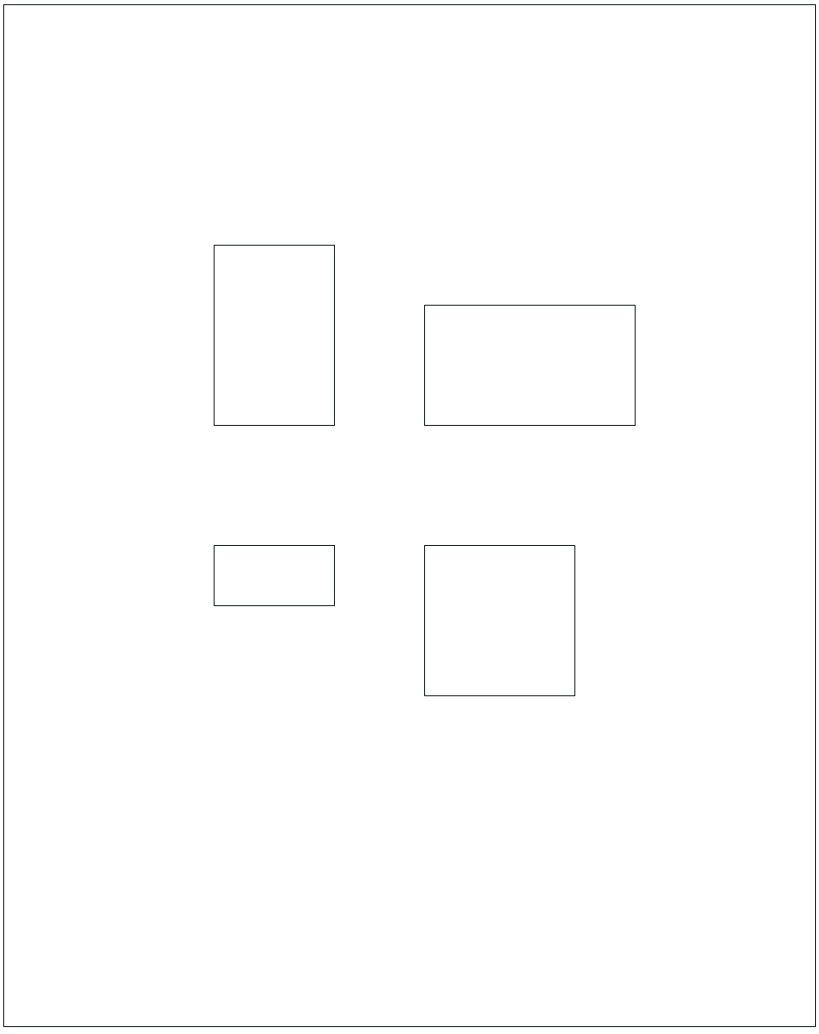
WORK IT OUT	**Understand a map** **"The plan"**	**6-11** **Level 1** **Exercise 1**
Aims	- Practise going from volume to plan and from plan to volume. - Begin projection on to paper. - Practise standing back to get a different viewpoint.	
Applications (examples)	In class: move on from calculating area to calculating volume. Understand that others almost always have a different opinion or point of view from our own. Learning perspective (without the help of the paper between two boxes). Begin technical drawing, drawing and understanding plans. At work: storage, stowage, arranging, creating and using models. Also: understand that others almost always have a different opinion or point of view from our own. Learning perspective (without the help of the paper between two boxes). Begin technical drawing, drawing and understanding plans. In everyday life and for leisure: awareness of perspective, where or how to place furniture (preparing to move house, for example).	
Materials	- One large blank page (for example, paper board size, approx. 1m x 0.70) and 4 boxes of different sizes (for example: one large matchbox, one chalk box, one cigarette packet and a tissue box), all of them rectangular. - One large felt tip pen for the teacher. - One piece of squared paper, a pencil, a rubber and if necessary a ruler for each pupil.	
Task	The teacher spreads the big sheet of paper on the floor and places the 4 boxes as if they were apartment blocks in a town (see diagram on the teacher's page). The pupils place their chairs around the paper on the floor so that they have a "bird's eye view" of the boxes. The pupils watch while the teacher traces the contours of the boxes with the felt tip pen, without moving them. The pupils must then draw on their squared paper the contours of the boxes as they would appear on the large page on the floor if the boxes had been removed. They will thus obtain the representation of a map of buildings in a town. When this is done, the teacher removes the boxes and the pupils compare their representations with those on the big page. They can then make any necessary adjustments (approximate sizes and especially proportions). The teacher then asks the pupils to compare their work.	
Comments	The pupils' work will all seem different when the pages are held in the same way as the diagram, even though they have all drawn from the same model. They will therefore have to think why this is, and work out for themselves that the apparent differences are due to their different viewpoints on the boxes. The diagrams will be identical if they turn the pages a little.	
Individualisation	Yes.	
Answers	No.	

Understand a map

"The plan"

For the teacher

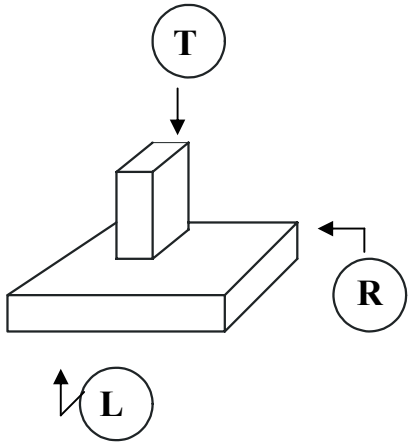
Example of a possible layout of the boxes on the large sheet of paper so that it is not too difficult for the pupils to draw:

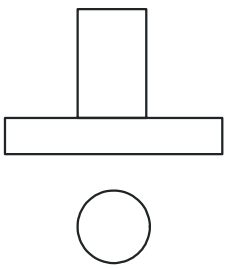


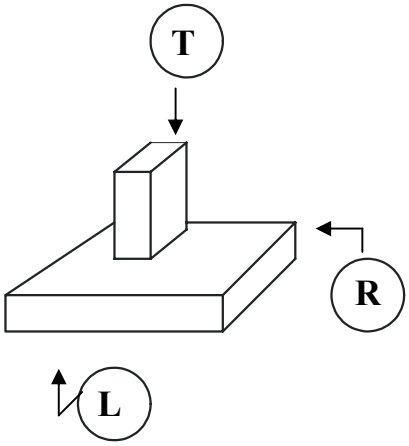
WORK IT OUT	**Understand a map** **"The pillar"**	**6-12** **Level 1** **Exercise 2**
Aims	- Practise going from volume to plan and from plan to volume. - Start projection on to paper. - Practise identifying views: from the right, above, left. - Acquire a sense of perspective. - Mental manipulation of objects.	
Applications (examples)	In class: introduction to solid geometry, initiation to technical drawing, drawing and understanding a plan. At work: any manipulation requiring you to step away from an object or a part being worked on, to see them from a different angle (assembling parts that fit into one another, working on the different surfaces of a piece, etc.). In everyday life and for leisure: understand the instructions for assembling a piece of furniture or an object sold as a kit, or a kitchen appliance like a food processor.	
Materials	A page with a picture of a pillar on a base, seen as a whole, and then from three different angles: left, above and right.	
Task	Under each view, the pupils place the letter corresponding to the overall view (T: seen from the top, L: from the left and R: from the right).	
Comments	If the exercise seems difficult for some pupils, the teacher can show the pillar seen from the same angle using two boxes, for example (or two objects) with approximately the same proportions. It will be easier for them to see the different angles.	
Extension (s) (examples)	The pupils can make a shape out of 2 or 3 objects or boxes of different sizes and try to draw each viewpoint. The pupils can also bring in the instructions for assembling a piece of furniture and, on the different parts shown, work on finding the surfaces and the different possibilities of fitting them together.	
Individualisation	Yes.	
Answers	Yes.	

Understand a map

"The pillar"



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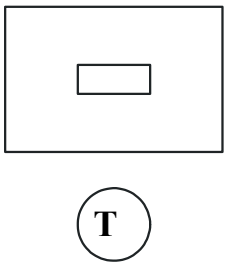
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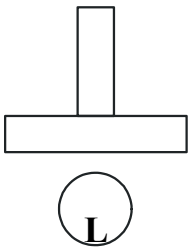
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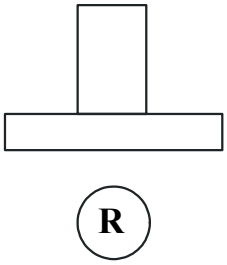

