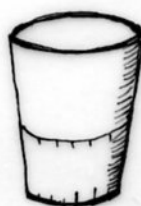
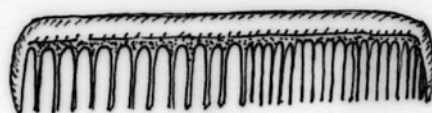
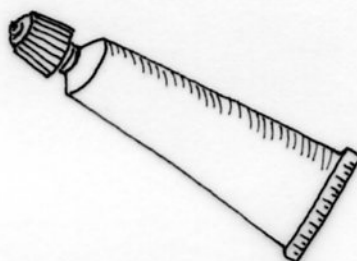
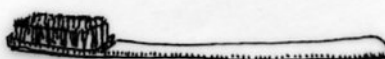


WORK IT OUT	<div> <div>Using logic to remember</div> <div>14-11</div> <div>Level 1</div> <div>Exercise 1</div> </div> <div>"Toiletries"</div>
Aims	Observe and classify according to similarities and differences in order to remember. Checking that the mnemonics work.
Applications (examples)	<p><u>In class</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	A sheet of paper with drawings of objects used while washing oneself: a hairbrush, a toothbrush, toothpaste, a scrubbing brush, a comb, a glass, a bar of soap in a soap-holder, a mirror.
Instructions	The students have to observe and remember the objects on the sheet, though not necessarily the order in which they are presented. When everyone thinks they can remember the object, the students give back their sheet of paper. They can then be asked to list the objects and explain what method they used to help remembering them.
Comments	<p>There is an implicit order in the presentation of the objects, but the teacher need not draw attention to it.</p> <p>There are many different methods to help remembering and it is useful to be aware of the method used by each student.</p>
Variations (examples)	<ol style="list-style-type: none"> 1. The teacher could ask each student to provide 5 or 6 objects from the class environment or their own school things. The objects can be viewed by the group then covered by a cloth or hidden in some other way and the exercise performed as above. 2. If the students' writing level is sufficient, the teacher could ask each of them to write a list of objects. Each list is then written on a board to be viewed by the group, hidden, and reconstituted by the group or individual students. The author of the list is asked which mnemonic was considered to remember the list. 4. The exercises above could be performed with the proviso that the list has to be reconstituted in its original order.
Individualisation	Yes.
Answers	No, mnemonics are very idiosyncratic. However criteria for the usefulness of a particular method could be agreed, for example how long or how quickly,easily and accurately the list of objects can be remembered.

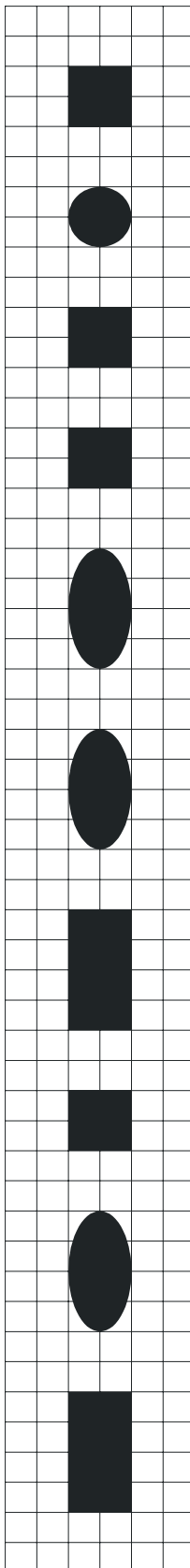
"Toiletries"



**WORK IT
OUT****Using logic to remember****14-12****Level 1
Exercise 2****"Shapes"**

<i>Aims</i>	Observe and classify according to similarities and differences in order to remember. Checking that the mnemonics work.
<i>Applications (examples)</i>	<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....
<i>Materials</i>	A sheet of paper with different shapes.
<i>Instructions</i>	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.
<i>Comments</i>	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.
<i>Variations (examples)</i>	Each student could make their own line of shapes to be remembered by the group (no more than 8 shape). When sharing strategies for remembering, the author of the line could tell the group which strategy or strategies s/he preferred.
<i>Individualisation</i>	Yes, but self-correction is not possible.
<i>Answers</i>	No (everyone can use different mnemonics).

