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Telephone: (01) 8554332. Fax: (01) 8555475

Webpage: [www.nala.ie](http://www.nala.ie) E-mail: [literacy@nala.ie](mailto:literacy@nala.ie)

**Written by:** Maureen Neville, Frances Sands and Fionnaigh Connaughton

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# Introduction to Learner Workbook

Welcome to the learner workbook for the third Read Write Now TV series. This workbook supports the TV series and contains worksheets and exercises for you to practice your reading, writing and learning skills. Don't worry if you haven't seen the other series, it doesn't matter, you can still follow this one.

## What is the Read Write Now series?

Read Write Now is a TV series for adults who want to brush up on their reading and writing skills in the comfort of their own home. Each week there are:

- new things to learn
- new ways of learning shown
- learners' telling their own stories.

In this series we will look at "learning to learn", as well as reading and writing skills and tips for learning. Learning to learn is about:

- learning what you already know
- learning what you don't know
- learning what to do about it.

The TV series and learner workbook will help you to practice and develop your understanding of learning skills and your own learning style.

## When is the series broadcast?

**RTÉ 1** will show the new Read Write Now TV series from **7th October 2002** on:

- Monday nights at 7.30 p.m.
- Repeated on Thursday nights after 12.15 p.m. (check the TV listings to confirm time).

## Why should you follow this series?

If you follow this series you will:

- Improve your reading, writing and spelling skills
- Use these skills in everyday situations
- Learn more about the learning process and develop your own learning style
- Be encouraged to continue with further learning.

# Introduction to Learner Workbook

## How to use this workbook

The workbook is best used with the TV series. Each TV programme relates to a section in the workbook, for example, week 3 on the TV relates to section 3 in this learner workbook.

We recommend you try the worksheets after you have watched the TV programme. If you miss a programme you can still try the worksheets. Ring the **NALA freephone support line** at **1800 20 20 65** if you have any questions.

The workbook is split into 12 sections based on the 12 TV programmes. Each section has 12 worksheets on reading, writing, maths, spelling and learning skills. The contents (page 1 to 5) gives the list of worksheets and the index (page 186) lists all the areas covered. Answers to some worksheets are given at the back on page 177.

Each section has:

- an introduction
- a series of worksheets with exercises for you to do.

The following symbols will guide you through using the book.

Read		Tip	
Write		Information	

## What can you do if you are having difficulties?

1. You can look at the **learner support book** that you should have received. This book contains information that is often useful to have at hand.

Areas that are covered include:

- using the dictionary
- reading a calendar
- writing a letter
- spelling tips.



# Introduction to Learner Workbook

The learner support book also contains a word diary so you can write in words that you want to remember or find difficult to spell.

## **2. You can ring the NALA freephone support line at 1800 20 20 65.**

- Literacy tutors are available to answer calls
- Monday to Friday 10 am to 4 pm
- They will answer your questions or help you with the worksheets
- It is a free and confidential service.

## **Where can you get more help?**

You can contact your local VEC Adult Literacy Scheme where reading and writing is taught to adults. There are 126 VEC Adult Literacy Schemes throughout the country. In these schemes you can work with a tutor on a one-to-one basis or in a small group for between for 2 to 4 hours per week. The service is free of charge and confidential. The local Adult Literacy Organiser will meet you and find a suitable tutor for you.

There are about 23,000 adults learning in literacy schemes around the country. There are more than 5,000 adult literacy tutors working in literacy schemes and they are trained by their local VEC Adult Literacy Service.

### **For information on your nearest service:**

Check the referral leaflet that was sent to you

or

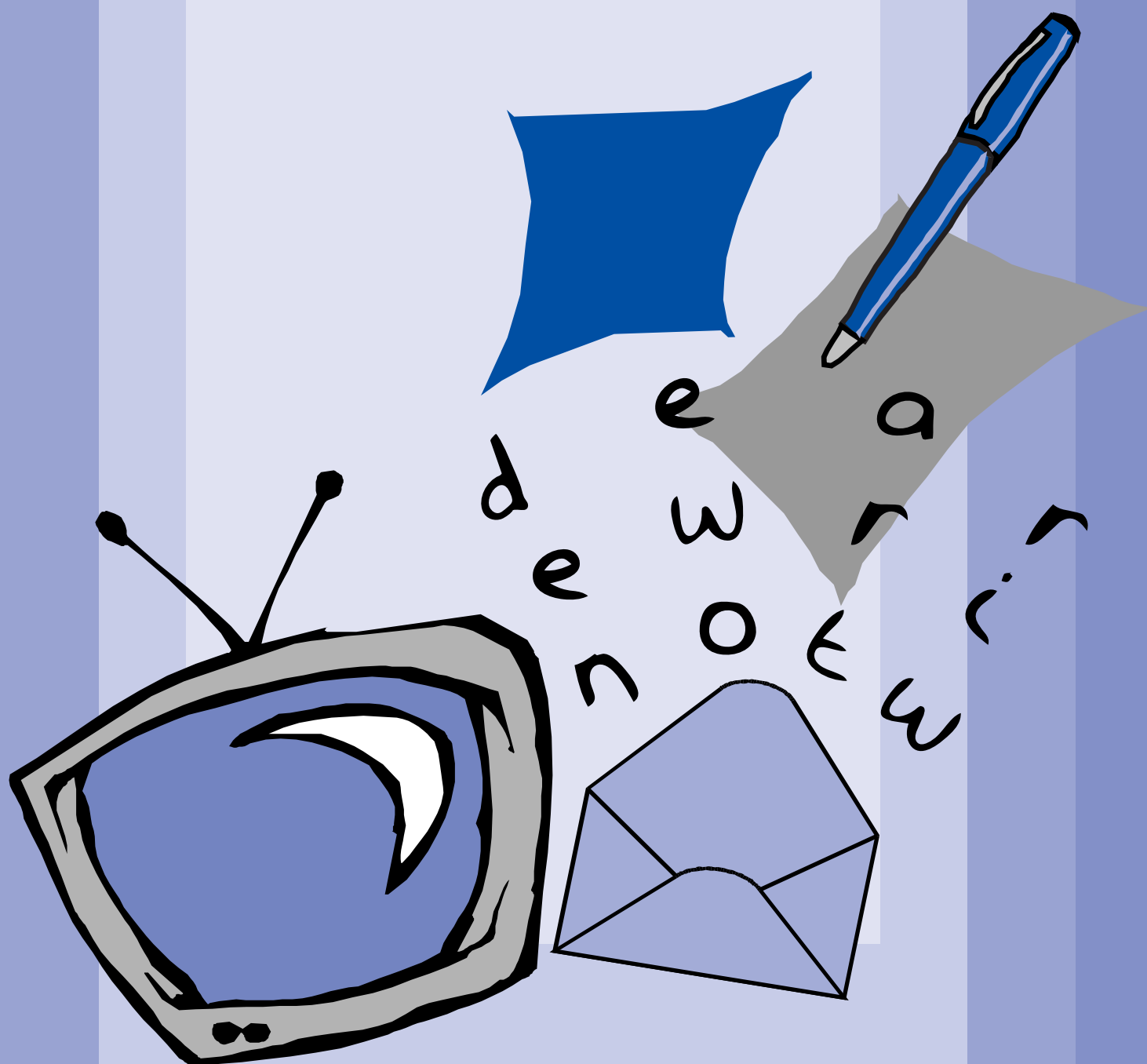
contact the NALA freephone support line at **1800 20 20 65**  
(Monday to Friday 10 am – 4 pm).



# Programme

# 1

## The Learning World



# The Learning World

## Programme 1: The Learning World

We learn new things everyday of our lives. Learning takes place when

1. you know something which you didn't know before
2. you can do something which you couldn't do before
3. you think in a new way about something.

In this section we look at what learning means to you and how you learn, as well as doing some work on reading, spelling and maths.

The worksheets in this section cover the following:

- Reading: Learning the hard way
- Reading Labels
- How do you learn?
- What is learning?
- Shopping for DIY
- Writing a List
- Reading an Advertisement
- Writing a Conversation
- Working with Words
- Spellings
- Word Puzzle

## Symbols

Read



Tip

**TIP**

Write



Information

**i**

## For help with the worksheets:

Contact the freephone support line at **1800 20 20 65**

(Monday to Friday 10am – 4pm)

and

use the support book.

# Reading



## Learning the hard way

Mary looked at the front of the house as the car pulled up outside. “I really think the house needs painting. I will look up the Golden Pages and get a quote.”

Jim, her husband looked up at the house and replied, “Don’t be so silly! Why spend all that money! I’ll do it myself. I saw a paint spray on special offer down at the hardware shop. I’ll get the painting done in a day with that.”

The following Saturday was a lovely sunny day. Mary went to town to meet her sister. She left Jim dressed in overalls, filling his spray gun with paint. “Bye, love,” he said. “Have a good day. When you come home I’ll be finished.”

Mary had a lovely day. She decided to buy some new net curtains to set off her newly painted house. She couldn’t wait to get home to hang them up.

As she walked down the street, she could see her lovely, newly painted house, gleaming in the sunshine. She smiled with pleasure, and decided to cook Jim a special tea for working so hard. As Mary got to the gate, her neighbour Anne came rushing out of her house. Mary smiled at her and said, “Look, Anne! Doesn’t the house look great?”

Anne smiled back strangely and answered, “Yes, Jim did a very careful job. He covered the windows and your car so they didn’t get any paint on them. But just look at my car!”

Mary turned to look at Anne’s brand new, black car. It was completely covered in white specks of paint. Mary gasped and said, “I’ll kill him!”

It cost more to get the paint removed from Anne’s car than it would have cost to get someone in to paint the house. Needless to say, Jim never got his special dinner and the paint spray went in the bin!

### TIP

**Experience is one of the most valuable ways of learning.**

# Learning the hard way



Put a ✓ in the correct box.

1. Where was Mary going to get a quote?

The Phone Book

☐

The Golden Pages

☐

The Argos Catalogue

☐

2. Why did Jim want to paint the house himself?

To save money

☐

He liked painting

☐

He wanted to go to the hardware shop

☐

3. What day did Mary go to town?

Sunday

☐

Saturday

☐

Friday

☐

4. What colour was Anne's car?

Red

☐

Blue

☐

Black

☐

# Reading Labels

## WOOD VARNISH

Suitable for doors, furniture, skirting boards and most interior woodwork.

### Preparation

- New woodwork may have rough edges and splinters. These should be sanded with sandpaper.
- On painted woodwork, remove paint with sandpaper and dust clean.
- Any cracks or joints should be filled and sanded smooth when dry.
- Wear a suitable face mask to avoid inhaling dust.
- Prepare for painting by washing down with diluted washing-up liquid.
- Allow to dry thoroughly before application.

### Application

Stir thoroughly before and during use. Apply in a warm well-ventilated room. Brush out evenly and finish in the direction of the grain.

### Clean Up

Remove as much varnish as possible from the brush before cleaning. Soak in white spirits. Clean brushes in water and detergent.



## Answer these questions.

1. What should you do to prepare painted woodwork?

---

---

2. List two things to remember when applying the varnish.

---

---

3. How do you clean brushes after varnishing?

---

---

## TIP

When you read labels, scan for the relevant information that you need.

# How do you learn?

We all learn in different ways.

If we understand how we learned one thing, it can help us to learn new things.

Think of one thing you learned in the last year. It could be learning to drive, learning a new recipe or learning how to use a mobile phone.

*Last year I learned* \_\_\_\_\_



## Look at these ways of learning.

Put a ✓ beside the ways that most helped you to learn something new. Tick as many as you like.

1. Watching someone ☐
2. Reading a book ☐
3. Going to a class ☐
4. Following written instructions ☐
5. Having a good teacher ☐
6. Watching a video ☐
7. Listening to someone telling you how to do something ☐
8. Having plenty of time to learn ☐
9. Practising ☐
10. Linking new ideas to what I already know ☐
11. Trying something out on your own ☐
12. Writing notes ☐
13. Listening to a tape ☐
14. Asking questions ☐

### TIP

People learn by seeing, by hearing and by doing.

For example, some people learn a language by seeing, some by hearing and some by doing.



Look at the list above again and note which ways you learn by seeing, by hearing and by doing.

# What is learning?

Learning can mean different things to different people.

Think of all the words that come into your mind when you say the word learning.



Write all the words in the box below.



Look at all the words you have written.

Use some of the words to write 3 sentences about what learning means to you.

1. Learning is \_\_\_\_\_

2. Learning is \_\_\_\_\_

3. Learning is \_\_\_\_\_

**TIP**

Different people learn in different ways. There is no right or wrong way to learn for everybody.

# Shopping for DIY

You have decided that you want to paint your garden shed.

Here is a price list for some of the items you may need.

Price List			
2.5 litres of exterior wall paint	€18	750 ml wood primer	€8
1 litre of emulsion paint	€6.50	1 litre tile paint	€12
750 ml wood varnish	€10	1 litre anti-rust primer	€9
1 litre non-drip gloss paint	€6	Paint roller	€6.50
Paint brush	€4	2 litres white spirit	€11



**You want to buy the following items.**

**Write down their price and work out the total cost.**

Item	Price
750 ml of wood varnish	_____
2 paint brushes	_____
1 litre of non-drip gloss paint	_____
2 litres white spirit	_____
2 paint rollers	_____
<b>Total:</b>	_____

## TIP

One paint brush costs €4. Two paint brushes cost €8.

