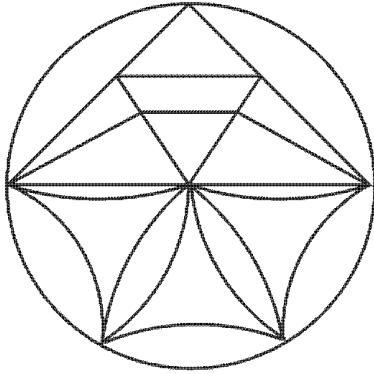
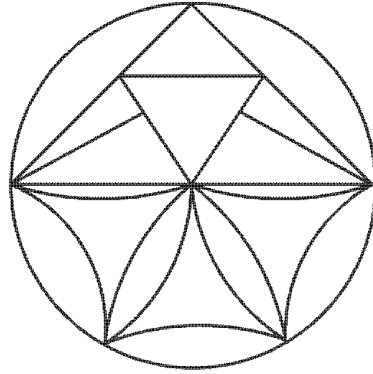


**WORK IT  
OUT****Comparing  
"Circles"****15-41**  
**Level 4**  
**Exercise 1**

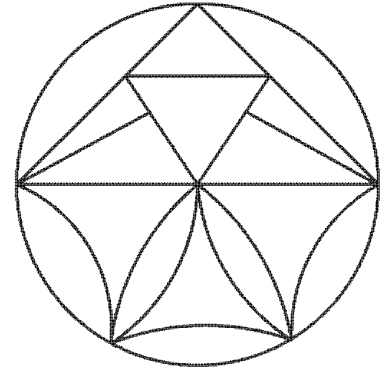
<b>Aims</b>	To develop observation and comparison skills.
<b>Applications (examples)</b>	<p><u>In class</u>: there are multiple applications of this skill, for exemple any comparison with a model or a rule in grammar, maths, geometry</p> <p><u>At work</u>: any task leading to reference to a model and respect of a standard; comparison of actual production with goals, including appraisal of one's work;</p> <p><u>In everyday life and leisure</u>: any activity involving working to a model or rules; comparing price and quality while shopping to get the best value for money; making choices and decisions;</p>
<b>Materials</b>	A sheet of paper with 9 abstract figures. They are all slightly different except two who are the same
<b>Instructions</b>	The students have to find the two identical figures, while trying to understand their own strategy so as to be able to explain it to the group.
<b>Comments</b>	Individual strategies are usually very different from one another and this makes the report to the group interesting.
<b>Variations (examples)</b>	<p>1. The teacher could ask the students to look around the classroom to find two objects which present similarities in terms of, for example, shape, colour, size, use, price etc., without actually being identical. .</p> <p>It might also be possible, if the group is the right size, to look for two students who are the most similar in terms of physical appearance, personality or behaviour patterns.</p> <p>2. The teacher can ask the students to compare their assignments so as to discover which two, or which ones, have the most in common.</p>
<b>Individualisation</b>	Yes.
<b>Answers</b>	Yes.



