A, B, Sea

- Basic Skills For The Fishing Industry

Audrey Byrne & Teresa Gilligan

West Galway Adult Learning Centre
Introduction

This resource book was developed following extensive research into the specific educational needs of the fishing community. West Galway Adult Learning Centre secured funding for this research though the NALA/EBS Adult and Continuing Education Awards (ACE Awards). The AB-Sea research is available to download from the NALA website.

The material in this resource book is all related to fishing and has been specifically selected to support learners who are working in the fishing industry or have an interest in fishing a leisure activity. This book aims to raise participants' level of literacy and numeracy while simultaneously promoting an awareness of the value of basic skills within the fishing industry.

We hope that this resource book will provide support for learners in gaining confidence and skills on their learning journey.
Acknowledgements

We would like to express our thanks to all who contributed to this project:

• Adult students who generated ideas for this book
• Treasa Dundass for sharing her knowledge, skills and ideas for worksheets
• Management and colleagues in County Galway VEC
• Staff of BIM who provided support on the technical aspects of the fishing industry
• EBS for their financial support
• NALA for their support and guidance throughout the research process
• Breacadh for translation and support with the Irish language edition

Audrey Byrne and Teresa Gilligan
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Section 1

Setting Learning Goals
Learning Plan

You already have many skills that you have learned throughout your life. Write down a list of things you can already do:

What do I know?

e.g. fishing, net mending, driving a car, etc

What do I need to do?

Write a list of things that you would like to be able to do:

e.g. filling out forms, read the small ads, taking notes at a B.I.M. meeting, etc.
Learning Plan

What do I need to help me learn?

Make a list of things that you may need to help you learn:

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

What can I do to help?

Write down a few things that you can do to help yourself learn:

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
Looking Back

It is always useful to check how we are doing. Looking back helps us to see how we have progressed. It also helps us to find out what our strengths and ‘soft-spots’ are, and to plan new learning goals.

Look back over the learning plan that you filled in at the beginning of the course and answer the following questions:

1. The things that I am able to do that I was not so good at before are: ________________________________
   ___________________________________________

2. What helped me to learn?________________________
   ___________________________________________

3. I need to work on______________________________
   ___________________________________________

4. How can I help myself to do this?__________________
   ___________________________________________
Learning Styles

We all learn in different ways. When we begin to learn something new, it is useful to know our own learning style so that we know what suits us best as a learner.

This questionnaire* shows what kind of learner you are. Choose one answer for each question:

1. You need to deliver something to a place you have never been to before. Do you:
   a) get written directions from someone
   b) ask someone to explain it to you
   c) try to find the place yourself

2. Can other people tell your mood from:
   a) your face?
   b) your tone of voice?
   c) your body language?
Learning Styles

3. Do you tell other people’s moods by:
   a) the look on their face?
   b) the tone of their voice?
   c) their body language?

4. If you need to talk to someone about something important do you prefer to:
   a) talk to them face-to-face?
   b) talk to them on the telephone?
   c) talk to them while doing something else, e.g. fishing or over a meal?

5. In your spare time do you like to:
   a) watch TV?
   b) listen to music?
   c) play sport?
6. When you are not doing anything do you:

   a) look around you?  
   b) talk to yourself?  
   c) fidget?

7. When you spell do you:

   a) try to see the word?  
   b) sound out the word?  
   c) write it down to see if it looks right

*Adapted from Read, Write Now 3, NALA 2002*
# Learning Styles

**What kind of learner are you?**

<table>
<thead>
<tr>
<th>Answers Ticked</th>
<th>Type of Learner</th>
<th>Learning Style</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mostly a’s</td>
<td>Visual Learner</td>
<td>You learn by seeing; watching and reading instructions help you to learn.</td>
</tr>
<tr>
<td>Mostly b’s</td>
<td>Auditory Learner</td>
<td>You learn by hearing; listening to instructions and talking about them help you to learn.</td>
</tr>
<tr>
<td>Mostly c’s</td>
<td>Kinaesthetic learner</td>
<td>You learn by touch and movement, you like to try things by doing them yourself.</td>
</tr>
</tbody>
</table>

I am a _________________________________ learner.

I like to learn by ________________________________

______________________________

You may have ticked a number of different styles, this shows you learn in many different ways.
John's Story:

I have been mending nets since I was a small child. My happiest memories are of sitting on the pier with my Grandad, watching him mending the nets and listening to his stories. Grandad showed me what to do, step by step. He always let me have a go and never said I was doing it wrong. When I got it right, he would give me a pat on the head and say “good lad”. I was so proud when I got it right. I never forgot what he taught me.
How We Learn

What did John learn to do?
_________________________________________
_________________________________________

How did he learn to do it?
_________________________________________
_________________________________________

Where did he learn it?
_________________________________________
_________________________________________

What do you think helped him to learn?
_________________________________________
_________________________________________
How We Learn

Can you think of something you learned as a child?

________________________________________________________________________________________

________________________________________________________________________________________

How did you learn it?

________________________________________________________________________________________

________________________________________________________________________________________

What helped you to learn?

________________________________________________________________________________________

________________________________________________________________________________________

Where did the learning take place?

________________________________________________________________________________________

________________________________________________________________________________________
How We Learn

Can you remember how you learned the following things?

To row a boat ________________________________
____________________________________________
____________________________________________

To use an engine on a boat ________________________________
____________________________________________
____________________________________________

To tell the time ________________________________
____________________________________________
____________________________________________

To light a fire ________________________________
____________________________________________
____________________________________________
How We Learn

Can you remember how you learned the following things?

To tie up a boat

To drive a car

To put bait on a hook

To know the different types of fish
Section 2

Non-verbal Communication
Reading Signs

Match these signs to their meaning:

- ![Use Safety Harness](image)
- ![Emergency Ladder](image)
- ![No Smoking](image)
- ![Lifeboat](image)
Reading Signs

Match these signs to their meaning:

- ![Use Handrail Icon](image)
- ![Wear Safety Boots Icon](image)
- ![Mind Your Head Icon](image)
- ![Lifebuoy Icon](image)

Copyright Maritime Associates, Inc. @ http://www.marinesigns.com
Reading Signs

Match these signs to their meaning:

1. First Aid
2. Caution: Slippery
3. No Dumping at Sea
4. Lifejacket

Reading Chart Symbols

Maps and navigation charts use many symbols to give information.

Match the words in the box with the symbols

<table>
<thead>
<tr>
<th>Jetty</th>
<th>Rocks</th>
<th>River</th>
<th>Bridge</th>
</tr>
</thead>
</table>

Jetty symbol:

Rocks symbol:

River symbol:

Bridge symbol:
Non-verbal Communication

Print and cut out the following prompt cards. Distribute them equally to everyone in the group. The group take turns communicating the word or phrase on the card without speaking.
## Non-verbal Communication

<table>
<thead>
<tr>
<th>Action</th>
<th>Message</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>STOP !</td>
<td>I can’t hear you!</td>
<td>Slow Down</td>
</tr>
<tr>
<td>Do you want tea?</td>
<td>Pull in the nets</td>
<td>Speed up</td>
</tr>
<tr>
<td>Turn off the engine</td>
<td>There’s a phone call for you</td>
<td>OK</td>
</tr>
<tr>
<td>I don’t know</td>
<td>Good catch!</td>
<td>Turn Back</td>
</tr>
</tbody>
</table>
Role-play:
In pairs, act out the following conversation without using words.

Person 1. Hi
Person 2. Hi
Person 1. Do you have the time please?
Person 2. No, I don’t, sorry
Person 1. Are you fishing today?
Person 2. Yes, are you?
Person 1. No, it’s too cold..
Person 2. Not at all, I’m warm!
Person 1. That’s funny!
Person 2. Yes it is..
Person 1. I have to go, goodbye.
Person 2. OK, goodbye!
Non-verbal Communication

Discussion Topic:

In the fishing industry, there are many ways to communicate with each other using signs and symbols. What are the different signs and symbols you use?