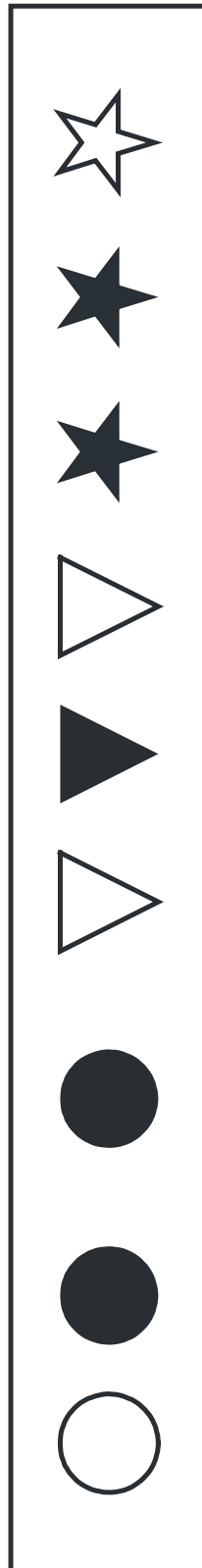
"Shapes"



WORK IT OUT**Using logic to remember****14-13****Level 1
Exercise 3****"Shapes 2"**

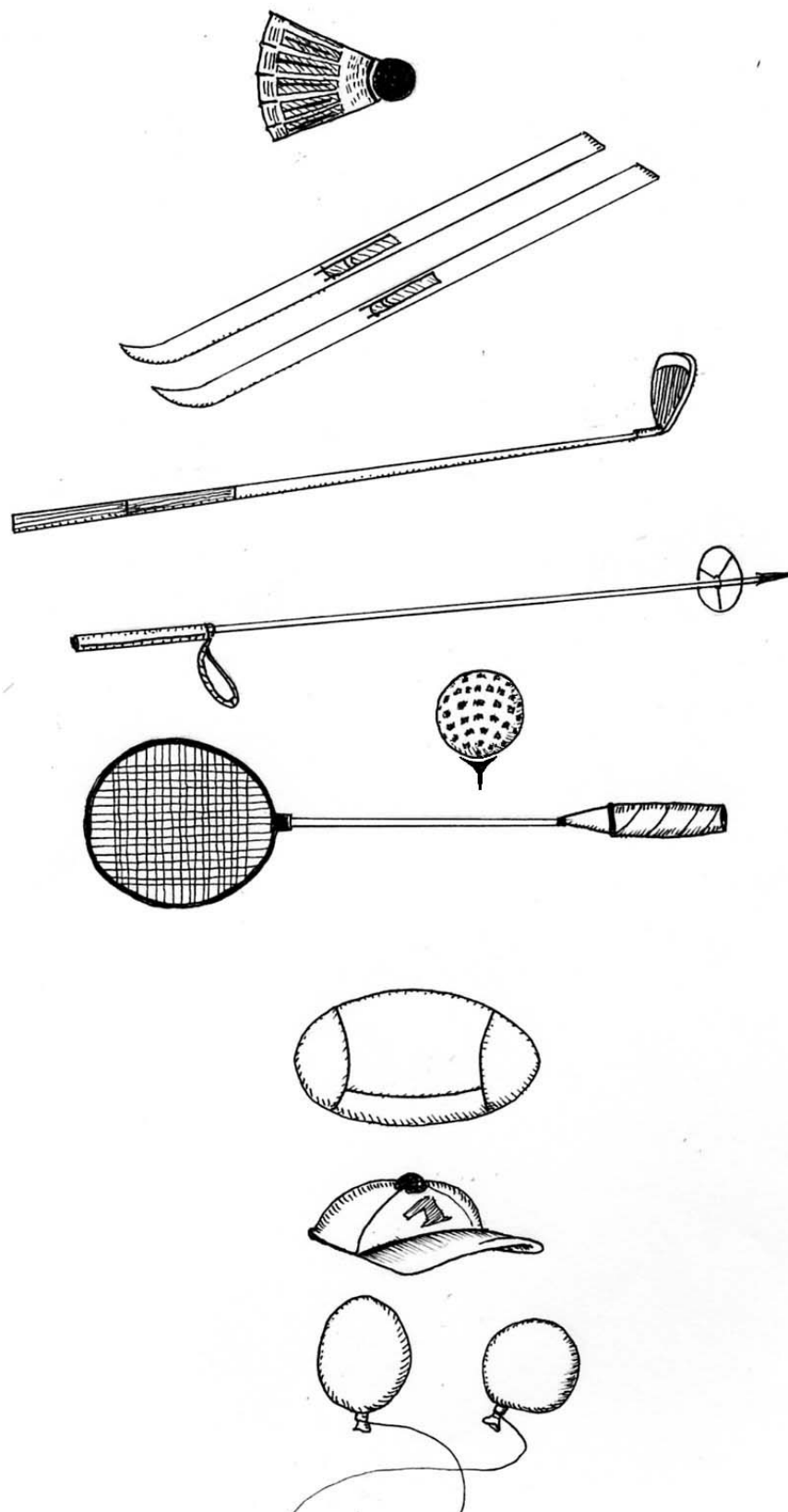
<i>Aims</i>	Observe and classify according to similarities and differences in order to remember. Checking that the mnemonics work.
<i>Applications (examples)</i>	<p><u>In class</u>: remembering timetables, locations in the school, mathematical formulae, dates, poems, songs and any other item of organised 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>	A sheet of paper with different shapes.
<i>Instructions</i>	<p>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. .</p> <p>The teacher will remind students of the name of each shape (triangle, star, circle) to facilitate oral reporting.</p>
<i>Comments</i>	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.
<i>Variations (examples)</i>	Each student could make their own line of shapes to be remembered by the group (no more than 8 shape). When sharing strategies for remembering, the author of the line could tell the group wich strategy or strategies s/he preferred. The shapes could also be replaced by pictures of objects cut out of a catalogue or magazine, or by a list of words.
<i>Individualisation</i>	Yes, but self-correction is not possible.
<i>Answers</i>	No (everyone can use different mnemonics).

