

Name _____ Date _____ Time taken _____

What this sheet trains

Divided attention - holding a second rule in mind while your main attention is busy elsewhere. This is the skill behind listening to a teacher while taking notes, or checking your working while solving the next step.

Strategy: anchor and sweep. Give the main task your focus and let the second task run as a quick, automatic check - do not swap your full attention back and forth.

1 Read and tally

Main task: read the passage once. Second task: the counting rule below.

Counting rule

Every time you read the word bus or buses, make one tally mark in the box at the foot of the page. Do not go back and re-read. One pass only.

In the late 1990s Bogota could not afford an underground railway, so the city built something else. It took lanes in the middle of its widest avenues, fenced them off for buses alone, and added raised stations with doors, turnstiles and platforms level with the floor of the bus. Passengers pay at the turnstile before boarding and then walk straight on through several doors at once, as they would on a train. The system carried more riders in its first years than some metros, at a construction cost per kilometre perhaps a twentieth of a tunnel, and dozens of cities have since copied the design.

The engineering behind it is mostly about dwell time, the seconds a bus spends stopped at a station. Level boarding, prepaid fares and multiple doors cut that interval sharply, and because a single lane can only pass so many vehicles an hour, shaving seconds at each stop raises capacity far more reliably than buying more buses would. Overtaking lanes at the larger stations let an express bus skip stops, so one corridor can run several patterns of service at the same time. All of this depends on the fenced lane staying clear; the moment general traffic is let in, the mathematics collapses and every bus joins the queue.

Bogota's own experience is now used as an argument both for and against the idea, which should make anyone cautious. Crowding at peak hours became severe, fare rises provoked protests, and promised extensions arrived late, so residents often describe a system that outsiders study admiringly. The lesson is not that the technology failed. It is that a corridor built in four years inherits every problem a city has with land use, policing and fares, and no bus design resolves a political argument about who the street is for.

Tally here - one mark per bus or buses

Make the marks as you read, then write your total before turning the page.

Total

1 Questions - cover the passage first

Answer from memory. Do not look back at the passage.

My tally total

From page 1

Q1. What did Bogota build instead of an underground railway, and roughly how did the cost compare?

Q2. Why does reducing the seconds spent at each stop matter more than adding vehicles?

Q3. Why would allowing ordinary cars into the lane undo the whole design?

Q4. How well does the writer separate the failures of the system from the failures of the city?

2 Grid sweep with a running count

Main task: cross out targets. Second task: keep a count in your head.

Rules - read both before you start, then start the timer

Main: cross out every number that is a multiple of 9.

Second: count - silently, no marks - how many numbers end in 5. Write the total in the box only when you have finished the whole grid.

61	61	81	24	91	25	49	97	12	89	34	43	40	56	73	44
82	73	80	32	99	99	52	36	65	77	56	17	73	74	77	65
13	44	53	34	15	88	56	81	71	79	67	34	95	49	54	88
33	32	28	32	94	11	46	68	76	64	70	62	57	33	16	36
28	78	23	71	74	67	25	74	81	99	54	68	91	59	94	77
83	82	66	38	63	42	73	86	88	76	55	47	78	43	31	41
65	51	19	76	62	72	26	43	61	92	47	56	54	28	56	10
54	56	41	34	35	75	65	85	91	51	24	64	55	64	27	29

Stop the timer when the grid is finished, not when you write the total.

Numbers ending in 5

Write it once the grid is done

3 Copy and total

Main task: copy each row of digits. Second task: keep a running total.

Rules

Main: copy each four-digit group into the box beside it, in order.

Second: add the second digit of every row to a running total as you go.

Write the running total in the box at the end of each row - from memory, not by going back and adding up at the end.

	Copy here	Running total
8 3 1 7		
1 1 6 4		
8 1 8 8		
7 2 9 4		
4 1 8 7		
4 1 1 9		
8 5 3 6		
4 9 9 2		
8 1 5 2		
5 5 1 7		
7 2 4 9		
8 7 6 9		

4 Bridging - answer in a sentence each

Where this shows up outside the sheet.

Q1. Of your two jobs just now, which one broke down first, and what do you think made it vulnerable?

Q2. Where in your school day are you asked to listen, write and keep track of time together?

Q3. What small habit would help you notice sooner that one half of a double task has stopped working?

Answer key

Task 1 · tally
bus or buses

7

Task 2 · crossed out
multiples of 9

15

Task 2 · counted
ending in 5

13

Task 3 · final total
second digits

38

Task 1 - suggested answers

Q1. Fenced central lanes for buses with raised stations and prepaid boarding, built for a fraction of the cost of tunnelling.

Q2. A lane can pass only so many vehicles an hour, so shorter stops raise capacity when extra vehicles cannot.

Q3. Buses would be caught in general congestion and lose the predictable spacing the capacity calculation depends on.

Q4. Reasonably well: the complaints are traced to crowding, fares and land use rather than to the design itself.

Notes for the parent or teacher

- Mark the two tasks separately. A student who scores well on the main task and loses the count has not failed - that is the normal pattern, and it is the thing worth discussing.
- Do not prompt or remind during a task. The reminder is the skill.
- An untimed run is a valid run. Record the time only if the student wants to beat it next week.
- Repeat the sheet after a week rather than straight away. Spacing is what makes the gain stick.
- This is attention practice, not an assessment. It does not diagnose anything, and no sheet of this kind should be read as a measure of ability.