Sample answers:

- Lights on the boat to show port, starboard, stern, bow, etc.
- International nautical flags
- National flags to show where a vessel is from
- Buoys and port signage to show the way
- Symbols on maps and charts
- Safety signs on board
- Flares in an emergency
Section 3

Reading
# Vocabulary - Useful Words

<table>
<thead>
<tr>
<th>bait</th>
<th>rope</th>
</tr>
</thead>
<tbody>
<tr>
<td>boat</td>
<td>hook</td>
</tr>
<tr>
<td>fish</td>
<td>line</td>
</tr>
<tr>
<td>rod</td>
<td>net</td>
</tr>
<tr>
<td>float</td>
<td>river</td>
</tr>
<tr>
<td>water</td>
<td>pier</td>
</tr>
<tr>
<td>cast</td>
<td>knot</td>
</tr>
<tr>
<td>lake</td>
<td>oar</td>
</tr>
</tbody>
</table>
Vocabulary - Useful Words

Circle each list word on the word bridge:

bait rope boat
drop hook fish line
dean rod net float
river water pier
cast knot lake
oar
Vocabulary - Useful Words

Match the words to the pictures:

- fish
- rod
- boat
- hook
- rope
- net
## Vocabulary - Useful Words

Find these words in the wordsearch:

- boat
- fish
- rod
- float
- bait
- water
- knot
- hook
- rope
- pier

<table>
<thead>
<tr>
<th>a</th>
<th>f</th>
<th>l</th>
<th>o</th>
<th>a</th>
<th>t</th>
<th>w</th>
<th>i</th>
<th>b</th>
<th>c</th>
</tr>
</thead>
<tbody>
<tr>
<td>l</td>
<td>e</td>
<td>h</td>
<td>f</td>
<td>d</td>
<td>g</td>
<td>m</td>
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<td>a</td>
<td>f</td>
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<td>b</td>
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<td>r</td>
<td>o</td>
<td>p</td>
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<td>s</td>
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<td>s</td>
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<td>m</td>
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<td>b</td>
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<td>a</td>
<td>t</td>
<td>e</td>
<td>r</td>
<td>j</td>
</tr>
</tbody>
</table>
## Alphabetical Order

Look at the list of Irish harbours and answer the questions:

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arklow</td>
<td>Bantry Bay</td>
<td>Cobh</td>
<td>Derry</td>
</tr>
<tr>
<td></td>
<td>Belfast</td>
<td>Coleraine</td>
<td>Dingle</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cork</td>
<td>Dublin</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Dundalk</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Dungarvan</td>
</tr>
<tr>
<td>E</td>
<td>F</td>
<td>G</td>
<td>H</td>
</tr>
<tr>
<td></td>
<td>Fenit</td>
<td>Galway</td>
<td>Howth</td>
</tr>
<tr>
<td></td>
<td>Foynes</td>
<td>Greenore</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>J</td>
<td>K</td>
<td>L</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Killybgs</td>
<td>Larne</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kilronan</td>
<td>Limerick</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kinsale</td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>N</td>
<td>O</td>
<td>P</td>
</tr>
<tr>
<td></td>
<td></td>
<td>New Ross</td>
<td></td>
</tr>
<tr>
<td>Q</td>
<td>R</td>
<td>S</td>
<td>T</td>
</tr>
<tr>
<td></td>
<td>Ringaskiddy</td>
<td>Sligo</td>
<td>Tivoli</td>
</tr>
<tr>
<td></td>
<td>Ros a Mhíl</td>
<td></td>
<td></td>
</tr>
<tr>
<td>U</td>
<td>V</td>
<td>W</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Warrenpoint</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Waterford</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Wicklow</td>
</tr>
<tr>
<td>Y</td>
<td>Z</td>
<td></td>
<td>Youghal</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. How many harbours are listed under the letter 'G'? ____

2. Find and highlight the following harbours:
   - Killybegs
   - Waterford
   - Dungarvan
   - Arklow
   - Fenit

3. How many harbours are listed under the letter 'W'? ____

4. Name the letters that have no harbours listed:

   ____________________________________________

5. Fill in the gaps in the alphabet:

<table>
<thead>
<tr>
<th>A</th>
<th>C</th>
<th>F</th>
<th>G</th>
<th>J</th>
<th>K</th>
<th>M</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>Q</td>
<td>R</td>
<td>U</td>
<td>W</td>
<td>Y</td>
<td>Z</td>
</tr>
</tbody>
</table>
Put the following harbour names into alphabetical order:

Rosslare
Galway
Killybegs
Sligo
Cobh

Fill in the gaps in the alphabet:

<table>
<thead>
<tr>
<th>B</th>
<th>D</th>
<th>F</th>
<th>H</th>
<th>K</th>
<th>L</th>
</tr>
</thead>
<tbody>
<tr>
<td>O</td>
<td>P</td>
<td>S</td>
<td>T</td>
<td>V</td>
<td>X</td>
</tr>
</tbody>
</table>
Ryan’s Storage Spaces
Ros a Mhíl

- Storage Spaces for rent
- Ideal for fishing equipment
- Suitable for small boats, dinghys, kayaks, etc.
- Located beside the harbour
- Cheap rates, pay monthly
- Contact Paul Ryan 087-246713
Reading Advertisements

Read the advertisement and answer the questions:

1. What is being advertised?

____________________________________________________________________________

2. Where is it?

____________________________________________________________________________

3. List four things that you could store:

____________________________________________________________________________

4. Who is the person to contact?

____________________________________________________________________________

5. How often do you pay?

____________________________________________________________________________
McEvoy’s Plastics Ltd.

Lobster Pots for Sale

Plastic coated frames
Free delivery to anywhere in Ireland
€30 per pot, €300 for 12*
Next day delivery
Call: 01-401024
e-mail: mcevoysplastics@eircom.com

*Prices do not include V.A.T
Reading Advertisements

1. What is the company’s name and e-mail address?

____________________________________________

2. Where do they deliver?

____________________________________________

3. How much does delivery cost?

____________________________________________

4. Is €300 the total price for 12 pots?

____________________________________________

5. What kind of frames do the lobster pots have?

____________________________________________
INFORMATION EVENING

There will be a meeting to discuss:

*Safety at Sea*

on
Tuesday 19th January
at
8.30p.m. sharp
in Cleggan Community Centre.
All welcome.

Place a tick in the correct box: True False

1. The meeting is to discuss 'Sports at Sea'

2. It will take place on the 19th of January

3. Only local people are welcome

4. The meeting starts at 8.30 in the morning

5. It will be held in Clifden Community Centre
Fishermen in North Dublin have been using computers to talk to fishermen thousands of miles away. They used cameras on their computers to chat to fishermen in Alaska. They were able to show each other what the fishing was like in their part of the world using a computer programme called 'Skype'.

Adapted from the Fingal Independent Wednesday November 28th 2008

1. Where are the two groups of fishermen from?
   _______________________________________________________

2. What did they use to chat to each other?
   _______________________________________________________

3. What is the name of the computer programme they used?
   _______________________________________________________
Reading Newspaper Articles

Fill in the gaps using the words below:

Technology brings communities together

Fishermen in ___________________ Dublin have been using ____________________ to talk to fishermen thousands of ________________ away. They used __________________ on their computers to chat to fishermen in ___________________. They were able to show each other what the fishing was like in their part of the _________________ using a computer programme called ____________________.

Computers    North       Skype
Cameras      Alaska      Miles
World        Fishing
BOAT FOR SALE:
Myra Myra 21ft fishing boat with inboard diesel engine. Comes with VHF radio, anchor and trailer, €5,500.
Ph: 061-5554726 after 7pm.

