

SINCLAIR SPECTRUM 48K



**MRT  
MEETS  
HIS  
MATCH**

PARENTS' HANDBOOK

# MRT MEETS HIS MATCH

## LOADING THE PROGRAMS ON THE SINCLAIR SPECTRUM

- 1 Check that the ZX Spectrum is assembled as described in your Spectrum handbook.
- 2 Turn the TV set or monitor on.
- 3 Put the program into your cassette player with the label for the program you want to load facing you. Check that the tape is wound right back to the beginning. Rewind if necessary.
- 4 To load the program you want, type LOAD " ". (To type LOAD on the Spectrum press **J** . To type " , press **SYMBOLSHIFT** **P** .)
- 5 Start the cassette player and press **ENTER** .  
If the tape is loading correctly, after about a minute, Mr. T will appear on the screen.
- 6 Stop the tape when you're told to.
- 7 If you have difficulty loading, switch the Spectrum off and start again. Don't forget to rewind the tape.
- 8 Turn the computer off and on again before you try to load another program.

## USING THE PROGRAMS

- 1 Press **Q** to:
  - \* choose a game
  - \* change the sound, or difficulty level.

### Choosing a game:

#### The Menu Screen

- 1 Press **Q** and the Menu Screen will appear.

### Changing the options:

#### The Parent Screen


- 1 From the Menu Screen, press **Q** for the Parent Screen.  
  
From any other point, press **Q** twice.
- 2 **Setting the difficulty level**  
Press **1** to make the game easier. Mr T will move to the *left* along the scale at the top of the screen (unless, of course, he is already as far left as he will go). Keep pressing until he is at the level you want.  
  
Press **9** to make the game harder. Mr T will move to the *right* each time you press the key. When you load the program, Mr T will always be at the left or "Easier" end of the difficulty scale.

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You only need to use two keys to control all the Mr T programs.

- 2 Press the space bar ( **SPACE** ) to:  
\* start the first game on the tape  
\* play a game again.

- 3  on the screen is a reminder to press **SPACE**

- 2 To choose a game, type the number next to the name of the game you want. The line you choose will change colour.

- 3 If you change your mind, just type a different number.

- 4 Press **SPACE** to start the new game.

- 3 **Changing the difficulty level**  
Press **2** to change from "Mr T decides" to "You decide" and back again. The glowing bar shows which option you have selected. On "Mr T decides", the game will move automatically along the difficulty scale to match your child's rate of success.

- 5 Press **4** to select "Quiet" or "Loud", with sound on.

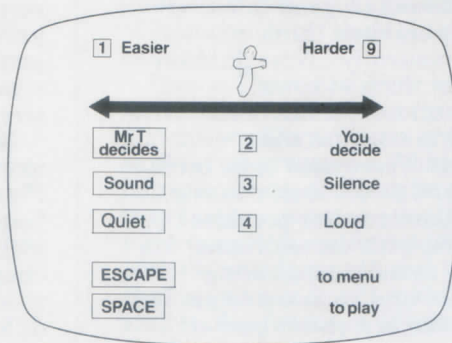
- 6 Press **2**, **3** or **4** again to reverse your original choice.

- 7 When you're ready, press **SPACE** to start the game.

You can check your child's current level at any time by seeing where Mr T is on the scale.

"You decide" keeps the level of difficulty fixed where you have set it. This is particularly useful if the games are being used by a group of children, as you may want to reset the difficulty level for each child's turn.

- 4 Press **3** to turn the sound on and off.



A simple cartoon character with a round face, a wide smile, and a single tuft of hair on top. It is integrated into the letter 'T' of the 'MR T' text.

# MR T

## MEETS HIS MATCH

The games in this package are tantalising tests of memory and skill. There are two separate programs, each with several games and skill levels. Young children and their parents and grandparents will enjoy competing against each other. Or if only one child wants to play, Mr T is always ready to take up the challenge.

The beauty of the games is that they rely on memory and quick thinking, not previous knowledge. Playing these games will intrigue parents, while also helping their children to develop important educational skills. The games are based on classroom activities which promote logical thinking and help children think "mathematically". Now children can enjoy them at home.

Up until now, it has been difficult to organise these activities. There used to be cards to lose and pieces to go missing.

Now the computer provides the structure, with the additional fun of lively sounds and glowing pictures – and no pieces to get lost or go home in a child's pocket!