"Shapes 2"



<i>WORK IT OUT</i>	Using logic to remember "Mostly sports"	14-21 Level 2 Exercise 1
<i>Aims</i>	Observe and classify according to similarities and differences in order to remember. Checking that the mnemonics work.	
<i>Applications (examples)</i>	<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....	
<i>Materials</i>	A sheet of paper with drawings of objects related to a sport or a game.	
<i>Instructions</i>	The students have to look at the different objects drawn on the sheet of paper and establish some mental classification which will allow them to remember each of the drawings, though not necessarily the order in which the objects are presented.	
<i>Comments</i>	The teacher and the students have to agree on the nature and name of each object drawn before starting the exercise.	
<i>Variations (examples)</i>	The exercise can be done (or re-done) with the extra proviso that objects have to be remembered in the original order.	
<i>Individualisation</i>	Yes, but self-correction is not possible.	
<i>Answers</i>	No (everyone can use different mnemonics).	

"Mostly sports"



**WORK IT
OUT****Using logic to remember****14-22****Level 2
Exercise 2****"Shapes and patterns"**

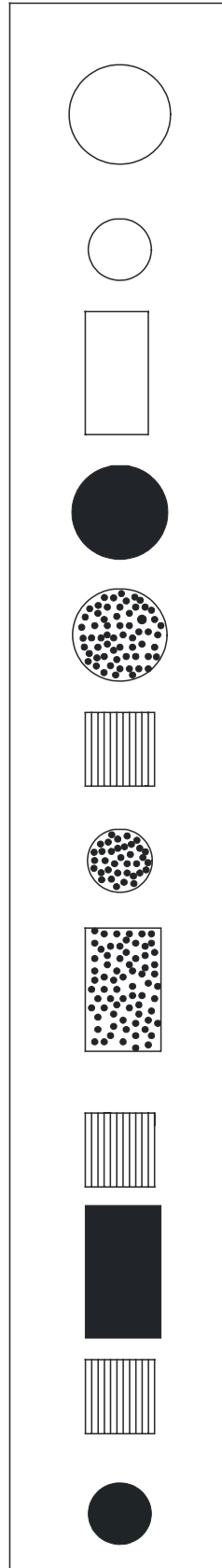
Aims	Observe and classify according to similarities and differences in order to remember. Checking that the mnemonics work.
Applications (examples)	<p><u>In class</u>: there are multiple applications of this skill: in every subject, there is information to be remembered, as well as items that have to 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	A sheet of paper with different geometrical shapes filled with different patterns.
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. When everyone thinks they can remember the object, the students give back their sheet of paper. They can then be asked to list the objects and explain what method they used to help remembering them.
Comments	There are many different methods to help remembering and it is useful to be aware of the method used by each student.
Variations (examples)	<p>1. The teacher could ask the students to glue some paper shapes on a piece of paper. Each sheet is then viewed by the group.</p> <p>When everyone thinks they can remember the shapes, the students give back their sheet of paper. They can then be asked to list the shapes. The author of the list could explain what method s/he considered for remembering it and whether this influenced his/her choice of shapes.</p> <p>2. The teacher could ask each student to choose differently shaped and coloured objects from the class environment or their own school things (books, jotters, ring-binders for rectangular shapes, pencils, crayons, chalks for cylinders etc). The objects can be viewed by the group then covered by a cloth or hidden in some other way and the group can be asked to list the objects, not by name but by describing their shape and colour (a big blue rectangle, a medium size yellow and green striped rectangle etc.)</p> <p>3. If the students' writing level is sufficient, the exercise can be performed using a written list of objects.</p>
Individualisation	Yes.
Answers	No, mnemonics are very idiosyncratic. However criteria for the usefulness of a particular method could be agreed, for example how long or how quickly, easily and accurately the list of objects can be remembered.