True or False:

1. The boat is 12 feet long _____________

2. The boat has an outboard engine _____________

3. The boat comes with a trailer _____________

4. It costs €5,000 _____________

5. Phone after 7 in the morning _____________
I was born in a small village in County Cork. I am 51 years old and have lived here all my life. Fishing has always been a big part of my life. My father was a fisherman and he worked hard until he was an old man. There was nine children in the family and life was hard. The man I married was from the same village. He was on trawlers since he was 15. One of my sons is fishing too. I used to worry all the time that they would be lost to the sea, but I’m used to it now so I just get on with life.
Read Mary’s story and answer the following questions:

1. In which county does Mary live?

_____________________________________________________________________________________

2. How old is Mary?

_____________________________________________________________________________________

3. How many children are in her family?

_____________________________________________________________________________________

4. Where is the man she married from?

_____________________________________________________________________________________

5. What did Mary worry about?

_____________________________________________________________________________________

_____________________________________________________________________________________
I was born in a small _________ in County Cork. I am 51 _______ old and have lived here all my life. Fishing has always been a big part of my life. My father was a _____________ and he worked hard until he was an old man. There was nine _____________ in the family and life was hard. The man I married was from the same village. He was on trawlers since he was 15. One of my sons is _________ too. I used to _________ all the time that they would be lost to the sea, but I’m used to it now so I just get on with life.
I have been mending nets since I was a small child. My happiest memories are of sitting on the pier with my Grandad, watching him mending the nets and listening to his stories. Grandad showed me what to do, step by step. He always let me have a go and never said I was doing it wrong. When I got it right, he would give me a pat on the head and say “good lad”. I was so proud when I got it right. I never forgot what he taught me.
I have been mending ________ since I was a small _____________. My happiest memories are of sitting on the _______ with my Grandad, watching him mending the nets and listening to his stories. Grandad showed me what to do, step by step. He always let me ________ a go and never said I _____ doing it wrong. When I got it right, he would give me a pat on the ________ and say “_______ lad”. I was so proud when I got it right. I never ________ what he taught me.
In the West of Ireland, currachs are often used for fishing. Here are some facts about currachs, there are questions to answer on the next page:

• A currach is a long black rowing boat.

• It is light and easy to carry.

• It can be used in rough seas or in shallow water.

• It can be rowed ashore at a beach.

• It is made with wood and canvas and then painted with tar.
The Currach - Questions

1. What 3 things are currachs made from?

________________________________________________________________________

2. What colour are currachs?

________________________________________________________________________

3. How would you bring a currach ashore?

________________________________________________________________________

4. How do you travel in a currach?

________________________________________________________________________

5. Where can you use a currach?

________________________________________________________________________
Put a circle around the correct answer:

1. The maximum amount of paracetamol an adult can take is:
   a) 4 tablets in 36 hours
   b) 6 tablets in 12 hours
   c) 8 tablets in 24 hours
Reading Instructions

2. Paracetamol should be taken with
   a) Food
   b) Water
   c) Milk

3. Children under 6
   a) Can take this medicine
   b) Cannot take this medicine
   c) Can take up to 4 tablets per day

4. If you take too many tablets, you must
   a) Consult your doctor only if you feel unwell
   b) Consult your doctor after 24 hours
   c) Consult your doctor even if you feel well

5. The best before date for these tablets is:
   a) 1st of July 2012
   b) 1st of May 2012
   c) 1st of January 2012
Jellyfish Project to help fishermen

You can’t eat them, fillet them or even sell them. Jellyfish have for many years been the curse of fishermen. At certain times of year their nets fill up with jellyfish and become very hard to lift.

The jellyfish are becoming more common in the Irish Sea due to our weather getting warmer. A research project worth almost €1 million has been set up to look at how fishermen can make money from jellyfish.
Fill in the gaps using the words below:

Jellyfish Project to help fishermen

You can't eat them, fillet them or even ______ them.

Jellyfish have for many years been the curse of fishermen. At certain times of year their nets fill up with jellyfish and become very hard to ______.

The __________ are becoming more common in the Irish Sea due to our weather getting __________. A research project worth almost €1 ______ has been set up to look at how fisherman can make ______ from jellyfish.

<table>
<thead>
<tr>
<th>million</th>
<th>lift</th>
<th>jellyfish</th>
</tr>
</thead>
<tbody>
<tr>
<td>money</td>
<td>sell</td>
<td>warmer</td>
</tr>
</tbody>
</table>
Section 4

Writing
## Writing Upper and Lower Case Letters

<table>
<thead>
<tr>
<th>Lower Case</th>
<th>Upper Case</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>A</td>
</tr>
<tr>
<td>b</td>
<td>B</td>
</tr>
<tr>
<td>c</td>
<td>C</td>
</tr>
<tr>
<td>d</td>
<td>D</td>
</tr>
<tr>
<td>e</td>
<td>E</td>
</tr>
<tr>
<td>f</td>
<td>F</td>
</tr>
<tr>
<td>g</td>
<td>G</td>
</tr>
<tr>
<td>h</td>
<td>H</td>
</tr>
<tr>
<td>i</td>
<td>I</td>
</tr>
<tr>
<td>j</td>
<td>J</td>
</tr>
<tr>
<td>k</td>
<td>K</td>
</tr>
<tr>
<td>l</td>
<td>L</td>
</tr>
<tr>
<td>m</td>
<td>M</td>
</tr>
<tr>
<td>n</td>
<td>N</td>
</tr>
<tr>
<td>o</td>
<td>O</td>
</tr>
<tr>
<td>p</td>
<td>P</td>
</tr>
<tr>
<td>q</td>
<td>Q</td>
</tr>
<tr>
<td>r</td>
<td>R</td>
</tr>
<tr>
<td>s</td>
<td>S</td>
</tr>
<tr>
<td>t</td>
<td>T</td>
</tr>
<tr>
<td>u</td>
<td>U</td>
</tr>
<tr>
<td>v</td>
<td>V</td>
</tr>
<tr>
<td>w</td>
<td>W</td>
</tr>
<tr>
<td>x</td>
<td>X</td>
</tr>
<tr>
<td>y</td>
<td>Y</td>
</tr>
<tr>
<td>z</td>
<td>Z</td>
</tr>
</tbody>
</table>

Write the following letters in block capitals:

- a  __
- b  __
- c  __
- d  __
- e  __
- f  __
- g  __
- h  __
- i  __
- j  __
- k  __
- l  __
- m  __
- n  __
- o  __
- p  __
- q  __
- r  __
- s  __
- t  __
- u  __
- v  __
- w  __
- x  __
- y  __
- z  __
### Useful Words

<table>
<thead>
<tr>
<th>bait</th>
<th>rope</th>
</tr>
</thead>
<tbody>
<tr>
<td>boat</td>
<td>hook</td>
</tr>
<tr>
<td>fish</td>
<td>line</td>
</tr>
<tr>
<td>rod</td>
<td>net</td>
</tr>
<tr>
<td>float</td>
<td>river</td>
</tr>
<tr>
<td>water</td>
<td>pier</td>
</tr>
<tr>
<td>cast</td>
<td>knot</td>
</tr>
<tr>
<td>lake</td>
<td>oar</td>
</tr>
</tbody>
</table>
Spelling Practice

Circle the correct spelling and write it:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>nott</td>
<td>knot</td>
<td>knott</td>
</tr>
<tr>
<td>woter</td>
<td>watre</td>
<td>water</td>
</tr>
<tr>
<td>boat</td>
<td>baot</td>
<td>buot</td>
</tr>
<tr>
<td>peer</td>
<td>peir</td>
<td>pier</td>
</tr>
<tr>
<td>baet</td>
<td>bait</td>
<td>biat</td>
</tr>
<tr>
<td>fich</td>
<td>fisc</td>
<td>fish</td>
</tr>
</tbody>
</table>
Spelling Practice

Change the first letter of each word to make 3 new words. The first one is done for you:

line       dine
  vine
  nine

net

hook

cast
## Spelling Practice

Fill in the gaps in the following words:

<table>
<thead>
<tr>
<th>boat</th>
<th>line</th>
<th>hook</th>
<th>bait</th>
<th>rope</th>
</tr>
</thead>
<tbody>
<tr>
<td>_oat</td>
<td>_ine</td>
<td>_ook</td>
<td>_ait</td>
<td>_ope</td>
</tr>
<tr>
<td>b_at</td>
<td>l_ne</td>
<td>h_ok</td>
<td>b_it</td>
<td>r_pe</td>
</tr>
<tr>
<td>bo_t</td>
<td>li_e</td>
<td>ho_k</td>
<td>ba_t</td>
<td>ro_e</td>
</tr>
<tr>
<td>boa_</td>
<td>lin_</td>
<td>hoo_</td>
<td>bai_</td>
<td>rop_</td>
</tr>
<tr>
<td>b ___</td>
<td>l ___</td>
<td>h ___</td>
<td>b ___</td>
<td>r ___</td>
</tr>
</tbody>
</table>
Spelling Practice - Silent Letters

Some words have silent letters that we do not say when we read them. Can you spot the silent letter in these words:

\[\text{Knot} \quad \text{Knife}\]

Add 'k' to the following to make a word:

nee _______________
not _______________
nit _______________
now _______________
nife _______________
Spelling Practice

Circle the correct spelling of the word:

Seán went to the meeting/metting last night.

The boat/boat was at the pier.

Anne didn’t catch anny/any fish.

The fish was too small/small to keep.

Pat’s radio/radio is broken.

On Munday/ Monday I will go to town.

The lifejacket was under the seat/seet.
Spelling Practice - Homophones

Homophones are words that sound the same but are spelt differently and have different meanings.

Circle the correct word in these sentences:

He showed his son/sun how to row.

I will go fishing if the whether/weather is fine.

The net was too weak/week to hold the fish.

Dan went to bed because he was too/two tired.

I herd/heard the fire alarm going off.
# Filling in Forms

**Keywords**

<table>
<thead>
<tr>
<th>Surname</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>Telephone</td>
</tr>
<tr>
<td>Date</td>
<td>Date of birth</td>
</tr>
<tr>
<td>D.O.B.</td>
<td>Block Capitals</td>
</tr>
<tr>
<td>Vessel</td>
<td>Type</td>
</tr>
<tr>
<td>Number</td>
<td>Shore Contact</td>
</tr>
<tr>
<td>Length</td>
<td>Hull</td>
</tr>
<tr>
<td>Radio</td>
<td>Call sign</td>
</tr>
</tbody>
</table>
Filling in Forms

Look at the sample form and fill in the form below.

PERSONAL DETAILS

Surname: Ryan
First Name: John
Address: Old Farm Road
Clifden
Co. Galway
Name of Vessel: Ocean Queen

PERSONAL DETAILS

Surname: ___________________________
First Name: _________________________
Address: ___________________________
________________________
________________________
________________________
Name of Vessel: ___________________
### PERSONAL DETAILS

(PLEASE USE BLOCK CAPITALS)

<table>
<thead>
<tr>
<th>Field</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Name</td>
<td></td>
</tr>
<tr>
<td>Surname</td>
<td></td>
</tr>
<tr>
<td>Address</td>
<td></td>
</tr>
<tr>
<td>Phone Number</td>
<td></td>
</tr>
<tr>
<td>Date of Birth</td>
<td></td>
</tr>
<tr>
<td>Name of Vessel</td>
<td></td>
</tr>
<tr>
<td>Signature</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td></td>
</tr>
</tbody>
</table>
## PERSONAL DETAILS

(PLEASE USE _____________ CAPITALS)

<table>
<thead>
<tr>
<th>First Name</th>
<th>JOHN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surname</td>
<td>SMITH</td>
</tr>
<tr>
<td>Address</td>
<td>SEA VIEW, CLIFDEN</td>
</tr>
<tr>
<td>CO. GALWAY</td>
<td></td>
</tr>
<tr>
<td>Number</td>
<td>087- 1234567</td>
</tr>
<tr>
<td>Date of</td>
<td>20/06/1963</td>
</tr>
<tr>
<td>Name of</td>
<td>Miss Mary</td>
</tr>
<tr>
<td>here</td>
<td>John Smith</td>
</tr>
<tr>
<td>19-01-10</td>
<td></td>
</tr>
</tbody>
</table>
Writing Dates

The date is written in 3 parts:

\[
\begin{array}{c|c|c}
14 & February & 2010 \\
\hline
\text{The day of the month} & \text{The month} & \text{The year} \\
\end{array}
\]

Sometimes it is written all in numbers:

\[14/02/2010\]

Write these dates in numbers:

5th November 2003: \[05/11/2003\]
17th March 2005: ____________________
31st July 1970: ____________________
22nd May 1986: ____________________
Writing Dates

Write the months in words:

18/06/2002: 18 June 2002

25/12/2009: _______________________________

09/05/1999: _______________________________

12/01/1968: _______________________________

Put these dates in order:

04/02/83: 22/02/71

18/06/09: ______________

22/02/71: ______________

30/05/02: ______________
Writing Dates

Write the months of the year in order:

May

August

July

February

December

June

September

January

March

November

April

October
### Keeping Records

When you are fishing, it is useful to take a notebook with you, so you can keep a record of the fish that you catch.

<table>
<thead>
<tr>
<th>Fish</th>
<th>Trout</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>April 18th</td>
</tr>
<tr>
<td>Weather</td>
<td>Cloudy and dry</td>
</tr>
<tr>
<td>Length</td>
<td>25cm</td>
</tr>
<tr>
<td>Weight</td>
<td>750g</td>
</tr>
<tr>
<td>Bait</td>
<td>Worms</td>
</tr>
</tbody>
</table>

*Brown, with dark*
Keeping Records

Now fill out your own record from the following information:

On the 16th of June you went fishing and caught a 33cm perch that was 1.5kg. It was a sunny dry day and you were using worms as bait.

<table>
<thead>
<tr>
<th>Fish</th>
<th>Date</th>
<th>Weather</th>
<th>Length</th>
<th>Weight</th>
<th>Bait</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Writing Lists

Lists are useful when we have a lot of things to remember. The lists can be long or short and you can ✓ things off as you do them.

Here are some examples of lists:

**To do:**
- Doctor 10am
- Drop kids to hurling at 4pm.
- Check lobster pots

**Shop**
- Lotto
- Bread
- Milk
- Butter
- Paper
Writing Lists

You are going fishing for two days. Think about the food that you will need to bring. Write a list:

Write a list of the people you would like to bring with you on your fishing trip:
Writing Notes

We write notes when we want to leave a short message. Notes are short and to the point. It is useful to leave your name and the time on a note so people know who left the note and at what time. Look at these examples:

2pm
Mary rang. She wants you to ring her back. Des

3.30pm
Gone fishing Joe
Writing Notes

Write a note to a family member to say that you are going fishing and you will be back at 8 O’clock:

Write a note to remind a friend to feed the dog while you are away:
Writing a Postcard

You have docked in France and you are going to send a postcard home to show your family where you are. Here are some useful words:

<table>
<thead>
<tr>
<th>France</th>
<th>boat</th>
<th>harbour</th>
<th>weather</th>
</tr>
</thead>
<tbody>
<tr>
<td>sunny</td>
<td>raining</td>
<td>fishing</td>
<td>people</td>
</tr>
</tbody>
</table>
Writing Instructions

Write out step-by-step instructions for lighting a gas stove in a galley:

Useful Words

<table>
<thead>
<tr>
<th>turn</th>
<th>light</th>
<th>match</th>
<th>knob</th>
<th>flame</th>
</tr>
</thead>
</table>

1. 

2. 

3. 