One paint roller costs €6.50. Two paint rollers cost €13.



# Writing a List

Before you paint a room you need to prepare the room and make sure you have all the tools that you are going to need.



**Look at the following list of things you need to do before you start painting a room.**

**Number them in the order that you would do them.**

Clean the walls

Cover the furniture

Put plastic sheeting on the floor

Sandpaper the woodwork

Cover the light sockets




**Make a list of all the things you will need to buy to paint a room.**



????????????????

# Reading an Advertisement

**Service & Repairs to All Makes & Models**  
Car Alarms • Car Valeting • Crash Repairs  
Free Delivery & Collection in Local Areas  
Fleet & Company Cars Welcome  
Same Day Clutch, Timing Belts, Brakes  
& Engine Replacement Service  
Electronic Engine Tuning





OPEN 6 DAYS

5 5 5 1 1 • 6 6 6 2 2

AFTER HOURS/EMERGENCY PH: 083 666999

13-16 Castletown Road, Dublin 8



Answer these questions.

1. Can any car be fixed at this garage? Yes ☐ No ☐
2. What is IMDA? \_\_\_\_\_
3. What is the number for after-hours service? \_\_\_\_\_
4. How often is the garage open? \_\_\_\_\_

## TIP

When you read advertisements, pick out the bits of information that you need.

# Writing a Conversation

Mary was so cross with Jim! She told him that he had to find out how much it would cost to get Anne's car cleaned. He had to go through the Golden Pages and check how much it would cost to get the car fixed.



Try to write the conversation that Jim might have with a person in the local garage.



**Joe:** Hello, Castletown Car Care, Joe speaking, how can I help you?

**Jim:**

---

---

---

**Joe:** That will take about three days. When can you bring the car in?

**Jim:**

---

---

**Joe:** Saturday at 9am will be fine. See you then.

**Jim:**

---

---

---

# Working with Words



Look at the following words.

How many small words can you find in each word?

**For example: Painting** = pain, paint, in, tin

1. Carpet

---

2. Brushes

---

3. Sandpaper

---

4. Decorate

---



Write down the answers to the following clues.

All the answers can be made up of the letters from the word.

**W A L L P A P E R**

The first one is done for you.

1. An animal's foot (3 letters)

paw

---

2. A type of monkey (3 letters)

---

3. Not cooked (3 letters)

---

4. Everyone (3 letters)

---

5. We must all obey this (3 letters)

---

6. Jump like a frog (4 letters)

---

7. A type of fruit (4 letters)

---

8. Another fruit (5 letters)

---



The answers are on page 178.

# Spellings

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

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

i

Words that rhyme have the same sound at the end of the words.

For Example: fit, hit, pit, sit.

## Word beginnings



Add one letter to these words.

The first one is done for you.

tin

can

wall

sand

\_\_in

\_\_an

\_\_all

\_\_and

\_\_in

\_\_an

\_\_all

\_\_and

\_\_in

\_\_an

\_\_all

\_\_and

## Word endings



Choose the right endings from the box to add to the letters below. There are a number of different answers.

– oll

– all

– ake

– and

– and

– ate

1. t\_\_\_\_\_

4. r\_\_\_\_\_

2. s\_\_\_\_\_

5. b\_\_\_\_\_

3. l\_\_\_\_\_

6. h\_\_\_\_\_

**TIP**

Learning the sounds of the letters is one way to help with spelling.

# Word Puzzle

Playing games with words can be fun and help to improve your spelling.

i

If we add letters to the start or the end of some words we can make a new word with a new meaning.

For example: the word **rain**

Put 'sp' before it:        **sp**    +    **rain**    =    **sprain**

Now put 't' before it:    **t**        +    **rain**    =    **train**



Make new words by adding letters to the start or the end of the word. Read the clues given to help you.

TIP

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

1. **lean** – add 1 letter at the beginning to make a word that means *not dirty*.

2. **pear** – add 2 letters at the beginning to make a word that means *to come into sight*.

3. **car** – add 3 letters at the end to make a word that means *a floor covering*.

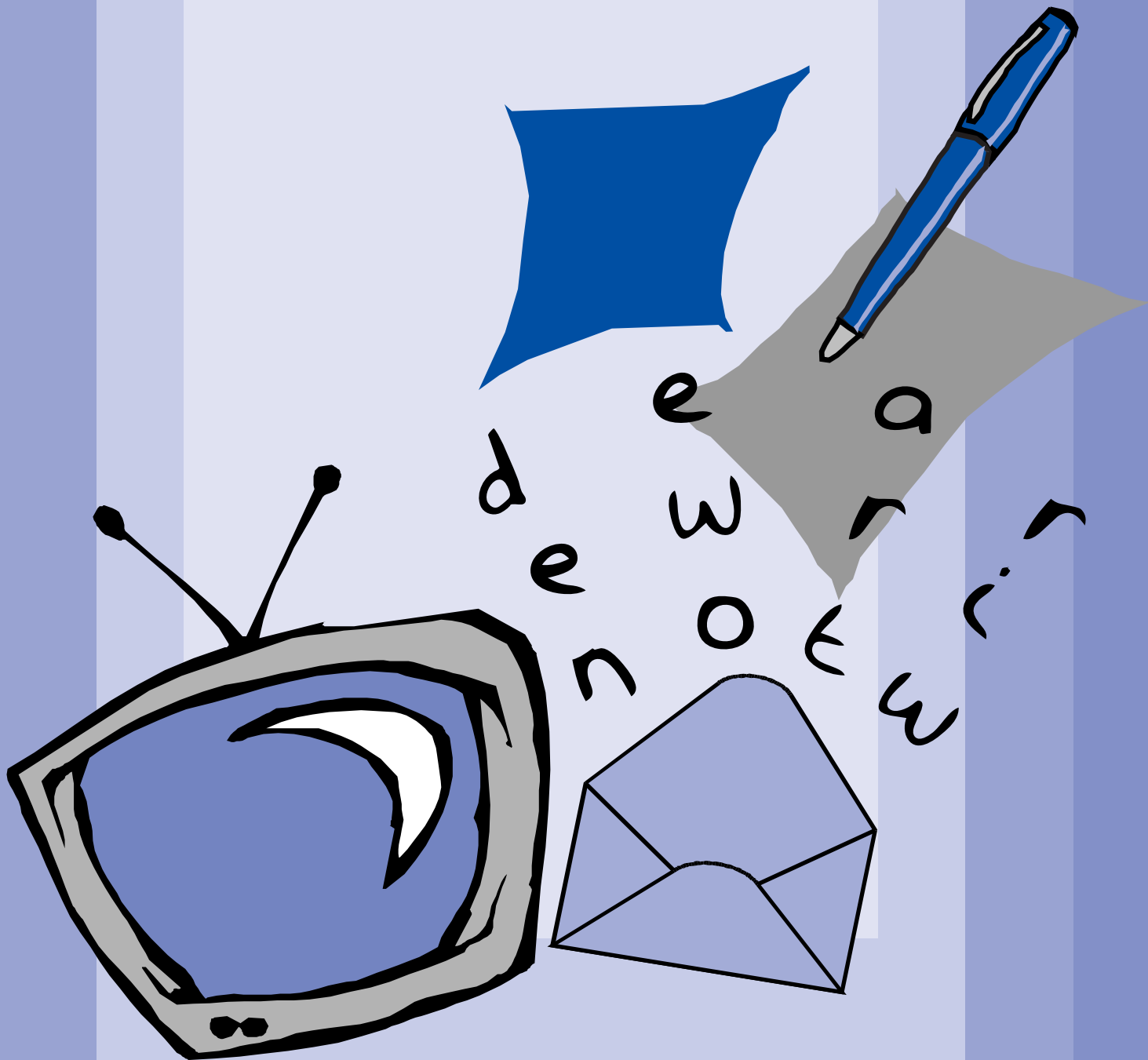
4. **chip** – add 4 letters at the beginning to make a word that means *a type of wallpaper*.

i

The answers are on page 178.

# Programme 2

How we learn



# How we learn

## Programme 2: How we learn

We all learn in different ways. Some of us learn best by seeing, some of us by hearing and some of us by doing. It is good to know what learning style suits us. This can help us learn new things better.

In this section we look at what kind of learner you are, as well as doing some work on reading, writing and spelling.

The worksheets in this section cover the following:

- Reading: Global Warming
- Filling in forms
- What sort of learner are you?
- Averages
- Reading an Index
- Formal Letters
- Spellings: Syllables
- Spellings
- Crossword

### Symbols

Read



Tip

**TIP**

Write



Information

**i**

### For help with the worksheets:

Contact the freephone support line at **1800 20 20 65**

(Monday to Friday 10am – 4pm)

and

use the support book.





## Global Warming

Global warming is a term that is often used in the newspapers and on television. It means the temperature of the Earth is slowly increasing. This increase in temperature is caused by the amount of pollution we are putting into the atmosphere. Gases that are released when we burn fossil fuels cause pollution.

By the year 2052 it is expected that Ireland will get much wetter winters and much drier summers. The average temperature will rise by about three degrees Celsius. The dry summers will make it much harder to grow potatoes and other crops. This is because there will be a general water shortage and people will probably have to pay for water.

There are several things we can do to help stop global warming:

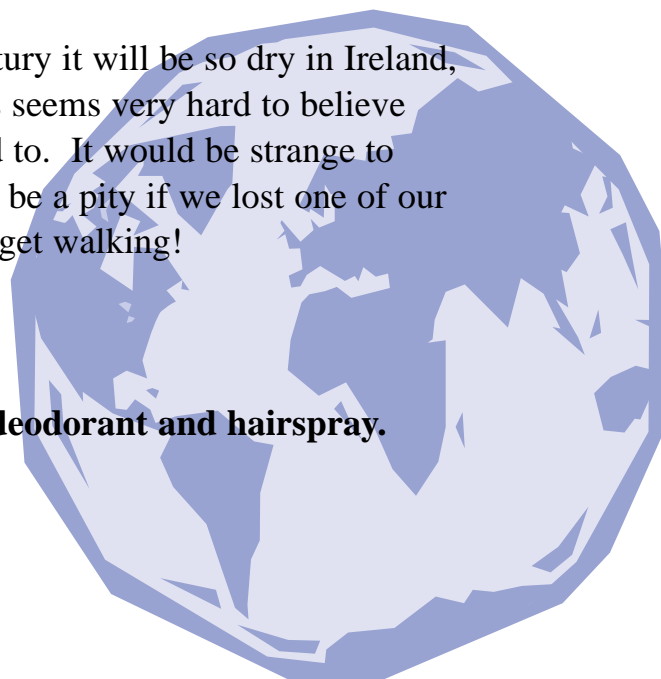
- Cars are a huge source of pollution. If we walk or take the bus, we are helping to reduce pollution.
- If we are careful with electricity, it helps to reduce the amount of pollution from power stations. Some companies are now using natural ways of making electricity, such as wind power.
- Only use aerosol products that do not contain chemicals called CFC's. These chemicals are damaging a protective layer of gas around the Earth. This gas is called Ozone and protects the Earth from some of the Sun's rays.

Scientists say that by the middle of this century it will be so dry in Ireland, it will be impossible to grow potatoes. This seems very hard to believe considering the kind of weather we are used to. It would be strange to think of Ireland without potatoes. It would be a pity if we lost one of our national treasures, so put that car away and get walking!

### TIP

**Fossil fuels are coal and peat.**

**Aerosol is an air-spray can, for example deodorant and hairspray.**



# Global Warming



Answer these questions.

1. What is released when we burn fossil fuels?

\_\_\_\_\_

2. What does global warming mean?

\_\_\_\_\_

3. When will Irish winters get much wetter?

\_\_\_\_\_

4. Name a natural way of making electricity.

\_\_\_\_\_

5. What is the name of the gas that provides a protective layer around the Earth?

\_\_\_\_\_



Choose the right word from the box to fill in the missing space.

grow	dry	water
pay	crops	

The \_\_\_\_\_ summers will make it much harder to \_\_\_\_\_

potatoes and other \_\_\_\_\_. This is because there will be a general

\_\_\_\_\_ shortage and people will probably have to \_\_\_\_\_

for water.

# Filling in forms



Fill in the form.

## Keep our Town Tidy!

Join in the local Tidy Towns competition for the cleanest streets in the area or enter the competition for the best garden.

Name: .....

Address: .....

.....

Phone .....

**Please tick the box to select your entry.**

I wish to enter the following street for the tidy towns competition. ☐

.....

.....

**or**

I wish to enter the garden competition. ☐

**I agree to abide by the rules and regulations of the competition committee.**

Signed: .....Date: .....

**TIP**

Practice makes perfect, so try out other forms that you may need to fill in. And remember if you are stuck, bring it home and get a friend or family member to help you.

**TIP**

Contact the NALA freephone support line at 1800 20 20 65 for help with this worksheet.

# What sort of learner are you?

Everyone has their own learning style or way of learning new things.



Look at the questions below and put a ✓ in the box A, B or C. You can only tick one box.

