

**WORK IT
OUT****Using logic to remember****14-41****"Fruits"****Level 4
Exercise 1**

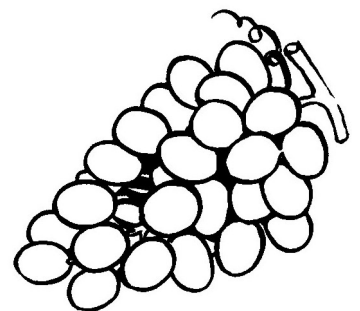
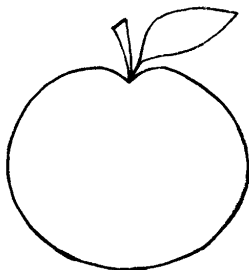
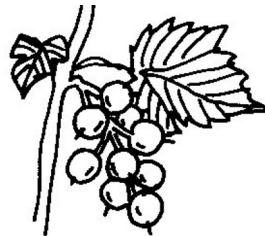
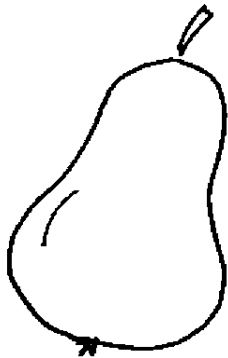
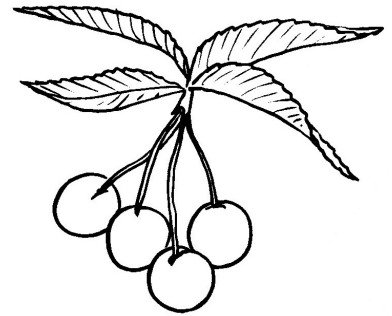
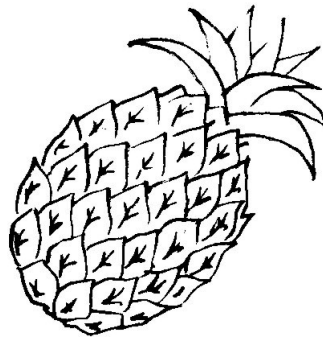
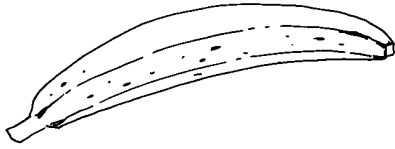
<i>Aims</i>	Practising finding a method to remember the situation of ten drawings of different fruits on a sheet of paper.
<i>Applications (examples)</i>	<p><u>In class</u>: remembering timetables, locations in the school, mathematical formulae, dates, poems, songs and any other item of organised information.</p> <p><u>At work</u>: remembering how to do things while training, how to use tools or products.</p> <p><u>In everyday life and leisure</u>: there are many things which are useful to remember: shopping lists, recipes, how to do a multitude of tasks (sewing, knitting, gardening, DIY etc), list of names, addresses, numbers, itineraries..</p>
<i>Materials</i>	<ul style="list-style-type: none">- A reference sheet with the drawing of ten fruits- An exercise sheet which is the same as the reference sheet, but with 4 drawings missing.
<i>Instructions</i>	<p>The students have to look at the reference sheet for two minutes, after the teacher has explained the purpose of the exercise: they have to find some method to remember the drawings and their position. They then turn the reference sheet over and write the names of the missing fruits in the appropriate spaces on the exercise sheet.</p> <p>N.B. You could also cut out some drawings. The exercise would then consist of recreating the reference sheet by gluing the missing drawings in the right place and the exercise sheet would not be needed. (See the comments below).</p>
<i>Comments</i>	For those students whose reading and writing skills are not sufficient for the exercise, photocopy the reference sheet and ask the students to cut out the 10 fruits. They can then glue the fruit in the right order.
<i>Variations (examples)</i>	<ol style="list-style-type: none">1. Students could classify the fruits according to criteria that would help them to remember2. Students could suggest mnemonics to remember other fruits that they have listed or drawn.
<i>Individualisation</i>	Yes.
<i>Answers</i>	No.

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Using logic to remember

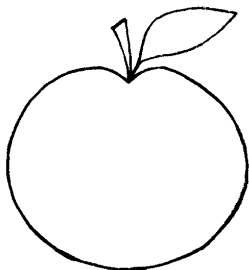
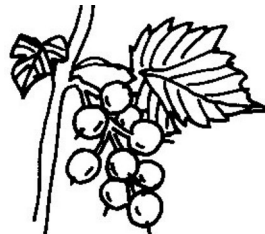
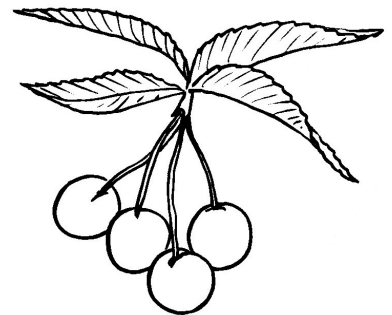
14-41