4. 
A lot of the 'question' words begin with 'wh', put these 'wh' words into the correct sentences:

what  where  when  who  which

1. ______________ is the first aid kit?
2. ______________ is coming fishing with me today?
3. ______________ is the name of that boat?
4. ______________ are you going ashore?
5. ______________ rod should I use; the long or the short one?
Imagine that you are the person on the phone. You are talking to the local radio station telling them what is happening.

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
Using Punctuation

Every sentence should begin with a capital letter and end with a full stop. Put the full stops in the right places in this story:

John’s Story:

I have been mending nets since I was a small child. My happiest memories are of sitting on the pier with my Grandad, watching him mending the nets and listening to his stories.

Grandad showed me what to do, step by step. He always let me have a go and never said I was doing it wrong. When I got it right, he would give me a pat on the head and say “good lad”. I was so proud when I got it right. I never forgot what he taught me.
Using Punctuation

Remember that every sentence should begin with a capital letter and end with a full stop. Put the full stops and capital letters in the right places to make two sentences.

For example:

the weather was bad so we didn’t go out fishing we went to Galway to buy a boat

The weather was bad so we didn’t go out fishing.
We went to Galway to buy a boat.

i looked on the internet for a boat i found a currach for sale

i will be home on Sunday i hope to see you when I get home
Writing Stories

What’s the story? Write a story to go with the picture.....

Before you start, ask yourself the following questions:

Who are the people in the boat?

Where are they?

What are they doing?

What are they saying to each other?

What happened earlier?

What happens next?
Writing Stories

Useful words:

<table>
<thead>
<tr>
<th>boat</th>
<th>fog</th>
<th>lake</th>
<th>help</th>
</tr>
</thead>
<tbody>
<tr>
<td>men</td>
<td>fish</td>
<td>water</td>
<td>row</td>
</tr>
</tbody>
</table>

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Keeping a Diary

Keeping a diary helps to remind you of important meetings and special occasions from day to day. Keep a diary for the next week outlining what you plan to do each day.

Monday
_________________________________________
_________________________________________
_________________________________________

Tuesday
_________________________________________
_________________________________________
_________________________________________

Wednesday
_________________________________________
_________________________________________
_________________________________________
Keeping a Diary

Thursday

_________________________________________

_________________________________________

_________________________________________

Friday

_________________________________________

_________________________________________

_________________________________________

Saturday

_________________________________________

_________________________________________

_________________________________________

Sunday

_________________________________________

_________________________________________

_________________________________________
Section 5

Personal Safety
Health and Safety at Sea

The pictures show things that are safe and unsafe when working on a boat. Put circles around the things that can be dangerous:
Health and Safety at Sea

Match up the pictures with the words:

- Safety Boots
- Lifebuoy
- Fire Extinguisher
- Safety Gloves
- Lifejacket
Health and Safety at Sea

There are many things which can cause danger at sea. Match up the pictures with the words:

- Wet Deck
- Alcohol
- Hooks
- Smoking
- Ropes
- Drugs
Health and Safety at Sea

<table>
<thead>
<tr>
<th>lifejacket</th>
<th>ropes</th>
<th>wet deck</th>
</tr>
</thead>
<tbody>
<tr>
<td>lifebuoy</td>
<td>alcohol</td>
<td>fire extinguisher</td>
</tr>
<tr>
<td>harness</td>
<td>smoking</td>
<td>safety gloves</td>
</tr>
</tbody>
</table>

Using the list of words, make a list of things that can cause danger at sea:

_________________________________________
_________________________________________
_________________________________________
_________________________________________

Now make a list of things that help you stay safe at sea:

_________________________________________
_________________________________________
_________________________________________
_________________________________________
The Safety, Health and Welfare at Work Act 2005 was passed to make sure that all workplaces are safe. It says that the person you work for must provide:

- A safe workplace
- Safety equipment, such as a lifejacket
- Training
- Toilets and water
- A plan in case of an emergency
Read the following statements. Are they true or False?

The person you work for must:

- Give you training ____________
- Have an emergency plan ____________
- Provide showers ____________
- Make sure you are wearing a lifejacket ____________
- Give you food ____________
The law says that as a worker, you have to look after yourself and others. You must:

- Go to training courses
- Follow the rules
- Use safety equipment, such as wearing a lifejacket
- Behave carefully and safely
- Report any danger or safety risks to the boss
Read the following statements. Are they true or False?

As a worker you must:

Put on a lifejacket  ________________

Follow the rules  ________________

Go to training if you feel like it  ________________

Ignore safety risks  ________________

Make up an emergency plan  ________________
Section 6

Using Technology
Computers in Everyday Life

A computer is a piece of equipment that you:

- put information in
- some action happens
- you get the end result

Here are some examples of how you are already using computers. Can you think of two more examples?

<table>
<thead>
<tr>
<th></th>
<th>Information In</th>
<th>Action</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>VHF Radio</td>
<td>Choose a station</td>
<td>Radio tunes in to that station</td>
<td>Talk to somebody</td>
</tr>
<tr>
<td>Smoke Alarm</td>
<td>Smoke hits the alarm</td>
<td>Smokes turns on the alarm</td>
<td>Loud beeping noise</td>
</tr>
<tr>
<td>Supermarket checkout</td>
<td>Price on the product is scanned</td>
<td>Matches barcode to a certain price</td>
<td>Price is shown on the till</td>
</tr>
</tbody>
</table>
Computers in Everyday Life

The same applies for using a computer, you need to tell it what to do, it does the job and there is an end result.

<table>
<thead>
<tr>
<th>Write a Letter</th>
<th>Press letters on keyboard</th>
<th>A page is setup on the computer</th>
<th>Letter is made on the screen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Search for Shrimp Pots for sale</td>
<td>Type 'shrimp pots for sale' on the internet</td>
<td>Your computer links up with other computers through the internet</td>
<td>List of shrimp pots for sale appears on the screen</td>
</tr>
</tbody>
</table>
Using Computers

Turn on the computer
It takes a few seconds to fully start up before you can do anything.

There are a lot of items to be seen when you turn on the computer.

Your way of telling the computer what you want it to do is with the mouse and the keyboard.
Using Computers – Make a Sign

Make a 'Boat For Sale' sign – Tutor Notes

1. Show a printout of a finished 'Boat For Sale' sign to the students.
2. Demonstrate on the steps involved in opening a blank page in Word.
3. Key in 'For Sale' and telephone number underneath getting the students to do each step as you go along.
4. Change direction of page to Landscape.
5. Save the page to the default 'My Documents' explaining that this is where page would be found again.
6. Accept the name of 'For Sale' and click 'Save'.
7. Close the page using the 'X'.
8. Click on 'My Documents', click on 'For Sale' and open page.
9. Highlight the two lines of text.
10. Centre Text.
11. Make the text as big as you can.
12. Make the text bold.
13. Change the colour of text. (If you have time try out different fonts.)
14. Save the page and Print.
15. Close page. Shut Down the computer.
The Internet

Sometimes smaller words add together to make bigger words. Match the following to make up words about the Internet:

Web    mail
Inter  age
e-     work
Net    site
Mess   net
The Internet

The Internet is a worldwide network of computers that can communicate with each other through the telephone lines and satellites.

The most common uses of the Internet are:
- e-mail
- visiting websites
- instant messaging

**e-mail**: This is mail that is sent electronically through the internet.

**Websites**: these can give you information about anything you want to know. You can use a search engine like Google to search the Internet for websites that give the information you are looking for.

**Instant messaging**: this allows you to send messages that pop up on the other person’s screen in a matter of seconds. You can chat to one or more people at the same time by typing messages into the computer. If both people have cameras connected to their computers they can see and hear each other live.
The Internet

Discussion Topic:

In what ways is the Internet useful to people working in the fishing industry?