		A	B	C
1	<b>When you dress do you:</b>	Dress neatly <input type="checkbox"/>	Dress sensibly <input type="checkbox"/>	Dress comfortably <input type="checkbox"/>
2	<b>When you spell do you:</b>	Try to see the word in your mind <input type="checkbox"/>	Try to sound out the word <input type="checkbox"/>	Write down the word to see if it looks right <input type="checkbox"/>
3	<b>In your spare time do you like to:</b>	Watch TV or go to the cinema <input type="checkbox"/>	Listen to music or go to a concert <input type="checkbox"/>	Take part in a sport <input type="checkbox"/>
4	<b>Do you prefer to talk to people:</b>	Face-to-face <input type="checkbox"/>	On the telephone <input type="checkbox"/>	While you are walking or having a meal <input type="checkbox"/>
5	<b>When you are having a conversation do you:</b>	Talk very little, but do not like listening for too long <input type="checkbox"/>	Enjoy listening, but, get impatient to talk <input type="checkbox"/>	Use your hands a lot <input type="checkbox"/>
6	<b>Can others tell your feelings from:</b>	Your face <input type="checkbox"/>	Your voice <input type="checkbox"/>	Your body language <input type="checkbox"/>
7	<b>Do you tell people's moods by:</b>	Looking at their face <input type="checkbox"/>	Listening to their tone of voice <input type="checkbox"/>	Watching their body movements <input type="checkbox"/>
8	<b>When you are not doing anything do you:</b>	Look around you or scribble on a piece of paper <input type="checkbox"/>	Talk to yourself <input type="checkbox"/>	Fidget or fiddle with things <input type="checkbox"/>
9	<b>When you are learning do you:</b>	Like to watch someone showing you <input type="checkbox"/>	Listen to instructions <input type="checkbox"/>	Like to try it out straight away <input type="checkbox"/>

# What sort of learner are you?



Read the information below to find out what kind of learner you are.



If most of your ticks were in column **A**, you are a person who learns by seeing, a **Visual Learner**. You like to learn by watching or reading instructions.



If most of your ticks were in column **B**, you are a person who learns by hearing, an **Auditory Learner**. You like to learn by listening or repeating information out loud.



If most of your ticks were in column **C**, you are a person who learns by doing, a **Kinaesthetic Learner**. You like to learn by trying things out for yourself.

If your ticks are spread across two or three columns you are a person who learns in different ways.



Now that you know what sort of learner you are, how would you learn the following things?

## 1. Cooking a recipe

I would \_\_\_\_\_  
\_\_\_\_\_

## 2. Spelling a new word

I would \_\_\_\_\_  
\_\_\_\_\_

## 3. Using a computer

I would \_\_\_\_\_  
\_\_\_\_\_

## TIP

It's good to know what your favourite learning style is. This can help you to work out how best to learn new things.

# Averages

The **average** summer temperature in Ireland is about 18 degrees Celsius.

The **average** winter temperature is about 5 degrees Celsius.



**An average is the middle point between the highest and the lowest.**

**To work out the average add all the items together and divide by ( $\div$ ) the number of items.**

**For example: The average of 2, 3 and 7 is 4**  
**( $2 + 3 + 7 = 12$  and  $12 \div 3 = 4$ )**

To find the **average** temperature for July, you would take the temperature at the same time every day, for thirty-one days. Then you add all the numbers together, and divide the amount by thirty-one.

To find the average age of a group of five people, you add up all their ages and divide by five. This gives you the **average** age for that group of people.

For example:

Bill	10
Mary	9
Maureen	11
Tony	8
Simon	12
Total	<u>50</u>

If you divide the total (50) by the number of people (5), the answer is 10.

Therefore the **average** age of the group is 10.



**Try this exercise.**

Find the average shoe size of this group of people.

Margaret	6
Sylvia	7
Mary	6
Sarah	5
Maud	<u>6</u>
Total	<u>        </u>

Remember to divide the total by the number of people.

The average shoe size is \_\_\_\_\_.

**TIP**

**You can use a calculator to work out division sums.**

# Reading an Index



An index is a list of things in alphabetical order, usually at the end of a book.

This is an index from a book on organic gardening. It lists the topics in alphabetical order and gives the page numbers for each topic.

ORGANIC GARDENING			
	Page		Page
Acid soil	5	Fertilizer	12
Alkaline soil	8	Frost	32
Annuals	17	Ground cover	33
Bedding plants	22	Growing roses	26
Bulbs	25	Humus	39
Compost	31	Leaf mould	42
Conifers	40	Manure	44
Cuttings	22	Mulch	10
Digging	35	Peat moss	27
Evergreen	28	Pests	49



Answer these questions.

1. Which page would you find information on pests?

---

2. What information can you read on page 35?

---

3. What can you read about on page 42?

---

4. What information can be found between annuals and bulbs?

---

5. Where can you find information on growing roses?

---

# Formal Letters

Examples of formal letters are:

- Letters to the newspaper
- Letters to the bank
- Job application letters
- Letters of complaint



**Read the formal letter below.**

All formal letters follow the same format.

12 Oak Drive,  
Fairview,  
Dublin 3.

The Irish Times,  
D'Olier Street,  
Dublin 2.

14th October 2002

Dear Sir/Madam,

I am writing to comment on the government's decision to introduce the plastic shopping bag levy of 15c per bag. I think it is a great idea!

The money will go a long way towards helping our environment. As you know, plastic badly affects our wildlife and rivers.

Yours sincerely,  
Mary O'Connor

**TIP**

Check page 22 in the support book for a quick guide to the layout of formal letters.



# Formal Letters



Write a letter to your Environment Awareness Officer in your Local Authority about getting a recycling bin for your area. Use the format below.

Diagram illustrating the format of a formal letter:

Labels and corresponding lines in the letter format:

- Your address**: Points to the top right section of the letter.
- Address of person you are writing to**: Points to the top left section of the letter.
- Date**: Points to the line below the address of the person you are writing to.
- Greeting**: Points to the line below the date.
- Main part of the letter**: Points to the large central section of the letter.
- Closing**: Points to the line below the main part of the letter.
- Signature**: Points to the bottom line of the letter.

# Spellings: Syllables

If you are trying to read or spell words it is often useful to break them down into syllables.



**A syllable is the smallest part of a word which can be said on its own or the number of beats in a word.**

**For example: Environment has 4 beats or syllables: en vi ron ment**  
**1 2 3 4**



**Count the number of syllables in the words below.**

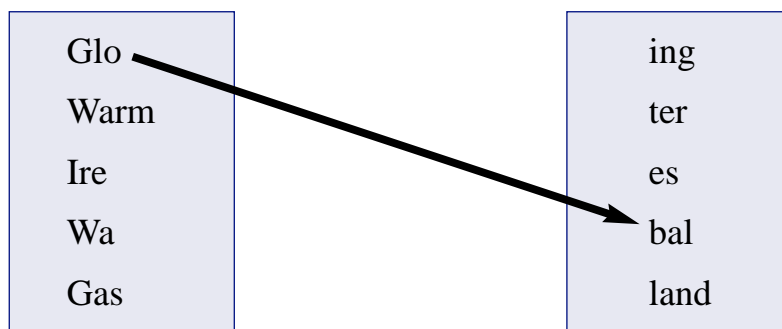
The first one is done for you.

Plastic	Plas tic	2 syllables
Habitat		
Difference		
Animal		
Tree		
Flowers		



**The syllables of these words are mixed up.  
Can you join them together again?**

The first one is done for you.



**TIP**

**Breaking down words into syllables is one way of spelling difficult words.**

# Spellings

## What kind of a speller are you?



### When learning to spell a word, which way do you do it?

You can tick more than one way.

- 1 Listen to the word and try to break it up into syllables. ☐
- 2 Picture the word in your head. ☐
- 3 Look at it, cover it to see can you remember it and then write it down. ☐
- 4 Write it down a few times. ☐
- 5 Put the word into a sentence. ☐
- 6 Write the difficult part of the word in a different colour. ☐
- 7 Practice spelling the word out loud. ☐
- 8 Practice spelling the word everyday. ☐



### Now try learning to spell these words, using some of the ways above.

Environment

Wildlife

Global

Grass

Gardening

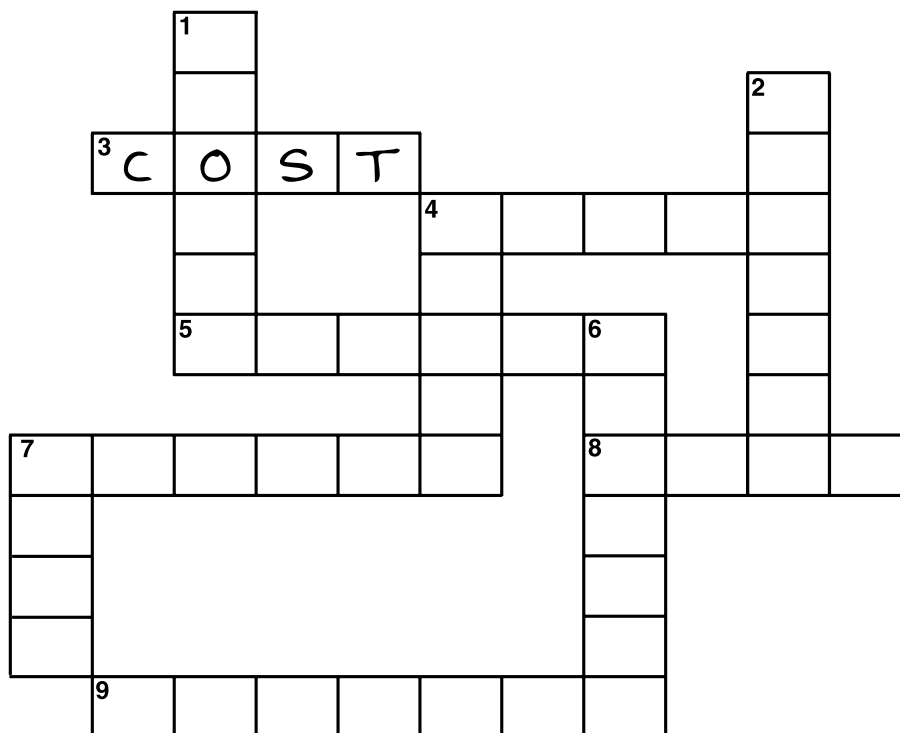
Recycle

### TIP

It is a good idea to find a way for you to learn to spell a new word.

# Crossword

In this crossword all the answers are to do with the environment.



**Fill in the crossword by answering the following clues.**

The first one is done for you.

## Across

3. We have to keep down the cost of heating. (4)✓
4. We should not \_\_\_\_\_ water. (5)
5. Always put \_\_\_\_\_ in the bin. (6)
7. The summers are getting \_\_\_\_\_. (5)
8. \_\_\_\_\_ cause pollution. (4)
9. The \_\_\_\_\_ summer temperature in Ireland is 18 degrees Celsius. (7)

## Down

1. \_\_\_\_\_ means the whole world. (6)
2. We need \_\_\_\_\_ air. (7)
4. All plants need \_\_\_\_\_. (5)
6. We should \_\_\_\_\_ paper. (7)
7. We should \_\_\_\_\_ instead of driving. (4)

## TIP

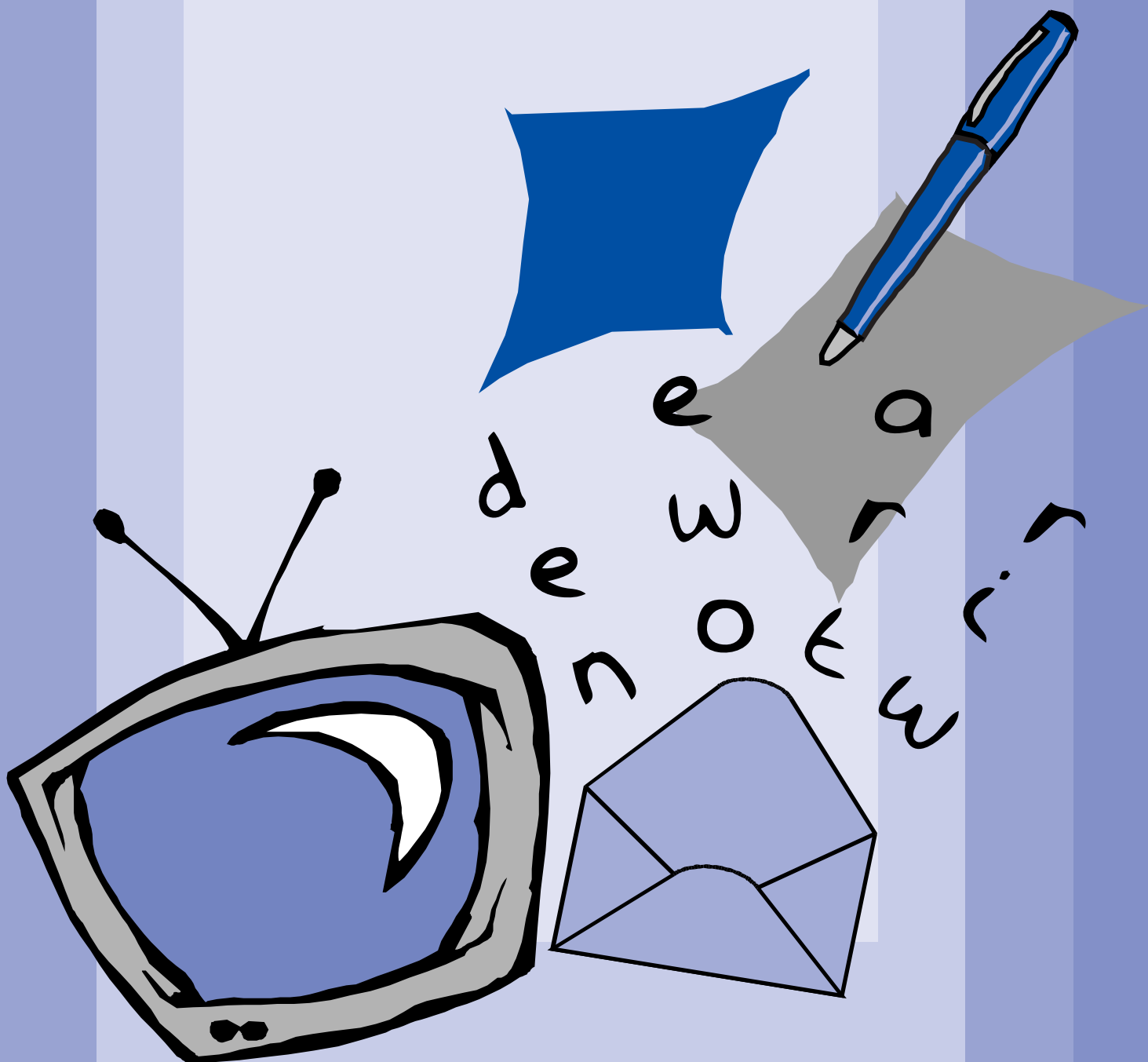
The number after the clue tells you how many letters are in the answer.

