

**WORK IT  
OUT****Classifier par ensembles  
et sous-ensembles****«32 card deck»****12-41****Level 4  
Exercise 1**

<b>Aims</b>	<ul style="list-style-type: none"><li>- Practising working with sets.</li><li>- Practising sorting sets into groups and sub-groups.</li></ul>
<b>Applications (examples)</b>	<p><u>In class</u>: any mental operation involving finding a sorting criterion to make sets and sub-sets, for example grammatical rules in English or other languages, mathematical problems etc..</p> <p><u>At work</u>: any job involving cataloguing, sorting, tidying, arranging components, items or objects according to given criteria (labelling, packing, stocking, stamping, separating etc.) Jobs requiring this mental ability are numerous in manufacturing, retailing and office work, as well as in other sectors like market-gardening, catering, ICT, fashion design, maintenance and repair of machines and vehicles.</p> <p><u>In everyday life and leisure</u>: any activity involving cataloguing according to criteria that are given or need to be worked out: organising a stamp or a postcard collection or other activities involving albums/storage systems and display criteria; games (card games, jigsaws); stowing objects in boxes or predetermined areas (tools, sewing implements, buttons). Interior decoration also uses this skill, as does the organisation of activities for clubs, sporting events etc...</p>
<b>Materials</b>	32 card decks of playing cards.
<b>Instructions</b>	The cards should be displayed in front of the students (with the help of an overhead projector, for instance). The students need to find 3 different ways of sorting all of the cards in sets and sub-sets.
<b>Comments</b>	The number of decks should be proportionate to the number of students/working groups.
<b>Variations (examples)</b>	<ol style="list-style-type: none"><li>1. The students could consider if their sorting criteria and rules apply to a 52 card deck.</li><li>2. Different decks could be used: tarot, Indian or French cards, for example.</li></ol>
<b>Individualisation</b>	Yes.
<b>Answers</b>	No. There are many different solutions.

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**Classifier par ensembles  
et sous-ensembles  
«32 card deck»**

**12-41**

<b>WORK IT OUT</b>	<b>Categorising -sets and sub-sets</b>	<b>12-42</b> <b>Level 4</b> <b>Exercise 2</b>
<b>Aims</b>	<b>"Flags"</b>	
<b>Applications (examples)</b>	<p>- Practising working with sets. - Practising sorting sets into groups and sub-groups.</p> <p><u>In class:</u> any mental operation involving finding a sorting criterion to make sets and sub-sets, for example grammatical rules in English or other languages, mathematical problems etc..</p> <p><u>At work:</u> any job involving cataloguing, sorting, tidying, arranging components, items or objects according to given criteria (labelling, packing, stocking, stamping, separating etc.) Jobs requiring this mental ability are numerous in manufacturing, retailing and office work, as well as in other sectors like market-gardening, catering, ICT, fashion design, maintenance and repair of machines and vehicles.</p> <p><u>In everyday life and leisure:</u> any activity involving cataloguing according to criteria that are given or need to be worked out: organising a stamp or a postcard collection or other activities involving albums/storage systems and display criteria; games (card games, jigsaws); stowing objects in boxes or predetermined areas (tools, sewing implements, buttons). Interior decoration also uses this skill, as does the organisation of activities for clubs, sporting events etc...</p>	
<b>Materials</b>	A sheet of paper with 19 flags.	
<b>Instructions</b>	The students have to separate the flags into several sets according to self-determined rules and criteria.	
<b>Comments</b>	<ol style="list-style-type: none"> <li>1. The flags can be cut out to facilitate sorting.</li> <li>2. After reporting, students can amalgamate all their answers into a group one.</li> </ol>	
<b>Variations (examples)</b>	<ol style="list-style-type: none"> <li>1. The students could draw other flags, preferably in colour, and the same sorting exercise could be done with them.</li> <li>2. The counties represented by the flags in (1.) and by the flags in the original exercise can be sorted into sets and sub-sets.</li> </ol>	
<b>Individualisation</b>	Yes.	
<b>Answers</b>	No. There are many different solutions.	

**WORK IT  
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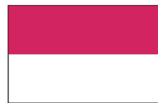
# Categorising -sets and sub-sets