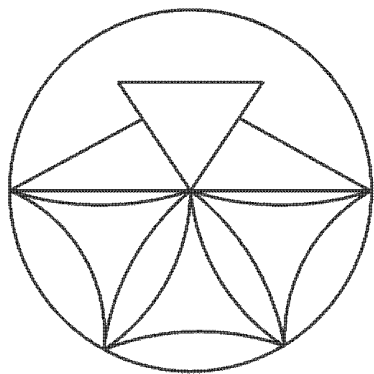
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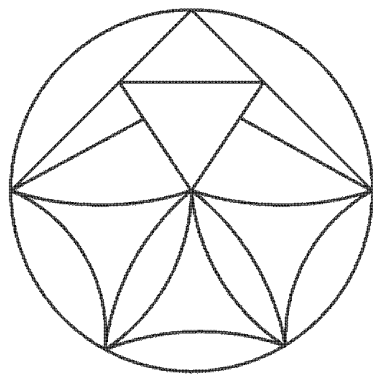
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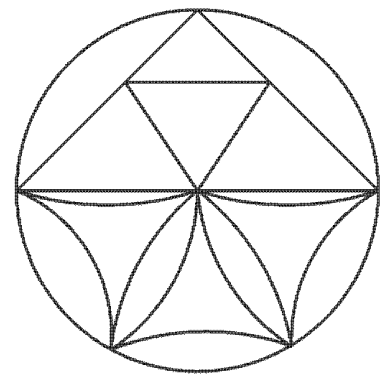
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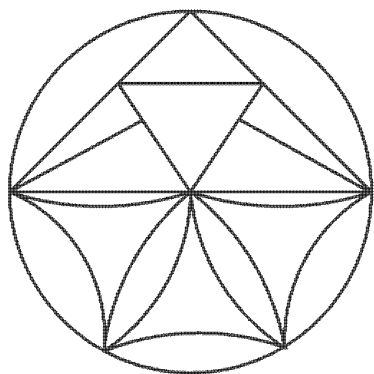
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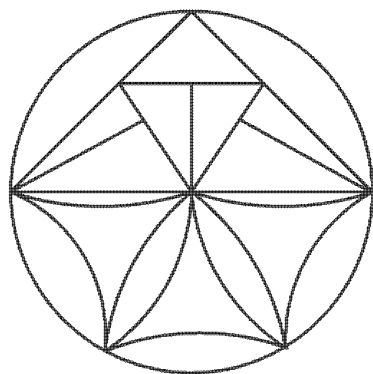
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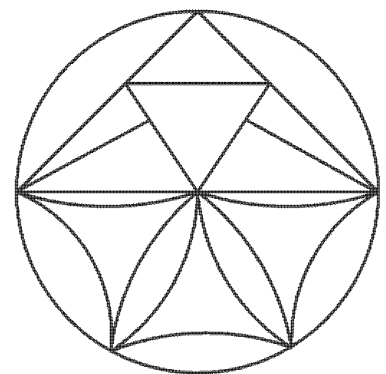
**6**



**7**



**8**

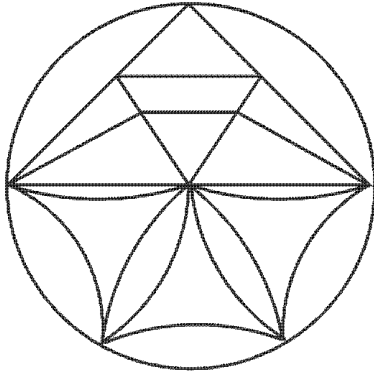


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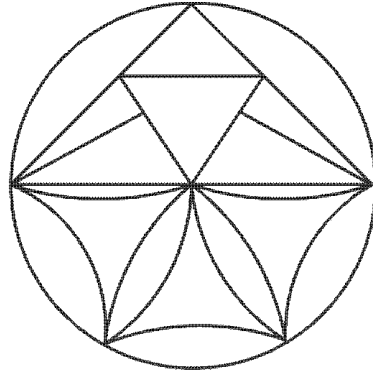
**WORK IT  
OUT**

**Comparing  
"Circles"**

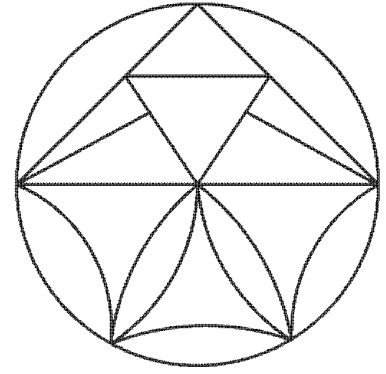
**15-41  
Answers**



**1**

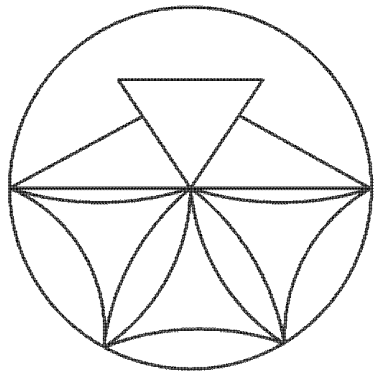


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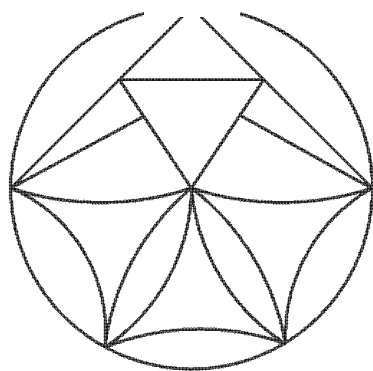


