



**WORK IT
OUT****Using a double entry table****16-11****Level 1
Exercise 1****"Weather forecast"**












<i>Aims</i>	Practising finding your bearings in a table meant to be used or read by taking into account columns and rows.
<i>Applications (examples)</i>	<p><u>In class</u>: any activity involving:</p> <ul style="list-style-type: none">- using a double entry table to look for data.- filling a double entry table- making a double entry table (for example a timetable) or a graph. <p><u>At work</u>: any task involving reference to data in a double entry table, completing or updating the data in a double entry table. Ability to understand time table and work shifts, organisation of work in general or a particular task, records of stock or production entered in a double entry table and put on a notice board.</p> <p><u>In everyday life and leisure</u>: any activity involving using, completing or making a double entry table to find or record data (for example records of sport meetings, sport results, activities in a club, schedules, timetables...)</p>
<i>Materials</i>	A sheet of paper with a vertical column containing the thirty days of a month and a row with two drawings representing the moon and the sun. Inside the table, numbers indicate the temperature recorded during the month, at night and during the day.
<i>Instructions</i>	When they understand what the table means, (days of the month, day, night and temperature records), the students can draw a circle around the temperature for a day and time (day or night) indicated by the teacher, for example 24 th at night.
<i>Comments</i>	If the teacher uses the terms horizontal or vertical, s/he must make sure that the students understand those terms and do not confuse them.
<i>Variations (examples)</i>	<ol style="list-style-type: none">1. The teacher, after giving 2 or 3 days and time, could ask one of the students to take his/her place. Alternatively, each student could take a turn at giving a day and time indicating a particular temperature.2. The teacher could ask the students in what month, in their opinion, the temperatures were recorded. By changing the site (mountains, seaside, England, Pakistan, West Indies, Iceland etc...) the student will change the month and will explain the criteria on which they based their decision. If necessary, the teacher will photocopy a map of the world to give each student.3. The teacher could ask the students to draw a temperature graph, based on the data contained in the table (the co-ordinates must be prepared in advance on a sheet of paper given to each student).4. The students can record the temperatures of a month and place of their choice, for example their birthplace, the place where they were brought up or the place where they spent their holidays and the group can try to guess where the place is. This may be an opportunity to talk about countries in which some of the students were born.
<i>Individualisation</i>	Yes, but the teacher needs to be present.
<i>Answers</i>	No.














		
1	8	14
2	6	13
3	8	14
4	7	14
5	9	16
6	9	17
7	8	16
8	7	14
9	8	14
10	9	15
11	6	13
12	7	14
13	9	17
14	8	17
15	8	16
16	9	17
17	10	20
18	8	17
19	9	18
20	10	21
21	9	19
22	10	21
23	10	21
24	10	22
25	10	20
26	9	19
27	11	19
28	11	22
29	10	21
30	13	17












WORK IT OUT	Using a double entry table "A matter of time"	16-12 Level 1 Exercise 2
Aims	Practising finding your bearings in a double entry table.	
Applications (examples)	<p><u>In class</u>: introduction to arithmetic, reading, use of graphs in geography, technology and, in general, any school activity involving:</p> <ul style="list-style-type: none"> - using a double entry table to look for data. - filling a double entry table - making a double entry table (for example a timetable) or a graph. <p><u>At work</u>: introduction to the use of information tables and any task involving reference to data in a double entry table, completing or updating the data in a double entry table. Ability to understand time table and work shifts, organisation of work in general or a particular task, records of stock or production entered in a double entry table and put on a notice board.</p> <p><u>In everyday life and leisure</u>: any activity involving using, completing or making a double entry table to find or record data (for example records of sport meetings, sport results, activities in a club, schedules, timetables...) Also filing forms, the football pools, understanding tables and graphs in a newspaper.</p>	
Materials	A sheet of paper with a double entry table. The left- hand column contains the hours from 6am to 8 pm and the top row contains numbers representing minutes. Four crosses are already drawn in the table.	
Instructions	<ol style="list-style-type: none"> 1. The teacher, after explaining what the table means, asks the students to say or write what time the crosses represent. 2. The teacher dictates (or writes on the board for those who have difficulties reading numbers) a time in hours and minutes. The students draw a cross in the corresponding cell of the table. 	
Comments	The teacher could eventually propose a time which cannot be entered on the table, but he must warn the students beforehand that such a proposition is possible.	
Variations (examples)	<ol style="list-style-type: none"> 1. The students can take turns in proposing to the group times that must be entered in the table 2. The students can enter the significant times of their work day in the table. 	
Individualisation	No.	
Answers	No.	