# Animal Wildcard

## How to play Animal Wildcard

The best way to understand this game is to play it through.

While learning how to play, your child will appreciate your help, so when the computer asks "How many players?", press [2]. Both of you will then have an opportunity to type in your names. Help your child to do this.

Later, when the game is familiar, your child will be able to play it alone, with the fun of Mr T as an opponent.

After you have put in your names, the computer will move on to Game One. This is the best game for learning the rules.

As the game begins, twelve mysterious cards appear on the screen along with the first player's name. Mr T will be standing on one of them. Decide which card you want to choose. If it is the one Mr T is on, just press [SPACE]. Take note of the picture as it is revealed. No chance of matching yet of course, as it is the first picture card in the game – but remember it! It won't stay on the screen forever.

Next Mr T will reappear on another unknown card, ready for Player Two's choice, and the game begins in earnest. (Note how the player's name on the screen changes to remind you whose turn it is.) Player Two may have a different card in mind. Use the

arrow keys to guide Mr T across the screen to the card you want to see. Listen to the sounds Mr T makes as he jumps from card to card. It is as if he is playing stepping stones on the black notes of a piano. The changing tones give another reminder of a card's position.

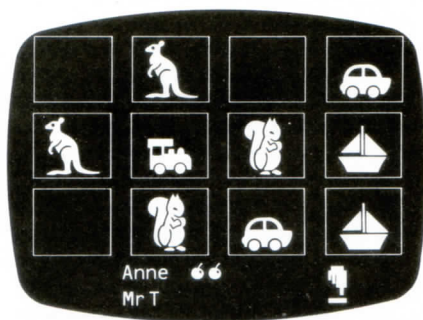
Press **[SPACE]** and Player Two's choice of card will be revealed. If by amazing luck the second card matches the first, a point has been won. The initial letter of Player Two's name will appear on the cards to show that they have been successfully matched. However, it is more likely that the two cards will be different. Now the players' skill begins to show. Remember the pictures and positions of the cards. The first picture will vanish as Player One takes the next turn. Player Two's picture card remains.

Player One dances Mr T over the screen to a card that might match this picture. Pressing **[SPACE]** reveals if a match has been made. As each new card is "turned up" either a pair is found or the oldest picture vanishes, most tantalising if you know how to match it! (This is where strategy can play a part.)

Notice the screen prompt to say who should take the next turn after each successful match. The triumphant player always makes an additional move – turning up the card that will restart the game. Even if one player has an enormous run of luck or skill, the dejected opponent can be comforted by the thought that at least the last two cards are within reach!

If you are playing a series of games, then Mr T will save

arguments and keep the score. He puts an apple by the winner's name or gives half an apple to each player if the game is a draw.



After playing the first game with your child, you are ready to explore the variations which make this such a flexible program.

Return to the Menu Screen. There are four games to choose from, graded in difficulty, and these are described below.

Games One and Two feature picture shapes like train and rabbit. Discuss and name them with your child. Each may reappear in a different colour and be either large or small, but they must match exactly so every detail matters! Parents may be surprised at how observant their children can be.

Games Three and Four have the same rules, but with a new dimension. They require greater skills of observation as well as memory. Instead of picture cards, they feature mosaic patterns. The wide variety of random patterns possible will fascinate and challenge your child's matching ability. See for yourself just how

compelling it is matching the six-square mosaics at the top level.

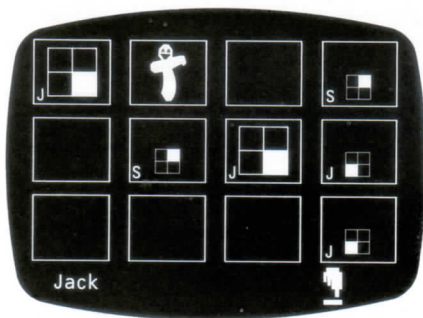
Within all four games there is an automatically adjusting difficulty level, provided by the computer. Each game has its own set of shapes. The "auto-level" changes the emphasis on the *kind* of matching that you are asked to do with these shapes. At one level *shape* variations are featured. At another, higher level some shapes may be the same, and *colour* is the key. See if you notice these changes; they provide an additional opportunity for you to discuss with your child *how* we match shapes. This will help you both to appreciate the differing ways in which we all make sense of what we see.