Sample answers: weather forecast, information from government/BIM, communication with other fishing communities, buying and selling equipment.
Using the Internet Tutor Notes

1. Ask the learners to turn on the computer and wait for the desktop to appear.
2. Identify and double-click on the Internet Explorer icon.
3. If the Google homepage does not appear, type www.google.com into the address bar.
4. Identify what the learners wish to search for. In this case, they are going to find:
   a) the name of the B.I.M. website
   b) low tide for today in Galway
   c) the weather forecast for tomorrow in Clifden
5. Discuss the most effective keywords for their search and write them on the flipchart.
6. The learners type in their keywords and click on search. Show how you can choose to search only pages from Ireland.
7. Click on each website to view.
8. Identify and explain the forward and back buttons.
9. Using the worksheet, the learners can record their search results.
10. Identify the 'close window' button in the top right hand corner and close down Internet explorer.
11. Using the Start menu, shut down the computer.
Searching the Internet

To start using the Internet double click on this icon:

If the Google page does not come up, you can type www.google.ie into the Address bar at the top of the screen.

When the Google page appears type the keywords for what you are looking for into the search box, for example “boat for sale”. Then click on ‘search’.

A list of websites will appear. You can go into these websites by clicking on them.
Searching the Internet - Worksheet

Find the following information on the Internet using Google:

1. The name of the B.I.M. website

_____________________________________________________________________

2. What time is low tide in Galway today?

_____________________________________________________________________

3. What is the weather forecast for Clifden tomorrow?

_____________________________________________________________________

_____________________________________________________________________
At sea VHF radios are used to communicate with emergency services and other vessels. Mobile phones are used on land to communicate with others. What are the advantages and disadvantages of each when working at sea?

**VHF RADIO**

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## MOBILE PHONE

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
</table>
## Radio Call Signs

<table>
<thead>
<tr>
<th>Letter</th>
<th>Alpha</th>
<th>Letter</th>
<th>Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>alpha</td>
<td>n</td>
<td>november</td>
</tr>
<tr>
<td>b</td>
<td>bravo</td>
<td>o</td>
<td>oscar</td>
</tr>
<tr>
<td>c</td>
<td>charlie</td>
<td>p</td>
<td>papa</td>
</tr>
<tr>
<td>d</td>
<td>delta</td>
<td>q</td>
<td>quebec</td>
</tr>
<tr>
<td>e</td>
<td>echo</td>
<td>r</td>
<td>romeo</td>
</tr>
<tr>
<td>f</td>
<td>foxtrot</td>
<td>s</td>
<td>sierra</td>
</tr>
<tr>
<td>g</td>
<td>golf</td>
<td>t</td>
<td>tango</td>
</tr>
<tr>
<td>h</td>
<td>hotel</td>
<td>u</td>
<td>uniform</td>
</tr>
<tr>
<td>i</td>
<td>india</td>
<td>v</td>
<td>victor</td>
</tr>
<tr>
<td>j</td>
<td>juliet</td>
<td>w</td>
<td>whiskey</td>
</tr>
<tr>
<td>k</td>
<td>kilo</td>
<td>x</td>
<td>x-ray</td>
</tr>
<tr>
<td>l</td>
<td>lima</td>
<td>y</td>
<td>yankie</td>
</tr>
<tr>
<td>m</td>
<td>mike</td>
<td>z</td>
<td>zulu</td>
</tr>
</tbody>
</table>
Radio Call Signs

Draw a circle around each call sign, starting with alpha.
Radio Call Signs

Draw a circle around each call sign, starting with alpha.
Radio Call Signs

Put the following radio call signs into alphabetical order:

<table>
<thead>
<tr>
<th>hotel</th>
<th>delta</th>
<th>bravo</th>
<th>golf</th>
</tr>
</thead>
<tbody>
<tr>
<td>foxtrot</td>
<td>alpha</td>
<td>echo</td>
<td>charlie</td>
</tr>
</tbody>
</table>

1. _________________________________
2. _________________________________
3. _________________________________
4. _________________________________
5. _________________________________
6. _________________________________
7. _________________________________
8. _________________________________
# Radio Call Signs

Fill in the missing letters:

<table>
<thead>
<tr>
<th>bravo</th>
<th>delta</th>
<th>tango</th>
</tr>
</thead>
<tbody>
<tr>
<td>_ravo</td>
<td>_elta</td>
<td>_ango</td>
</tr>
<tr>
<td>b_avo</td>
<td>d_ita</td>
<td>t_ngo</td>
</tr>
<tr>
<td>br_vo</td>
<td>de_ta</td>
<td>ta_go</td>
</tr>
<tr>
<td>bra_o</td>
<td>del_a</td>
<td>tan_o</td>
</tr>
<tr>
<td>brav_</td>
<td>delt_</td>
<td>tang_</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Radio Call Signs

Fit the following call signs into the word grid:

delta  golf  tango

echo  alpha  Hotel
When a boat is in grave danger, you need to use your VHF radio to make a MAYDAY call. These are the steps you need to follow to make a MAYDAY call:

• Tune your VHF radio to channel 16.

• Press and hold the microphone button

• Speak clearly and say “MAYDAY, MAYDAY, MAYDAY”

• Say the name of the boat three times and say “I spell” and spell the name using radio code.

• State where you are.

• State what the problem is and how many people are on board

• Say “I REQUIRE IMMEDIATE ASSISTANCE”.

• Listen for a response
Number the following steps for making a MAYDAY call in the correct order (the first one is done for you):

☐ Speak clearly and say “MAYDAY, MAYDAY, MAYDAY”

☐ Listen for a response

☐ Press and hold the microphone button

☐ Say “I REQUIRE IMMEDIATE ASSISTANCE”.

☐ Say the name of the boat three times say “I spell” and spell the name using radio code.

☐ Say where you are

☐ State what the problem is and how many people are on board

☐ Tune your VHF radio to channel 16.
You are at sea and you notice that the engine is on fire. The name of the boat is Tara. There are two other people on board. You are west of Rosslare harbour. How would you call for help on your radio?

1. __________  ____________  _____________

2. This is the__________ I spell_______ ________
   __________ _________

3. We are________ of Rosslare _____________

4. The boat is ___________________ with ___________
   ________________ on board.

5. I require immediate assistance.
Section 7

Data Handling and Numeracy
The pie chart below shows the type of shellfish that were caught by a fisherman last month. The green shows the number of prawns, the red shows lobster and the blue shows shrimp.

Answer the following questions based on the pie-chart by ticking the correct box.

Did he catch:

1. More lobster than shrimp?  
   - Yes  
   - No

2. Less shrimp than prawns?  
   - Yes  
   - No

3. More lobster than prawns?  
   - Yes  
   - No

4. More prawns than shrimp?  
   - Yes  
   - No
Data Handling - Tally Charts

A tally chart can be used to record information. In this example, people were asked what kind of fish they caught last week. A mark is put into the table whenever a person says what type of fish they caught. The marks are counted at the end.

<table>
<thead>
<tr>
<th>Type of fish</th>
<th>Tally</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cod</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bass</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lobster</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crab</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sole</td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

1. How many people said that they caught sole?

_______________________________________

2. What did most people catch?

_______________________________________

3. How many people caught bass?

_______________________________________
Ask the people in your group if they own the following things and fill out the tally box:

<table>
<thead>
<tr>
<th>Item</th>
<th>Tally</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>VHF Radio</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Aid Kit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lifejacket</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GPS</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. How many people own a lifejacket?

_______________________________________

2. How many people own a GPS?

_______________________________________

3. How many people own a first aid kit?

_______________________________________

4. How many more people own a VHF radio than a GPS?

_______________________________________
Data Handling - Bar Charts

Create your own bar chart using the following information:

Places of work:

6 people work on currachs
4 people work on trawlers
3 people work on fish farms
1 person works in a fish shop
The 12-hour and 24-hour clocks

The 12-hour clock uses am and pm to show whether it is morning or afternoon:

- **am** is the morning time between 12 midnight and 12 noon
- **pm** is the time from 12 noon to 12 midnight

  e.g. 4am means 4 o’clock in the morning
  10.30pm means half past ten at night

Write the following times in am or pm:

John got up at eight o’clock in the morning __________

The crew landed at six in the evening __________

The tide was low at seven on Friday morning__________

The B.I.M. meeting was on at 8.30 last night__________

Jim will be here at five this evening __________
The 12-hour and 24-hour clocks

With the 24-hour clock, the hours are numbered up to 24 instead of being divided into am and pm.