	05	12	15	17	20	26	35	39	40	45	52	58
6am												
7am												
8am									X			
9am												
10am												
11am					X							
12 noon												
1pm												
2pm												
3pm												
4pm		X					X					
7pm												
8pm												

WORK IT OUT	Using a double entry table	16-13 Level 1 Exercise 3
"Washing"		
Aims	<ul style="list-style-type: none"> - Practising understanding simple symbols. - Practising understanding a double entry table. - Practising making marks in a double entry table according to instructions. 	
Applications (examples)	<p><u>In class:</u> introduction to conversions in arithmetic, chemistry and physics (symbols), reading and use of graphs in geography, technology and, in general, any school activity involving:</p> <ul style="list-style-type: none"> - using a double entry table to look for data. - completing a double entry table - making a double entry table (for example a timetable) or a graph. <p><u>At work:</u> introduction to the use of information tables and any task involving reference to data in a double entry table, completing or updating the data in a double entry table. Ability to understand time table and work shifts, organisation of work in general or a particular task, records of stock or production entered in a double entry table and put on a notice board. Introduction to the use of pictographs and other graphic communication.</p> <p><u>In everyday life and leisure:</u> any activity involving using, completing or making a double entry table to find or record data (for example records of sport meetings, sport results, activities in a club, schedules, timetables...) Also filing forms, the football pools, understanding tables and graphs in a newspaper. Understanding common household symbols and instructions booklets.</p>	
Materials	<p>A sheet of paper with:</p> <ul style="list-style-type: none"> - a double entry table with the pictographs used in washing and ironing recommendations. - a list of numbers corresponding to a particular programme of washing and ironing. 	
Instructions	<p>The students have to enter the numbers of the programme in the table, according to the washing and ironing recommendations they represent.</p>	
Comments	<p>The teacher has to make sure that the students understand what the dots on the iron mean, from the coolest temperature (one dot) to the hottest (three dots) and that the triangle represent bleach.</p>	
Variations (examples)	<ol style="list-style-type: none"> 1. The students could look at the labels in their clothes and enter the washing instructions in the table. 2. Students could take turn to give advice on washing, ironing or other household task. 	
Individualisation	<p>Yes.</p>	
Answers	<p>Yes.</p>	

1.  
2.  
3.   
4.   
5.   

						
			2			
		4			4	
		1				
				3		3
				5		5

1.  
2.  
3.   
4.   
5.   

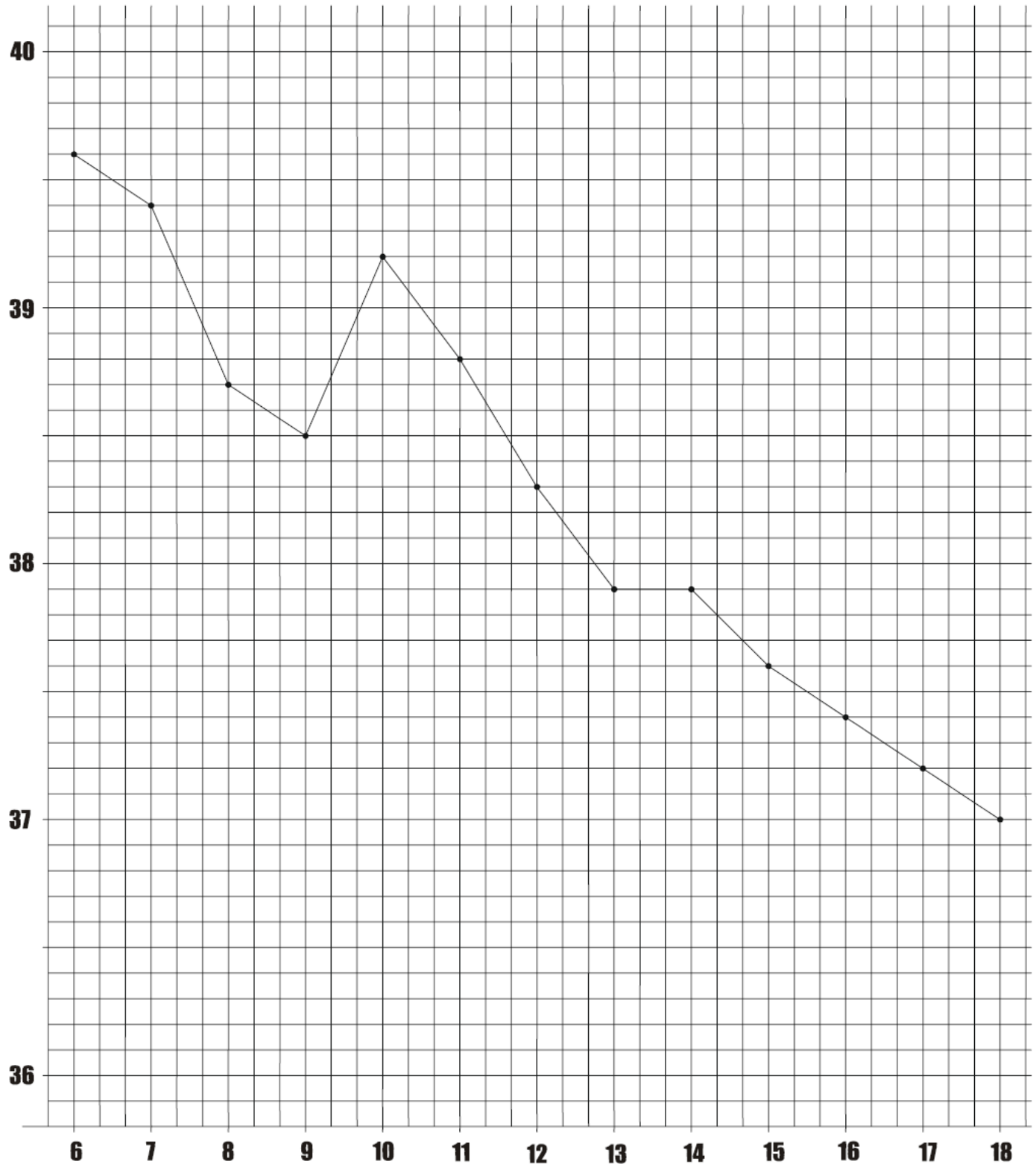
**WORK IT
OUT****Using a double entry table
"Temperature graph"****16-21****Level 2
Exercise 1**