R

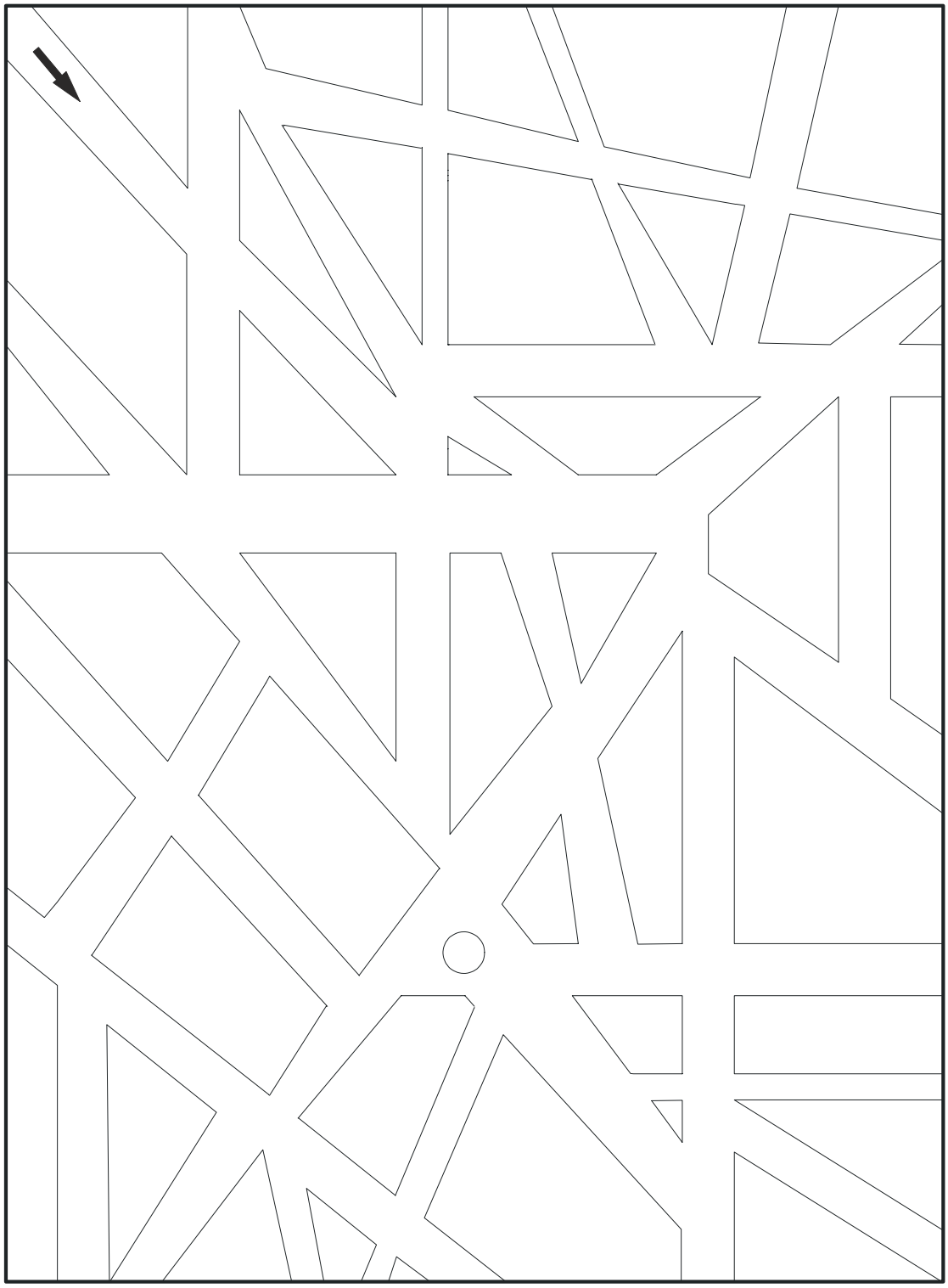
WORK IT OUT	**Understand a map** **"The itinerary"**	**6-13** **Level 1** **Exercise 3**
Aims	- Practise following an itinerary on a map. - Decentring. - Practise analysing a result. - Practise concentrating on a lengthy instruction given orally.	
Applications (examples)	In class: any task requiring deep concentration and careful listening to what is said (because what is said has to be applied immediately, distracted listening is not enough). Any schoolwork requiring you to get used to making an effort to understand all the words spoken. Training in quality and communication (diction, controlled rapid speech and choice of words, for example) At work: any task requiring deep concentration and careful listening to what is said (because what is said has to be applied immediately, distracted listening is not enough). Any work requiring you to get used to making an effort to understand all the words spoken. Preparing to work in organisations using complex technologies (learning concentration and comprehension). Preparation and practice in self-evaluation. In everyday life and for leisure: any task requiring deep concentration and careful listening to what is said (because what is said has to be applied immediately, distracted listening is not enough). Any work requiring you to get used to making an effort to understand all the words spoken. Practise understanding immediately what is said in front of you. 'Navigating' for a driver. Give explanations on the phone.	
Materials	A page showing the street map of a district.	
Task	Starting from the arrow, the teacher will dictate an itinerary to the pupils, using vocabulary like: "*turn right*, *turn left*, *straight on*, *intersection*, *crossroads, etc.*". The pupils follow the instructions given by the teacher as they go along (the teacher chooses about ten) and mark reference points in pencil for each instruction (with a cross or a dot, etc.) indicating changes of direction. They then compare and analyse their results, noting down any mistakes or stages in the itinerary that were not correctly marked.	
Comments	The teacher can also use a transparency to make it easier to find any mistakes. The pupils can also work in pairs, or directly on the board in groups.	
Extension(s) (examples)	The pupils can each in turn give an instruction for a surprise itinerary. The teacher will note down all the stages given for the comparison of the results.	
Individualisation	Yes.	
Answers	No.	

WORK IT OUT

Understand a map

"The itinerary"

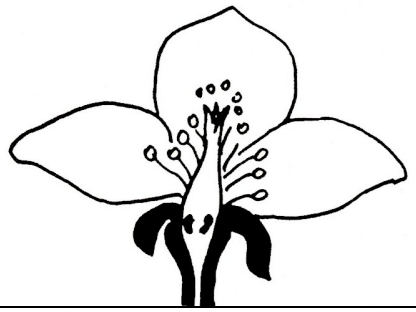
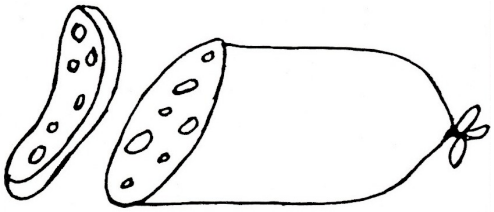
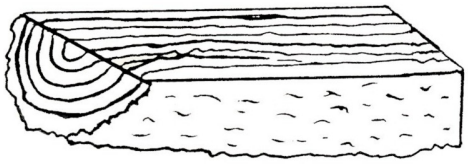
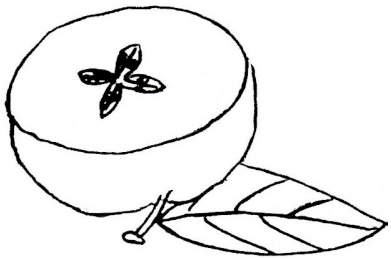
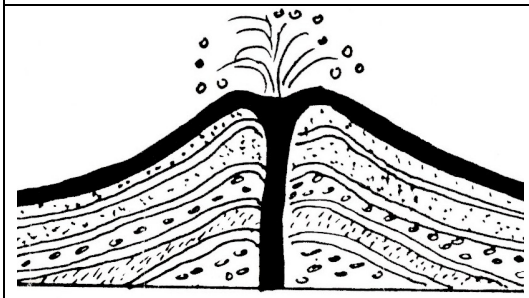
6-13

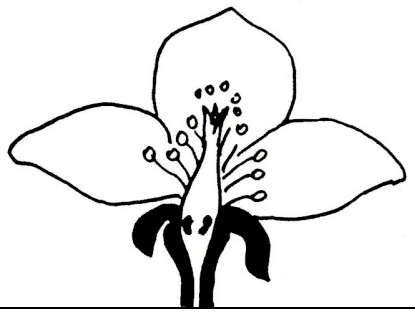
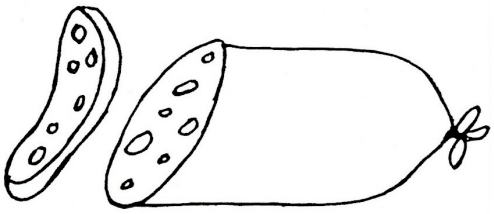
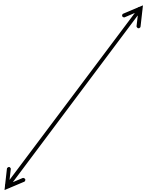
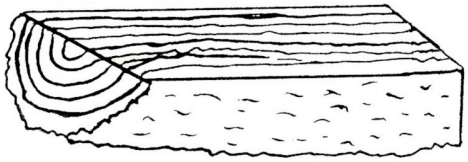
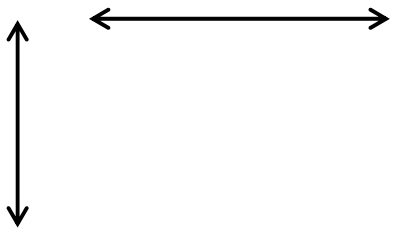
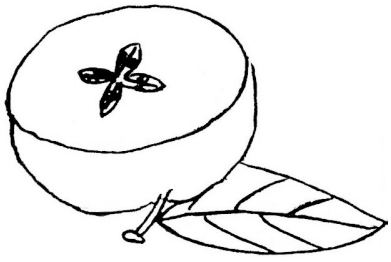
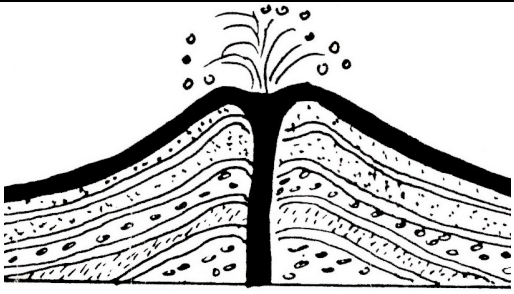


WORK IT OUT	**Understand a map** **"Where is the cut?"**	**6-14** **Level 1** **Exercise 4**

Aims	- Differentiate between a crosscut and a lengthways cut. - Practise representing a cut with a line.
Applications (examples)	In class: Introduction to abstraction, symbolisation, signalling, beginning industrial drawing. At work: Begin industrial drawing, maintenance work, technology (understand how a part or an instrument works). In everyday life and for leisure: Learning the highway code (signalling), develop the imagination in children and adults, understand a specification sheet or instruction leaflet.
Materials	A page showing different cuts, each followed by a blank square.
Task	In the square on the right, the pupils draw a horizontal, vertical or diagonal arrow indicating the direction of the cut shown in the square on the left.
Comments	Few pupils will have noticed that the log has been cut twice, as shown in the answer. If no one remarks on this when the answers are pooled, the teacher can ask which object has been cut twice. The teacher can also cut something real and tangible, like an apple or carrot, for example.
Extension(s) (examples)	1. The teacher could also start with the type of cut, and have the pupils find other objects with the same cuts, objects chosen from their field of activity: plant, vegetable (picked or peeled), etc. 2. It is also possible to work from other symbolisations, (for example road signs showing a zigzag) to work out the situation described (in this case a series of bends).
Individualisation	Yes.
Answers	Yes.

WORK IT OUT	**Understand a map** **"Where is the cut?"**	**6-14**

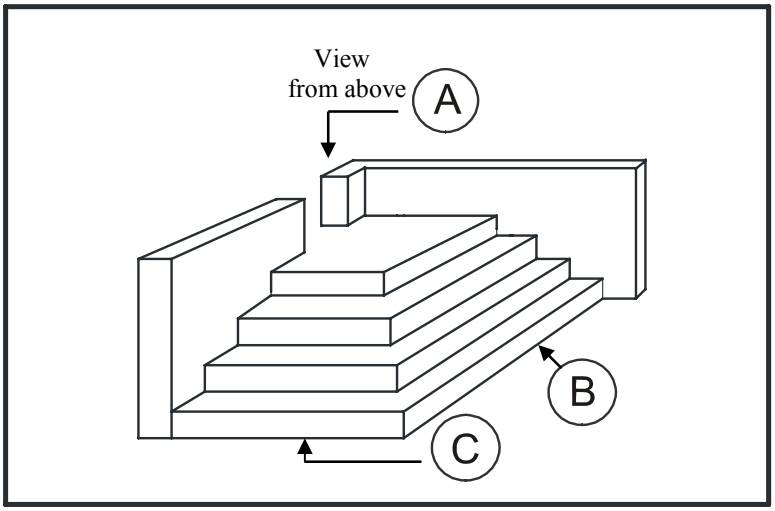
	
	
	
	
	

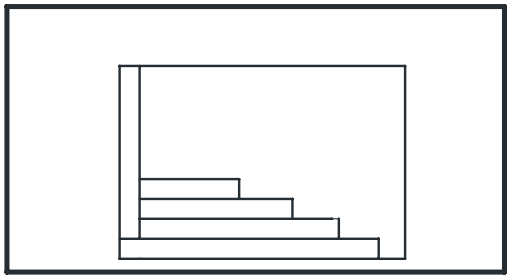
WORK IT OUT	**Understand a map** **"The steps"**	**6-21** **Level 2** **Exercise 1**

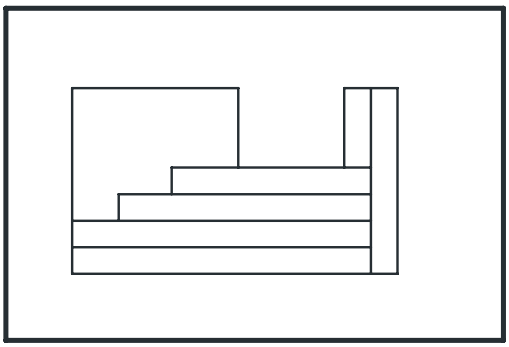
Aims	- Practise going from volume to plan and from plan to volume. - Start projection on to paper. - Practise identifying views: from the right, above, left. - Acquire a sense of perspective.
Applications (examples)	In class: introduction to solid geometry, initiation to technical drawing, drawing and understanding a map. At work: Beginning of technical drawing, drawing and understanding maps. Initiation in methodology. In everyday life and for leisure: Guide a child's early learning, playing with shapes in understanding graphics, comprehension of specification sheets or instruction leaflets that include sketches.
Materials	A page showing an overall view of steps, then the same steps seen from the sides and from above.
Task	Under each view, the pupils place the letter corresponding to the overall view (A: seen from the top, B: seen from the right and C: seen from the left).
Comments	If the pupils find the exercise difficult, the teacher can suggest that they do exercise 6-12 first, or that they work in pairs.
Extension (s) (examples)	The teacher can pile up 3 or 5 boxes or objects and show them from a certain angle for the pupils to draw. He can also ask one pupil to pile up the boxes and choose which angle is to be drawn.
Individualisation	Yes.
Answers	Yes.