## i

The answers are on page 178.

# Programme 3

Learning experiences



# Learning experiences

## Programme 3: Learning experiences

We learn throughout our lives from children to adults. We continue to learn new things all the time, mostly from trying out things and experiencing it for ourselves.

In this section we look at how you learned things as well as doing some work on reading, spelling and maths.

The worksheets in this section cover the following:

- Reading: Family Learning
- Filling in forms
- Learning experiences
- Volume
- Writing a Note
- Reading a Timetable
- What is a Sentence?
- Spellings: Suffixes
- Spellings: Plurals
- Word Puzzle

## Symbols

Read



Tip

**TIP**

Write



Information

**i**

## For help with the worksheets:

Contact the freephone support line at **1800 20 20 65**

(Monday to Friday 10am – 4pm)

and

use the support book.



## Family Learning

Family Learning is about parents and children exploring the fun of learning together.

Some of the most important things we learn, we learn from our parents. Parents are natural teachers, passing on their own life skills to their children.

There are many ways to share learning with your children, for example, reading to them or reading together. Playing puzzles or painting is a fun way to spend a rainy afternoon.

A suggestion from the Clare Family Learning Project Pack is to share the job of opening the post. Although some of us may hate the idea of opening those bills, children don't have those fears! Look at some of the activities that can come from using letters as a learning tool.

- Ask the children if they can guess what kind of letter it is from the envelope or from the logo on the front of the letter.
- Is the address typed or handwritten?
- Open the letter together and see what is inside.
- Talk about how letters begin and end. For example, you wouldn't end a letter to the Bank Manager, with 'lots of love'!
- Show them the bills and point out important information.
- Explain that not all letters are read fully. In some letters we pick out important information, and some letters we read again and again and some we just throw away.
- When you are writing letters let the children join in.
- Let them draw a picture to put into the letter.
- Let them write their name on the bottom of the letter.
- Encourage them to write their own letters and notes.

### **TIP**

**Other useful learning activities include using pictures or photos to tell a story. For example, using photos from newspapers or magazines.**

# Family Learning



**Answer these questions.**

1. What is family learning?

---

2. What is a fun way to spend a rainy afternoon?

---

3. List two ways you could use the post as a learning tool with children.

---

---

4. How would you begin a letter to your sister?

---



**Choose the right word from the box to fill in the missing space.**

picture	letter	name
Encourage	writing	

1. When you are \_\_\_\_\_ letters let the children join in.

2. Let them draw a \_\_\_\_\_ to put into the \_\_\_\_\_ .

3. Let them write their \_\_\_\_\_ at the bottom of the letter.

4. \_\_\_\_\_ them to write their own letters and notes.



# Filling in forms



Fill in the form.

## CRÈCHE REGISTRATION FORM

Name of child: \_\_\_\_\_

Date of Birth: --

Name of parent: \_\_\_\_\_

Telephone number:

Address: \_\_\_\_\_  
\_\_\_\_\_

Emergency contact name: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

Telephone number:

Name of G.P:

Has your child any medical conditions? \_\_\_\_\_

Has your child any allergies? \_\_\_\_\_

Other information \_\_\_\_\_

Who has permission to collect your child from the crèche?



G.P. means General Practitioner which is another name for a family doctor.

# Learning experiences

We start learning from the day we are born and go on learning all our lives.

Look at the list below of things you might have learned during your life.

Some of the things you will have:

- learned as a child or
- learned as an adult or
- not yet learned.



**Put a ✓ in the box to show whether you learned them as a child or as an adult or not yet learned them.**

	Learned as a child	Learned as an adult	Not yet learned
Riding a bicycle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cooking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crossing the road	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Swimming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Driving a car	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bathing a baby	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lighting a fire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using a mobile phone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Learning experiences



Can you remember how you learned the following things?

1. A stinging nettle hurts when you touch it.

---

---

2. To tell the time.

---

---

3. To use the washing machine.

---

---

4. That blackberries are safe to eat.

---

---

5. To make friends with people.

---

---

**TIP**

Learning by doing is one of the best ways of gaining experience.

# Volume

We now use the **Metric System** to measure.

Many items you buy in the shops are now sold in **litres** and **millilitres**.



**Volume is the amount of space taken up by anything.**

Volume is measured in **litres (l)** and **millilitres (ml)**.

For example, milk, water, petrol and paint.

Litres	=	<b><i>l</i></b>
Millilitres	=	<b><i>ml</i></b>
1 <b><i>l</i></b>	=	1000 <b><i>ml</i></b>
2 <b><i>l</i></b>	=	2000 <b><i>ml</i></b>
10 <b><i>l</i></b>	=	10,000 <b><i>ml</i></b>



**Fill in the blanks, using the metric system above.**

2000 ***ml*** = \_\_\_\_\_ ***l***                      2000 ***ml*** = \_\_\_\_\_ ***l***  
15 ***l*** = \_\_\_\_\_ ***ml***                      8000 ***ml*** = \_\_\_\_\_ ***l***



**Choose the right word from the box to fill in the missing space.**

paint	litre	petrol	litres
-------	-------	--------	--------

1. The milkman leaves two \_\_\_\_\_ of milk every morning.
2. I bought a litre of white emulsion \_\_\_\_\_ for the bedroom ceiling.
3. Mary drinks one \_\_\_\_\_ of water every day.
4. I filled the car with 20 litres of \_\_\_\_\_ .

## TIP

If you are unsure of the metric system, ask a friend or family member to explain it to you.

## TIP

Contact the NALA freephone support line at **1800 20 20 65** for help with this worksheet.

# Writing a Note



Read this letter.

St. Mary's National School  
Ballykissangel

21st October 2002

Dear Parent,

We will be holding our annual Parent-Teacher meeting in the next month.

In order to be able to see every parent, we would be very grateful if you would arrange a date and time to meet with us.

We will try to arrange an appointment as close to the time requested as possible.

Please remember to include your child's name and class in your reply.

Yours faithfully,  
Miss Higgins  
(Principal)



Write a note to your child's teacher in reply to this letter.

Dear Miss Higgins

---

---

---

---

---

---

# Reading a Timetable

Dear Parent,

The following timetable has been arranged for the parent and child trip to the National Gallery/National Museum in Dublin. Have a lovely day.

07.30	Train from Ceannt Station, Galway
10.30	Arrive Dublin Heuston
10.45	Bus to National Art Gallery, Kildare St.
11.15	Arrive at National Art Gallery
13.00	Lunch
14.00	Bus to National Museum, Collins Barracks
17.00	Bus from National Museum to Heuston Station
17.30	Train to Galway from Dublin, Heuston
20.30	Arrive Ceannt station, Galway



When using a 24 hour clock, midnight is 00.00 and noon is 12.00.



Answer the questions.

1. What time does the train leave for Dublin? \_\_\_\_\_
2. What time is lunch? \_\_\_\_\_
3. How long does it take to get from Heuston Station to the National Gallery by bus? \_\_\_\_\_
4. If you wanted to go shopping after lunch, how long would you have before the train left for Galway? \_\_\_\_\_
5. What time does the train leave for Galway? \_\_\_\_\_

## TIP

To change from the 24 hour clock to p.m. time just take 12 away from the number. For example: 17.00 is 5p.m. ( $17 - 12 = 5$ ).

# What is a Sentence?



A sentence is a group of words that make sense on their own.

For example: Mary went to the cinema last night.



Look at the following parts of sentences and join them to make a proper sentence.



The first one is done for you.

My son likes football and goes to

Most children enjoy

Parents and children

I always help my daughter

John and Mary read stories

playing with their friends.

a match every week.

to their children every night.

enjoy learning together.

with her homework.



Write the beginning parts of these sentences to make a full sentence.

1. \_\_\_\_\_ every Friday evening.

2. \_\_\_\_\_ on her birthday.

3. \_\_\_\_\_ last week.

**TIP**

Every sentence starts with a capital letter and ends with a full stop.

# Spellings: Suffixes



A word ending is called a suffix.

A suffix is added to a root word to change its meaning or to make a new word.

For example:

Root word	+	suffix	=	new word
↓		↓		↓
like	+	ness	=	likeness



Look at the common suffixes in the box and add them to the words below.

– ful	– less	– ly
– able	– ment	– ness

1. Play \_\_\_\_\_
2. Notice \_\_\_\_\_
3. Love \_\_\_\_\_
4. Thank \_\_\_\_\_
5. Pay \_\_\_\_\_
6. Like \_\_\_\_\_

**TIP**

The list of suffixes in the box can be added to many other words!



# Spellings: Plurals



Plural means more than one.

To get the plural of most words, you just add **-s**.

**For example:** one book      two **books**      twelve **books**



The vowels are A, E, I, O, U. All other letters in the alphabet are called consonants.



To get the plural of words ending in y, there is a rule to remember.

If there is a **vowel** before y, you just add **-s**.

If there is a **consonant** before y, drop the y and add **-ies**.

**For example:**

one way	two ways
one daisy	two daisies



Write the plural of the following words ending in y.

1. Day \_\_\_\_\_
2. Family \_\_\_\_\_
3. Holiday \_\_\_\_\_
4. Baby \_\_\_\_\_
5. Allergy \_\_\_\_\_



Knowing how to spell the plurals of words gets better with practise.

# Word Puzzle

Each number stands for one letter.

Find the hidden words by looking at the number code below.

**Number code:**

1 = a	2 = b	3 = c	4 = d
5 = e	6 = f	7 = g	8 = i
9 = l	10 = m	11 = n	12 = o
13 = r	14 = s	15 = u	16 = y