<i>Aims</i>	Practising using a double entry table to draw graphs.
<i>Applications (examples)</i>	<p><u>In class:</u> introduction to decimal numbers and fractions, advanced reading comprehension skills, use of graphs in geography, technology and, in general, any school activity involving:</p> <ul style="list-style-type: none">- using a double entry table to look for data.- filling a double entry table- making a double entry table (for example a timetable) or a graph. <p><u>At work:</u> using and drawing graphs of production, control, safety, team work.</p> <p><u>In everyday life and leisure:</u> any activity involving using, completing or making a double entry table to find or record data (for example records of sport meetings, sport results, activities in a club, schedules, timetables...) Also filing forms, the football pools, understanding tables and graphs in a newspaper.</p>
<i>Materials</i>	<ul style="list-style-type: none">-A sheet of paper with data consisting of the temperature of a patient and the days on which the temperature was taken.-A sheet of paper with a grid. The vertical axis is graded in terms of temperature and the horizontal axis in terms of date.
<i>Instructions</i>	Draw the temperature graph of the patient on the grid, according to the data given.
<i>Comments</i>	The teacher could discuss variations in body temperature with the students before starting the exercise. This would inform comments on the temperature graph, once it is drawn.
<i>Variations (examples)</i>	The grid could be used for other purposes, for example the level of production in a factory, salary changes and so on. The students will decide which relevant numbers to write on the grid. .
<i>Individualisation</i>	Yes, if the students can read numbers.
<i>Answers</i>	Yes.

Dates
(days in the month of June)

Record of patient's temperature

6	39,6 °
7	39,4 °
8	38,7 °
9	38,5 °
10	39,2 °
11	38,8 °
12	38,3 °
13	37,9 °
14	37,9 °
15	37,6 °
16	37,4 °
17	37,1 °
18	36,9 °



WORK IT OUT**Using a double entry table****16-22****"Schedule"****Level 2
Exercise 2**

<i>Aims</i>	<ul style="list-style-type: none">- Practising understanding a double entry table, finding one's bearing in it and filling in data.- Practising using the 24h clock.
<i>Applications (examples)</i>	<p><u>In class:</u> introduction to arithmetic, reading, use of graphs in geography, technology and, in general, any school activity involving:</p> <ul style="list-style-type: none">- using a double entry table to look for data.- filling a double entry table- making a double entry table (for example a timetable) or a graph. <p><u>At work:</u> introduction to the use of information tables and any task involving reference to data in a double entry table, completing or updating the data in a double entry table. Ability to understand time table and work shifts, organisation of work in general or a particular task, records of stock or production entered in a double entry table and put on a notice board. Fill in a planner or a diary.</p> <p><u>In everyday life and leisure:</u> any activity involving using, completing or making a double entry table to find or record data (for example records of sport meetings, sport results, activities in a club, schedules, timetables...) Also filing forms, the football pools, understanding tables and graphs in a newspaper. Using a diary.</p>
<i>Materials</i>	A sheet of paper with a double entry table. The left- hand column contains hours and the top row contains numbers representing minutes. Under the table are five series of numbers representing time slots according to the 24h clock,
<i>Instructions</i>	The students have to fill in the cells corresponding to the time-slots given.
<i>Comments</i>	One of the difficulties is to move on to the next row, which is necessary for the second and fifth time-slots.
<i>Variations (examples)</i>	<ol style="list-style-type: none">1. Students can use the table to show their personal schedule, which will then be read by the group.2. Numbers could be changed to refer to a 12h clock.
<i>Individualisation</i>	Yes, if the students can read numbers.
<i>Answers</i>	Yes.

	0	5	10	15	20	25	30	35	40	45	50	55
9												
10												
11												
12												
13												
14												
15												
16												
17												

10 : 20 → 10 : 30

11 : 10 → 11 : 45

13 : 40 → 14 : 10

15 : 25 → 15 : 30

16 : 50 → 17 : 15

	0	5	10	15	20	25	30	35	40	45	50	55
9												
10												
11												
12												
13												
14												
15												
16												
17												