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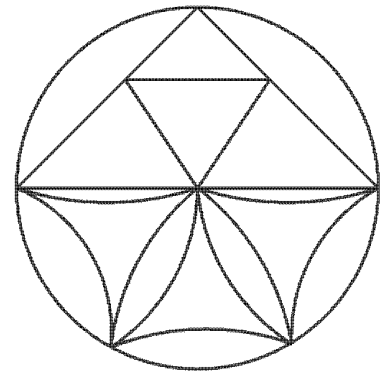
**X**



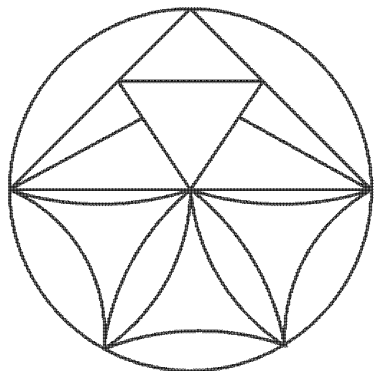
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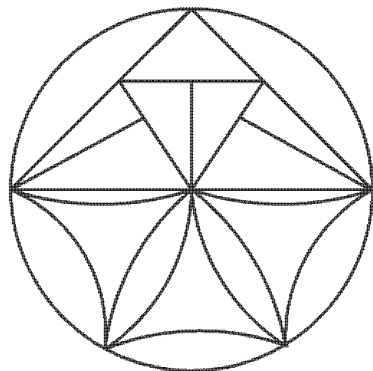
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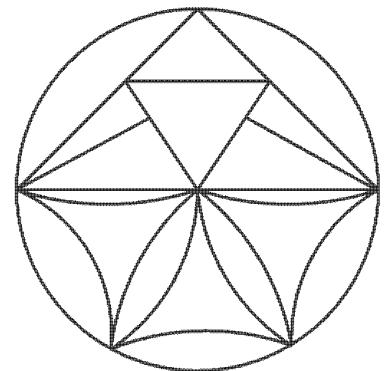
**6**



**7**



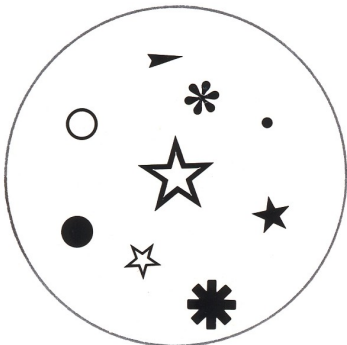
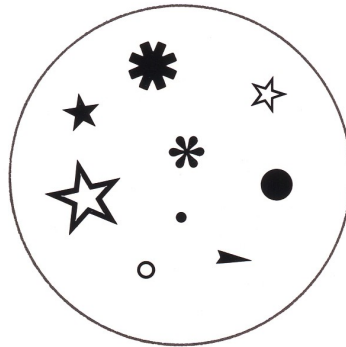
**8**