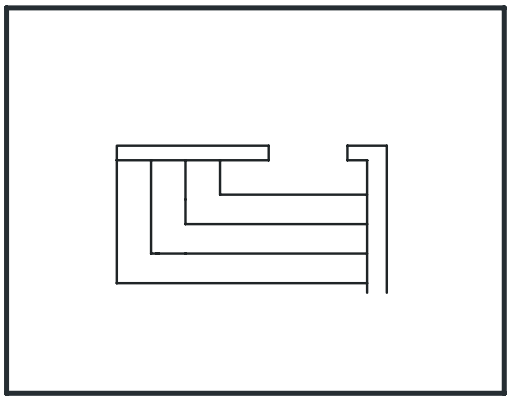
Understand a map

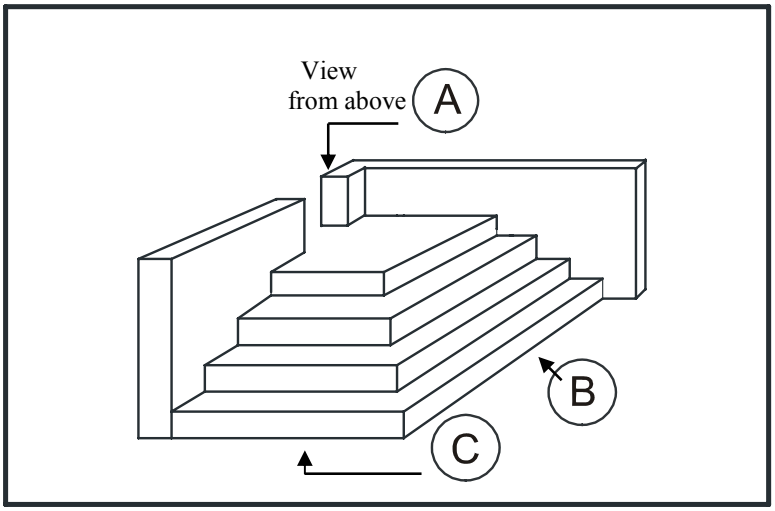
"The steps"

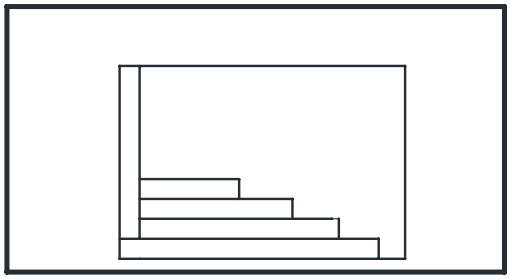












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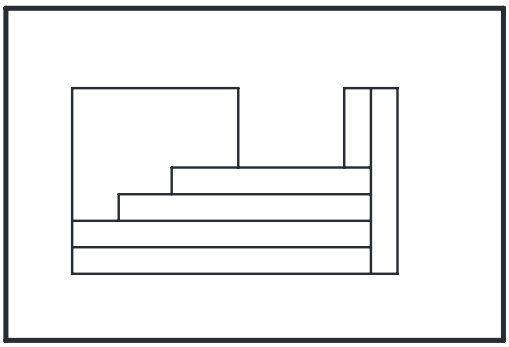

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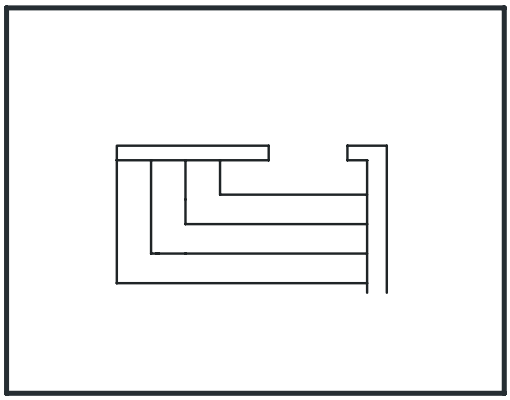


A

WORK IT OUT	**Understand a map** **"One way streets"**	**6-22** **Level 2** **Exercise 2**

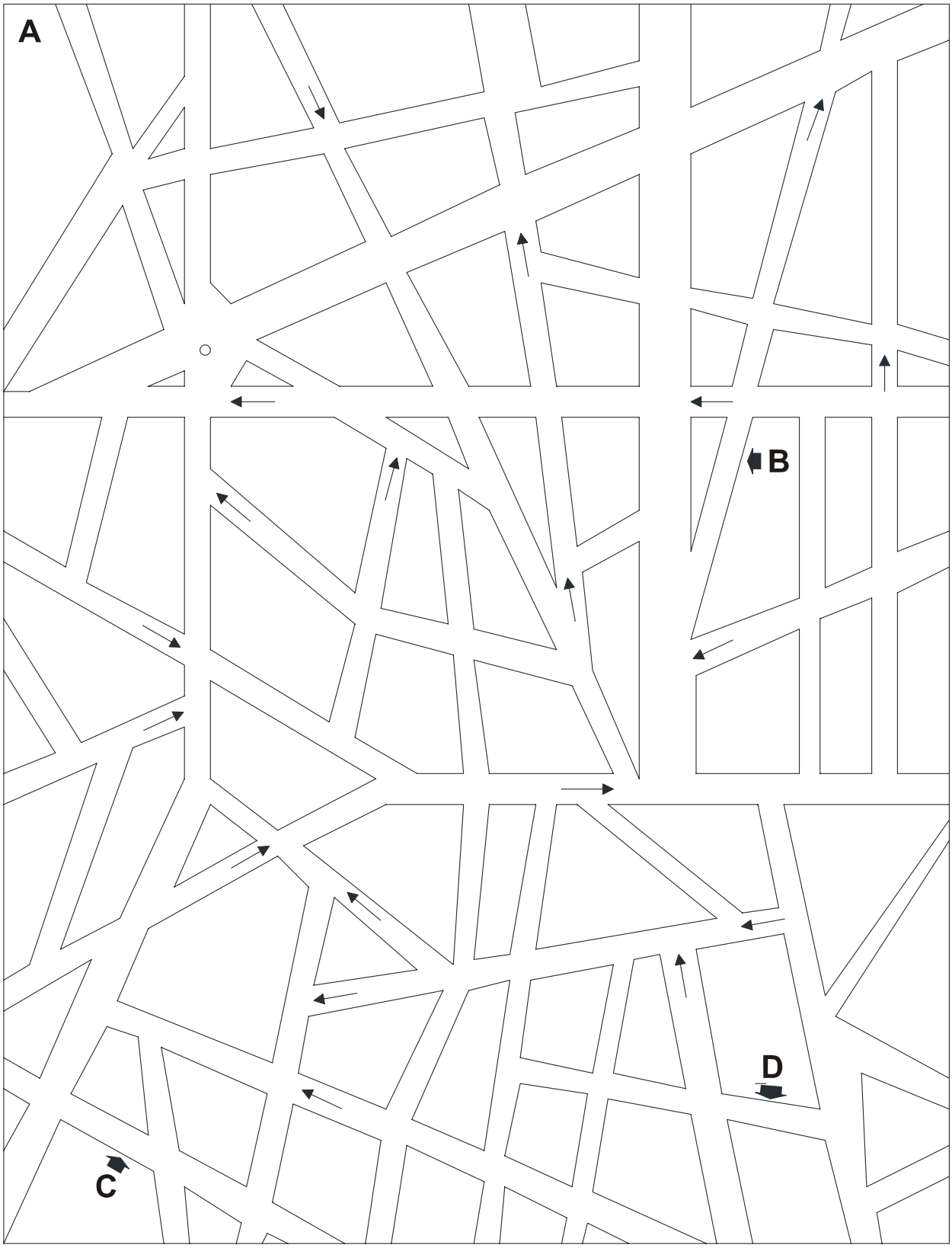
Aims	- Practise following an itinerary on a map. - Decentring. - Practise analysing a result. - Practise concentrating on a lengthy instruction given orally.
Applications (examples)	In class: civic education: what is compulsory and what is forbidden, the spirit and the letter of the law (there are always some who only keep to the one-way signs on THE part of the road which is marked by an arrow), town-planning questions. At work: Preparation for group work, solving problems in groups, practice in looking for the reason for a breakdown. In everyday life and for leisure: 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.
Materials	- A page with a street map, showing arrows to indicate the one-way streets. - A sheet of tracing paper, a pencil, a rubber and a paper clip for each pupil.
Task	The teacher gives the following instructions: You are in a car at point A and you have to go to point D via points B and C. What route will you take, given that the arrows indicate one-way streets, and therefore the streets without arrows are two-way streets? He will make it clear that it is not a question of speed or length of journey. The pupils then place the tracing paper over the street map and fix it in place with the paper clip. They trace the itinerary they suggest directly on to the tracing paper. When the routes have been traced, the pupils exchange papers and each one tries to see the logic behind the other's route.
Comments	The teacher can also use a transparency to analyse with the whole group one or two itineraries from those suggested by the pupils.
Extension (s) (examples)	1. The teacher could suggest redoing the exercise using a distance criterion: the itinerary must be as short as possible. 2. He can also change the instructions by making the car go through other points. 3. It is also possible to work successively on itineraries a/b, then a/c, then a/d (instead of a>b>c>d). 4. The teacher can suggest that the group think about what is compulsory and what is forbidden. 5. The teacher might find this a good opportunity to work on the notions of explicit and implicit.
Individualisation	Yes.
Answers	No: several itineraries are possible, since there is no distance criterion.