10 : 20 → 10 : 30

11 : 10 → 11 : 45

13 : 40 → 14 : 10

15 : 25 → 15 : 30

16 : 50 → 17 : 15

**WORK IT
OUT****Using a double entry table
"Happy birthday"****16-23****Level 2
Exercise 3**

<i>Aims</i>	Practising finding your bearings in a table meant to be used or read by taking into account columns and rows.
<i>Applications (examples)</i>	<p><u>In class</u>: any activity involving:</p> <ul style="list-style-type: none">- using a double entry table to look for data.- filling a double entry table- making a double entry table (for example a timetable). <p><u>At work</u>: any task involving reference to data in a double entry table, completing or updating the data in a double entry table. Ability to understand time table and work shifts, organisation of work in general or a particular task, records of stock or production entered in a double entry table and put on a notice board.</p> <p><u>In everyday life and leisure</u>: any activity involving using, completing or making a double entry table to find or record data (for example records of sport meetings, sport results, activities in a club, schedules, timetables...)</p>
<i>Materials</i>	A sheet of paper with, first, a frame containing six dates expressed in numbers (days and months) and six empty boxes. Underneath the frame, a double entry table with a column of months on the left and a row of day from 1 to 31 in the bottom row.
<i>Instructions</i>	The students have to draw a cross in the cells corresponding to the dates given. Then they have to draw crosses corresponding to birthdays of their choice and enter the dates in the empty boxes of the frame above, in the same format as the previous dates.
<i>Comments</i>	If the teacher uses the terms horizontal or vertical, s/he must make sure that the students understand those terms and do not confuse them.
<i>Variations (examples)</i>	<ol style="list-style-type: none">1. The students can take turns in telling the group when their birthday is. The others then enter this date in the table by drawing a cross in the appropriate cell.2. The teacher could ask the student to colour certain time-slots on the table, for example the next holiday, a school event, a personal event, a civic event and so on.
<i>Individualisation</i>	Yes.
<i>Answers</i>	Partial answers.

13.07	19.03	07.12	05.10		
20.12	24.02	16.04	10.06		

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
JANUARY																															
FEBRUARY																															
MARCH																															
APRIL																															
MAY																															
JUNE																															
JULY																															
AUGUST																															
SEPTEMBER																															
OCTOBER																															
NOVEMBER																															
DECEMBER																															

13.07	19.03	07.12	05.10		
20.12	24.02	16.04	10.06		

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
JANUARY																															
FEBRUARY																								X							
MARCH																			X												
APRIL															X																
MAY																															
JUNE										X																					
JULY												X																			
AUGUST																															
SEPTEMBER																															
OCTOBER					X																										
NOVEMBER																															
DECEMBER							X													X											

WORK IT OUT	Using a double entry table "A question of character"		16-31 Level 3 Exercise 1
Aims	Practising finding your bearings in a table meant to be used or read by taking into account columns and rows.		
Applications (examples)	<p><u>In class</u>: any activity involving:</p> <ul style="list-style-type: none"> - using a double entry table to look for data. - filling a double entry table - making a double entry table (for example a timetable). <p><u>At work</u>: any task involving reference to data in a double entry table, completing or updating the data in a double entry table. Ability to understand time table and work shifts, organisation of work in general or a particular task, records of stock or production entered in a double entry table and put on a notice board.</p> <p><u>In everyday life and leisure</u>: any activity involving using, completing or making a double entry table to find or record data (for example records of sport meetings, sport results, activities in a club, schedules, timetables...)</p>		
Materials	A sheet of paper with a frame containing numbers in different and easily distinguishable typefaces. Underneath the frame, there is a double entry table with a column of numbers on the left and a row of 29s in different typefaces at the top.		
Instructions	The students have to draw a cross in the cell corresponding to the number and the type face, if the number in this particular typeface is found in the frame above. For example the first empty cell on the top left hand side of the table would have a cross in it if there was a six in a thin, straight typeface in the frame above, the next cell would have a cross if there was a bold italic six in the frame and so on.		
Comments	If the teacher uses the terms horizontal or vertical, s/he must make sure that the students understand those terms and do not confuse them. The teacher can place a cross in the table to help understanding of the exercise if necessary.		
Variations (examples)	<ol style="list-style-type: none"> 1. The teacher can give the student worksheet without numbers on them, so that they can fill them with elements of their choice combining for example colours, shapes, numbers, letters, sizes etc.. 2. With the same material as above, but with a smaller frame, the students could write, for example, the names of animals in the frame and then two series of attributes in the table. A cross can then be drawn in the cells corresponding to the attributes of the animals in the frame, for instance fur, feathers, scales, shells, two legs, four legs, no legs, wings, claws, ears, moustaches, and donkey, goose, dog, boa, tortoise, snail... 3. The exercise above can be conducted as a group exercise, replacing animals by work stations and their attributes, as suggested by the students. A cross could then be drawn in cells corresponding to each student's work station. 		
Individualisation	Yes.		
Answers	Yes.		