**Find the hidden words.**

6, 15, 11 \_\_\_\_\_

2, 12, 16 \_\_\_\_\_

7, 8, 13, 9 \_\_\_\_\_

6, 1, 10, 8, 9, 16 \_\_\_\_\_

9, 5, 1, 13, 11 \_\_\_\_\_



**Now find the hidden sentence.**

9, 5, 1, 13, 11, 8, 11, 7      8, 14      6, 15, 11

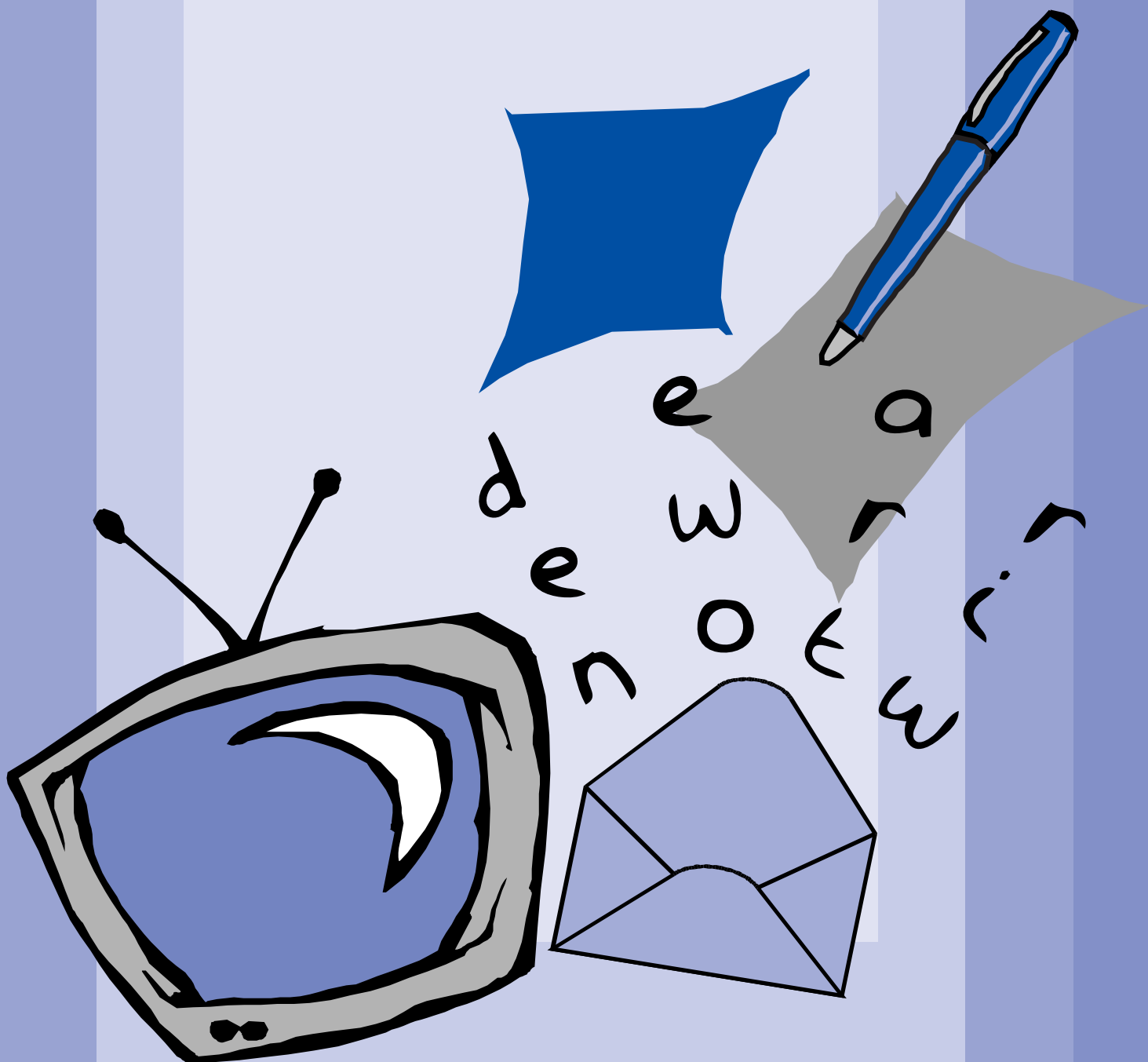
\_\_\_\_\_



**The answers are on page 179.**

# Programme 4

Use your learning



# Use your learning

## Programme 4: Use your learning

Each person has a favourite learning style. Some of us learn best by seeing or by hearing or by doing. We are usually strong in one or two styles and use that way most to learn new things.

In this section we look again at learning styles and how you use your style to learn. There are also worksheets on reading, writing and spelling.

The worksheets in this section cover the following:

- Reading: The Night Class
- Reading a Timetable
- Learning Styles
- Learning a Spelling
- Reading an Index
- Reading an Advertisement
- Reading a Map
- Learning Journal
- Spellings: Vowels and Consonants
- Spellings: Long Vowels
- Crossword

## Symbols

Read



Tip

**TIP**

Write



Information

**i**

## For help with the worksheets:

Contact the freephone support line at **1800 20 20 65**

(Monday to Friday 10am – 4pm)

and

use the support book.

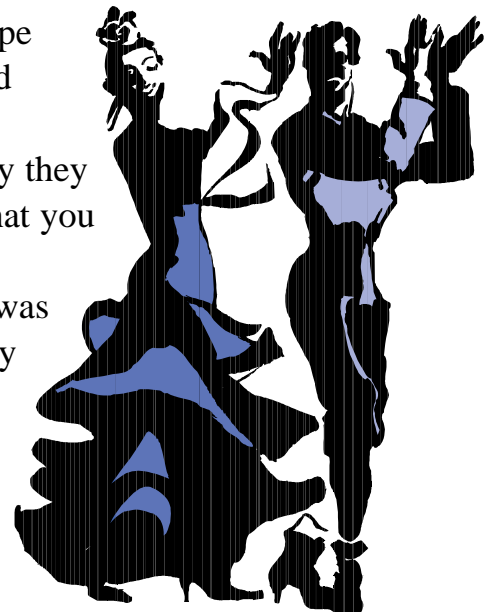


## The Night Class

Gerry wanted to do something different. He was fed up with going to work and coming home to watch the television. He thought about taking up football but thought he might be too old. A leaflet had come through the door from the local adult education centre. There were lots of evening courses advertised. One in particular grabbed his attention: Salsa. It was on Wednesday evenings, at 7.30pm which fitted in well with his work hours. He sent off the registration form and the fee. The classes were due to start on the following Wednesday.

Gerry told his friends at work about signing up for a course of Salsa classes. He told them that when he had some experience he would give them a demonstration. He couldn't understand why they looked at him strangely.

On the first night of the course, Gerry put an apron in a bag and a plastic folder for his notes. He drove down to the adult education centre and parked his car on the street because the car park was full. The centre was very busy and there seemed to be no one around to give directions. A big timetable on the wall showed where each class was going to be held. The Salsa class was in the main hall. Gerry thought this was a bit unusual, but found his way to the hall. In the hall about twenty people stood around looking shy. Then the tutor arrived, a pretty woman in a frilly skirt. She was carrying a tape recorder. She plugged in the tape recorder and asked everyone to take a partner. Gerry was puzzled and asked the woman next to him why they needed a partner. She smiled and answered that you could hardly do Salsa dancing alone. Salsa dancing!! Gerry was horrified; he thought he was going to a Mexican cookery class! He did stay to do the dancing, but decided he might as well have played football, his legs were so sore!



# The Night Class



Answer these questions true or false.

	True	False
1. Gerry was bored.	<input type="checkbox"/>	<input type="checkbox"/>
2. The tutor wore trousers.	<input type="checkbox"/>	<input type="checkbox"/>
3. Gerry was too young to play football.	<input type="checkbox"/>	<input type="checkbox"/>
4. Salsa is a kind of Mexican cookery.	<input type="checkbox"/>	<input type="checkbox"/>
5. Salsa classes were on Wednesdays.	<input type="checkbox"/>	<input type="checkbox"/>
6. There was a person in the centre showing people to the rooms.	<input type="checkbox"/>	<input type="checkbox"/>
7. Gerry wanted to dance for his work mates.	<input type="checkbox"/>	<input type="checkbox"/>
8. Gerry wanted to cook for his work mates.	<input type="checkbox"/>	<input type="checkbox"/>

# Reading a Timetable

<b>Monday</b>	<b>Cookery</b> Room 10 10.30a.m.	<b>French</b> Room 5 7.30 p.m.	<b>Art</b> Room 8 7.30 p.m.	<b>Woodwork</b> Room 6 7.30 p.m.	<b>Flower arranging</b> Room 21 7.30 p.m.
<b>Tuesday</b>	<b>History</b> Room 14 8.00 p.m.	<b>Spanish</b> Room 16 7.30 p.m.	<b>Photography</b> Room 12 8.00 p.m.	<b>German</b> Room 17 8.00 p.m.	<b>Yoga</b> Main Hall 8.00 p.m.
<b>Wednesday</b>	<b>Flower arranging</b> Room 21 7.00 p.m.	<b>Photography</b> Room 12 7.00 p.m.	<b>Art</b> Room 8 7.00 p.m.	<b>Salsa Dancing</b> Main Hall 7.00 p.m.	<b>French</b> Room 17 7.00 p.m.
<b>Thursday</b>	<b>History</b> Room 14 7.30 p.m.	<b>Spanish</b> Room 16 7.30 p.m.	<b>Woodwork</b> Room 6 7.30 p.m.	<b>Cookery</b> Room 10 7.30 p.m.	<b>German</b> Room 17 7.30 p.m.
<b>Friday</b>	<b>English</b> Room 26 6.30 p.m.	<b>French</b> Room 5 6.30 p.m.	<b>Computers</b> Room 30 6.30 p.m.	<b>Typing</b> Room 24 6.30 p.m.	<b>Drama</b> Room 6 6.30 p.m.
<b>All classes last for two hours.</b>					



**Answer these questions.**

1. What time does the French class start on Monday? \_\_\_\_\_
2. Which room is the salsa class in on Wednesday? \_\_\_\_\_
3. What time does the history class finish on Tuesday? \_\_\_\_\_
4. On which day is the drama class? \_\_\_\_\_
5. What time does the typing course start on Friday? \_\_\_\_\_
6. What class is in room 6 on Thursday? \_\_\_\_\_

# Learning Styles

On page 29 you found out what sort of learner you are.



If you learn by **seeing** (also known as a Visual Learner)

- You like to learn by watching or reading instructions.
- You think in pictures.
- You need to see people's body language and facial expressions.



If you learn by **hearing** (also known as an Auditory Learner)

- You like to learn by listening or repeating information out loud.
- You like to discuss things.
- You like to listen to the way people use their voices.



If you learn by **doing** (also known as a Kinesthetic Learner)

- You like to learn by trying things out for yourself.
- You like to walk about when you are learning.
- You like to touch things when you are learning.



**Read about the learning styles of Mary, Patrick and Kate and say what learning style each of them has.**

1. Mary is learning to speak French by listening to tapes at home and talking to her French friend Marie.

Mary is a \_\_\_\_\_ learner.

2. Kate is learning to decorate her house by buying paint and wallpaper and having a go without any help.

Kate is a \_\_\_\_\_ learner.

3. Patrick is learning about history by reading books and watching films.

Patrick is a \_\_\_\_\_ learner.



# Learning a Spelling

There are many ways to learn a spelling. It is best to try as many ways as possible to find the way that suits you.

Look at the word **SEPARATE**. This is a word that many people find hard to spell.

If you are a **Visual Learner** (learn by seeing) you might:

- look at the word and try to picture it in your mind and then write it down.
- look for small words in the big word.
- write the word in an unusual way to show the hard part of the word, for example, *separate*

If you are an **Auditory Learner** (learn by hearing) you might:

- sound out the word by breaking it into parts, for example, *sep a rate*
- tap your hand to the beat of the word as you say it.

If you are a **Kinaesthetic Learner** (learn by doing) you might:

- trace the word with your finger or draw around it with a pen.
- have a go at writing the word.

Look at the word **PHOTOGRAPHY**.

Try to learn it in as many ways as you can.

Start with the way you think you learn best.



## TIP

When the letters 'ph' are together, they always sound like the letter 'f'.

## TIP

Remember there is no right or wrong way to learn something. Whatever works best for you is the right way.

# Reading an Index



An index is a list of things in alphabetical order, usually found at the back of a book or in the golden pages. For example, look at the index in this workbook on page x.

## *INDEX*

Computers .....	145	Office skills.....	33
Cookery .....	87	Picture framing .....	21
Creative Writing .....	35	Photography .....	154
Gardening .....	212	Reception skills.....	83
Life Drawing .....	32	Sewing .....	203
Metalwork .....	67	Spanish.....	47
Needlework .....	55	Woodwork.....	58

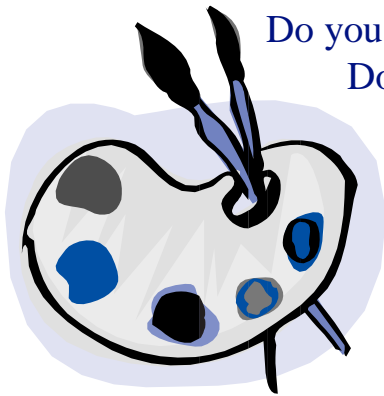


Answer these questions.

1. What page would you find picture framing on? \_\_\_\_\_
2. What class is on page 203? \_\_\_\_\_
3. What page is cookery on? \_\_\_\_\_
4. What class would you do if you wanted to learn how to take photographs?  
\_\_\_\_\_
5. What class is on page 35? \_\_\_\_\_

# Reading an Advertisement

## NIGHT CLASS IN ART, PAINTING AND DRAWING



Do you want to paint with oils and watercolours?

Do you want to learn to sketch and draw?

Do you want to have fun with art?

**Tuesday evenings**  
**7pm – 9pm**

**Studio Art School,  
Walk Drive,  
Dublin 12**

**Contact: Marie on 555 xxxx**



Answer these questions.

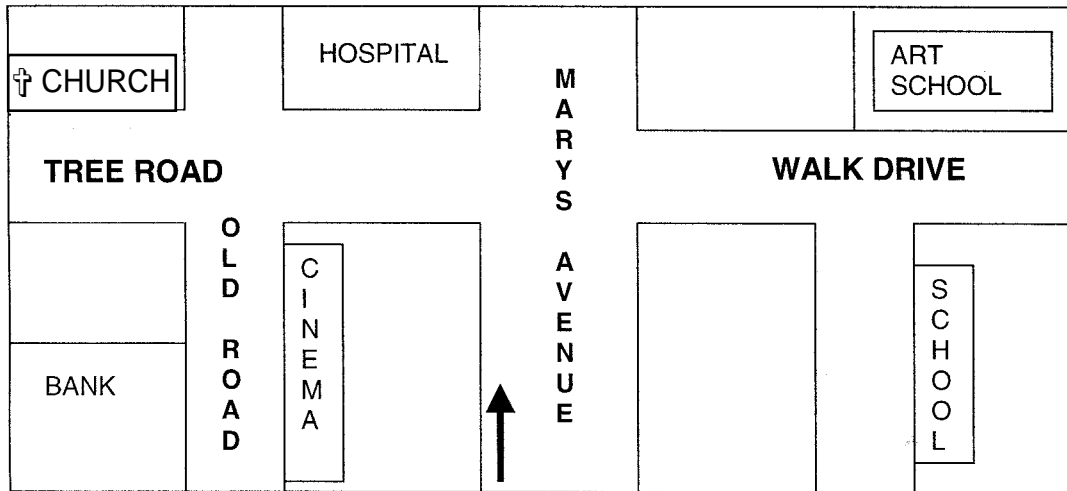
1. What is this poster advertising? \_\_\_\_\_

2. Who is the person to contact? \_\_\_\_\_

3. When is the class on? \_\_\_\_\_

4. Where is the class on? \_\_\_\_\_

# Reading a Map



Answer these questions.