WORK IT OUT

Understand a map

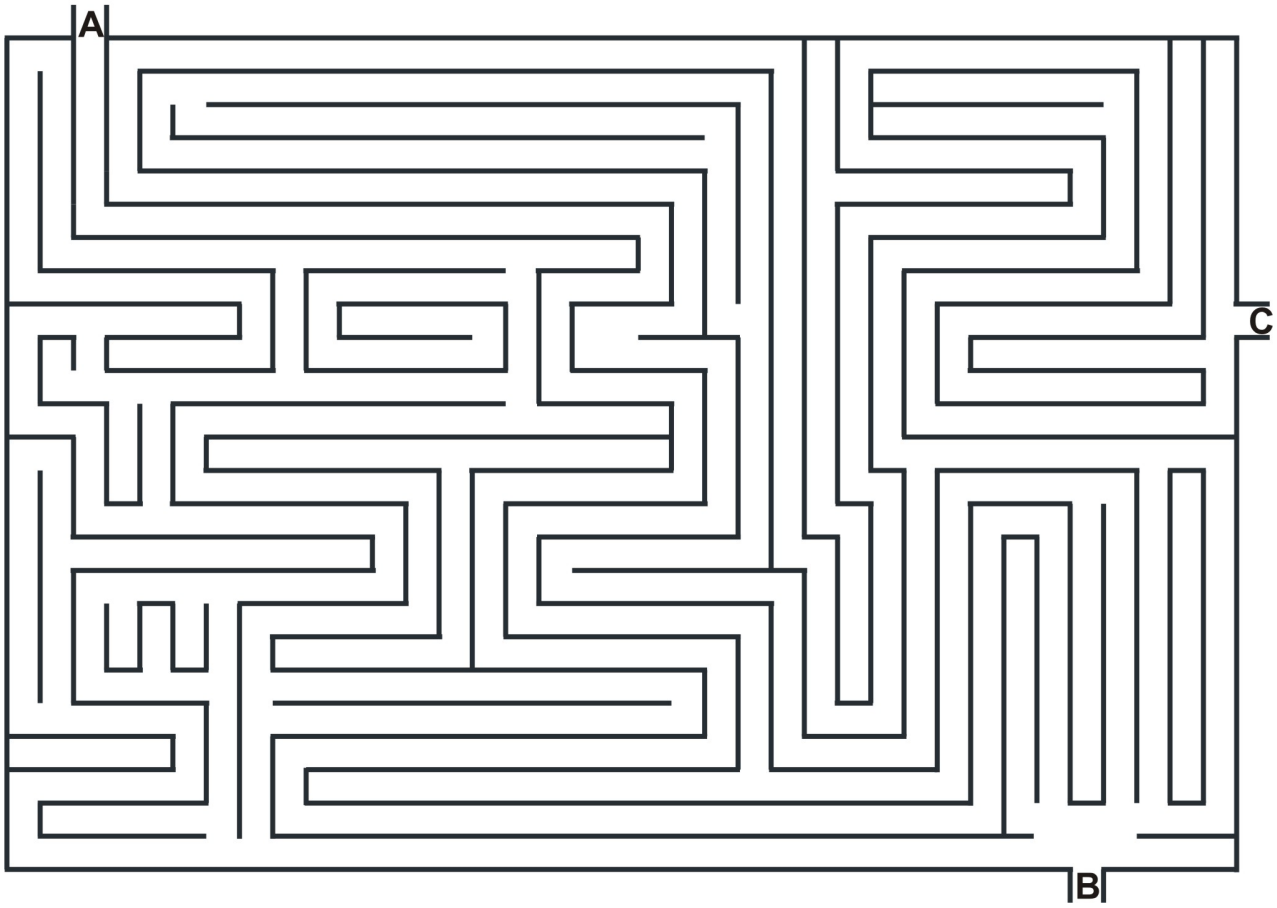
"One way streets"

6-22



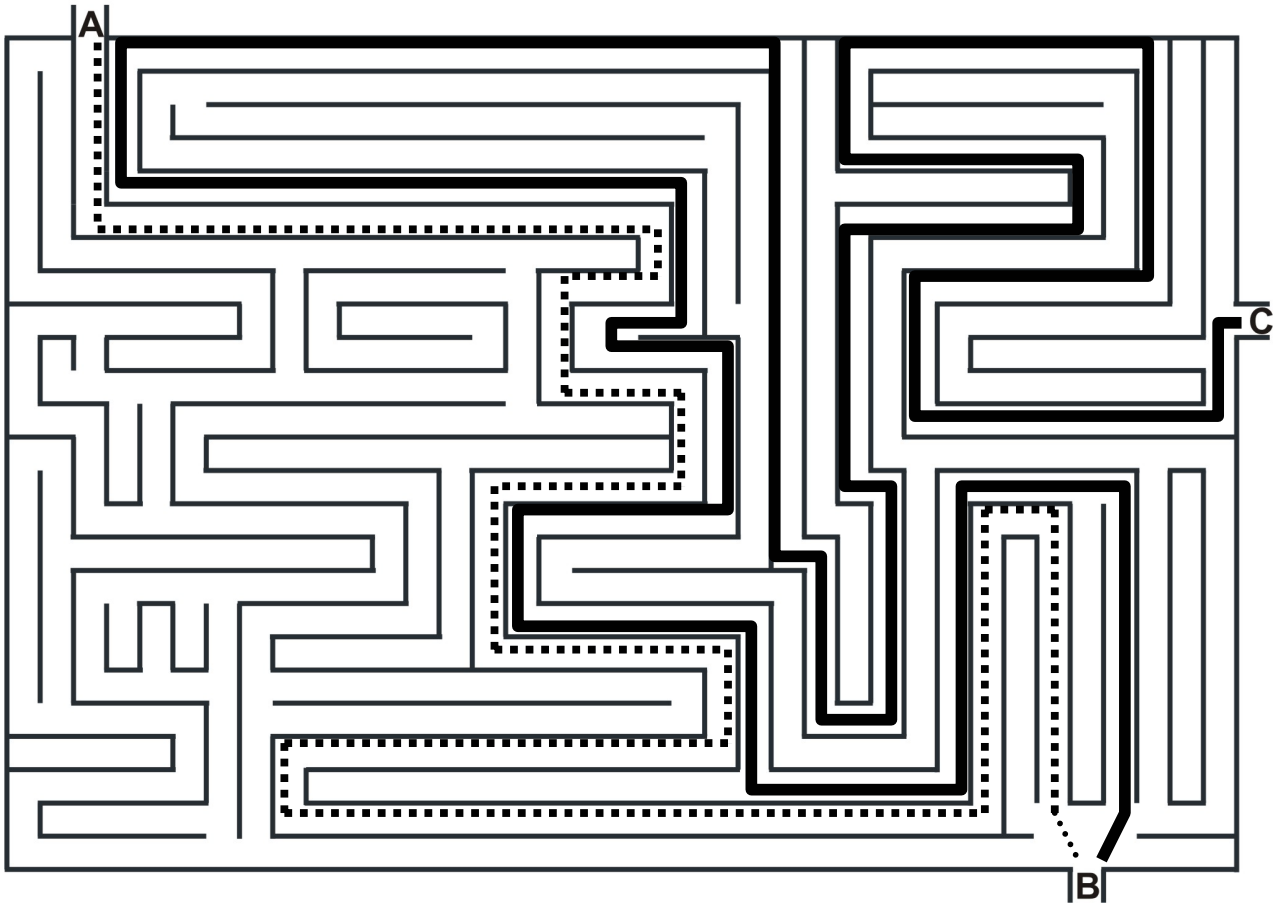
WORK IT OUT	**Understand a map** **"The labyrinth"**	**6-23** **Level 2** **Exercise 3**
Aims	- Practise following an itinerary. - Decentring. - Practise finding your own reference points and methods.	
Applications (examples)	In class: anything concerning 'dry' memorisation (dates, names, forms and lists, etc.) or logical memorisation (formulae, methods, etc.) At work: anything concerning 'dry' memorisation (dates, names, forms and lists, etc.) or logical memorisation (formulae, methods, etc.). Also memorising operating methods, the "who does what" that are almost subconscious, the whole unconscious memory, often called implicit memory, to which can be added the cases where you just have to manage with your own means to find a solution and you don't have a clear method or a precedent that you can rely on. In everyday life and for leisure: the applications are the same as above.	
Materials	A page showing a labyrinth with three entry points.	
Task	The teacher gives the following instructions: Starting from point A, which path must you take to get to B then to C. You must find a way of remembering the route taken, as you have to find the same route from another exercise sheet. You cannot turn the page to help with the orientation. When the route has been worked out, the pupils pool their results: then on a new exercise sheet, one person will direct the others, who will follow the itinerary on their own sheet, using vocabulary like "turn right", "turn left" or "straight on".	
Comments	The teacher can use a transparency for a group analysis of the methods suggested by the pupils.	
Extension (s) (examples)	The teacher can suggest redoing the exercise with different criteria: opening other entry points to the labyrinth with compulsory passages.	
Individualisation	Yes.	
Answers	Yes.	

WORK IT OUT	**Understand a map** **"The labyrinth"**	**6-23**



Understand a map

"The labyrinth"