12	65	9	4	17	56	4	0
77	1	15	14	5	2	8	9
6	7	6	11	18	7	6	15
45	4	0	7	4	8	16	5
19	99	8	4	38	0	6	3

	29	29	29	29	29	29	29	29
6								
4								
12								
9								
1								
15								
7								

12	65	9	4	17	56	4	0
77	1	15	14	5	2	8	9
6	7	6	11	18	7	6	15
45	4	0	7	4	8	16	5
19	99	8	4	38	0	6	3

	29	29	29	29	29	29	29	29
6	*		*					*
4		*						
12							*	
9					*			
1				*				
15								
7			*					

**WORK IT
OUT****Using a double entry table****16-32****"Timetable"****Level 3
Exercise 2**

<i>Aims</i>	Practising making clear and precise timetables, using a double entry table.
<i>Applications (examples)</i>	<p><u>In class</u>: learning to organise information (maths,arithmetic), learning to organise one's thoughts (planning an essay or a presentation) as well as any school activity involving:</p> <ul style="list-style-type: none">- using a double entry table to look for data.- filling a double entry table- making a double entry table (for example a timetable) or a graph. <p><u>At work</u>:presenting information in a way that makes it easily and quickly accessible, as well as any task involving reference to data presented in a double entry table, or completing or updating the data in a double entry table. Ability to understand time table and work shifts, organisation of work in general or a particular task, records of stock or production entered in a double entry table and put on a notice board.</p> <p><u>In everyday life and leisure</u>: ordering what was said at a meeting, organising oneself in various situations, for example on Christmas Eve (who has what present for whom?) or dealing with family birthdays.</p>
<i>Materials</i>	A sheet of paper with different subjects in a technical college and their schedule.
<i>Instructions</i>	The students will look at the subjects and schedule on the sheet given to them, They will then draw a timetable and enter the different subjects according to the day and period they are scheduled for.
<i>Comments</i>	When making the time table, some students will put the day vertically, others horizontally. This will allow the group to become aware that the same data, with the same meaning, can be presented differently.
<i>Variations (examples)</i>	The student can enter their own work/training/school activities on the timetable, or make a new timetable if the old one does not fit the data they want to present.
<i>Individualisation</i>	Yes, if the students can read.
<i>Answers</i>	Yes.

TIMETABLE

Pneumatics : Monday and Thursday am 1st period
Thursday am 2nd period
Tuesday am 3rd period
Friday am 4th period

Hydraulics : Monday and Friday am 2nd period
Wednesday am 3rd period
Thursday am 4th period
Thursday pm 1st period

Languages: Wednesday am 2nd period
Monday and Tuesday am 4th period
Friday pm 1st period

Communication : Tuesday am 2nd period
Thursday and Friday am 3rd period
Tuesday pm 1st period

Engineering drawing : Monday pm 1st period
Thursday and Friday pm 2nd period

Pneumatics : P
Hydraulics : H
Languages: L
Communication : C
Engineering drawing: D

TIMETABLE

		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
AM	1 st period					
	2 nd period					
	3 rd period					
	4 th period					
PM	1 st period					
	2 nd period					

Pneumatics : P
Hydraulics : H
Languages: L
Communication: C
Engineering drawing: D

TIMETABLE

			TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
AM	1 st period				P	
	2 nd period	H	C	L	P	H
	3 rd period		P	H	C	C
	4 th period	L	L		H	P
PM	1 st period		C		H	L
	2 nd period				D	D

<i>Aims</i>	<ul style="list-style-type: none">- Practising analysing information to deduct a result.- Practising creating a double entry table.
<i>Applications (examples)</i>	<p><u>In class</u>: learning to organise information (maths,arithmetic), learning to organise one's thoughts (planning an essay or a presentation) as well as any school activity involving:</p> <ul style="list-style-type: none">- using a double entry table to look for data.- filling a double entry table- making a double entry table (for example a timetable) or a graph. <p><u>At work</u>: presenting information in a way that makes it easily and quickly accessible, as well as any task involving reference to data presented in a double entry table, or completing or updating the data in a double entry table. Ability to understand time table and work shifts, organisation of work in general or a particular task, records of stock or production entered in a double entry table and put on a notice board.</p> <p><u>In everyday life and leisure</u>: ordering what was said at a meeting, organising oneself in various situations, for example on Christmas Eve (who has what present for whom?) or dealing with family birthdays.</p>
<i>Materials</i>	A sheet of paper with: <ul style="list-style-type: none">-a situation-some clues.
<i>Instructions</i>	After reading the information given, the students have to match the names with the relatives. To do this, they need to make a double entry table. The teacher must give as little extra information as possible.
<i>Comments</i>	Some students may reject exercises based on the family (those with family problems, for instance). In that case, the teacher could plan to use another similar exercise with those students (16-31 or 16-32) and the reports can take place within two different groups.
<i>Variations (examples)</i>	While taking into account the comment above, it is also true that many students enjoy exercises based on the family. Those students can provide data that would allow the group to find out who the different members of their family are and what their family relationship to the student are.
<i>Individualisation</i>	Yes, if the students can read.
<i>Answers</i>	Yes.

THE FAMILY

Peter, Henry, Jane, Mary, Olivia, Marc, Gerard and Laura are all part of young Julian's family.

They are: Julian's father, his mother, his brother, his sister, his uncle, his aunt, his grandfather and his grandmother.

Can you match the names with the roles with the help of the clues below?

1. Marc is Julian's bother.
2. Peter and Jane are Marc's parents.
3. Olivia is Jane's mother.
4. Gerard is Peter's brother.
5. Marc and Mary are brother and sister.

THE FAMILY

Peter, Henry, Jane, Mary, Olivia, Marc, Gerard and Laura are all part of young Julian's family.

