

<b>Aims</b>	Practising using or making a table meant to be used or read by taking into account columns and rows.
<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>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>
<b>Materials</b>	A sheet of paper with a situation ( people having different vehicles) and some written data, followed by a double entry table
<b>Instructions</b>	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.
<b>Comments</b>	<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>
<b>Variations (examples)</b>	<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>
<b>Individualisation</b>	Yes.
<b>Answers</b>	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					

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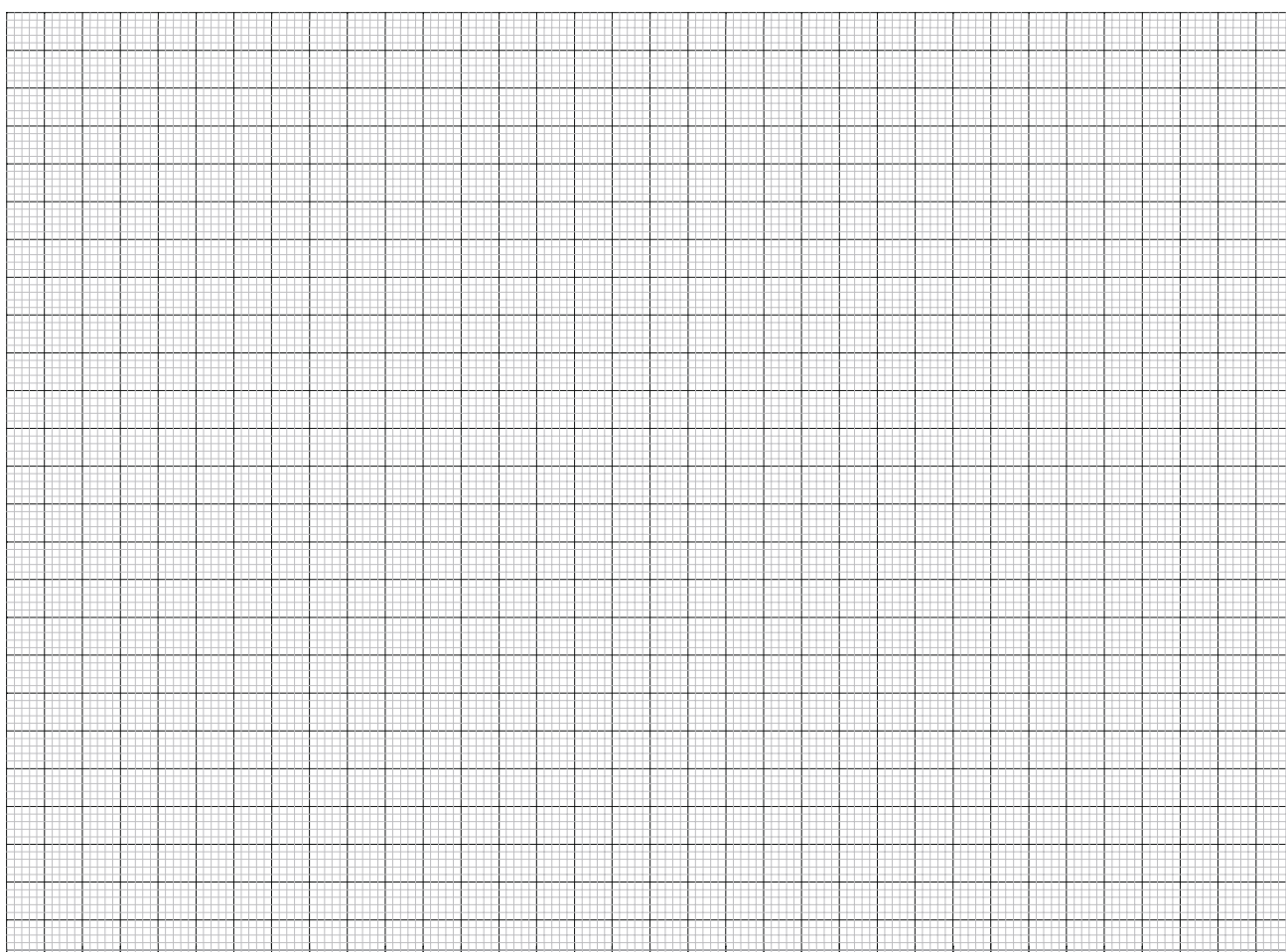
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	lorry	car	moped	bike	motorbike
Marc				<b>X</b>	
Paul					<b>X</b>
Julian	<b>X</b>				
Luke		<b>X</b>			
John			<b>X</b>		

