

<b>WORK IT OUT</b>	<div> <div>Using a double entry table</div> <div>"A question of character"</div> </div> <div> <div>16-31</div> <div>Level 3</div> <div>Exercise 1</div> </div>
<b>Aims</b>	Practising finding your bearings in a table meant to be used or read by taking into account columns and rows.
<b>Applications (examples)</b>	<p><u>In class</u>: any activity involving:</p> <ul style="list-style-type: none"> <li>- using a double entry table to look for data.</li> <li>- filling a double entry table</li> <li>- making a double entry table (for example a timetable).</li> </ul> <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>
<b>Materials</b>	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.
<b>Instructions</b>	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.
<b>Comments</b>	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.
<b>Variations (examples)</b>	<ol style="list-style-type: none"> <li>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..</li> <li>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...</li> <li>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.</li> </ol>
<b>Individualisation</b>	Yes.
<b>Answers</b>	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	<b>65</b>	<b>9</b>	4	17	56	4	<b>0</b>
77	<b>1</b>	15	14	<b>5</b>	<b>2</b>	<b>8</b>	9
<b>6</b>	<b>7</b>	6	<b>11</b>	18	7	<b>6</b>	<b>15</b>
45	<b>4</b>	0	<b>7</b>	4	8	<b>16</b>	5
19	<b>99</b>	<b>8</b>	<b>4</b>	38	<b>0</b>	6	<b>3</b>

	29	<b>29</b>	<b>29</b>	<b>29</b>	<b>29</b>	29	29	<b>29</b>
<b>6</b>	*		*					*
<b>4</b>		*						
<b>12</b>							*	
<b>9</b>					*			
<b>1</b>				*				
<b>15</b>								
<b>7</b>			*					

<b><i>Aims</i></b>	Practising making clear and precise timetables, using a double entry table.
<b><i>Applications (examples)</i></b>	<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"><li>- using a double entry table to look for data.</li><li>- filling a double entry table</li><li>- making a double entry table (for example a timetable) or a graph.</li></ul> <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>
<b><i>Materials</i></b>	A sheet of paper with different subjects in a technical college and their schedule.
<b><i>Instructions</i></b>	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.
<b><i>Comments</i></b>	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.
<b><i>Variations (examples)</i></b>	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.
<b><i>Individualisation</i></b>	Yes, if the students can read.
<b><i>Answers</i></b>	Yes.

**TIMETABLE**

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

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

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

Communication :                Tuesday am 2<sup>nd</sup> period  
   Thursday and Friday am 3<sup>rd</sup> period  
   Tuesday pm 1<sup>st</sup> period

Engineering drawing :        Monday pm 1<sup>st</sup> period  
   Thursday and Friday pm 2<sup>nd</sup> period

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

**TIMETABLE**

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

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

**TIMETABLE**

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

<b>Aims</b>	<ul style="list-style-type: none"><li>- Practising analysing information to deduct a result.</li><li>- Practising creating a double entry table.</li></ul>
<b>Applications (examples)</b>	<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"><li>- using a double entry table to look for data.</li><li>- filling a double entry table</li><li>- making a double entry table (for example a timetable) or a graph.</li></ul> <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>
<b>Materials</b>	A sheet of paper with: <ul style="list-style-type: none"><li>-a situation</li><li>-some clues.</li></ul>
<b>Instructions</b>	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.
<b>Comments</b>	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.
<b>Variations (examples)</b>	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.
<b>Individualisation</b>	Yes, if the students can read.
<b>Answers</b>	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.

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