***WORK IT
OUT***

Using logic to remember

14-22

"Shapes and patterns"



"Words"

<i>Aims</i>	<ul style="list-style-type: none">- Practising finding mnemonics to remember a list of 4 or 5 concrete words in the right order.- Practising creating a coherent sentence out of 4 or 5 concrete words, so as to be able to list those words again in the right order.- Practising remembering a created sentence, after having heard sentences made by other people.
<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>	A sheet of paper with 3 lists of 4 words each that could suggest a possible chain of events. There is an example at the top of the sheet.
<i>Instructions</i>	Each list is considered separately and the students have to think of a coherent sentence which includes the words of the list in their original order. The students then have to be able to list the words in order (possibly in writing) and share the sentence which allowed them to remember the words and their order.
<i>Comments</i>	The teacher can talk to the students about long-term and short-term memory. At the end of the exercise, s/he can ask the students to remember the sentences that they created for the previous lists.
<i>Variations (examples)</i>	<ol style="list-style-type: none">1. The teacher could ask the students to write a concrete word, for example the name of an object, on a piece of paper. After the pieces of paper have been gathered, the group could consider 4 of the words at a time and look for relationships between them and a way of linking them together.2. The students could do the exercise above using abstract words, or verbs, or adjectives, thus giving them an opportunity to discriminate between words.
<i>Individualisation</i>	Yes, if the students can read and write.
<i>Answers</i>	No.

"Words"

LIST 1:

Windows
Bedroom
Corridor
Sheet of paper

Example: The *windows* were open in the *bedroom* and the *corridor*
and a *sheet of paper* flew out of the file.

LIST 2 :

Information
Village
Holidays
Sea

LIST 3 :

Soup
Floor
Chair
Sit

LIST 4 :

Tomato juice
Ink
Jacket
Dry cleaner

**WORK IT
OUT****Using logic to remember****14-31****Level 3
Exercise 1****"Series of animals"**

<i>Aims</i>	Practise finding mnemonics to remember the place of 16 drawings of animals.
<i>Applications (examples)</i>	<p><u>In class</u>: remembering every part of a presentation, every stanza of a poem, or the different steps of a method.</p> <p><u>At work</u>: remembering simple or complex instructions, including when documentation is absent or inadequate; accessing visual memory so as to know instantly what is where, without having to look for it, like policemen who remember the registration of a car from a single glance, without having to read it. This last skill is very useful in a workshop environment and could be the main objective of this exercise.</p> <p><u>In everyday life and leisure</u>: remembering the place of objects and tools and being aware of what's missing; many games, for children or adults; also 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 16 boxes containing drawings of animals.- An exercise sheet which consists of the reference sheet with three drawings missing.
<i>Instructions</i>	The teacher explains the exercise and the need to find mnemonics to remember the drawings and their place. Then the students look at the reference sheet for two minutes. When this is done, they write the name of the missing animals in the empty boxes on the different exercise sheets.
<i>Comments</i>	You can also cut out the drawings. The exercise then consist of recreating the reference sheet and the students do not need the exercise sheet.
<i>Variations (examples)</i>	<p>The students can choose to add animals in specific place and redo the exercise with the additional elements.</p> <p>The students can draw or write the name of other items in a series, for example jobs, tools, sports etc and then do the same exercise.</p>
<i>Individualisation</i>	Yes.
<i>Answers</i>	No (the reference sheet is the answer).