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3. Olivia is Jane's mother.
4. Gerard is Peter's brother.
5. Marc and Mary are brother and sister.

	father	mother	brother	sister	uncle	aunt	grand-mother	grand-father
Peter	X							
Henry								X
Jane		X						
Mary				X				
Olivia							X	
Marc			X					
Gerard					X			
Laura						X		

<i>Aims</i>	Practising using or making a table meant to be used or read by taking into account columns and rows.
<i>Applications (examples)</i>	<p><u>In class</u>: learning to organise information (maths,arithmetic), learning to organise one's thoughts (planning an essay or a presentation) as well as any school activity involving:</p> <ul style="list-style-type: none">- using a double entry table to look for data.- filling a double entry table- making a double entry table (for example a timetable) or a graph. <p><u>At work</u>:presenting information in a way that makes it easily and quickly accessible, as well as any task involving reference to data presented in a double entry table, or completing or updating the data in a double entry table. Ability to understand time table and work shifts, organisation of work in general or a particular task, records of stock or production entered in a double entry table and put on a notice board.</p> <p><u>Dans la vie quotidienne</u> : ordering what was said at a meeting, organising oneself in various situations as well as any activity involving using, completing or making a double entry table to find or record data (for example records of sport meetings, sport results, activities in a club, schedules, timetables...)</p>
<i>Materials</i>	A sheet of paper with a situation (people having different vehicles) and some written data, followed by a double entry table
<i>Instructions</i>	The students have to read the written text (see <i>comments</i> below) in as participative a way as the teacher chooses. They then have to fill the double entry table according to the data, so as to match each vehicle with its owner.
<i>Comments</i>	<p>The teacher could decide to hide some of the information written in the double entry table and ask the students to write it in. The most difficult scenario would be to ask the student to create the whole double entry table themselves, with or without help from the teacher.</p> <p>This exercise, as it is, requires that the students can write. However, for those with writing difficulties, the teacher can present the data as drawings and replace the names of the characters by numbers (person 1, person 2 etc..) or by colours.</p>
<i>Variations (examples)</i>	<p>1. A variation which works well consists of creating, as a group exercise, a similar exercise based on the name of the students and their favourite leisure activity or a specific competency that they have. The work consists mainly of checking that the proposed data allows the table to be filled in correctly, that is to say that a solution must be found without having actually been given. Le travail revient surtout à vérifier que les données que l'on propose d'écrire amènent effectivement à remplir correctement le tableau, c'est-à-dire à trouver la solution, sans que tout soit déjà dit. Clear and subtle communication skills are therefore required.</p> <p>2. The same variation could be performed by teams of two students, rather than the whole group. The characters and their attributes can then be chosen by the authors and the exercise presented to the group.</p>
<i>Individualisation</i>	Yes.
<i>Answers</i>	Yes.

VEHICLES

Marc, Paul, Julian, Luke and John each own different vehicles. They are: a lorry, a car, a moped, a bike and a motorbike.

Match each vehicle with its owner, with the help of the following clues:

1. Marc's vehicle is the lightest.
2. Julian's vehicle is the biggest.
3. John's vehicle is slower than Luke's and Paul's vehicles.
4. Luke's vehicle takes more room than Paul's.

	lorry	car	moped	bike	motorbike
Marc					
Paul					
Julian					
Luke					
John					

VEHICLES

Marc, Paul, Julian, Luke et John each own different vehicles. They are: a lorry, a car, a moped, a bike and a motorbike.