Fill in the gaps in the following table:

<table>
<thead>
<tr>
<th>Time</th>
<th>24-hour Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midnight</td>
<td>00:00</td>
</tr>
<tr>
<td>1am</td>
<td>01:00</td>
</tr>
<tr>
<td>2am</td>
<td>02:00</td>
</tr>
<tr>
<td>3am</td>
<td></td>
</tr>
<tr>
<td>4am</td>
<td>04:00</td>
</tr>
<tr>
<td>5am</td>
<td>05:00</td>
</tr>
<tr>
<td>6am</td>
<td></td>
</tr>
<tr>
<td>7am</td>
<td>08:00</td>
</tr>
<tr>
<td>9am</td>
<td></td>
</tr>
<tr>
<td>10am</td>
<td></td>
</tr>
<tr>
<td>11am</td>
<td></td>
</tr>
<tr>
<td>Nóin</td>
<td>12:00</td>
</tr>
<tr>
<td>1pm</td>
<td>13:00</td>
</tr>
<tr>
<td>2pm</td>
<td></td>
</tr>
<tr>
<td>3pm</td>
<td>16:00</td>
</tr>
<tr>
<td>5pm</td>
<td>17:00</td>
</tr>
<tr>
<td>6pm</td>
<td></td>
</tr>
<tr>
<td>7pm</td>
<td></td>
</tr>
<tr>
<td>8pm</td>
<td>21:00</td>
</tr>
<tr>
<td>10pm</td>
<td></td>
</tr>
<tr>
<td>11pm</td>
<td></td>
</tr>
</tbody>
</table>
1. What time is the first high tide on Wednesday?

2. What time is the second low tide on Friday?

3. What time is the second high tide on Tuesday?

4. What time is the first low tide on Monday?
When fishing, what things need to be measured?
Estimate the following lengths by drawing a line that you think shows that length. Use your ruler to measure your estimates.

- 5cm
  Actual Length

- 10cm
  Actual Length

- 3cm
  Actual Length

- 8cm
  Actual Length

- 15cm
  Actual Length
Measurement - Using Millimetres

A millimetre is about the width of this full stop.

There are 10 millimetres (mm) in one centimetre (cm).

1 cm = 10 mm.

2 cm = 20 cm

How many mm are in the following:

4 cm

7 cm

5 cm

11 cm
Measuring the size of a fish - cm and mm

Tutor Note: Provide the learners with paper representations of fish of various lengths.

The total length of any fish is measured from the tip of the snout to the end of the tail fin:

![Fish Image]

Estimate the size of the fish cut-outs.

**Tip:** a centimetre (cm) is roughly the width of your little finger.

<table>
<thead>
<tr>
<th>Fish Number</th>
<th>Estimated Size</th>
<th>Actual Size</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Measuring Fish

Most fish have a minimum legal size which means that you can only keep fish that are at least the following sizes. Every type of fish has its own minimum legal size. Look at the following sizes and then, using a ruler, find something in the building that is the same size.

<table>
<thead>
<tr>
<th>FISH</th>
<th>MINIMUM SIZE</th>
<th>OBJECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cod</td>
<td>35cm</td>
<td></td>
</tr>
<tr>
<td>Herring</td>
<td>20cm</td>
<td></td>
</tr>
<tr>
<td>Bass</td>
<td>36cm</td>
<td></td>
</tr>
<tr>
<td>Haddock</td>
<td>30cm</td>
<td></td>
</tr>
<tr>
<td>Sardine</td>
<td>11cm</td>
<td></td>
</tr>
</tbody>
</table>
Measuring Shellfish - cm and mm

To measure an oyster, you measure it at its widest point.

The legal market size of an oyster is 60mm. Can you guess which oyster is 60mm?

Estimate the size of these oysters in millimetres, then measure them using a ruler.

Estimate:________mm
Actual: ________mm

Estimate:________mm
Actual: ________mm

Estimate:________mm
Actual: ________mm
Measuring - cm and mm

Write down the width of the ropes in millimetres (mm)
*Remember- there is 10 millimetres in a centimetre (cm)

____________________mm
____________________mm
____________________mm
____________________mm
Section 8

Further Practice
Finding Words in Words

Find two smaller words in each of these bigger words:

ladder  ________  ________
mending  __________  __________
learn  __________  __________
train  __________  __________
behave  __________  __________
information  __________  __________
message  __________  __________
shallow  __________  __________
First Letter Sounds

Add a different letter each time to make a different word:

\[
\begin{array}{|c|c|c|c|}
\hline
n & et & = & net \\
+ & et & = & \\
+ & et & = & \\
+ & et & = & \\
\hline
\end{array}
\]

Try a few more:

\[
\begin{array}{|c|c|c|c|}
\hline
c & at & = & cat \\
+ & at & = & \\
+ & at & = & \\
+ & at & = & \\
\hline
\end{array}
\]

\[
\begin{array}{|c|c|c|c|}
\hline
g & ot & = & got \\
+ & ot & = & \\
+ & ot & = & \\
+ & ot & = & \\
\hline
\end{array}
\]
Blends - ‘sh’

Fill the gaps with the letters ‘sh’ and then read the word:

fi___  ___ip

di___  ___ell

cra___  ___ut

wi___  ___op

ca___  ___eep

pu___  ___ed

ma___  ___oot
Words ending in ‘ould’

When you read a word ending in ‘ould’ the ‘l’ is silent:

for example; ‘could’

Add letters to ‘ould’ to make these words, then write one sentence of your own for each word.

<table>
<thead>
<tr>
<th>would</th>
<th>should</th>
<th>could</th>
</tr>
</thead>
</table>

w + ould = ______________

sh + ould = ______________

c + ould = ______________

would_______________________________

_______________________________

should___________________________

_______________________________

could____________________________

_______________________________
## Word Building

Join the words to make new words. The first one is done for you:

<table>
<thead>
<tr>
<th>light</th>
<th>jacket</th>
</tr>
</thead>
<tbody>
<tr>
<td>may</td>
<td>house</td>
</tr>
<tr>
<td>post</td>
<td>day</td>
</tr>
<tr>
<td>over</td>
<td>cast</td>
</tr>
<tr>
<td>life</td>
<td>board</td>
</tr>
<tr>
<td>fore</td>
<td>card</td>
</tr>
</tbody>
</table>
Word Building

Join the words to make new words. The first one is done for you:

<table>
<thead>
<tr>
<th>work</th>
<th>board</th>
</tr>
</thead>
<tbody>
<tr>
<td>for</td>
<td>fish</td>
</tr>
<tr>
<td>out</td>
<td>place</td>
</tr>
<tr>
<td>gran</td>
<td>got</td>
</tr>
<tr>
<td>jelly</td>
<td>way</td>
</tr>
<tr>
<td>lee</td>
<td>dad</td>
</tr>
</tbody>
</table>
Breaking Up Words

Breaking up a word helps us to remember how to spell it:

- computer com/ put / er

Fill in the missing letters:

- _ _ _ puter
- com _ _ _ er
- comput _ _

Break up these words:

- technology _____  +  _______  +  _______
- forecast _____  +  _________
- industry _____  +  _______  +  _______
Words Ending in ‘tion’

When you see a word that ends in ‘tion’, the sound it makes is ‘shun’, for example:

**Information**

Add ‘tion’ to the end of these words and write out the full words beside them:

- men_________  ______________
- caut_________  ______________
- sta__________  ______________
- direc________  ______________
- act_________  ______________
- naviga_______  ______________
Alphabetical Order

Put these words in alphabetical order:

1. vessel
2. bridge
3. island
4. crew
5. pier

In the dictionary, words are in alphabetical order. Look up these words and write down their meanings:

Convene:

Infuriate:

Haphazard:
Homophones

Some words sound the same but are spelled differently and have different meanings.