1. If you turn right at Mary's Avenue, which road are you on?

\_\_\_\_\_

2. What road is the church on? \_\_\_\_\_

3. What road is the cinema on? \_\_\_\_\_

4. Write down the directions from the school to the hospital.

\_\_\_\_\_

\_\_\_\_\_

5. Write down the directions from the bank to the Art school.

\_\_\_\_\_

\_\_\_\_\_

# Learning Journal



A learning journal is a type of diary. You write in it about your learning goals and how your learning is going.



A goal is something you want to achieve or reach.



Choose one of these night classes that you would like to do; Cookery, Computers, Photography, Yoga.  
Fill in this learning journal for that class.

What are my learning goals/What do I hope to learn?

---

---

---

List some of the things that will help me to achieve my goals?

---

---

---

List some things that would make it difficult to learn?

---

---

---

How can I overcome these difficulties?

---

---

---

# Spellings: Vowels and Consonants

The Alphabet is made up of twenty-six letters:

**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**

**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**

**i**

**There are five vowels in the alphabet - a e i o u.**

Nearly all words have at least one vowel in them.

**i**

**We call the other twenty-one letters of the alphabet consonants.**



**Try these exercises!**

1. Write the word consonant and put a line under all the vowels.

---

2. Write your name and put a line under all the vowels.

---

3. Write down the consonants in the word vowel?

---

4. Write down the consonants in your name?

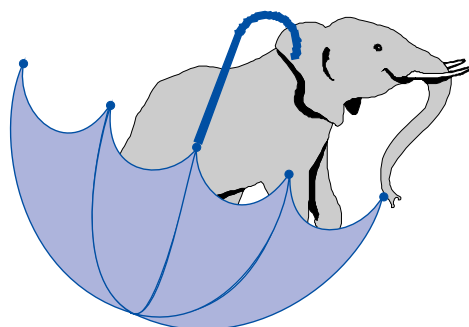
---

**TIP**

**You can make up a sentence to help you to remember the names of the vowels, a e i o u.**

**An Elephant In Our Umbrella**

Try and make up your own.



# Spellings: Long Vowels

i

There are 5 vowels in the alphabet.  
They are A E I O U / a e i o u.

The letters of the Alphabet have **sounds** as well as **names**.  
This can be confusing when trying to spell out a word.

It can be helpful to think of letters a bit like musical notes!

Some letters will change their sound depending on what other letter comes before or after them.

**TIP**

**Sounding out letters of a word is learning by hearing.**

For example, the word mat has the sound 'a' in the middle.  
Try saying the word out loud.                      **mat**

When you add the letter '- e' to the end of the word mat the 'a' sound changes to 'ay' and the word becomes mate.

Say mate out loud and listen to the difference. **mate**

**Look at the following words and say them out loud.**

**Hat                  cap                  tap                  fat                  at                  Sam**

**Add the letter e to the end of these words and say the new word out loud.**

**Hate                  cape                  tape                  fate                  ate                  same**

This rule is the same for the other vowels.



**Write down the words that are made when you add the letter '- e' to the end of these words and say them out loud.**

**Bit                  sit                  fin                  pop                  hop                  run**

\_\_\_\_\_

**TIP**

**Adding the letter 'e' to the end of a word can make a vowel sound long.**

**TIP**

**Contact the NALA freephone support line at 1800 20 20 65 for help with this worksheet.**

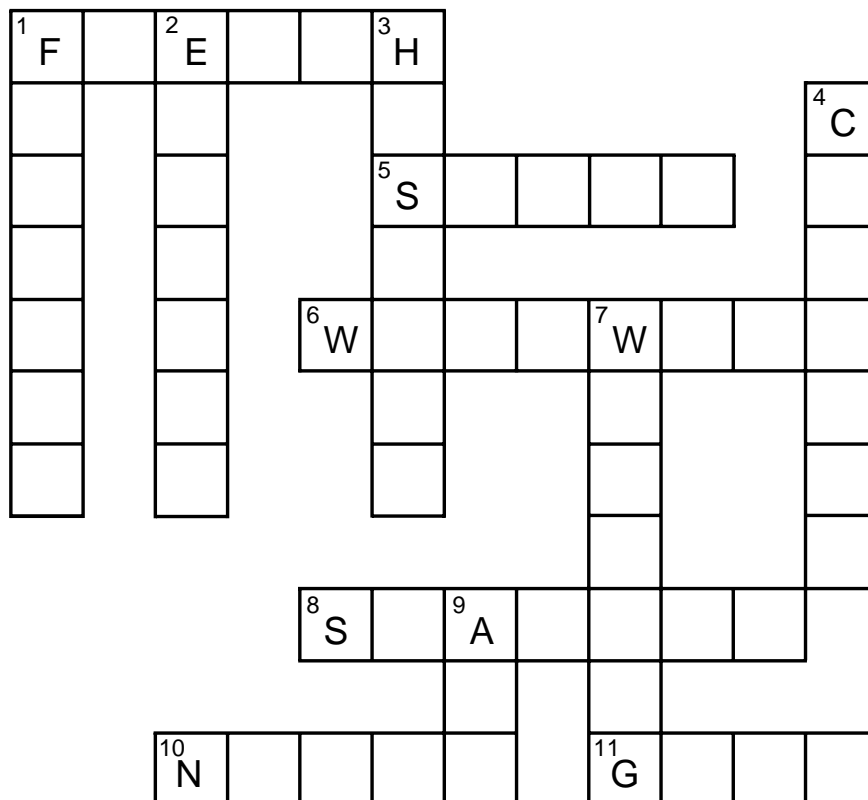
# Crossword

In the following crossword all the answers are to do with evening classes.



**Fill in the crossword by answering the following clues.**

Some letters are already filled in.



## Across

1. This language is spoken in France. (5)
5. Football, tennis and rugby are all types of this. (5)
6. You can learn to make furniture in this class. (8)
8. If you are going to Spain for your holidays, this language would be useful. (7)
10. Most evening classes take place at this time of day. (5)
11. You need a club for this sport.(4)

## Down

1. You can learn to grow these in a gardening class. (7)
2. Visitors to Ireland need this language. (7)
3. This subject teaches you about the past. (7)
4. This subject teaches you how to make nice meals. (7)
7. This teaches how to put ideas onto paper. (7)
9. Painting. (3)

**TIP**

The number after the clue tells you how many letters are in the answer.

**i**

The answers are on page 179.



# Programme 5

Different types of  
intelligences



# Different types of intelligences

## Programme 5: Different types of intelligences

We are all able and clever in doing and knowing different things. There are various types of intelligence and some of us are stronger in some areas than others. For example, you can be good at sport but not at music or good at drawing but not at cooking.

In this section we look your types of intelligences as well as doing some work on writing, spelling and maths.

The worksheets in this section cover the following:

- Reading: The Committee
- Multiple Intelligences
- 3 D
- Giving Instructions
- Writing a Letter
- Reading a Plan
- Dictionary Work
- Wordsearch

### Symbols

Read



Tip

**TIP**

Write



Information

**i**

### For help with the worksheets:

Contact the freephone support line at **1800 20 20 65**

(Monday to Friday 10am – 4pm)

and

use the support book.



## The Committee

The Committee of St. Mary's Social Club sat around a table in the canteen. They needed to come up with an idea to make some money. They had to pay the rent for the hall. The rent had gone up by fifty percent and they had very little cash in the bank.

The five members of the committee had suggested a few things: a pub quiz, a sponsored walk and a cake sale. To the amusement of the others, Jim had offered to sing in the pub while someone passed round the hat. None of these would make enough money to pay the rent, which was due in three weeks.

Mary had the idea of putting on a Talent Contest. She said that a contest would raise money for the club. The club could charge an entrance fee for the competition. They could charge people to watch the show. They could have a raffle at the interval and they could charge for tea and cakes. She was very pleased with her suggestion and in a few minutes had worked out how much they could make if twenty people entered and a hundred people came to watch. The rest of the group watched her in amazement, asking how she could work it out so quickly. Mary said that she had always been able to do sums in her head. Jim said the only thing he could do well was woodwork and he would love to be able to do sums. Mary said that she had always wanted to do woodwork but was no good with her hands. She said that is why they worked well as a committee. They all had their own special talent.

If they put their heads together they would make all the money they needed and would also encourage more people to join the club when they saw what good fun it was.



# The Committee



Answer these questions.

1. Why did the Committee need to make some money?

---

2. What was the name of the social club?

---

3. How much had the rent gone up?

---

4. Do you know another way to say fifty per cent (50%)?

---

5. What did Jim offer to do?

---

6. What idea did Mary have to make money?

---

7. What was Mary's talent?

---

8. What was Jim's talent?

---

## TIP

It makes it easier to answer a question if you use the question as part of your answer.

For example: Question: Do you know **another way to say fifty percent (50%)**?

Answer: **Another way to say fifty percent (50%)** is half.

# The Committee



Chose the right word from the box to fill in the missing space.

prizes	posters	sandwiches	together
list	organiser	charge	club

The St. Mary's Social \_\_\_\_\_ was very busy arranging the talent show. Seamus, who was a great \_\_\_\_\_, had written a \_\_\_\_\_ of all the jobs that needed doing.

Jim was in \_\_\_\_\_ of making all the scenery. Mary was in charge of getting the tickets printed. She also had to get some \_\_\_\_\_ made.

Joan was arranging with some of the club members to make cakes and \_\_\_\_\_ for the refreshment stand. Graham, who was good with people had organised all the \_\_\_\_\_ for the contest and for the raffle.

The whole committee was delighted. They were enjoying working \_\_\_\_\_ and sharing their skills.



Pick three of the words from the box above and put them into your own sentences.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

# Multiple Intelligences

Everyone has a talent or skill that comes easily to them. This could be driving or knitting, singing or dancing. Some people are naturally very good with people, or are very comfortable with themselves. We do not always recognise these things as talents, but if we are aware of our strong points we can use them to learn.

An American called Howard Gardner spent many years studying talents in different kinds of people. He put forward the idea that we have seven different types of intelligence. He believes that we are strong in one or more of these intelligences. Howard Gardner called this his '**Theory of Multiple Intelligence**'.

Try this quiz!



Tick the boxes if you agree with the phrase.

## Word Skills

I like reading. ☐

I like writing. ☐

I remember new words. ☐

I learn from listening. ☐

I remember jokes. ☐

I like word games. ☐

TOTAL \_\_\_\_\_

## Problem Solving

I like sums. ☐

I can add up in my head. ☐

I like patterns in things. ☐

I notice when things are logical. ☐

I like number puzzles. ☐

I like putting things in order. ☐

TOTAL \_\_\_\_\_

# Multiple Intelligences

## Music and sound

I am good at singing. ☐

I can tell if music is off-key. ☐

I hum or tap when I am working. ☐

I can keep time to music. ☐

I love music. ☐

I learn by saying things aloud. ☐

TOTAL \_\_\_\_\_

## Moving and doing

I am good at a sport. ☐

I am always moving. ☐

I like to touch things. ☐

I have good co-ordination. ☐

I think best when I am moving. ☐

I learn by doing things. ☐

TOTAL \_\_\_\_\_

## Visual

I see clear pictures in my head. ☐

Colours affect the way I feel. ☐

I can read maps easily. ☐

I have very clear dreams. ☐

I never get lost in a new place. ☐

I like to draw. ☐

TOTAL \_\_\_\_\_

## Person-to-person

People come to me for advice. ☐

I like group sports. ☐

I like community activities. ☐

I am comfortable in crowds. ☐

I prefer to be with people. ☐

I like helping others. ☐

TOTAL \_\_\_\_\_

## Knowing myself

I like to spend time alone. ☐

I have strong opinions. ☐

I know my strong points. ☐

I know my weak points. ☐

I prefer to travel alone. ☐

I enjoy my private thoughts. ☐

TOTAL \_\_\_\_\_

## Results

My highest score was

\_\_\_\_\_

My lowest score was

\_\_\_\_\_

I think my strongest intelligence is

\_\_\_\_\_

**TIP**

This is just a fun quiz. It might help you to see more clearly where your learning strengths are.

# 3-D



3-D is short for three dimensional.

This means that instead of a shape being flat it has height, width and depth.

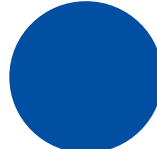
The name of a shape changes when it becomes a 3-D shape.



Square



Cube



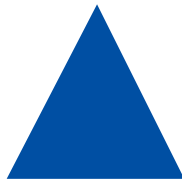
Circle



Sphere



Cylinder



Triangle



Pyramid



Cone



Match the following things to their shape.

The first one is done for you.

Football

Ice cream cone

Dice

Tin of Beans

Toblerone



Cone



Pyramid



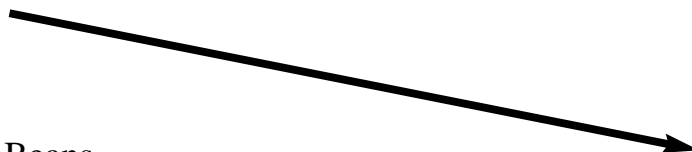
Cylinder



Cube



Sphere





# Giving Instructions

To organise the Talent Contest Seamus had to give everyone a task.