Once your child has learned how to play the game, there is no need for you to join in with your child every time, as Mr T is always a willing opponent. Press **1** on the name screen and the computer will offer you a game against "Clever Mr T" or "Forgetful Mr T". Your child can choose whether to play in a competitive way against "Clever Mr T", who has an excellent memory, or whether to play in a rather more relaxed way against "Forgetful Mr T", who does sometimes make mistakes!

## Getting the most out of Animal Wildcard

Don't feel you have nothing more to offer once your child is able to play these games with Mr T, or with a friend, brother or sister. The full value of the games comes from talking about them with an interested adult. Notice what visual cues *you* use as you try the

games and compare them with your child's. Are you concentrating on colour more than shape, or is it a change in size that catches your attention? Do you find the game easier or harder to play when differences between the cards involve colour and shape and size together? What about the levels with only one difference? Some levels of Games Three and Four, for instance, have no size or colour differences, but only slight changes in the way the mosaic tiles are arranged. It seems simple, but try it, find out how your mind works and share this with your child.



While playing the game, encourage your child to talk about the cards as they are revealed.

Ask:

"What colour is it?  
What shape is it?  
What size is it?"

Explore the structure of the mosaic shapes. How many coloured tiles are there? Where do the spaces come? Are there any "families" of shapes with similar

features?

The differences between the colours in this program will show up even on a black and white TV, because they are different in tone as well as in colour. This also means that colour-blind children (and there are many) are not at a disadvantage.

Talk about pictures "in the middle" or "at the top right", as you point to the cards. This helps to fix the position of the card in your child's mind. It also provides the language for remembering. The development of language and thought go hand in hand.

When there are two cards on the screen, encourage your child to *compare* them. You are building thinking skills. Much of our successful problem-solving in later life depends on the simple strategy of asking "How is this *the same* as what I have seen or known before?" "How is it different?" Give your child the habit of asking these questions as you play with the cards.

With practice your child will soon be saying:

"Look, it is the same colour . . . and the same shape . . . oh, it's not the same size."

Or "It's a different colour, so it can't be a match."

The object of the game is to match exactly. The educational importance of the games ranges more widely. The development of logical thought is built on recognising "near misses" and noticing "degrees of difference". Your contribution lifts the game from an enjoyable matching activity into the development of logical thinking skills.

# Switcharoo

**Switcharoo** is an entertaining activity requiring logical thought. All that your child needs in order to enjoy **Switcharoo** is an understanding of the ideas of "the same" and "different". (Any **Animal Wildcard** addict will be very comfortable with these concepts.)

**Switcharoo** is a picture version of the traditional word game "in-between-words". If you know that game, then the idea behind this computer activity is easy to understand. When you play **Switcharoo** you change the appearance of animal figures step by step. With "in-between-words" you change the meaning of words letter by letter.

For example, in the word game you may have to find the single "in-between-word" that links "HAT" to "HOD". It must be a real word. It must have only one letter different to "HAT" and one letter different to "HOD". ("HAD" fits the bill.) The challenge comes when two, three or more "in-between-words" are missing. For example, find the three words that transform "HEAT" into "COLD". (The changes are HEAT to HEAD, HEAD to HELD, HELD to HOLD and HOLD to COLD.)

Load **Switcharoo** and enjoy the picture version. There are three games, "One Step", "Two Steps" and "Three Steps". Young children will enjoy "One Step" with a single "in-between-shape" to find. "Two Steps" and "Three Steps" have two and three missing figures. Each step up demands more logical thought than the one before.

## How to play Switcharoo

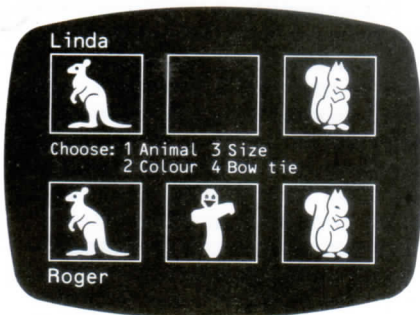
As with **Animal Wildcard**, your child will appreciate your help while learning how to play. When the computer asks "How many players?", press **2**, then both of you will have an opportunity to type in your names.

Later, when the game is familiar, Mr T can take your place as the child's playmate.

After you have put in your names and pressed **SPACE**, the computer will automatically move on to "One Step", which is the best game for learning the rules.