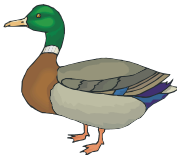










**WORK IT
OUT**

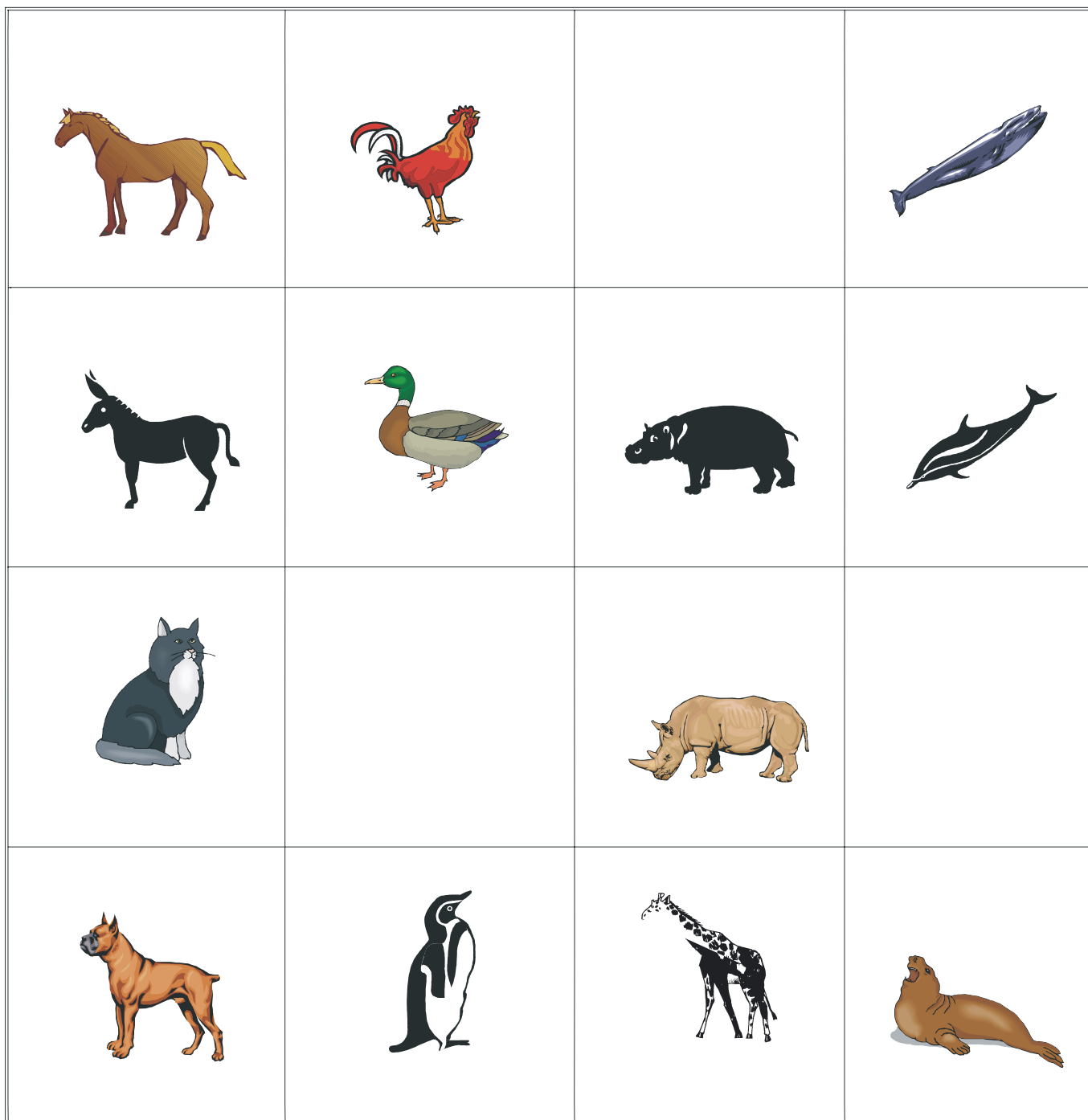
Using logic to remember

14-31

"Series of animals"