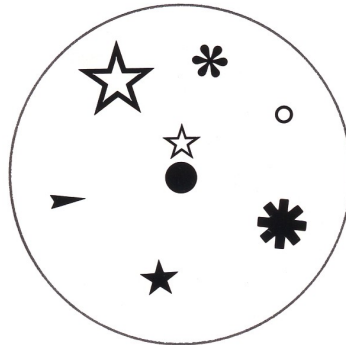
**9**

**X**

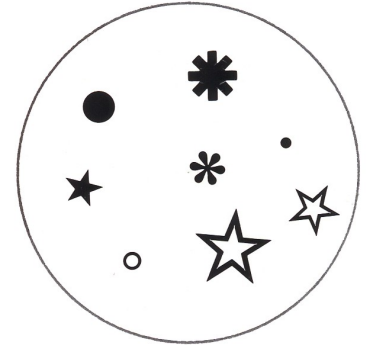
<b><i>Aims</i></b>	To develop observation and comparison skills.
<b><i>Applications (examples)</i></b>	<p><u>In class</u>: there are multiple applications of this skill, for exemple any comparison with a model or a rule in grammar, maths, geometry</p> <p><u>At work</u>: any task leading to reference to a model and respect of a standard; comparison of actual production with goals, including appraisal of one's work, (particularly during the manufacture of printed circuit and quality contro).</p> <p><u>In everyday life and leisure</u>: any activity involving working to a model or rules; comparing price and quality while shopping to get the best value for money; making choices and decisions;.</p>
<b><i>Materials</i></b>	A sheet of paper with a circle containing shapes and underneath six similar circles, only one of which contains shapes identical to the first one.
<b><i>Instructions</i></b>	The student have to find out which circle is most similar to the first one.
<b><i>Comments</i></b>	Individual strategies are usually very different from one another and this makes the report to the group interesting.
<b><i>Variations (examples)</i></b>	<ol style="list-style-type: none"><li>1. The teacher could mask the content of the circles, photocopy the page and ask the students to fills the circles with shapes so that only one of them is identical, or very similar with the first one. The sheet can them be presented to the group. If the students can read and write, the shapes could be replaced by words.</li><li>2. The teacher could ask the students to compare their favourite leisure pursuit so as to find out which two/which ones are the most similar.</li></ol>
<b><i>Individualisation</i></b>	Yes.
<b><i>Answers</i></b>	Yes.