At other times you may wish to begin with a more difficult game. If so, go to the Menu Screen and select the game of your choice.

The first game screen looks like this:



One player will use the top half of the screen and the other will use the bottom. (Notice how the players' names are colour-matched to their own frames.)

Each player has the same Switcharoo problem to try: unlike "in-between-words" each has more than one solution.

Mr T appears in the middle of the first play area, to show where the "in-between-shape" must go.

To the left and right of him are animal shapes. (They might be a blue dog and a yellow rabbit.) Talk about them with your child.

Decide together what kind of in-between-shape you will make. One way to go about it is to think of some animals that are nearly like the blue dog (a blue giraffe, a blue rabbit, a yellow dog perhaps). Then think of some animals that are nearly like the yellow rabbit (a yellow giraffe, a yellow dog or a blue rabbit perhaps). Check through those animals. Which ones are nearly like the blue dog *and* nearly like the yellow rabbit? (The yellow dog and the blue rabbit both fit.) There are lots of other ways that a solution may come to mind. Everyone has their own way of thinking.

You might decide to make a yellow dog. The computer already has an animal figure in its memory. (In this case the blue dog. It's always the picture to the left of the missing in-between-shape.)

Discuss the difference between a blue dog and a yellow one. Ask your child to choose what to change. Explore the menu choices together. Press **1** to change the dog into a different animal shape. Press **2** to change his colour. Press **3** to alter his size. Press **4** if you want to dress him up in a bow tie.

Pressing **2** will give you a menu of colours. The choices are written in the appropriate colour – so even non-readers will be able to recognise that menu choice **2** goes with yellow.

Play around with making new animal shapes for as long as you like.

When your in-between-shape is



ready, press **[SPACE]** to let the computer know you have finished. Remind your child of the rule for in-between-shapes. There should be *one* difference between *each* animal in the line.

If that rule is broken you will know from the tolling sound the computer makes and it will ask you to "think again".

A fitting solution will be welcomed by a trilling sound. That heralds the second player's turn. The problem is the same, but remember, the solution has to be different!

If the second player exactly copies what the first player has done, the computer will reject the shape and give an "already chosen" message. As finding an alternative solution is harder, Mr T ensures that the players take it in turns to go first.

The tremendous variety of solutions at higher game levels makes **Switcharoo** an intriguing game.

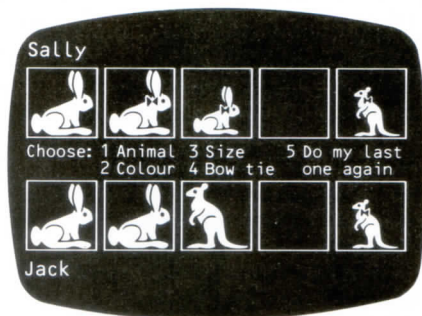
"Two Steps" and "Three Steps" are harder to do but easy to understand after a game with "One Step".

"Two Steps" and "Three Steps" require more logical thought and planning. In "Three Steps" the series is five animal shapes long, so it is easy to go astray! To create a new animal figure which has only one difference from the animal *before* it is simple, but will the *final* animal you make be only one difference away from the *last* animal in the sequence?

"One Step" is fun to play with, but the need for planning makes "Two Steps" and "Three Steps" a competitive activity.

"Three Steps" is the most

difficult game. With three new animals needed to complete the transformation, it is easy to find yourself going down a blind alley. Players take it in turns to add animal shapes to their own sequence. (Copying is not allowed of course.)



If no one makes a mistake, then the result is a draw. Don't get over-confident until you reach the final frame! If you have gone down a blind alley, the last animal you choose won't fit with the end of your sequence.

You may not realise this until the last moment, but the computer will have taken note as soon as your sequence began to go wrong. It will rub out your mistakes and send you back to try again on your next turn – to your opponent's delight.

If you notice that you are going down a blind alley, all is not lost. The menu offers the option of re-doing the last animal shape instead of going on to the next.

The winner is the person who takes fewest turns to complete the sequence.

The fun of the games lies not just in winning, but in exploring the many different solutions.

When your child plays alone, Mr

T will act as a playmate but not a competitor. Your child will complete the first sequence; then Mr T will find a different way to do it.

## Making the most of Switcharoo

Your child should enjoy playing **Switcharoo** "just for the fun of it". The logical thinking will develop of its own accord, but you can help. Talk together about the colours and shapes, about the animals that are dressed the same and the ones that look different.