**Give each committee member two suggestions about what he or she needs to do to carry out their job.**

Mary was to organise posters and tickets.

---

---

---

---

Jim had to design the scenery.

---

---

---

---

Joan was organising the refreshment stand.

---

---

---

---

Graham had to organise the raffle.

---

---

---

---

# Writing a Letter

Julie is a lovely singer. She has seen the posters for the Talent Contest and would love to enter. She is very shy and has never sung in public. She decides to write to the local paper and get advice from the Problem Page.



**Use your person-to-person skills to give Julie some advice about how she could get over her fear.**

Local Express,  
Main Street,  
Newtown.

Dear Julie,

Thank you for writing to me for advice about your problem.

---

---

---

---

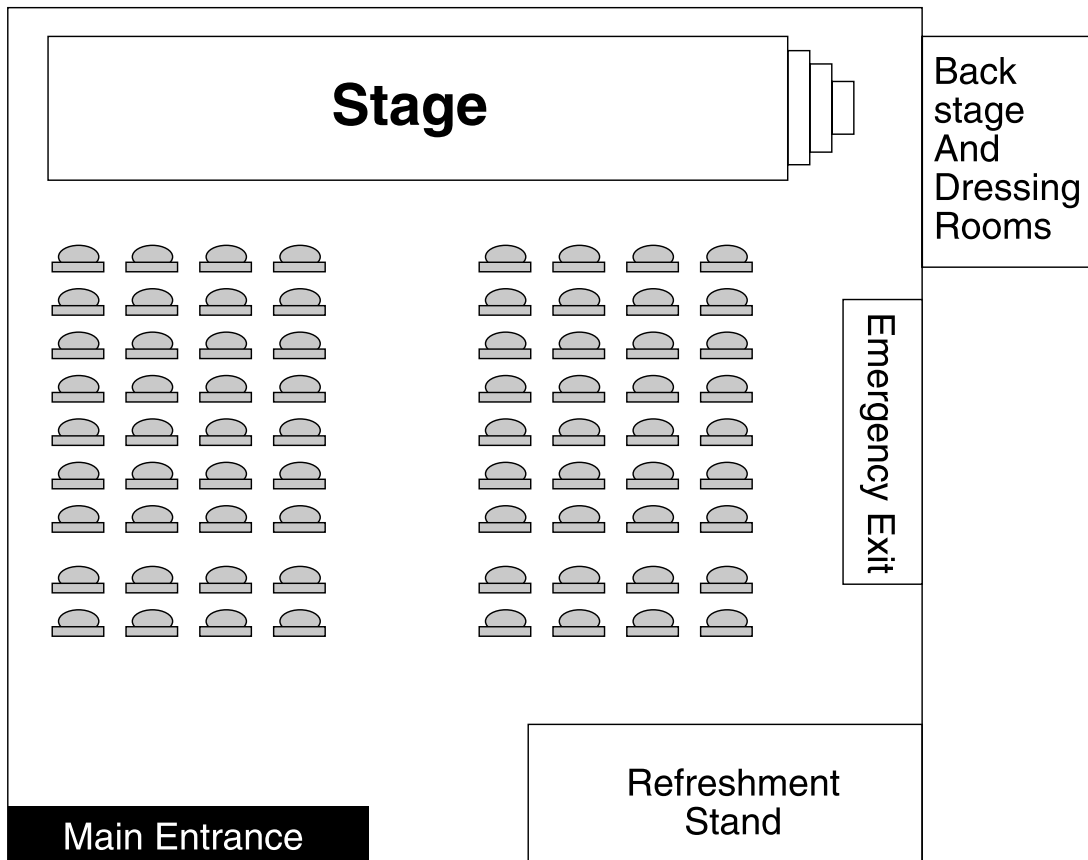
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---

Yours sincerely,  
Ann

# Reading a Plan

Below is a plan of St. Mary's Social Hall.



**Answer these questions.**

1. How many people can be seated in the hall?

---

2. You are standing on the stage facing the audience. Is the emergency exit to your left or your right?

---

3. You are at the refreshment stand. Is the main entrance on the left or the right?

---

# Dictionary Work

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

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

i

A dictionary is a book that gives words from A to Z and explains what each word means.

i

A dictionary is arranged in alphabetical order.

The first letter of a word is the first clue. All the words that begin with that letter are grouped together. The next clue is the second letter, and so on.

For example: the following words would be arranged like this.

Apple, Banana, Kiwi, Orange, Pear, Strawberry.

i

You should find a range of easy to use dictionaries in your local bookstore.



Use your dictionary to find the names of the following animals. Use the clues to help you.

1. B \_ \_ \_

A big wild animal with thick fur.

2. C \_ \_

A big one of these is a Tiger.

3. D i \_ \_ \_

A wild dog in Australia.

4. E l e \_ \_ \_ \_

An animal with very big ears.

5. F \_ \_

A red, bushy tailed animal.

6. S p \_ \_ \_

A small animal with eight legs, which spins a web to catch insects.

**TIP**

Use your alphabet as a guide to find the word you want.

Write the letters out on a card and keep them in your dictionary.

i

The answers are on page 179.

# Dictionary Work



A dictionary is useful to find out meanings of words. It is also useful for checking a spelling of a word.



Use your dictionary to find the meanings of the following words.

1. Talent \_\_\_\_\_

\_\_\_\_\_

2. Skill \_\_\_\_\_

\_\_\_\_\_

3. Intelligence \_\_\_\_\_

\_\_\_\_\_



Now look up these words:

active, musical, verbal, visual

Write a sentence that includes one of these words.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**TIP**

Contact the NALA freephone support line at **1800 20 20 65** for help with this worksheet.

# Wordsearch



Find the words in this wordsearch.  
Put a circle around each one.

The first one is done for you.



The words are going across or down the page.

TALENT✓	SKILLS	SOUND	SHOW
TICKET	CONCERT	MONEY	RENT

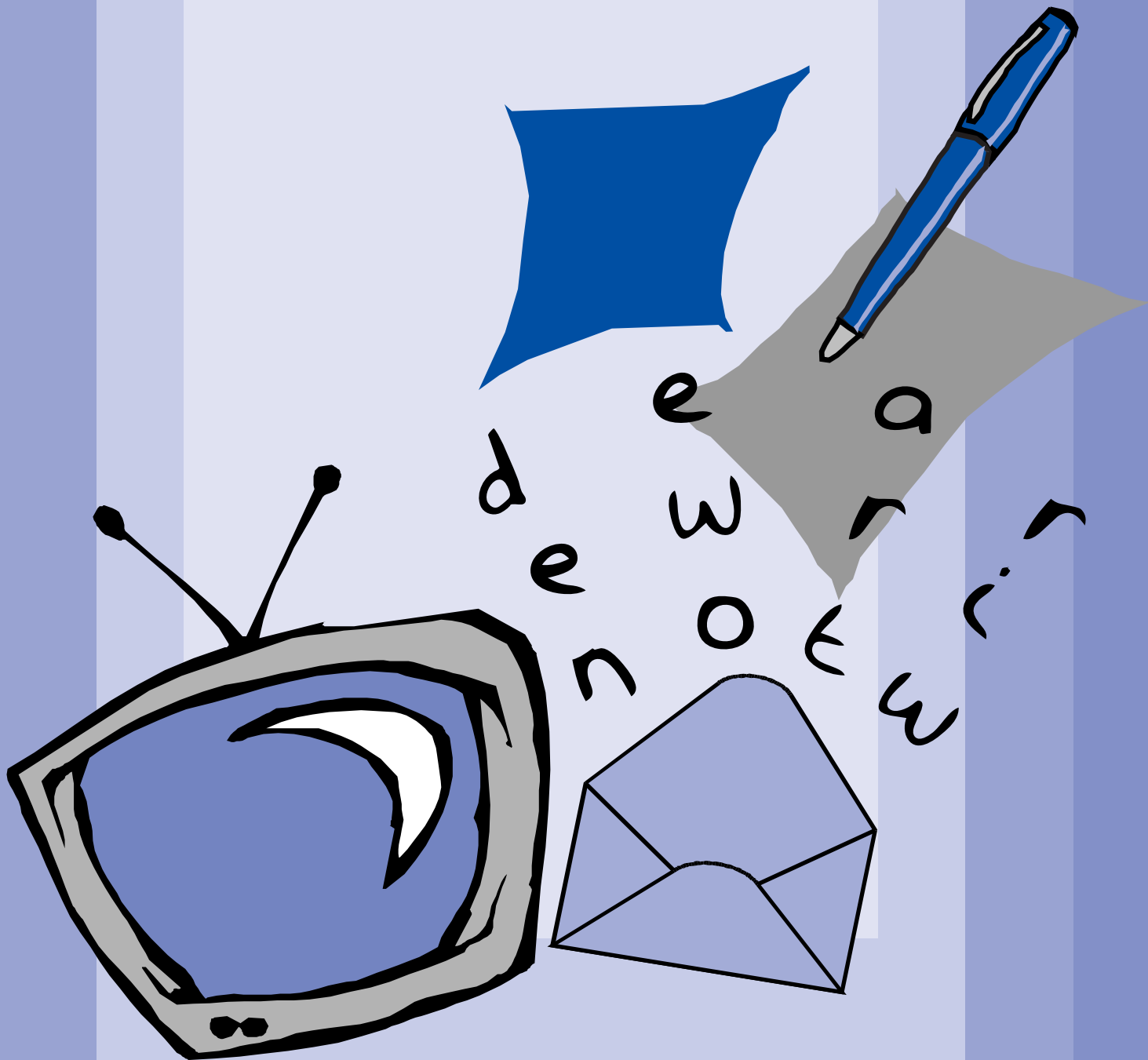
T	A	L	E	N	T	R	Q	W	E
W	R	U	M	O	N	E	Y	O	P
V	S	N	R	T	Y	N	O	B	O
Q	H	W	R	T	N	T	C	B	X
X	O	G	R	Y	I	O	O	B	N
M	W	K	S	S	O	U	N	D	M
L	O	P	I	M	U	Y	C	H	U
T	I	C	K	E	T	P	E	O	P
Y	U	Y	N	M	L	R	R	V	E
S	K	I	L	L	S	M	T	P	O



The answers are on page 180.

# Programme 6

## Memory



# Memory

## Programme 6: Memory

Memory gives us the power to remember things. Like other parts of the body our memory benefits from being kept 'fit' and active. When we learn we use our memory in many different ways.

In this section we look memory and practice remembering things, as well as doing some work on reading, spelling and maths.

The worksheets in this section cover the following:

- Reading: Memories
- Filling in forms
- Short and Long term memory
- Remembering a Shopping List
- Weight
- Test your Memory
- Using a Diary
- Silent Letters
- Mnemonics
- Spelling: Remembering a Spelling
- Crossword

### Symbols

Read



Tip

**TIP**

Write



Information

**i**

### For help with the worksheets:

Contact the freephone support line at **1800 20 20 65**

(Monday to Friday 10am – 4pm)

and

use the support book.





## Memory

I am eight years old. I know there is something wrong. My mam is crying. Mrs. Doyle is in our house. She is talking low to my mam. I can't hear what they are saying, but it must be bad because my mam is crying again. Her voice gets louder and I hear her say to Mrs. Doyle, "Who will take care of the children?" That must mean us. I don't think my mam even knows I am here. I am very quiet and I like to play on my own. I make up lovely dreams, like I have nice clothes and dolls and lots of toys. But that is when I am happy.

I would like to ask my mam why she is crying, but I am too frightened. Maybe my oldest sister will tell me when she comes home. She is thirteen and a half and she minds us when my mam goes to town or to the pictures with my dad. I like her minding us; she sings and she is good fun.

My mam is in bed. The doctor was here. My aunts are with her. I still don't know why all the grown-ups are whispering. It is a lovely sunny day. My little brother is sitting on my mother's lap and she is crying again. My aunt gave me a doll and told me to go out to play. I looked at my mam, but she had her head buried in my little brother's neck and he was crying. I think she was holding him too tight. I wish I could sit on my mam's lap, but I am too big.

I don't want to cry, but I can't help it. I have my doll, but I don't feel happy. I don't know what the other children are saying. I only think of my mam. My mam is going out of our gate with my aunt. She didn't look down the road to where I was; she went the other way for the bus. I didn't see her again for a year and a half.

The next day a lady came to our house and told our dad that we would all have to go to hospital to see if we were all right. You see, my mam had TB. My dad asked the lady if she could get someone to look after us while he was at work. She said she couldn't, but she could get the younger children into a home. My dad said that he would manage on his own. He took my sister out of school and she looked after us and got us ready for school and looked after the house and the cooking while my dad was at work.

# Memories



Answer these questions.

1. How does the little girl know there is something wrong?

---

---

2. Why does the little girl not ask her mother why she is crying?

---

3. What was wrong with the little girl's mother?

---

4. How long was it before she saw her mother again?

---

5. What is the earliest thing you can remember from your childhood?

---

---

# Filling in forms



Fill in the following form to get a club card from Superquinn.