"Fruits"



"Fruits"

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**WORK IT
OUT****Using logic to remember****14-42****Level 4
Exercise 2****"Transport"**

Aims	S'entraîner découvrir un moyen mnémotechnique pour retenir une liste de mots sans tenir compte de l'ordre dans lequel elle est présentée..
Applications (examples)	<u>In class</u> : remembering timetables, locations in the school, mathematical formulae, dates, poems, songs and any other item of organised information. <u>At work</u> : remembering how to do things while training, how to use tools or products. <u>In everyday life and leisure</u> : there are many things which are useful to remember: shopping lists, recipes, how to do a multitude of tasks (sewing, knitting, gardening, DIY etc), list of names, addresses, numbers, itineraries....
Materials	A sheet of paper with une liste de 12 mots se rapportant à des moyens de locomotion.
Instructions	The students have to look at the different shapes and establish some mental classification which will allow them to remember each of the shapes, though not necessarily the order in which the shapes are presented. . The teacher will remind students of the name of each shape (rectangle, square, oval, circle) to facilitate oral reporting.
Comments	If the students' reading and writing levels are not high enough for this exercise, the teacher can substitute exercises number 14-41 or 14-43. Younger students tend to remember items in the order in which they are presented, even when not told to do so. They then have to explain their strategy for remembering to the group, which is difficult as it is rarely an overt process. Adults, on the other hand, tend to regroup objects according to some personal mnemonic method and find it much easier to explain how they remembered.
Variations (examples)	1. The exercise could be made more difficult by asking the students to remember the words in their original order. A new method for remembering must then be devised. 2. The teacher could ask the students to add new words to the list, in keeping with the theme of transport. A new method for remembering must then be devised. You could limit the number of words to 20
Individualisation	Yes, if the students can write.
Answers	Yes, but only as an example. Other solutions are possible.

l o c o m o t i v e

g a r e

a u t o m o b i l e

l i g n e

t r a i n

m o t e u r

a v i o n

r o u t e

p a r k i n g

a é r o g a r e

v o i e

r é a c t e u r

Exemple de système mnémotechnique possible d'après la liste :

3 mots désignant des moyens de transport :

automobile

train

avion

3 mots désignant des lieux pour les moyens de transport en question :

gare

parking

aérogare

3 mots désignant la partie du moyen de transport servant à son démarrage :

locomotive

moteur

réacteur

3 mots désignant le nom particulier de la route que suivent ces moyens de transport :

ligne

route

voie

**WORK IT
OUT****Using logic to remember****14-43****Level 4
Exercise 3****"Cards"**





























Aims	Observe and classify according to similarities and differences in order to remember. Checking that the mnemonics work.
Applications (examples)	<p><u>In class</u>: there are multiple applications of this skill: in every subject, there is information to be remembered, as well as items that have to be learnt "by heart" like mathematical formulae, dates, poems, songs etc.</p> <p><u>At work</u>: any task involving remembering information, for example a series of actions, initiatives, or regulations.</p> <p><u>In everyday life and leisure</u>: any activity involving remembering (short-term and long-term memory), for example cards already played in a card game, telephone and bank cards numbers, passwords on the internet. Also everyday situations when you need to put things away and find them again etc</p>
Materials	<ul style="list-style-type: none">- A reference sheet with a 28 cells table, Each cell contains a playing card symbol (heart, diamond, club or spade).- A first exercise sheet which is the same as the reference sheet, but with three symbols missing.<ul style="list-style-type: none">A second exercise sheet where the cells are empty, except for 4 cells containing a little. This sheet will be used for a second exercise.
Instructions	<ul style="list-style-type: none">- The students have to observe the reference sheet . The teacher tell them the purpose of the two exercises(or help them to discover it, though that may be too complicated) After the allotted time is over, the students hide the reference sheet.- Then the students have to draw the missing symbols on the first exercise sheet. When they have done so, they hide the sheet.- The students are then given the second exercise sheet and they have to draw the symbols missing from the cells containing a circle. <p>The students only need to remember the symbols during the exercise. The time for observation stops when everyone says they can remember the symbols.</p>
Comments	None.
Variations (examples)	<ol style="list-style-type: none">1. The second exercise sheet could be completely blank and the students are then asked to glue coloured paper shapes in certain cells, according to a mnemonic system of their choice. The resulting table is then presented to the group which must remember it. Each student is asked to explain their method and the author of the table is asked last. It is likely that the original method, which seemed obvious and simple to the author, may not have been considered by others. The emphasis is therefore on the diversity of the method and their appropriateness for the individual which designed it.2. Students can fill some cells of the blank table with shapes, objects or words if they can write. The aim of the exercise will then be to remember the table and re-create it in front of the group on an A3 sheet.
Individualisation	Yes.
Answers	No, everyone can use different mnemonics. The criterion for success is remembering all the cards.

**WORK IT
OUT**

Using logic to remember


























14-43

"Cards"

"Cards"

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"Cards"

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