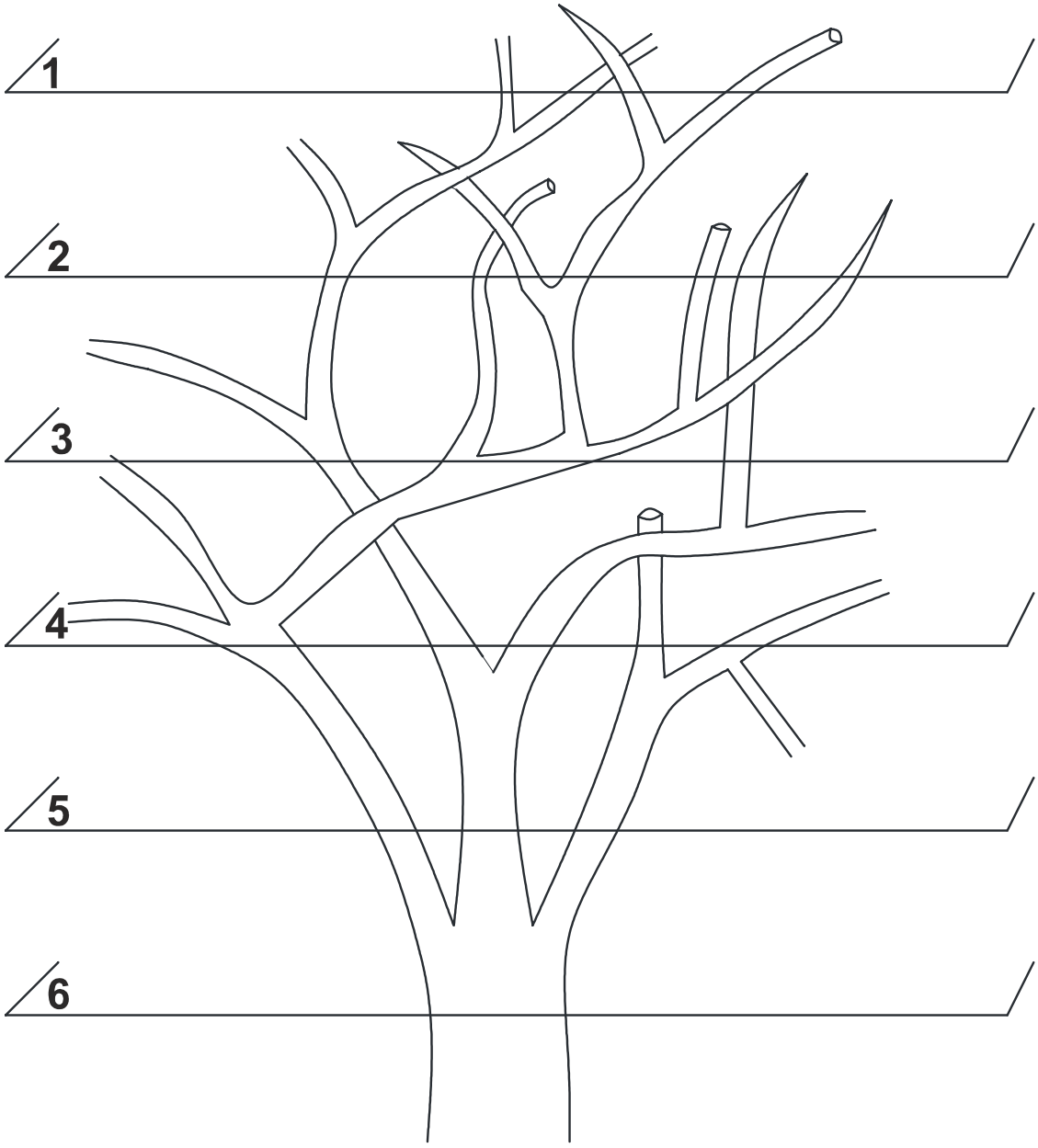


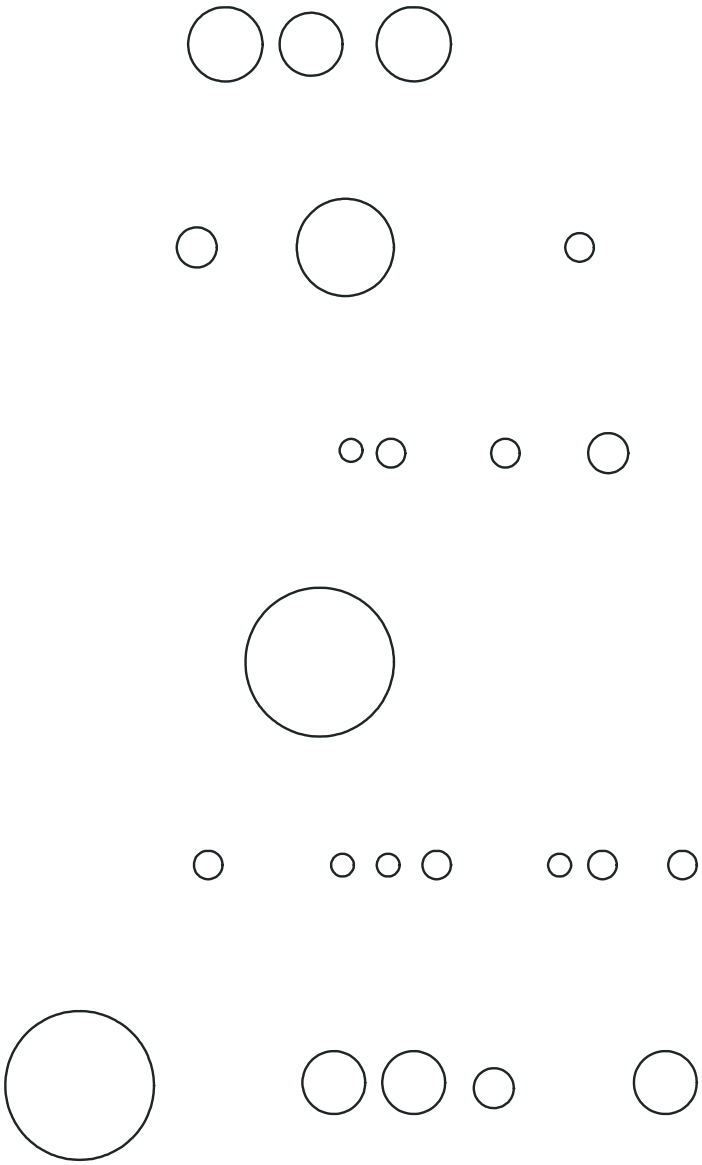
WORK IT OUT	**Understand a map** **"Cut branches"**	**6-24** **Level 2** **Exercise 4**

Aims	- Begin to understand cutting methods. - Practise going from one point of view to another. - Gaining a sense of proportion.
Applications (examples)	In class: 1 - Initiation in abstraction (algebra). 2 - Geography (Going from picture to plan). 3 - Geometry: going from diameter to circumference. 4 - History: the development of systems and societies over the centuries (from past to present), and even 5: consider the evolution of thought systems and the development of philosophical and political schools of thought. At work: N° 1, 2 and 3 above, but also understand electric wiring or a fluid distribution network (hydraulics, for example). In everyday life and for leisure: Graphic arts and also points 4 and 5 above.
Materials	- A page showing a tree with the marks of 6 cross cuts. Each cut is numbered. - A second page showing the cross cuts: one cut per line, as if the tree were seen from above.
Task	The pupils write on the second page the numbers corresponding to each section.
Comments	If the exercise seems too difficult, or the representation on the second page too abstract, the teacher can ask the whole group to think about the first cut. He can then get the group to work together on picture 2 projected on to a screen.
Extension (s) (examples)	1. The teacher can ask the pupils to each trace a new cut on the tree and to represent the circles to which the new cut corresponds. The pupils can draw the circles corresponding to a new cut of their choice and show the results for the others to decide how to draw the cut. 2. The pupils could also be asked to find the place of a branch and its descendants in all the pictures (e.g.: the branch on the left in cut 5 is still on the left in cut 4, but it is in the centre of cut 3 and occupies places 2, 4 and 6 from the right in cut 2, and finally it occupies the two places on the right in cut 1). 3. The teacher could ask the pupils to trace the real shape of the cut branches: the further they lean in picture 1, the more oval they should be (rather than round) in picture 2.
Individualisation	Yes.
Answers	Yes.

Understand a map

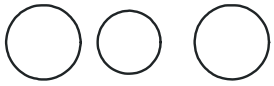
"Cut branches"

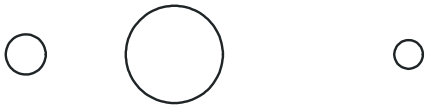




Understand a map

"Cut branches"

5 

3 

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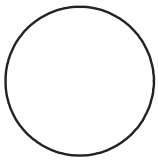
6 

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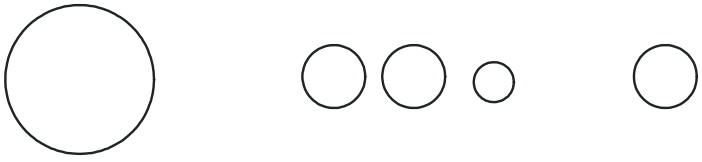
4 

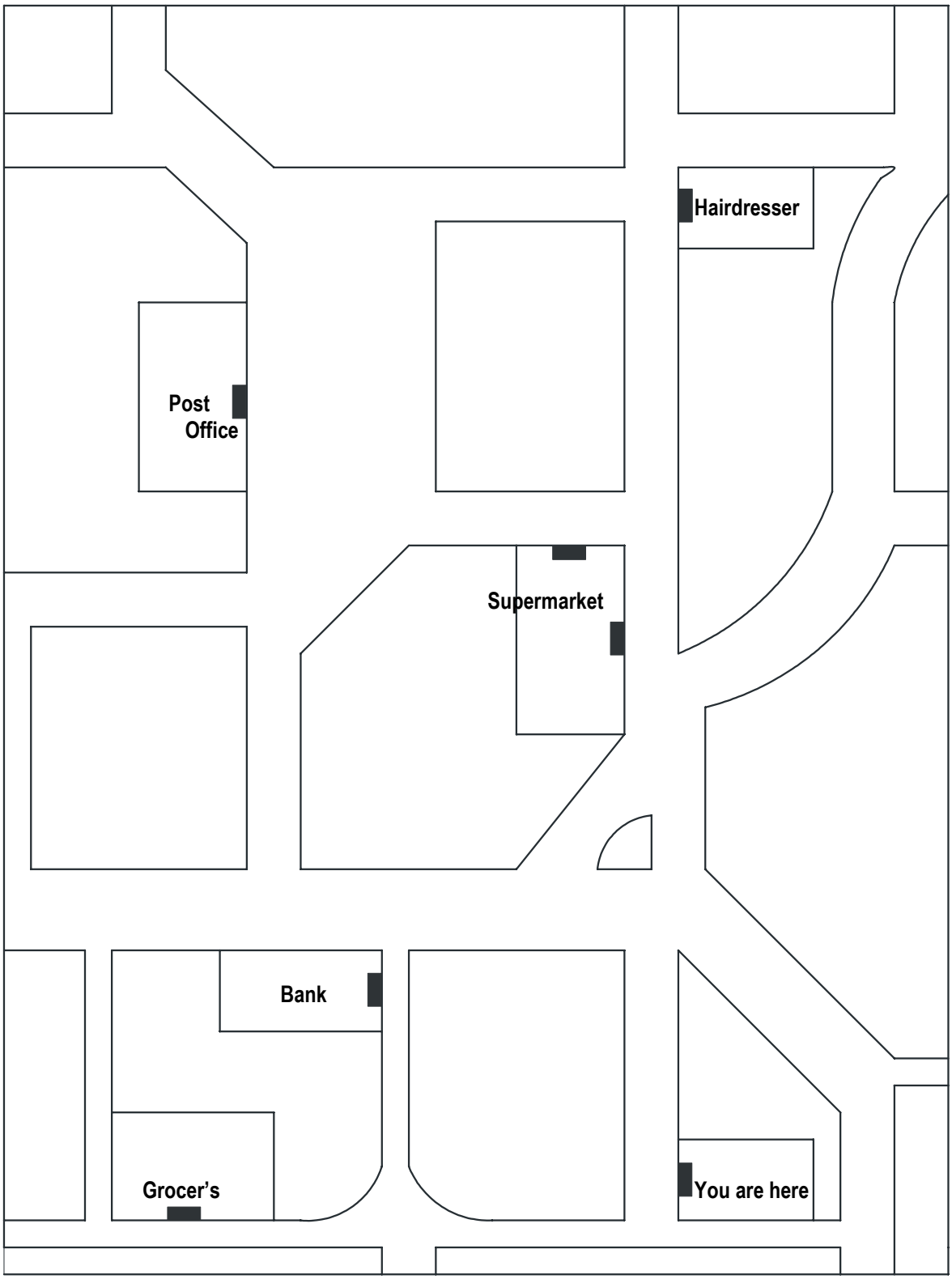
WORK IT OUT	**Understand a map** **"Shopping"**	**6-31** **Level 3** **Exercise 1**
Aims	- Practise finding your bearings on a map. - Practise explaining your choices orally. - Decentring. - Combine different possibilities according to set criteria. - Imagine criteria of a practical nature, and keep to them. - Measure your results.	
Applications (examples)	In class: oral communication, urban geography, understand some arithmetic problems, develop vocabulary (look for synonyms for "go" and "then") At work: 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. In everyday life and for leisure: 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.	
Materials	A page showing the street map of a district with a few written indications. A pencil, a rubber and a ruler for each pupil.	
Task	The teacher will give the following instructions to the pupils: 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. Start corresponds to the pupils' houses.	
Comments	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. 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.	
Extension (s) (examples)	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.	
Individualisation	Yes.	
Answers	Yes.	