12-42

## "Flags"



NORWAY



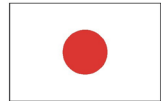
MONACO



THAILAND



ROMANIA



JAPAN



SWITZERLAND



THE NETHERLANDS



COLOMBIA



LEBANON



KENYA



ALBANIA



FINLAND



CANADA



UNITED KINGDOM



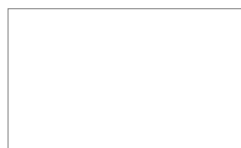
QUEBEC



MALI



GUATEMALA



CYPRUS



SOUTH KOREA

<b>WORK IT OUT</b>	<b>Categorising -sets and sub-sets</b>	<b>12-43</b> <b>Level 4</b> <b>Exercise 3</b>
	<b>"Family history"</b>	
<b>Aims</b>	<ul style="list-style-type: none"> <li>- Practising working with sets.</li> <li>- Practising sorting sets into groups and sub-groups.</li> <li>- Practising drawing a document according to data.</li> </ul>	
<b>Applications (examples)</b>	<p><u>In class</u>: any mental operation involving finding a sorting criterion to make sets and sub-sets, for example grammatical rules in English or other languages, mathematical problems etc..</p> <p><u>At work</u>: any job involving cataloguing, sorting, tidying, arranging components, items or objects according to given criteria (labelling, packing, stocking, stamping, separating etc.) Jobs requiring this mental ability are numerous in manufacturing, retailing and office work, as well as in other sectors like market-gardening, catering, ICT, fashion design, maintenance and repair of machines and vehicles.</p> <p><u>In everyday life and leisure</u>: any activity involving cataloguing according to criteria that are given or need to be worked out: organising a stamp or a postcard collection or other activities involving albums/storage systems and display criteria; games (card games, jigsaws); stowing objects in boxes or predetermined areas (tools, sewing implements, buttons). Interior decoration also uses this skill, as does the organisation of activities for clubs, sporting events etc...</p>	
<b>Materials</b>	<ul style="list-style-type: none"> <li>- A data sheet about the family members and their relationships. (page 1).</li> <li>- A sheet of paper with the blank outline of a family tree.</li> </ul>	
<b>Instructions</b>	The students have to fill the blank boxes in the family tree (page 2) according to the data on page 1.	
<b>Comments</b>	<ol style="list-style-type: none"> <li>1. The exercise becomes easier (level 3) if the teacher enters the name of one of the grandparents in one of the top boxes.</li> <li>2. It is also possible to give page 1 only to the students and allow them to draw the family tree themselves. This makes the exercise more difficult (level 5 if there was one).</li> </ol>	
<b>Variations (examples)</b>	<ol style="list-style-type: none"> <li>1. The teacher could ask the students to draw their own family tree, starting with their grand-parents or great grand-parents.</li> <li>2. Starting with their own family tree, students could work out which data they need to give the group to allow them to draw the tree themselves.</li> </ol>	
<b>Individualisation</b>	Yes.	
<b>Answers</b>	Yes.	

**Page 1**

**Data**

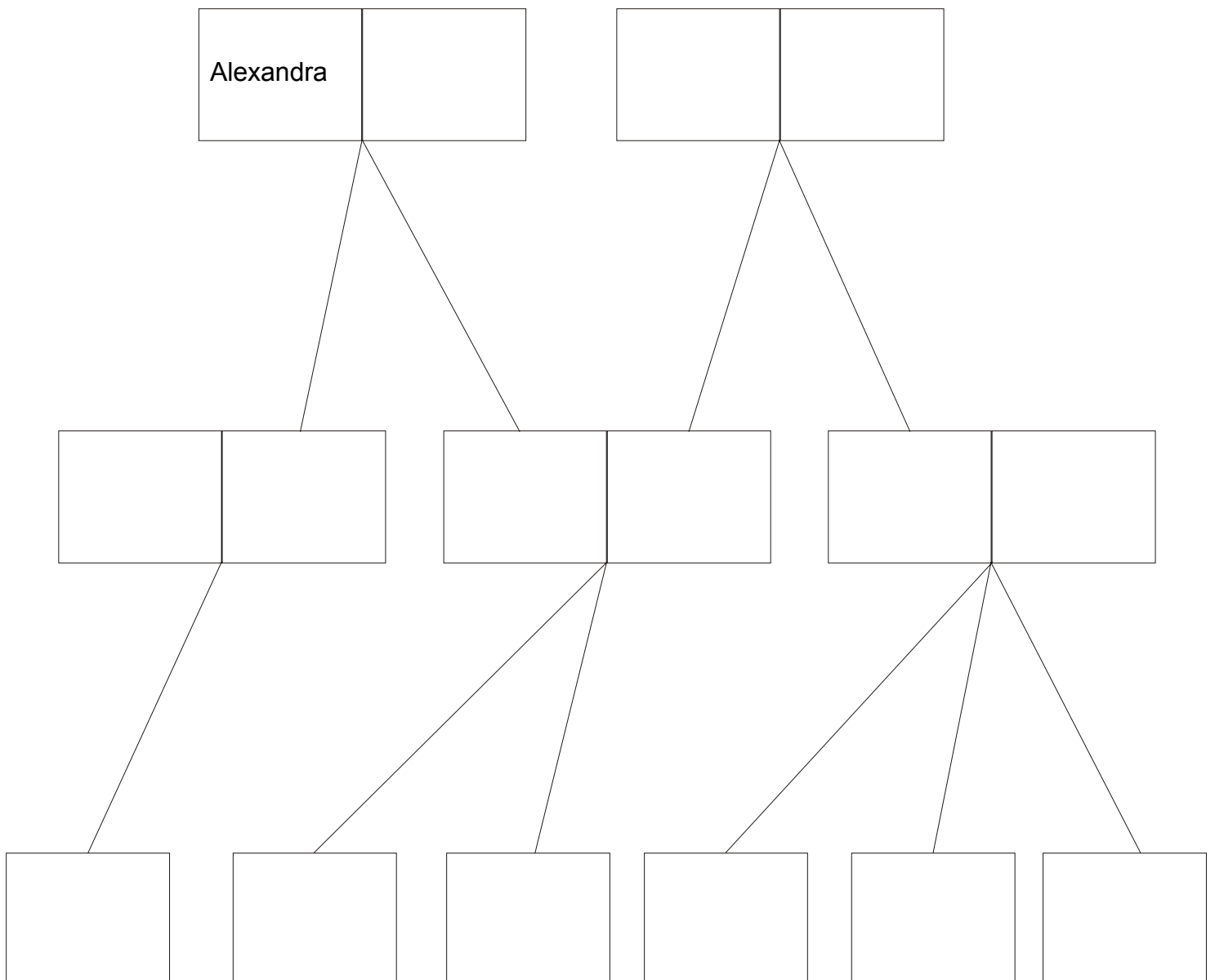
**Anne is married to Henry and they have two daughters: Victoria and Jessica.**

**Alexandra and George have two daughters: Sophie et Anne.**

**Peter is married to Julie and they have three children: Larry, Gerry and Marie.**

**Jean and Anthony have two sons: Peter and Henry.**

**Sophie is married to James and they have a son: Paul**



**"Family history"**