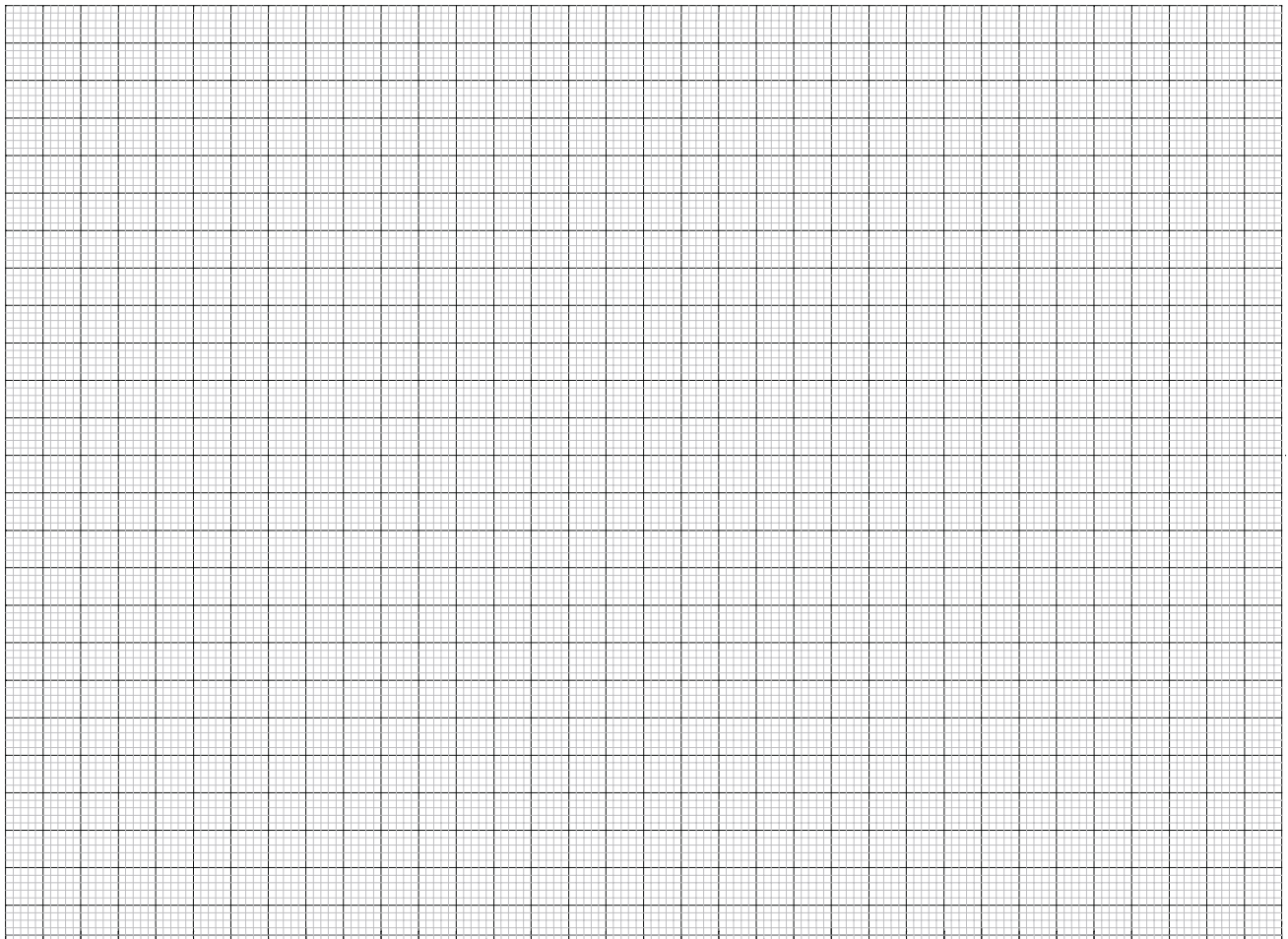
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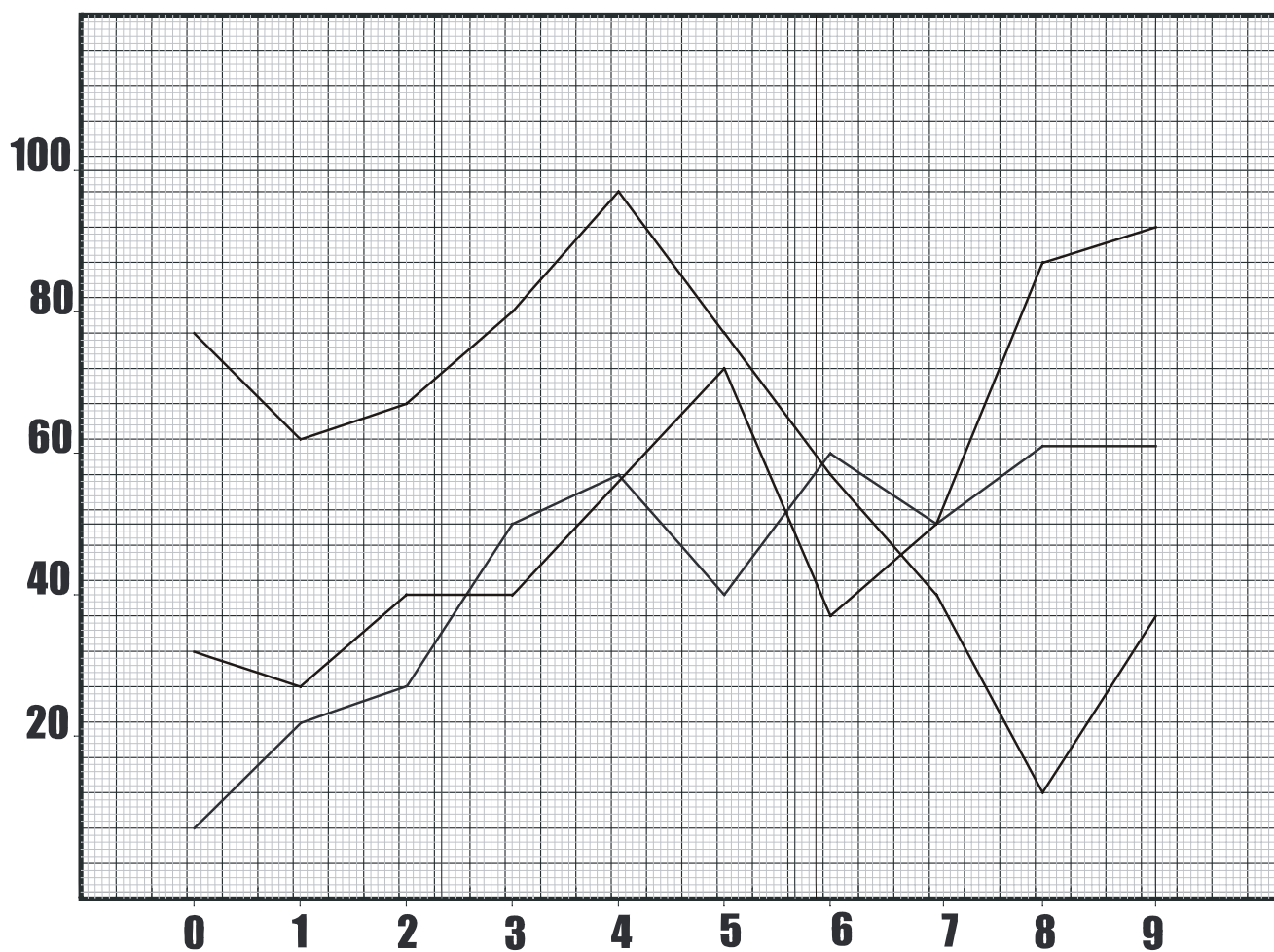
	lorry	car	moped	bike	motorbike
Marc				X	
Paul					X
Julian	X				
Luke		X			
John			X		