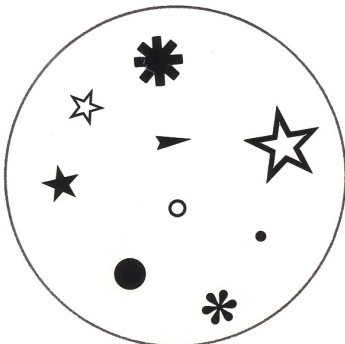
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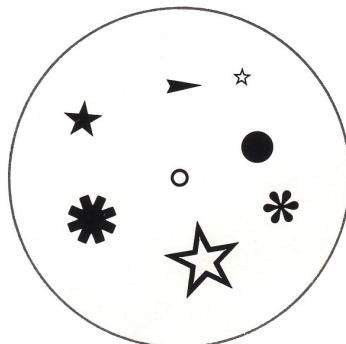
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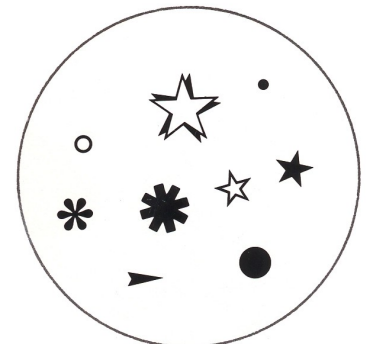
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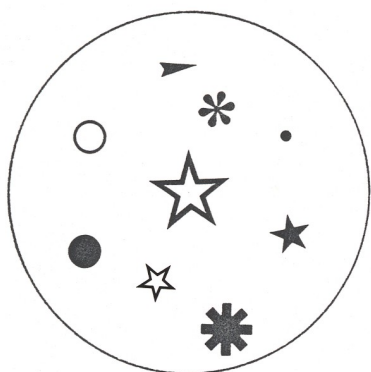
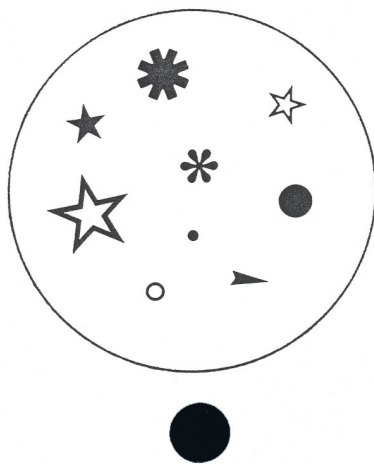
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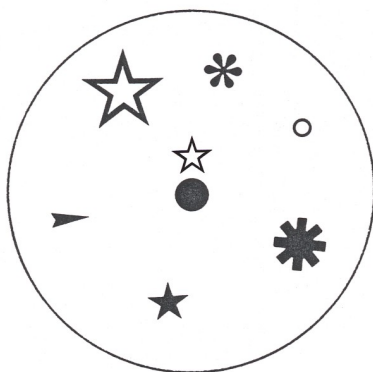
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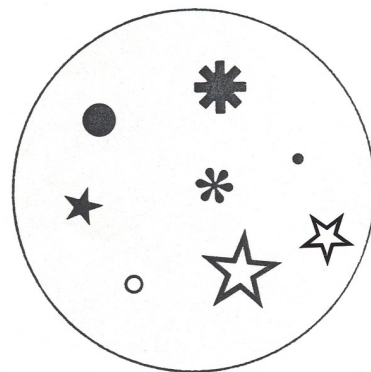
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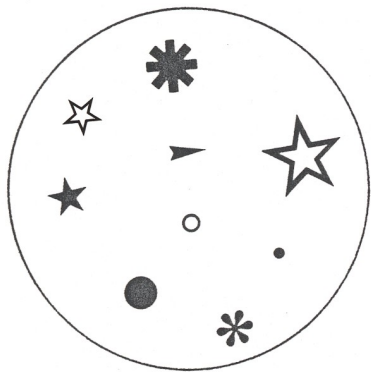
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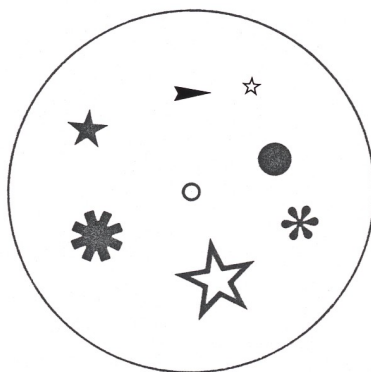
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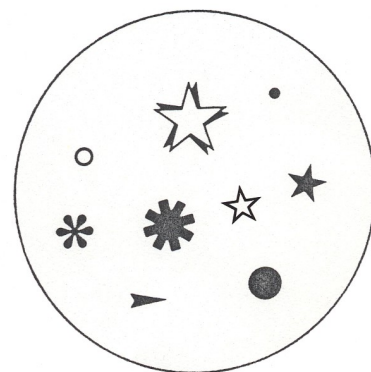
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**4**



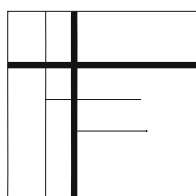
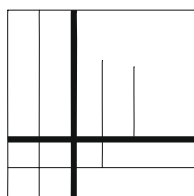
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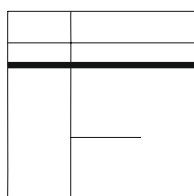
**6**