page 1



<i>Aims</i>	Observe and classify mentally according to similarities and differences in order to remember. Checking that the mnemonics work.
<i>Applications (examples)</i>	<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....
<i>Materials</i>	A sheet of paper with 3 different exercises; all the instructions are given in written form.
<i>Instructions</i>	The order of the items to remember is irrelevant except in exercise n° 2.
<i>Comments</i>	When sharing methods for remembering, some students will demonstrate techniques based on their personal life or knowledge and therefore not necessarily transferable to other students. However, some techniques may be based on common knowledge and therefore useable by everyone.
<i>Variations (examples)</i>	Taking into consideration the comments above, the students could seek mnemonics based on common knowledge for the exercises. Students who already have used this type of mnemonics could design a new exercise.
<i>Individualisation</i>	Yes, but self-correction is impossible.
<i>Answers</i>	Yes, but only as an example for the teacher: students can develop their own mnemonics.

"3 in 1"

EXERCICE N° 1 :

Search mentally for a way to organise numbers and letters so as to remember them all, regardless of their order:

5 - 1 - B - A - 3 - 2 - C - 5 - D - 4

EXERCICE N° 2 :

Find a system for remembering this series of numbers:

4 6 4 3 1 4 4 1

EXERCICE N° 3 :

You need to take the following objects with you on your holiday. You don't want to forget any of them, but you don't have a pen or paper. Find a way of remembering them all.

sun glasses
address book
baby bottle warmer
hair dryer
beach towel
cheque book
electric razor
passport
swimming costume

EXERCICE N° 1 :

A possible solution is to notice that the letters are the first 4 letters of the alphabet (A, B, C, D) and the numbers are the first 5 numbers (1, 2, 3, 4, 5), with the last one (5) included twice.

EXERCICE N° 2 :

A possible solution is to notice that the first two numbers follow each other in a series of even numbers, after 2 (2, 4, 6).

For 43, you could refer to the preceding number and note that 4 is the same and 3 is half of 6.

For 14 and 41, you could note that 4, the first number of the series, is there twice, with 1, the first positive number, on each side. Also 41 is 14 reversed.

EXERCICE N° 3 :

Here is an example of one solution amongst many:

3 paper objects: address book, cheque book, passport

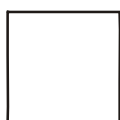
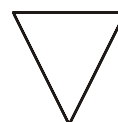
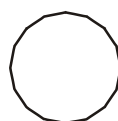
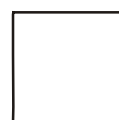
3 electrical devices: baby bottle warmer, hair dryer, electric razor

