

5 Angela likes toy cars. She goes to a toy shop. The big cars cost one pound, the small cars cost seventy-five pence each. Angela has got five pounds. She buys two big cars and four small cars. Now she has got pence.
(100 pence = 1 pound)

VARIATION

Another way of presenting this activity is to write each problem on a file card: give each child a card, and when he or she finishes it they pass it on to someone else and find one they have not done.

COMMENTS

Talk to the children's maths teacher to find out their level in maths. The examples given here vary from very simple to very difficult.

3.3 The washing line

LEVEL

2, (3)

AGE GROUP

B, C

TIME

20–30 minutes

AIMS

Linguistic: to practise intensive reading.

Other: to develop the skill of making logical deductions.

DESCRIPTION

The children put together information from several sentences to find out which clothes belong to which person, and where they live.

PREPARATION

1 Make enough copies of Worksheet 3.3 (see end of book) so that the children have one between two, or copy the worksheet on to a large poster or the board.

2 Do the worksheet yourself so that you are aware of the logic needed to solve the puzzle and can help the children.

IN CLASS

1 Pre-teach or revise the names of the clothes.

2 Draw a block of flats on the board and check that the children know the names of the floors—ground floor, first floor, and so on. (If you are teaching American English you will have to adapt the worksheet to read first floor, second floor, and so on.)

3 Write the names of the people on the board: Dawn, Peter, Bob, Jane and Mary, Anna. Tell the children that they all live in the flats on different floors.

READING

4 Explain that they all share a washing line in the garden. One day it was very windy and all the clothes on the washing line blew off and landed in a heap on the ground. The children are going to work out who each piece of clothing belongs to, and where the owners live. How? By reading the information and thinking hard!

5 Put the children into pairs. Give out the worksheets and give them a little time to read all the sentences.

6 Then ask them (in English if possible) who the football shirt belongs to, and what floor that person lives on. Ask those who get the answer right to tell the others (in their native language if necessary) how they worked it out.

7 Let the children continue. Go around encouraging and giving hints where necessary, but try and get them to help each other first. If they find it very difficult, draw this grid on the board to help them:

NAME	FLOOR	CLOTHES
Dawn		
Peter		
Bob		
Jane		
Mary		
Anna		

8 When they finish, get them to compare their answers before checking the whole class's answers.

VARIATIONS

This technique can be used with other topics, for example:

- which cars and bicycles belong to which family
- which picnic or shopping basket belongs to which family
- which toys belong to which child
- which school report belongs to which child.

3.4 Sort it out

LEVEL 2, 3

AGE GROUP B, C

TIME 30 minutes

The washing line

The person on the ground floor plays football.

Jane and Mary's school uniform is a blue skirt and white blouse.

The person on the top floor likes whales.

Dawn loves swimming.

The schoolgirls live on the second floor.

Bob plays number nine in his local football team.

Peter's hobby is karate.

Dawn lives below Jane and Mary.

Anne's flat is on the top floor.

Peter lives on the third floor.