**WORK IT  
OUT****Comparing  
"Superimposing"****15-43****Level 4  
Exercise 3**

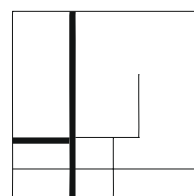
<b>Aims</b>	<ul style="list-style-type: none"><li>- Developing observation skills, scanning skills and the ability to compare through inclusion.</li><li>- Improving visual rotation.</li></ul>
<b>Applications (examples)</b>	<p><u>In class</u>: there are multiple applications of this skill, for example any comparison with a model or a rule in grammar, maths, geometry. You could add all that concerns naming in grammar or maths, whether significant or not and to what extent; also comparison of chemical symbols and formulae. Also notice of small differences in sentences (tense for example) or small modifiers of meaning in languages, maths and technology.</p> <p><u>At work</u>: any task leading to reference to a model and respect of a standard; comparison of actual production with goals, including appraisal of one's work; also quality control, progress of a piece of work, wear and tear of tools, quantity control. Also ability to take into account elements that are hard to read.</p> <p><u>In everyday life and leisure</u>: any activity involving working to a model or rules; comparing price and quality while shopping to get the best value for money; making choices and decisions; also games involving spotting differences and any activity where choices must be made between similar products, for example gathering mushrooms</p>
<b>Materials</b>	A sheet of paper with abstract shapes and underneath 9 other similar abstract shapes.
<b>Instructions</b>	The students have to imagine that the first shape is superimposed on the other nine ones. They have to find which of the 9 shapes can be completely hidden by the first one. The teacher can then ask the students to devise a method to check if their answer is correct. (for example superimposing the first shape on the other ones, using two worksheets and holding the two sheets in front of a strong source of light).
<b>Comments</b>	<ol style="list-style-type: none"><li>1. The students can check their answer themselves if the teacher provides tracing paper: the students can trace the first shape and superimpose it on the shape of their choice.</li><li>2. The layout and thickness of the line will reveal astigmatism in students that have difficulties in perceiving the shapes or the correctness of the answer.</li></ol>
<b>Variations (examples)</b>	The students can, working in groups, set objects one behind the other on a table in such a way that an observer facing the first object cannot see the other objects. A variation could be that each object is removed in turn and each object hides the following one.
<b>Individualisation</b>	Yes.
<b>Answers</b>	Yes.



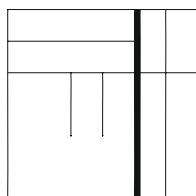
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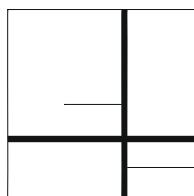
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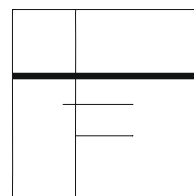
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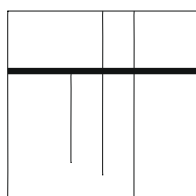
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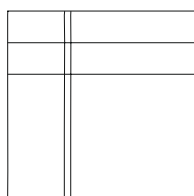
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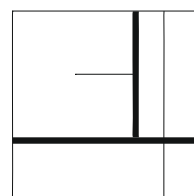
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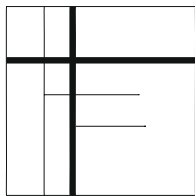
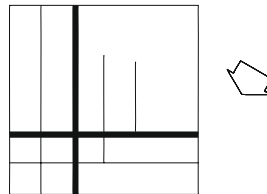
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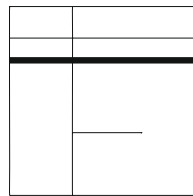
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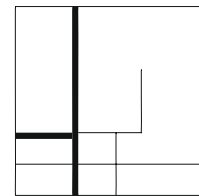
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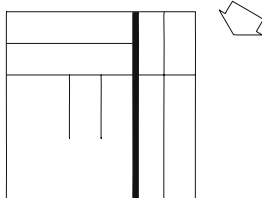
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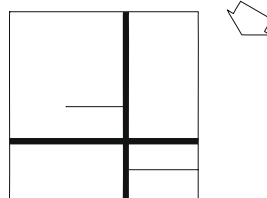
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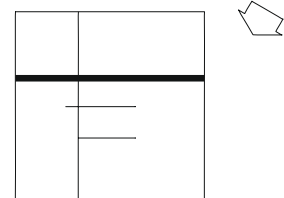
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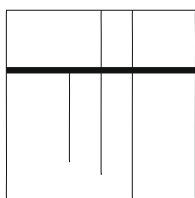
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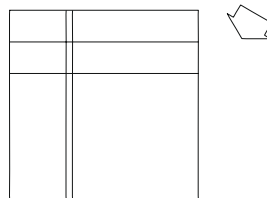
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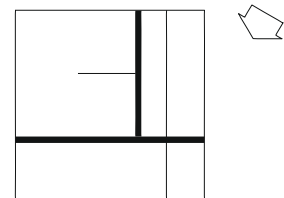
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**7**



**8**



**9**