WORK IT OUT

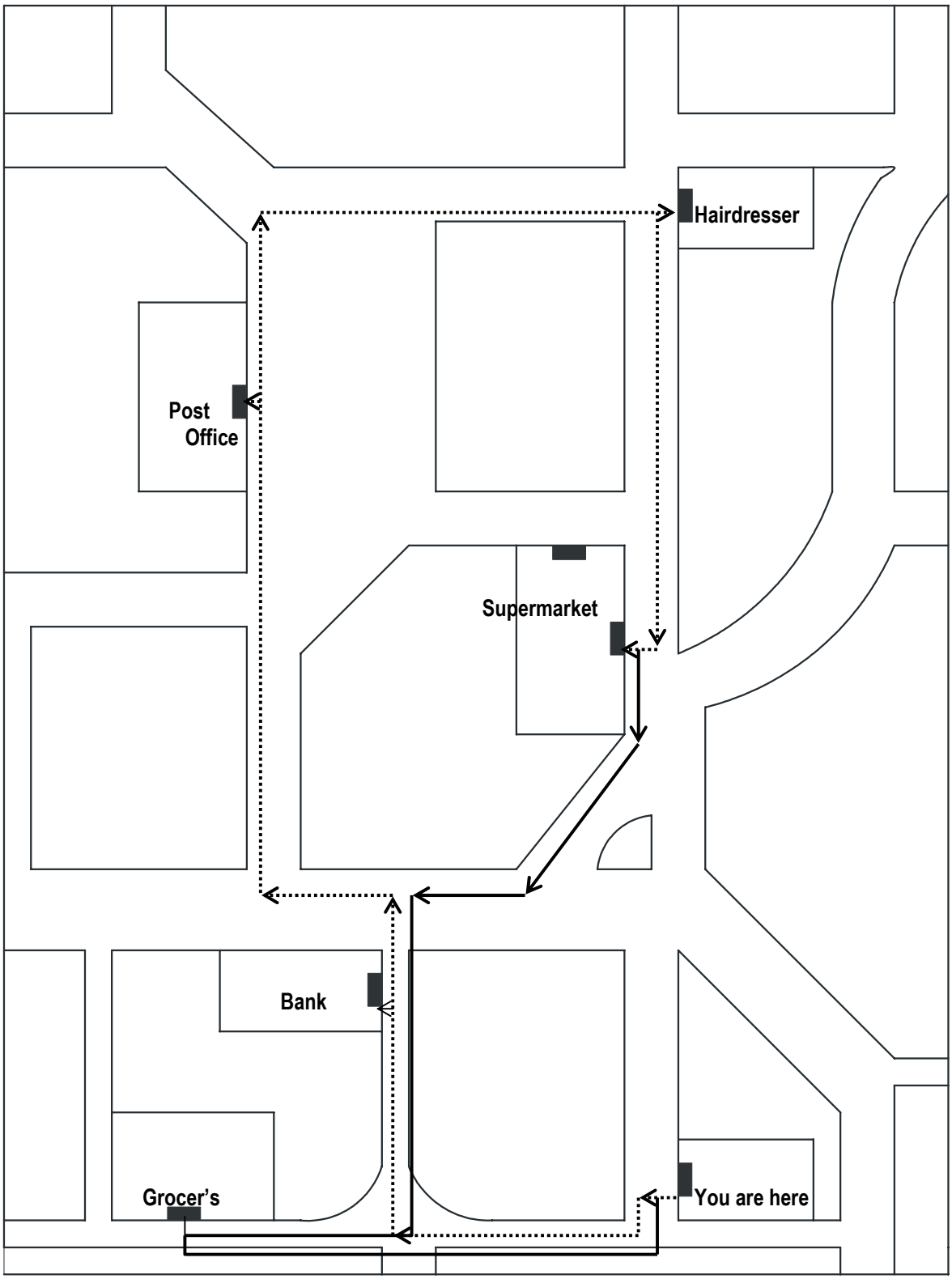
Understand a map

"Shopping"

6-31



WORK IT OUT	**Understand a map** **"Shopping"**	**6-31** **Answers**



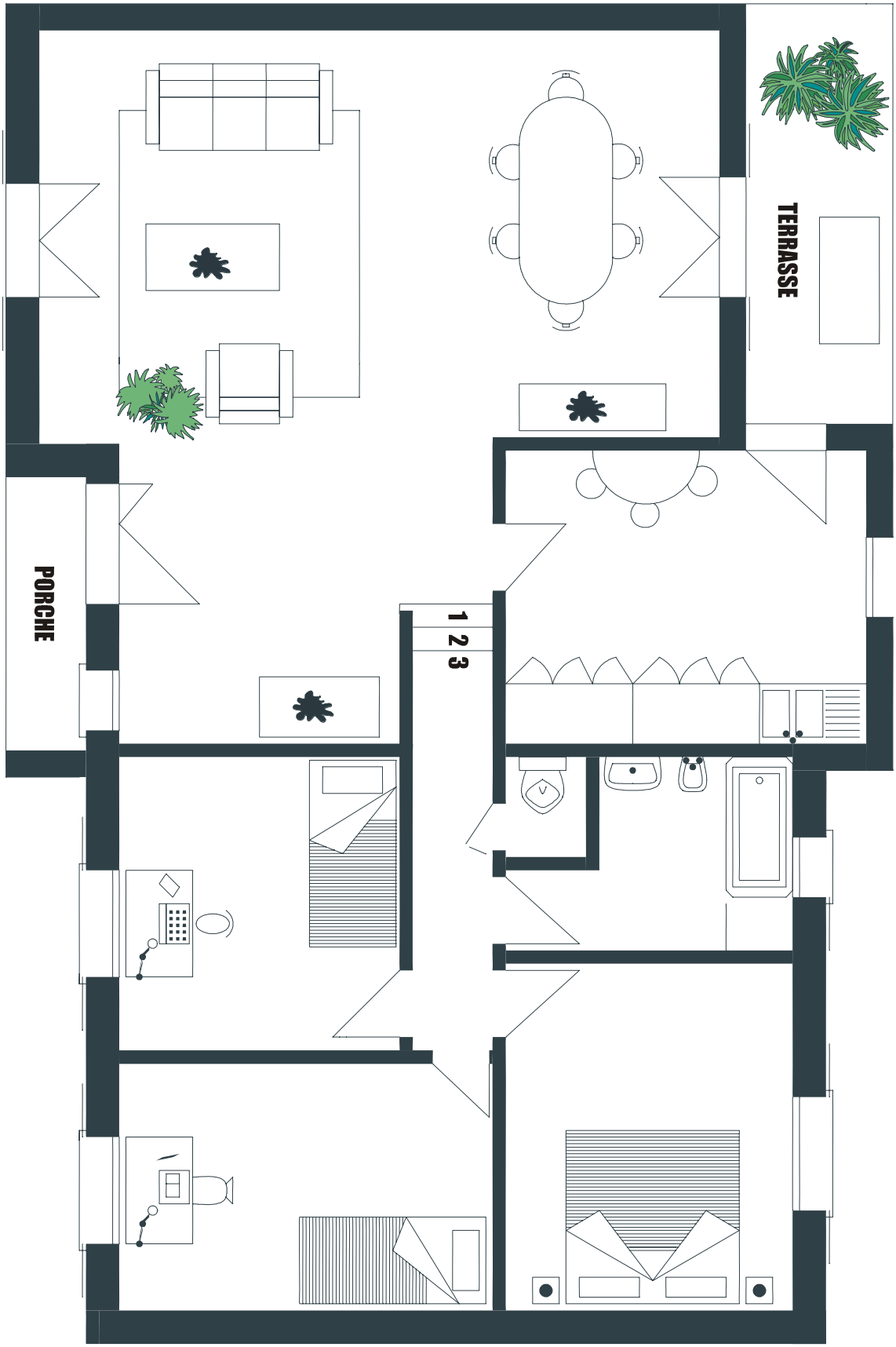
WORK IT OUT	**Understand a map** **"The flat"**	**6-32** **Level 3** **Exercise 2**
Aims	- Practise finding your way around the floor plan of a flat. - Practise explaining an itinerary on a map orally. - Decentring.	
Applications (examples)	In class: oral communication, urban geography, understand some arithmetic problems, develop vocabulary (look for synonyms for "go" and "then") At work: 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). In everyday life and for leisure: board games: I am here, I move so many squares in such a direction, where am I and what do I do?	
Materials	A page showing a detailed plan of a flat.	
Task	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. The teacher should state that it is not the page that determines the orientation, but the front door of the flat.	
Comments	The group can first agree on how to represent the doors and windows on this plan.	
Extension (s) (examples)	- 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

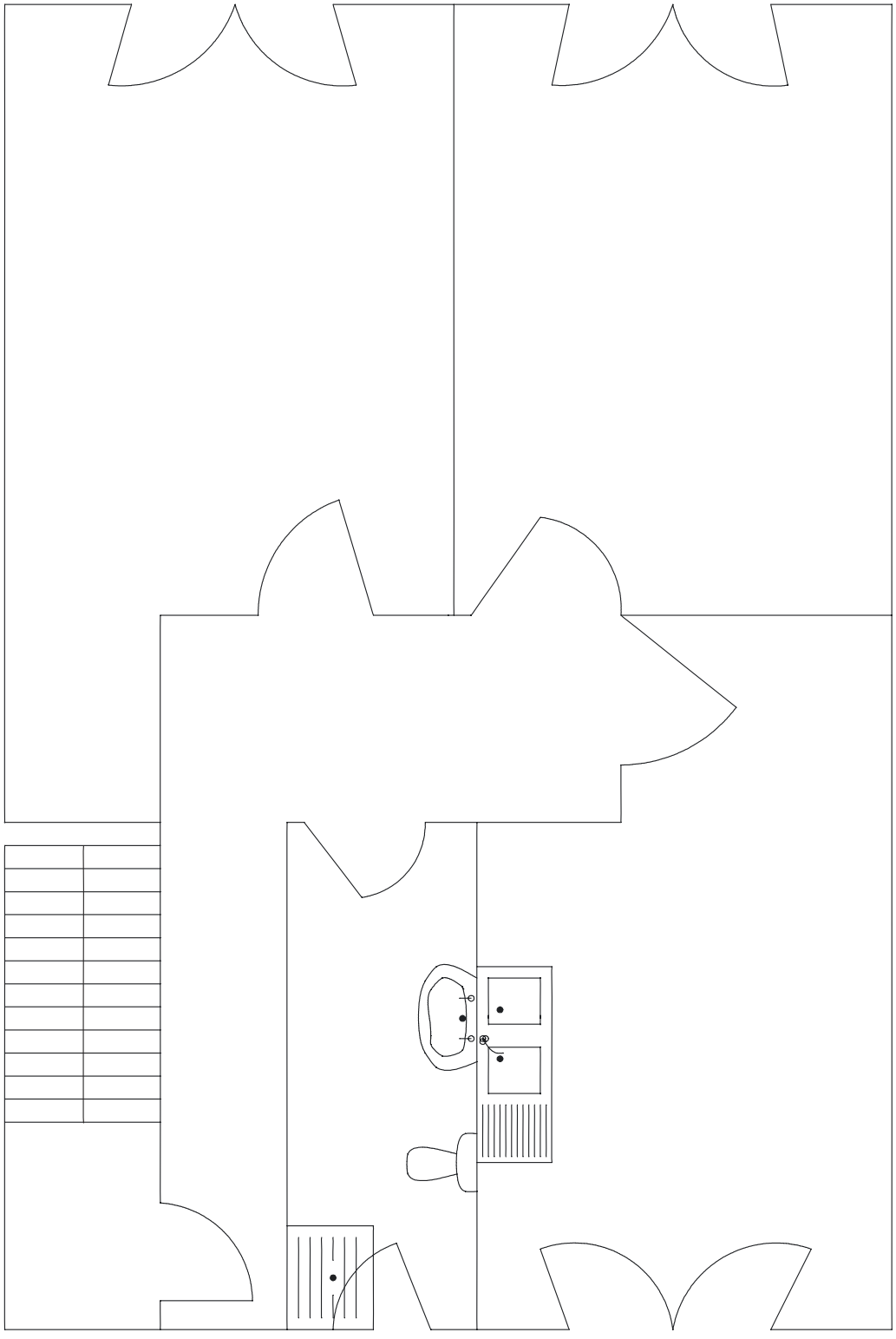
Understand a map

"The flat"