Your patience and interest will enable your child to develop personal thinking skills. The full value of **Switcharoo** can be lost if the child is *told* how to think. Helping too much can be a mistake!

Another enriching feature of **Switcharoo** is the difficulty levels *within* each game; these are similar in principle to those in **Animal Wildcard**.

You will find there is no set formula for completing a sequence. Even if you stay with one game, the levels will ensure that the game itself is different every time.

You may notice that your child finds it more difficult to sort by some rules than by others. For example, your child may not notice at first that some of the animals wear a bow tie and some do not. Is a different *animal* always chosen to fill the first frame? Your child may be thinking that *shape* is most important. But if the *same* animal is created in a different colour, your child is noticing *colour* first.

# Additional Activities

## The same

Most small children enjoy sorting. Look out for opportunities to sort or match items around the house or in the street.

"How many things can you see that are squares?" "How many blue things can you count?"

Once your child has noticed how things are "the same", then objects can be sorted according to rules that you choose together.

The contents of a large button tin are ideal. Ask your child first to sort all the buttons into colours. Now keep all those that are the same colour (take away the rest) and ask your child to sort these into two (or more) sizes. Now keep just one size (and colour) of button and ask your child to sort these into those with two holes in the centre and those with four. Small children don't realise they are learning all about maths sets and sub-sets, but they do enjoy the activity!

Ordinary playing cards can be sorted into the four suits or by colours, or into the "picture" cards and number cards.

Pictures can be cut out of magazines and sorted.

Try playing a game where *you* sort objects given to you by your child according to a rule which *you* know and your child does not. See if your child can guess what this rule is. "This is 'oompidah' and this is not." Can your child work out what "oompidah" is?

## Different

Now you can help your child look at "different" instead of "the same".

Start with observation again.

"How is Mummy's car different from Uncle John's?"

Start with one difference and then look for two, three and so on. You will eventually be able to ask your child to go and look for something that is "different in four ways" from the first object you show them.

Line up your child's dolls or teddies and ask "Which one is different?" Draw patterns on a large sheet of paper and ask "Where does the pattern change?"



Which one is different?



Now that your child understands both concepts, encourage observation at home. Find an object, and ask your child to go and find something else that is the same in one way as that object. Ask, "Why did you choose that?" Is the child able to explain the reasons for his or her choice?

Now see if your child can find something else that is one thing different, and again explain the reasons for that choice.

The very hardest thing for a child to do is to go and find something that is "not the same at all" - so leave this until last!



## CREDITS

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Pamela Fiddy and Roz Plasted of EdITS

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# About GOOD HOUSEKEEPING Software

Good Housekeeping Software presents a comprehensive range of carefully structured early learning software for your home computer.

## Learning aims

Each package covers a range of skills which will help prepare your child for school, based on three kinds of activities:

- activities for you and your child to do together, designed to encourage discussion and promote development of your child's vocabulary
- games for one or two children to play on their own
- suggestions for follow-up activities.

## Room to grow

All the programs in the Good Housekeeping Early Learning range have been designed for repeated play, and to allow children to work through them at their own pace. Some children learn quickly, others more slowly, but they always progress if they are given time and sufficient practice at one stage before they move on to another. So all Good Housekeeping Software has:

- games with several levels which cater for children of different ages and abilities to grow with your child
- adjustable speed and difficulty levels for each program which can be set by you, or programmed to adjust automatically to your child's progress.

## Easy to use

Good Housekeeping Software has been designed to be easy for you to use, even if you are new to computing. So you and your child can gain confidence in using computers as a learning tool together.

You'll find these same features in all the packages in the Good Housekeeping Early Learning range. But, important as they are, always remember that learning with Mr T should first of all be fun – for you and your child!



*And I have  
lots more games.*

MR T's  
**MEASURING GAMES**

MR T's  
**SHAPE GAMES**

MR T's  
**NUMBER GAMES**

MR T's  
**MONEY BOX**

MR T's  
**ALPHABET GAMES**

MR T  
**TELLS THE TIME**

MR T  
**IN THE MYSTERY MAZE**

MR T's  
**JUNGLE STORIES**

MR T's  
**SIMPLE SUMS**

MR T  
**MEETS HIS MATCH**

MR T  
**MAKES MUSIC**