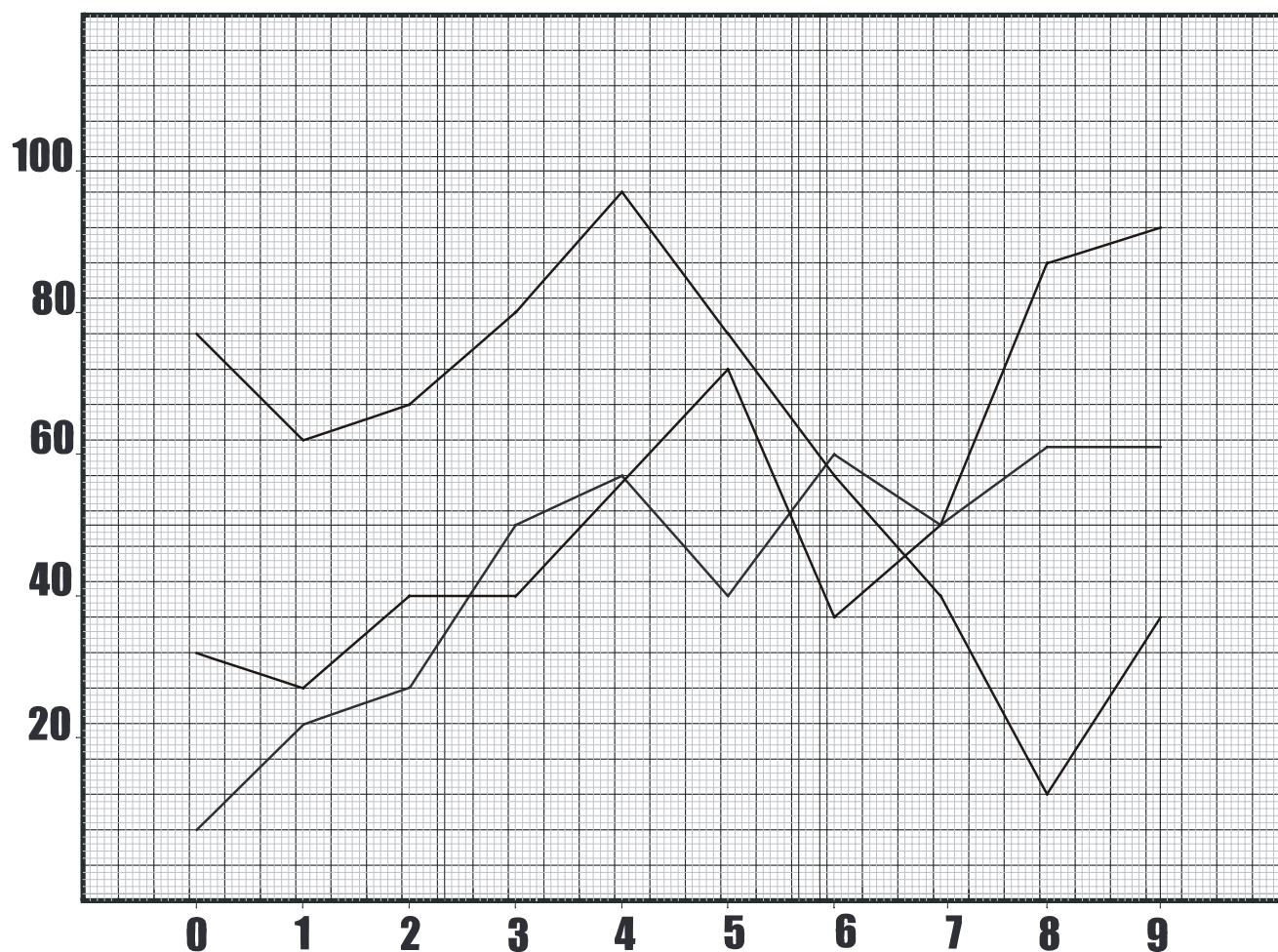
**WORK IT  
OUT****Using a double entry table  
"Production"****16-42****Level 4  
Exercise 2**

<b><i>Aims</i></b>	<ul style="list-style-type: none"><li>- Practising reading a double entry table.</li><li>- Practising using the data in a double entry table to draw a graph.</li><li>- Practising creating a graph.</li></ul>
<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>
<b><i>Materials</i></b>	A sheet of paper with: <ul style="list-style-type: none"><li>- a double entry table</li><li>- a piece of grid paper.</li></ul>
<b><i>Instructions</i></b>	<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>
<b><i>Comments</i></b>	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.
<b><i>Variations (examples)</i></b>	<ol style="list-style-type: none"><li>1. The students may ask themselves which activities could be represented by this data and this graph.</li><li>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.</li></ol>
<b><i>Individualisation</i></b>	Yes.
<b><i>Answers</i></b>	Yes.

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



	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



**WORK IT  
OUT****Using a double entry table  
"January freeze"****16-43****Level 4  
Exercise 3**

<b><i>Aims</i></b>	Practising making a double entry table.
<b><i>Applications (examples)</i></b>	<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"><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>: 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>
<b><i>Materials</i></b>	<ul style="list-style-type: none"><li>- A sheet of paper with data consisting of dates and records of winter temperature in a European country.</li><li>- A blank sheet of paper, a pencil, a ruler and a rubber per student.</li></ul>
<b><i>Instructions</i></b>	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.
<b><i>Comments</i></b>	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.
<b><i>Variations (examples)</i></b>	<ol style="list-style-type: none"><li>1. The students could imagine a record of temperature in the same month, but in another country, for example the West Indies or Australia.</li><li>2. Students whom receive marks could draw a graph of their marks in one subject during a fixed period</li></ol>
<b><i>Individualisation</i></b>	Yes, if the students can read numbers.
<b><i>Answers</i></b>	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°