WORK IT OUT	Using a double entry table "Production"		16-42 Level 4 Exercise 2
Aims	<ul style="list-style-type: none"> - Practising reading a double entry table. - Practising using the data in a double entry table to draw a graph. - Practising creating a graph. 		
Applications (examples)	<p><u>In class</u>: learning to organise information (maths,arithmetic), learning to organise one's thoughts (planning an essay or a presentation) as well as any school activity involving:</p> <ul style="list-style-type: none"> - using a double entry table to look for data. - filling a double entry table - making a double entry table (for example a timetable) or a graph. <p><u>At work</u>:presenting information in a way that makes it easily and quickly accessible, as well as any task involving reference to data presented in a double entry table, or completing or updating the data in a double entry table. Ability to understand time table and work shifts, organisation of work in general or a particular task, records of stock or production entered in a double entry table and put on a notice board.</p>		
Materials	<p>A sheet of paper with:</p> <ul style="list-style-type: none"> - a double entry table - a piece of grid paper. 		
Instructions	<p>The teacher needs to explain to the students that the number in a triangle represent successive days, the lines represent employees and the bold numbers their daily production.</p> <p>The students have to use the graph paper and the data in the table to draw graphs representing the production of each employee.</p>		
Comments	<p>This exercise is better performed with a partner, thus avoiding being stuck by oneself when finding out way of placing the data on the grid paper before drawing the graph.</p>		
Variations (examples)	<ol style="list-style-type: none"> 1. The students may ask themselves which activities could be represented by this data and this graph. 2. Students working in industry may try to represent their production with a similar graph. It would also be possible to provide data about the sales in a supermarket or the weekly attendance in a three-screen cinema. 		
Individualisation	<p>Yes.</p>		
Answers	<p>Yes.</p>		

	0	1	2	3	4	5	6	7	8	9
-----	35	30	40	40	55	70	35	50	85	90
++++++ ++	75	65	70	80	95	75	55	40	15	35
---+---+---	10	25	30	50	55	40	60	50	65	65



	0	1	2	3	4	5	6	7	8	9
_____	35	30	40	40	55	70	35	50	85	90
_____	75	65	70	80	95	75	55	40	15	35
_____	10	25	30	50	55	40	60	50	65	65



<i>Aims</i>	Practising making a double entry table.
<i>Applications (examples)</i>	<p><u>In class</u>: gaining more autonomy; learning to organise information (maths, arithmetic), learning to organise one's thoughts (planning an essay or a presentation) as well as any school activity involving:</p> <ul style="list-style-type: none">- using a double entry table to look for data.- filling a double entry table- making a double entry table (for example a timetable) or a graph. <p><u>At work</u>: gaining more autonomy; presenting information in a way that makes it easily and quickly accessible, as well as any task involving reference to data presented in a double entry table, or completing or updating the data in a double entry table. Ability to understand time table and work shifts, organisation of work in general or a particular task, records of stock or production entered in a double entry table and put on a notice board.</p> <p><u>In everyday life and leisure</u>: gaining more autonomy; ordering what was said at a meeting, organising oneself in various situations as well as any activity involving using, completing or making a double entry table to find or record data (for example records of sport meetings, sport results, activities in a club, schedules, timetables...)</p>
<i>Materials</i>	<ul style="list-style-type: none">- A sheet of paper with data consisting of dates and records of winter temperature in a European country.- A blank sheet of paper, a pencil, a ruler and a rubber per student.
<i>Instructions</i>	Students have to draw the temperature graph of a European country according to the data given (dates and temperature records). The students will not be given any other information and will put all the information on the grid themselves.
<i>Comments</i>	As the students will not get any extra information and they will have to put all the information on the grid themselves, it might be beneficial if they work in pairs.
<i>Variations (examples)</i>	<ol style="list-style-type: none">1. The students could imagine a record of temperature in the same month, but in another country, for example the West Indies or Australia.2. Students whom receive marks could draw a graph of their marks in one subject during a fixed period
<i>Individualisation</i>	Yes, if the students can read numbers.
<i>Answers</i>	No.

January dates on which the
temperature was recorded, at 7 am

Temperature recorded

1	1°
3	5°
5	6°
7	7,5°
9	2°
11	-2°
13	- 4,5°
15	-4,5°
17	- 7°
19	- 9°
21	- 5°
23	0°
25	2°
27	3°
29	1°
31	2°