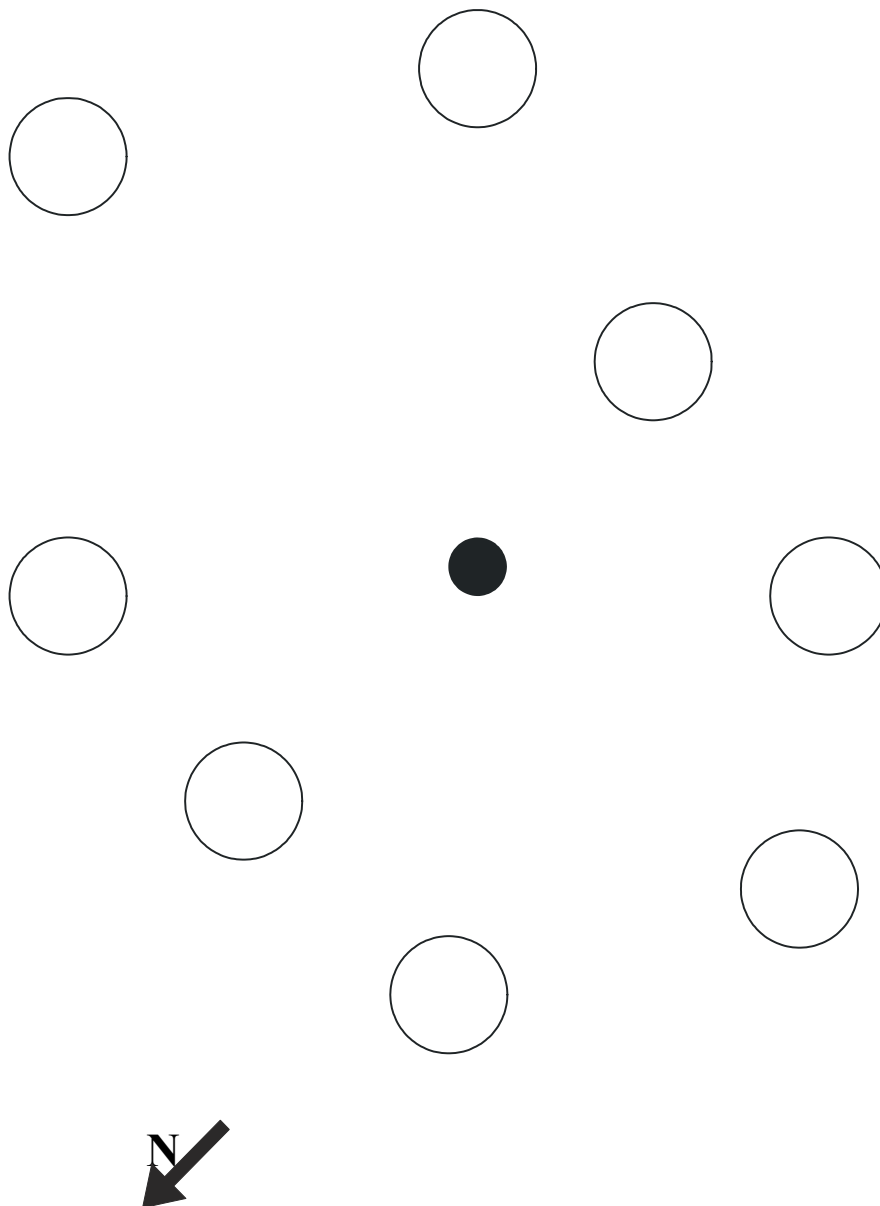
**5-41  
Answers**



<b>Aims</b>	<ul style="list-style-type: none"><li>- Practise locating a point specified in an instruction</li><li>- Move away from a page to find your bearings</li></ul>
<b>Applications (examples)</b>	<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>
<b>Materials</b>	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.
<b>Task</b>	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.
<b>Comments</b>	<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>
<b>Variations (examples)</b>	<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>
<b>Individualisation</b>	Yes.
<b>Answers</b>	No.



<b>Aims</b>	<ul style="list-style-type: none"><li>- Find your bearings in relation to the points of the compass.</li><li>- Find your bearings when putting yourself in someone else's place.</li></ul>
<b>Applications (examples)</b>	<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>
<b>Materials</b>	<ul style="list-style-type: none"><li>- One page with white circles around a black circle representing places. The orientation is specified.</li><li>- One instruction sheet with a given orientation followed by a number.</li></ul>
<b>Task</b>	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.
<b>Comments</b>	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.
<b>Variations (examples)</b>	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).
<b>Individualisation</b>	Yes.
<b>Answers</b>	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