For example: **write and right**

**write** means to form letters or words with a pen or pencil, for example:

Every day I **write** in my diary.
I will **write** a note to the teacher.
I like to **write** letters.
It is good to **write** lists.

**right** can mean 'correct' or the opposite of left, for example:

The starboard side is on the **right**.
Take the **right** turn at the traffic lights.
I gave the **right** answer in the quiz.
The man was **right** to wear his lifejacket.
Put either ‘write’ or ‘right’ in each sentence:

• I ________ a letter to my family every week.

• Take the first road on the ________ .

• Will I _____________ you a cheque.

• Is that the ____________ or wrong way?

• ___________ your name in block capitals.

• The blue car turned ____________.

• I ___________ with my _______________ hand.

• Do you think it is _______________ to drink alcohol while fishing?
Using ‘of’ or ‘off’

The words ‘of’ and ‘off’ sound similar but have different meanings. When we say ‘of’ it sounds like ‘ov’ and examples are:

The pot was full of shrimp.
The currach was the colour of tar.

The word ‘off’ sounds like it is spelt, for example:

Get off the boat!
Do not take off your lifejacket.

Write your own sentences using ‘of’ and ‘off’:

of

of

of

off

off

off
Using ‘of’ or ‘off’

- Pass me that box _________ bait.

- Christmas Day is on the 25th _______ December.

- John fell _______________ the boat.

- The boy was afraid _______ the dog.

- This milk has gone __________.

- Turn the engine __________ before we drop the anchor.

- The man took the fish ______ the hook.

- Who set ________ the flare?

- Mary drank a cup ______ coffee.

- You cannot take ______ your lifejacket on board.
Homophones

Some words sound the same but are spelled differently and have different meanings,

For example: no and know

Put 'no' or 'know' in the following sentences

There was no bait on the hook.

I don’t know how to use the radio.

• Do you _________ this man?

• The sign said ______ entry.

• The men _____________ how to use the radio.

• Jim caught ______________ fish today.
Homophones

Too, to and two sound the same but have different meanings and different spellings.

To is used when moving towards something, for example: I am going to Cobh today.
To is also used with action words, for example: I need to mend the nets.
Too means ‘also’, for example:
Mary harvests seaweed and winkles too.
Too can mean ‘more than enough’, For example, It was too stormy to go fishing.
Two means the number 2, for example:

Brendan caught two monkfish today.
Write new sentences using the words too, to and two:

to __________________________________________________________________________
__________________________________________________________________________

too __________________________________________________________________________
__________________________________________________________________________
two __________________________________________________________________________
____________________________________________________________________________
Using ‘to’, ‘too’ or ‘two’

Fill in the gaps using ‘to’, ‘too’ or ‘two’:

• I am going _______ the pier.

• We will go fishing at _______ o’clock today.

• I am _______ busy _______ watch T.V.

• The wind was _______ strong _____ go fishing.

• Sam put down _______ lobster pots.

• Is this the road _______ Skerries?
How many words can you make using the letters in the word INFORMATION?

________________________  ______________________

________________________  ______________________

________________________  ______________________

________________________  ______________________

________________________  ______________________

________________________  ______________________

________________________  ______________________
Using ‘there’, ‘their’ or ‘they’re’

<table>
<thead>
<tr>
<th><strong>there</strong> means ‘in that place’. It also shows that something exists.</th>
<th>for example: Put that over <strong>there</strong>. <strong>there</strong> is a bird in the tree.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>their</strong> means ‘belonging to them’.</td>
<td>for example: That is <strong>their</strong> house.</td>
</tr>
<tr>
<td><strong>they’re</strong> is short for ‘they are’.</td>
<td>for example: <strong>they’re</strong> both at home today.</td>
</tr>
</tbody>
</table>

Write new sentences using the words ‘**there**, ‘**their**’ and ‘**they’re**’:

There__________________________

__________________________

Their__________________________

__________________________

They’re__________________________

__________________________
Using ‘there’, ‘their’ or ‘they’re’

Fill in the gaps with ‘there’, ‘their’ or ‘they’re’:

・ Jack and Seán went home for ____________ dinner.

・ __________ is a trawler over ____________.

・ Wait __________ while I turn the boat.

・ ___________ is no bait left.

・ ______________ gone fishing in Cobh.

・ ___________ is no place like home.

・ I told him to leave the reel ____________.

・ The men were on ____________ boat.

・ Did they find ____________ lost engine?

・ ______________ in the big box.

・ ______________ was a bad storm last week

・ He said ____________ not in the car.
Spelling Numbers

Write the number beside the word:

Six

Ten

Five

One

Three

Nine

Four

Eight

Two

Seven
### Spelling Numbers

<table>
<thead>
<tr>
<th>six</th>
<th>three</th>
<th>five</th>
<th>ten</th>
<th>seven</th>
</tr>
</thead>
<tbody>
<tr>
<td>nine</td>
<td>one</td>
<td>eight</td>
<td>four</td>
<td>two</td>
</tr>
</tbody>
</table>

Write the word beside the number:

10
6
4
9
2
7
3
1
8
5
Capital Letters

Capital letters are used for:

• the start of a sentence
• writing about yourself as 'I' - I am tired today.
• names of people and places - Mary is from Galway.
• names of books, movies, songs, shops, etc. - I bought the DVD of "Trawling Times" in Murphy's shop.
• days and months - The show is on Monday the 28th of March.

These sentences have capital letters left out.

Write the sentences putting the capital letters in the right place:

i went fishing in kerry last monday.

in may, jim read a book called the big catch by larry deely
All sentences start with a capital letter and end with a full stop. Put the full stop and capital letters in the right places to make two sentences:

it was stormy yesterday it was not safe to go fishing

fran got a new boat the boat needs a lot of work

tom measured the shellfish all the shellfish were bigger than 60mm
All sentences start with a capital letter and end with a full stop.

Write out this story, putting in the capital letters and full stops:

dan lives in cork with his son tim on friday morning
they went out fishing it was a lovely july day and tim
was singing a song called sunshine they did not catch
any fish dan said it was tim’s singing that drove the fish away
It is very important to read over your writing to make sure that your spelling is correct. Read the piece below and spot the 10 spelling mistakes:

I had a very bisy day today. My trailer had a flat tyr so I had too borrow won form my brother. When I went to his hous to get the other trailer, he already had a boat on it. We had to take the boat of and put it up on blocks. When I started to toe the trailer away, I herd a noise and I lucked at the trailer- it had a flat tyre too!

Re-write the piece with all the correct spellings:
### Wordsearch

<table>
<thead>
<tr>
<th>R</th>
<th>F</th>
<th>L</th>
<th>A</th>
<th>R</th>
<th>E</th>
<th>K</th>
<th>B</th>
<th>V</th>
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- FLARE
- COD
- DINGHY
- ROPE
- CRAB
- DECK
- TROUT
- RAY
- RADIO
- PRAWN
- PRAWN
- ANCHOR
- LOBSTER
- FLAG
- TRAWLER
- ROE
If you need help with reading, writing, spelling or numeracy contact your local Vocational Education Committee or call 1800 20 20 65
A, B, Sea
- Basic Skills For The Fishing Industry

A basic skills workbook with practical fishing-related worksheets designed for adults working in the fishing industry or who have an interest in fishing.

First Edition 2011
West Galway Adult Learning Centre
An Fuarán,
Maigh Cuilinn,
Co. na Gaillimhe

Coiste Gairmoideachais Chontae na Gaillimhe
(County Galway Vocational Education Committee)