6-32



WORK IT OUT	**Understand a map** **"Mistakes"**	**6-33** **Level 3** **Exercise 3**
Aims	- 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)	In class: arithmetic and sums in general: develop critical thinking in order to understand problems posed. At work: develop vigilance, in organisations of independent teams, or with a view to self-evaluation. In everyday life and for leisure: game of spot the difference, cheat, look for mistakes in all areas, look for the causes of any material or functional problem.	
Materials	- 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	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.	
Comments	The group can first agree on how to represent the doors and windows on this plan.	
Extension (s) (examples)	The pupils can describe the flat as if they were giving a guided tour. 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.	
Individualisation	Yes.	
Answers	Yes.	



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.

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Understand a map

"Mistakes"

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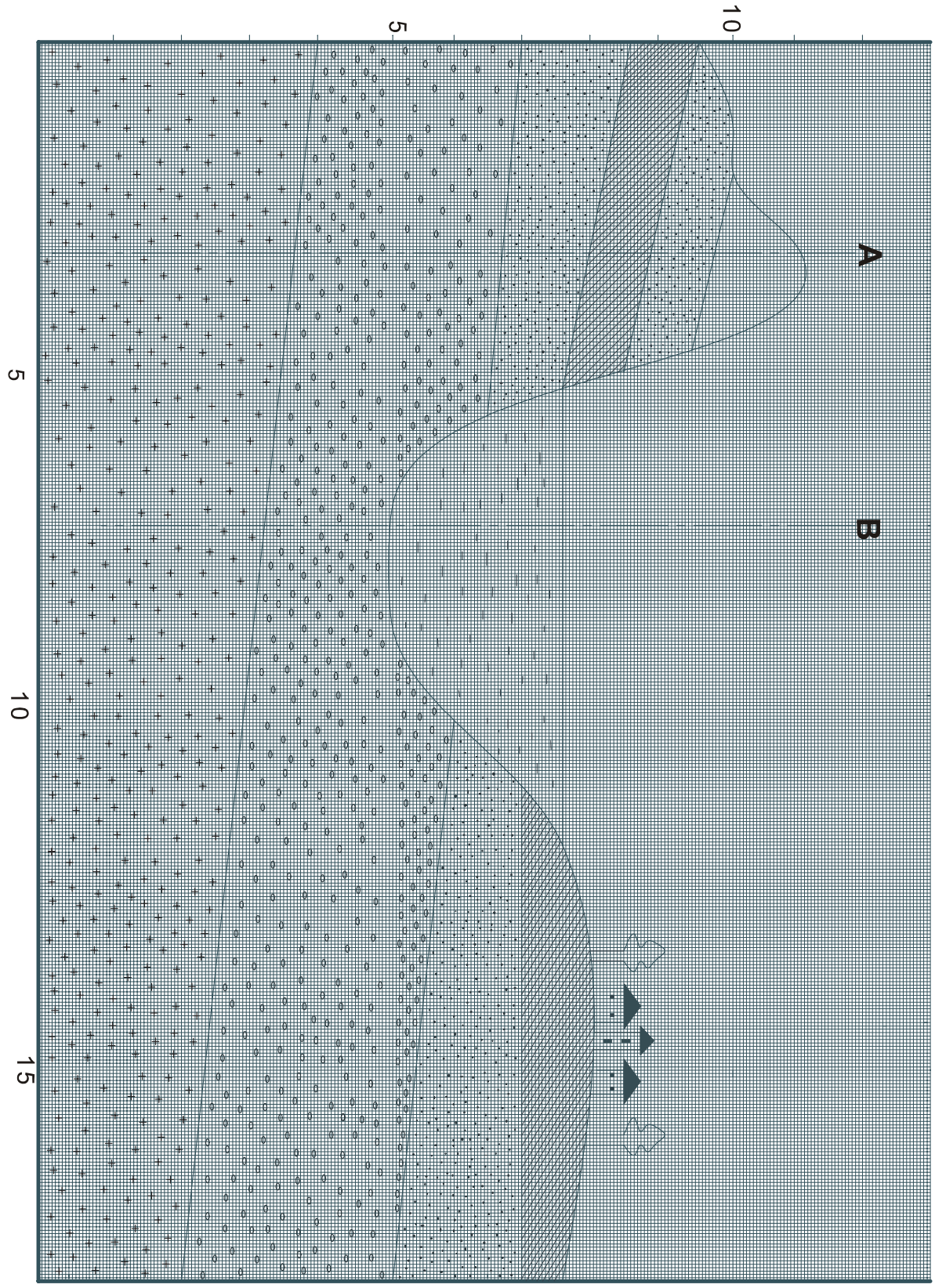
WORK IT OUT	**Understand a map** **"Viewpoints"**	**6-41** **Level 4** **Exercise 1**

Aims	- Position yourself in space on a map. - Find your bearings in relation to a plan in perspective. - Compare two documents.
Applications (examples)	In class: Introduction to solid geometry. Initiation to technical drawing, drawing and understanding plans or maps. At work: Initiation to technical drawing, drawing and understanding plans or maps. Initiation to methodology. In everyday life and for leisure: Guide a child's early learning, playing with shapes in understanding graphics, comprehension of specification sheets or instruction leaflets that include sketches.
Materials	- One page with a very approximate plan of a flat. Two arrows indicate the viewpoints. - A second page with a view in perspective of part of the flat.
Task	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.
Comments	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).
Extension (s) (examples)	**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. **2**. The same kind of exercise can be done using photographs.
Individualisation	Yes.
Answers	Yes.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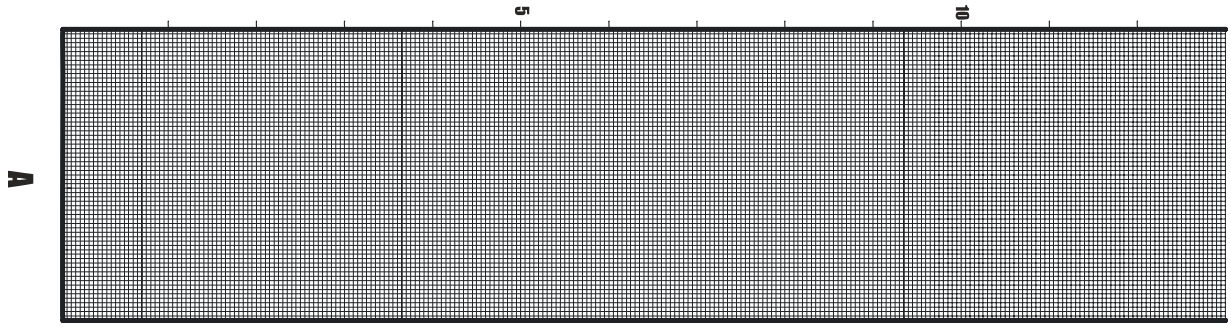
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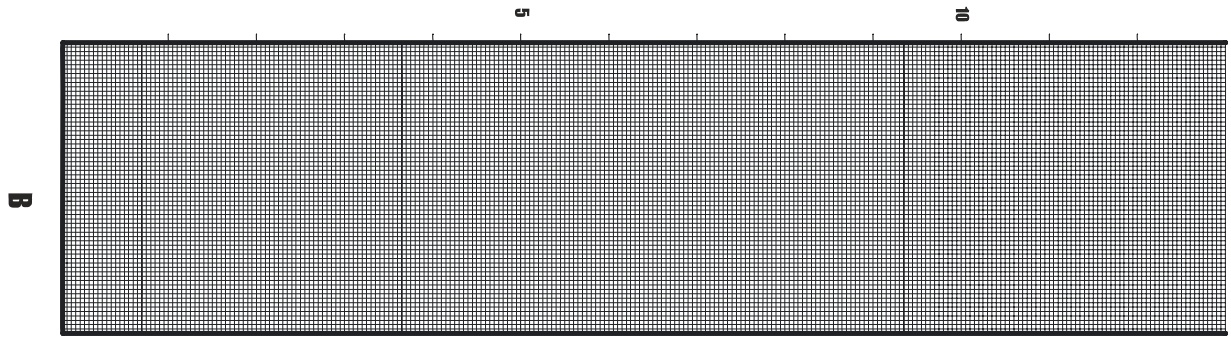
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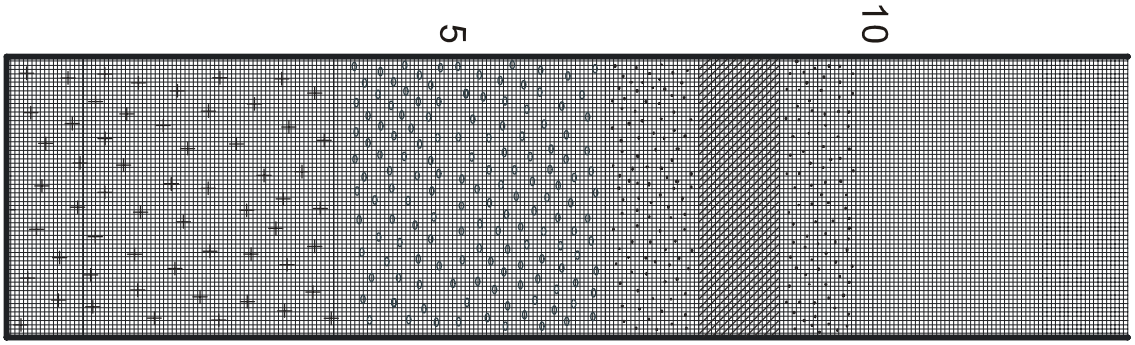
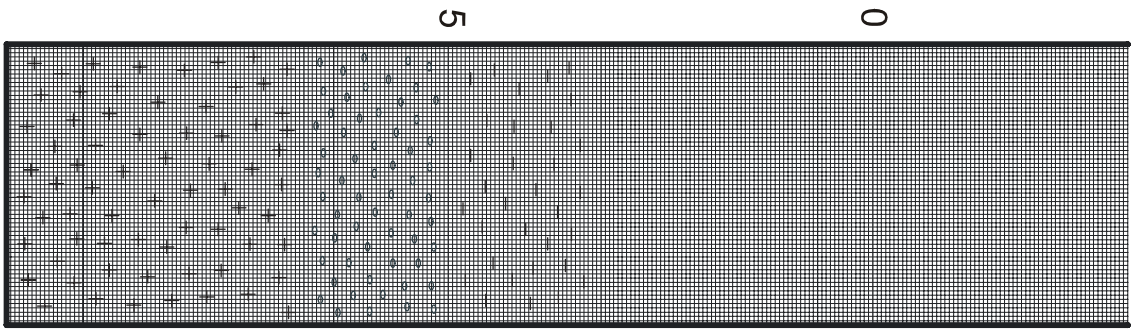
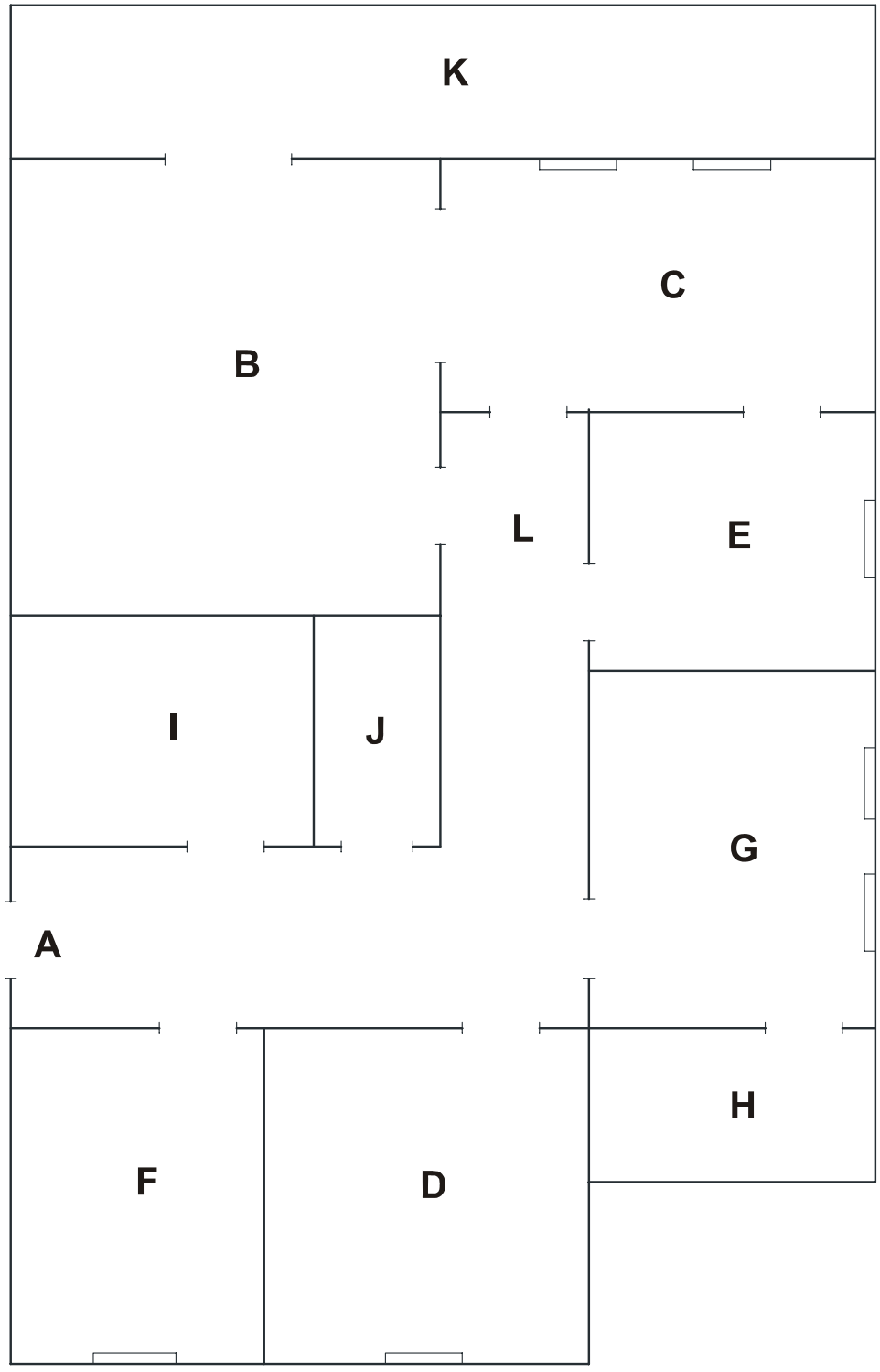