3 beach accessories: sun glasses, swimming costume, beach towel

**WORK IT
OUT****Using logic to remember****14-33****Level 3
Exercise 3****"Geometric shapes"**

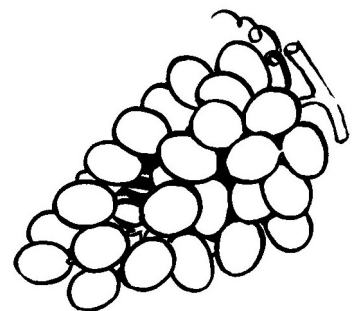
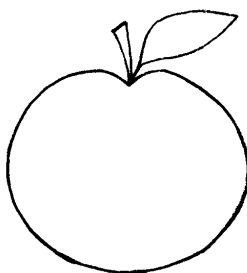
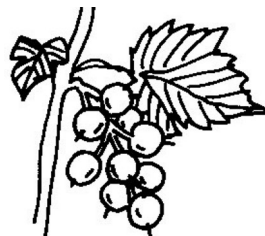
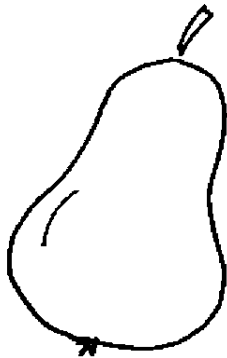
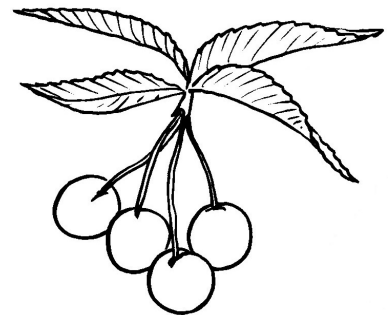
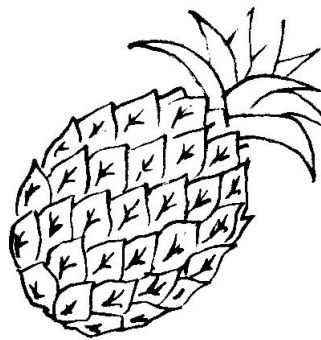
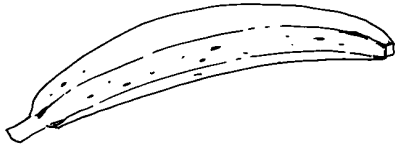
Aims	Observe and classify according to similarities and differences in order to remember. Checking that the mnemonics work.
Applications (examples)	<p><u>In class</u>: there are multiple applications of this skill: in every subject, there is information to be remembered, as well as items that have to 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	A sheet of paper with geometric shapes, some black, some white.
Instructions	The students need to observe the set of geometric shapes and mentally classify them in such a way that they can reproduce the set for the group, exactly as it is presented on the exercise sheet. They only need to remember the set for the time it takes to do the exercise. The students can look at the set until everyone agrees that they can remember it, then everyone has to give their exercise sheet back.
Comments	<p>In practice, there are many ways of doing this exercise. Students don't always comment on their method while they are drawing, but it is usually revealed by the order in which they draw and another student could comment on it.</p> <p>As there are so many different ways of remembering the set, the shapes, their orientation and colours, it is advantageous if as many students as possible explain their method for remembering.</p>
Variations (examples)	<p>1. The teacher could ask the students to glue a series of paper shapes on a piece of paper. Each sheet is then viewed by the group.</p> <p>When everyone thinks they can remember the shapes, the sheet is hidden. The students can then recreate the set in its original order for the group, while explaining how they remembered it.</p> <p>After this, it would be interesting to ask the author of the list to explain what method s/he considered for remembering it and whether this influenced his/her choice of design.</p> <p>2. A variation using the original exercise sheet would be to rotate it so that it has a landscape orientation, with the white square in the top left corner. The students can then remember this new orientation, perhaps using the methods that have proved most effective during the original exercise.</p>
Individualisation	Yes.
Answers	No, everyone can use different mnemonics. The criterion for success is remembering all the shapes, their order, colour and orientation. However criteria for the usefulness of a particular method could be agreed, for example how long or how quickly, easily and accurately the list of objects can be remembered.

"Geometric shapes"



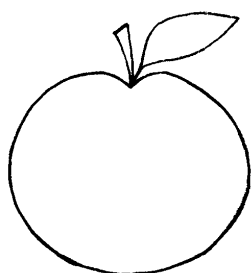
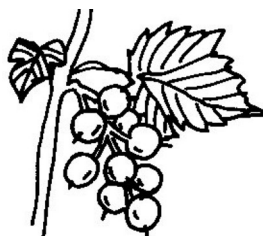
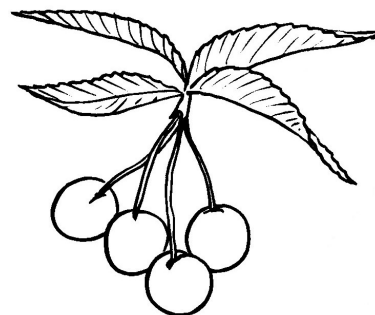
Aims	Practising finding a method to remember the situation of ten drawings of different fruits on a sheet of paper.
Applications (examples)	<p><u>In class</u>: remembering timetables, locations in the school, mathematical formulae, dates, poems, songs and any other item of organised information.</p> <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>
Materials	<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.
Instructions	<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>
Comments	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.
Variations (examples)	<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.
Individualisation	Yes.
Answers	No.

"Fruits"



"Fruits"

Page 2



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

"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. 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)	<p>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.</p> <p>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.</p>
Individualisation	Yes.
Answers	No, everyone can use different mnemonics. The criterion for success is remembering all the cards.

"Cards"

"Cards"

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