B



WORK IT OUT	**Understand a map** **"The map needs checking"**	**6-42** **Level 4** **Exercise 2**
Aims	- 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)	In class: 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. At work: preparation for tasks of assessment and management (for the reasons above). In everyday life and for leisure: 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.	
Materials	- One page with a rough plan of a flat with letters corresponding to each room. - A second page with the numbered description of the flat, containing mistakes. - A page with the numbers 1 to 12 for the pupils if the teacher gives the description orally.	
Task	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.	
Comments	The group can first agree on how to represent the doors and windows on this plan.	
Extension (s) (examples)	**1**. The pupils can describe the flat as if they were giving a guided tour. **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.	
Individualisation	Yes.	
Answers	Yes.	


K
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L
E
I
J
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H
F
D

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.

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WORK IT OUT	**Understand a map** **"The plan needs checking"**	**6-42** **Answers**

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.

FALSE 3. Kitchen E has a communicating door with room G.

FALSE 4. Dining room C opens on to terrace K.

5. Living room B leads into dining room C and corridor L.

FALSE 6. Bathroom I has a communicating door with toilet J.

7. Box room H has no window.

FALSE 8. Bedroom D has a door opening on to box room H.

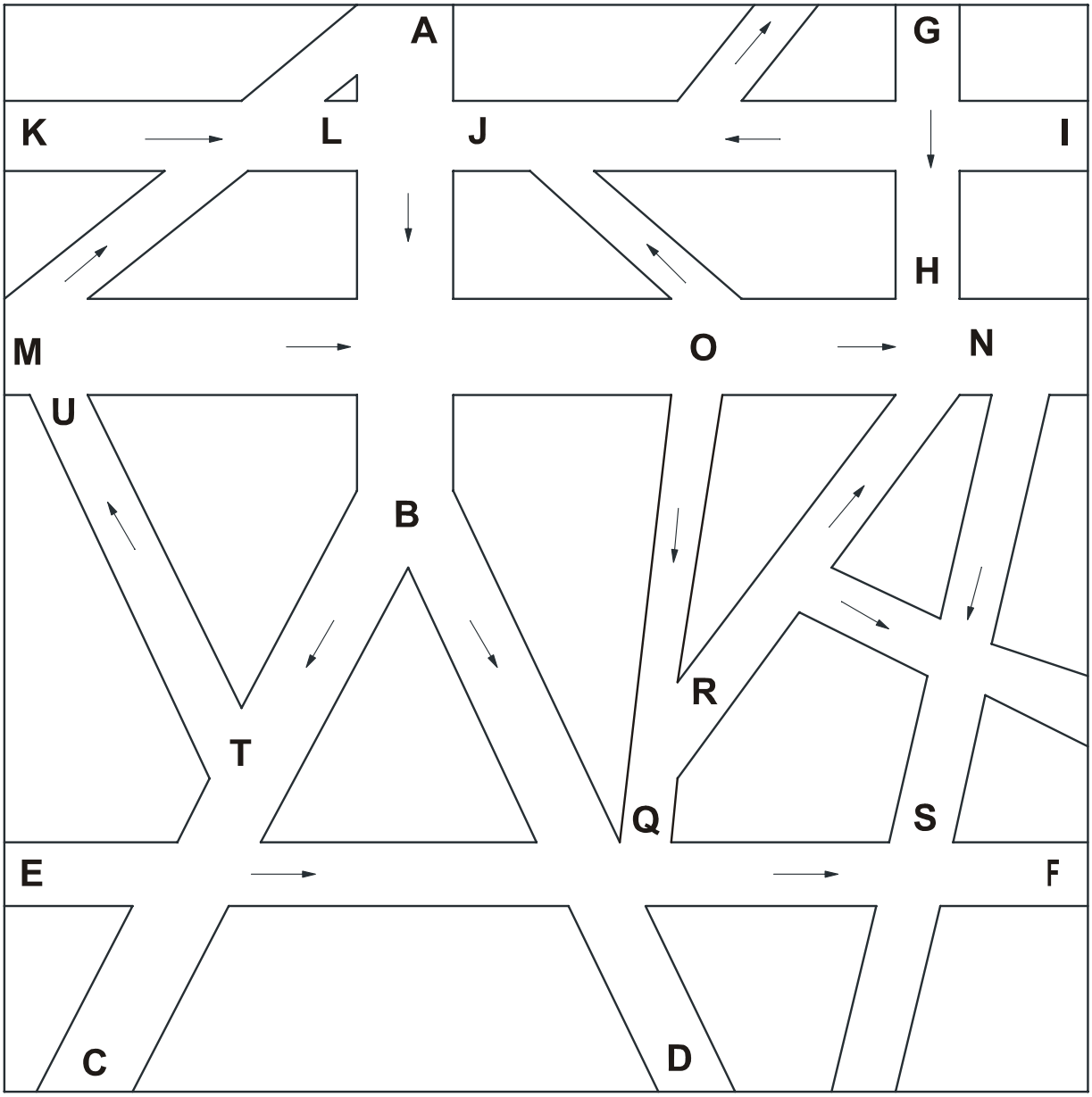
9. Bathroom I and toilet J have no windows.

FALSE 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.

FALSE 12. On leaving bedroom F, you have the front door of the flat on your right.

WORK IT OUT	**Understand a map** **"Directing traffic"**	**6-43** **Level 4** **Exercise 3**
Aims	- Practise finding your bearings on the diagram of a street map. - Practise finding arrow signs and their continuation on a map. - Practise working with the arrow symbols in both directions. - Practise following relatively long instructions, written or oral.	
Applications (examples)	In class: oral communication, urban geography, understand some arithmetic problems, develop vocabulary (look for synonyms for "go" and "then")). At work: 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. In everyday life and for leisure: 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.	
Materials	- 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. - 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.	
Task	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.	
Comments	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.	
Extension (s) (examples)	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?	
Individualisation	Yes.	
Answers	Yes.	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A → B ☐

C → B ☐

T → U ☐

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J ← I ☐

O → P ☐

H ← G ☐

Q → O ☐

N ← R ☐

S → N ☐

F ← E ☐

A	→	**B**	☐
C	→	**B**	☒
T	→	**U**	☐
M	←	**N**	☒
K	→	**L**	☐
J	←	**I**	☒
O	→	**P**	☐
H	←	**G**	☐
Q	→	**O**	☐
N	←	**R**	☐
S	→	**N**	☒
F	←	**E**	☒