**TIP**

Always use capital letters to fill in a form. It makes it much easier to read.  
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

**SuperClub**

**NEW MEMBER/LOST CARD APPLICATION FORM**

**SECTION I**

MR ☐ MRS ☐ MISS ☐ MS ☐

SURNAME:

FIRST NAME:

ADDRESS:

YOUR DATE OF BIRTH:

HOME PHONE NUMBER:  MOBILE PHONE NUMBER:

HOME E-MAIL ADDRESS:  @

WORK E-MAIL ADDRESS:  @

**SECTION II**

If you would like to receive offers that may be of interest to you, please complete the following questions:

Would you be interested in information on any of the following food areas? (please tick appropriate boxes)

Organics ☐ Low Fat ☐ Weight Control ☐

Coeliac ☐ Vegetarian ☐ Dairy Free ☐

No. of people in household?

Date of birth and gender of any children in family?

Child 1 DOB  M ☐ F ☐ Child 2 DOB  M ☐ F ☐

Child 3 DOB  M ☐ F ☐ Child 4 DOB  M ☐ F ☐

PRIVACY: FROM TIME TO TIME WE MAY E-MAIL/WRITE TO YOU WITH DETAILS OF OFFERS ON PRODUCTS OR SERVICES. PLEASE TICK THIS BOX IF YOU WISH TO EXERCISE YOUR RIGHT NOT TO RECEIVE MAIL/E-MAIL. ☐

IF YOU WISH TO RECEIVE OFFERS FROM SUPERQUINN ONLY TICK THIS BOX. ☐

DROP YOUR COMPLETED APPLICATION FORM TO THE SUPERCLUB DESK,  
OR POST IT TO FREEPOST, PO BOX 4444, DUBLIN 13.  
WE WILL ADD 20 SUPERCLUB POINTS TO YOUR CARD FOR THE COMPLETION OF SECTION I  
AND A FURTHER 30 SUPERCLUB POINTS FOR THE COMPLETION OF SECTION II

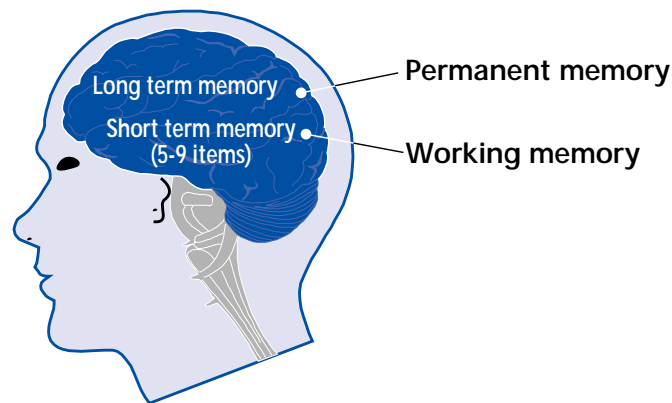
PLEASE KEEP YOUR RECEIPTS UNTIL YOU RECEIVE YOUR NEW SUPERCLUB CARD. THEN SIMPLY PRESENT THEM ON YOUR NEXT VISIT TO RECEIVE YOUR POINTS.  
YOU SHOULD RECEIVE YOUR NEW SUPERCLUB CARD WITHIN 3 WORKING DAYS OF SUBMITTING YOUR APPLICATION.

*members get more*

**i**

When you use a club card from any shop, it gives the shop a lot of information on you and your family.

# Short and Long term memory



## Short term memory

Everything you see, hear or touch goes into your short term memory. A memory only stays in the short term memory for as long as it is needed. For instance you might only need to remember a phone number until you can find a pen to write it down.



**Most people can only store 5 - 9 things in their short term memory.**

## Long term memory

Your long term memory holds all the information that makes you who you are. All your long term memories have to pass through your short term memory first. No one really knows for sure why some things go into your long term memory and why some things are just forgotten.



**There is no limit to the amount of information that can be stored in our long term memory.**

We make things go more easily into our long term memory if :

- We link the information in groups.
- We find the information interesting.
- We find the information useful.
- We practise often.
- We discover the information for ourselves.
- We find the information unusual in some way.
- We need the information to keep us from danger.
- We need the information in our everyday lives.
- We want to remember the information.

# Remembering a Shopping List



Look at the following rhyme and try to remember it.

One  
Two  
Three  
Four  
Five  
Six  
Seven  
Eight  
Nine  
Ten

bun  
shoe  
tree  
door  
hive  
sticks  
heaven  
gate  
line  
hen



You will probably find it easier to remember because it rhymes.



Now look at the shopping list written down beside the rhyme.

For example:

One  
Two  
Three  
Four  
Five  
Six  
Seven  
Eight  
Nine  
Ten

bun  
shoe  
tree  
door  
hive  
sticks  
heaven  
gate  
line  
hen

washing powder  
toothpaste  
butter  
cheese  
meat  
sugar  
soap  
tea  
bread  
apples

Try and remember the list of shopping by going down the list and linking the words with the number rhyme. For instance to remember washing powder you could think of a really big bun filled with soapy bubbles or to remember toothpaste you could picture someone cleaning a pair of shoes with toothpaste.

## TIP

The bigger and sillier the picture you make in your mind, the more likely you are to remember it.



Now try this! When you have made links with all the words on the shopping list, cover the list and try to write it down. Don't worry about the spelling.



Try making a new list and practise remembering it in the same way.

# Weight

We now use the Metric System to weigh.



**Weight is how heavy somebody or something is.**

Weight is measured in kilograms (kg) and grams (g).

At the supermarket you will see many items of food that are measured by weight. These include fruit, vegetables, meat, butter, flour, cheese and tinned goods. All items should have the weight marked on the packet.

**Kilograms = kg**

**Grams = g**

There are **1000** grams in **1** kilogram.

There are **250** grams in  $\frac{1}{4}$  (**a quarter**) kilogram

There are **500** grams in  $\frac{1}{2}$  (**half**) kilogram

There are **750** grams in  $\frac{3}{4}$  (**three quarters**) kilogram



**If an item weighs 1kg and 250g it is the same as 1250 grams.**

**We write it like this: 1.250 kg**



**Write these grams as kilograms.**

The first one is done for you.

<b>Grams</b>	<b>Kilograms</b>
1240g	1.240kg
6500g	
3200g	
5550g	
1650g	
8900g	
2450g	

# Test Your Memory

Look at the items in the picture above for 2 minutes and then cover the picture.



Try and write down all the items you can remember.  
Don't worry about spelling.

_____	_____	_____
_____	_____	_____
_____	_____	_____

How well did you do?

Try it again, but this time try and make up a story to link all the items.

For example, you could start by saying, 'I wasn't sure if I had **time** to **drive** to the shops \_\_\_\_\_',

# Using a Diary



Using a diary is a very good way of making sure that you keep appointments or do not forget to do things.

Imagine that you are going to have a big family party in your house and some of the guests will need to stay overnight.



Fill in the diary page for the week before the party. Write down the things you will need to do each day before the party.

Use some of the phrases in the box to help you.

clean the windows	get the guest room ready	buy food
wash sheets	cook food	buy flowers
take food from freezer	clean the house	buy candles

**DECEMBER**

<b>Monday 9th</b>	<b>Thursday 12th</b>
<b>Tuesday 10th</b>	<b>Friday 13th</b>
	<b>Saturday 14th</b>
<b>Wednesday 11th</b>	
	<b>Sunday 15th</b>



# Silent Letters



Silent letters are letters that you cannot hear when you say the word, but are there when you write the word.

There are no rules. You just have to learn the words.



Put a line under the silent letters in these words.

autumn

hymn

sign

guess

witch

knife

comb

listen

half

two



Put in the missing silent letter in these words.

Remember if you read the word aloud it will sound right whether the silent letter is there or not. The silent letter is only part of the spelling.

g\_\_e s t

c l i m \_\_

C h r i s \_\_ m a s

t h u m \_\_

b i s c \_\_ i t

\_\_ r i t i n g

\_\_ n o m e

d e \_\_ t

\_\_ n i t t i n g

g \_\_ o s t

h e \_\_ g e

s c r a \_\_ c h

## TIP

When you are trying to learn the words, sound out the silent letter as you read the word and then write the word.

## TIP

Contact the NALA freephone support line at **1800 20 20 65** for help with this worksheet.

# Mnemonics



Mnemonics are things that help us to remember something. For example, rhymes and word games.

## TIP

Mnemonics is pronounced “nem – on - ics”.  
The first letter ‘m’ in mnemonics is silent.

Mnemonics can help us to spell words.

For example:

- The word ‘bellieve’ has a ‘lie’ in it.  
This helps us to remember that the word ‘believe’ is spelt with an ‘ie’ and not an ‘ei’.
- ‘i’ before ‘e’ except after ‘c’.  
This helps us to remember how to spell ‘receive’.
- ‘separate’ is **A RAT** of a word to spell.  
This helps us to remember that ‘separate’ has ‘ar’ in the middle.

Mnemonics can help us to remember information.

For example:

- 30 days hath September, April, June and November.  
All the rest have 31 except February which has 28.  
Except for every once in four when February gets one day more.  
This helps us to remember the numbers of days in each month.
- **R**ichard **o**f **Y**ork **g**ave **b**attle **i**n **v**ain.  
This helps us to remember the colours of the rainbow:  
**R**ed, **O**range, **Y**ellow, **G**reen, **B**lue, **I**ndigo and **V**iolet.
- **M**ary's **v**iolet **e**yes **m**ake **J**ohn **s**tay **u**p **n**ights **p**ondering.  
This helps us to remember the planets:  
**M**ercury, **V**enus, **E**arth, **M**ars, **J**upiter, **S**aturn, **U**ranus,  
**N**eptune and **P**luto.

# Spelling: Remembering a Spelling

Very often when we make spelling mistakes, we only get the most difficult part of the word wrong.

For example: the word **necessary** is often spelt wrongly because it is hard to remember whether it has one or two c's or one or two s's.

## TIP

One way to remember is to say to yourself, 'It is necessary for a shirt to have two sleeves and one collar. This helps you to remember that there are 2 s's and 1 c.

Here are some other difficult words and ideas for remembering how to spell them.

*Embarrassed* I get really red when I make an ass of myself.

*Wednesday* I got wed on a Wednesday.

*Business* I mind by own business when I am in the bus.

*Daughter* My daughter doesn't always understand good humans  
tidy every room.



Fill in the missing letters in these words.

Embarrassed      Wednesday      business      daughter

Embarra\_\_ed      We\_\_ nesday      bus\_\_ ess      dau\_\_ter

Emba\_\_assed      Wed\_\_ esday      b\_\_ iness      d\_\_ghter

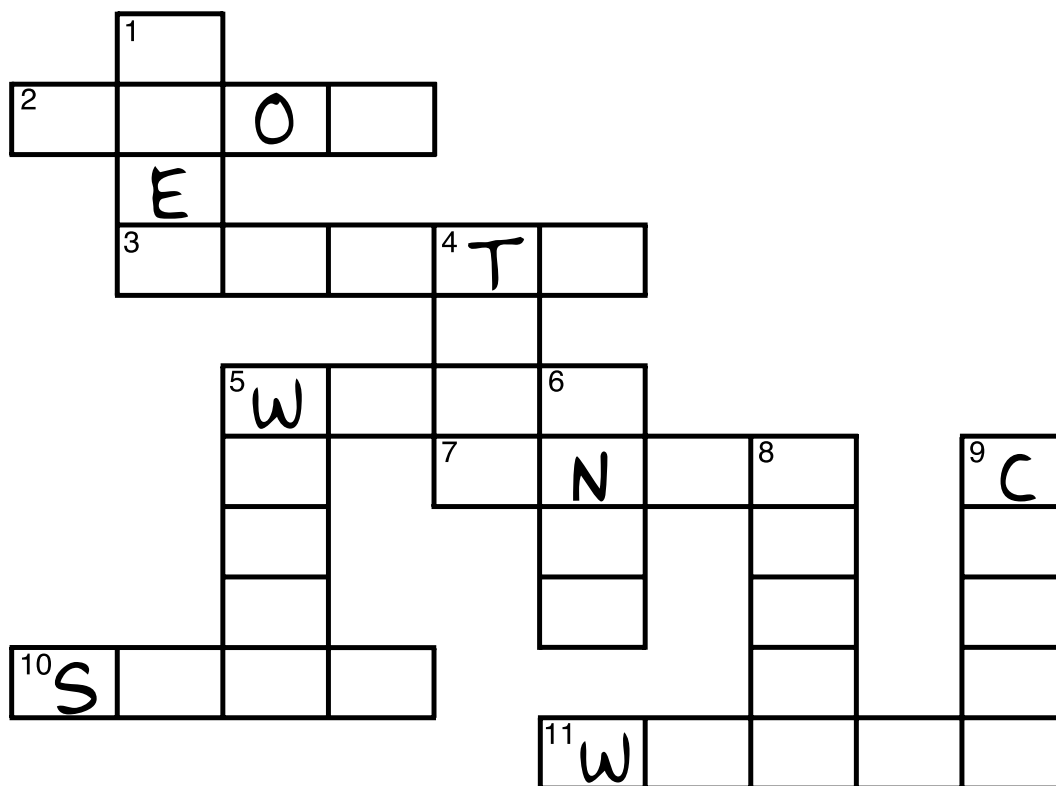
## TIP

Next time you make a spelling mistake, look at the part of the word you are getting wrong. Try and think of some way to help you to remember how to spell the word correctly next time.

You will remember your own ideas best.

# Crossword

In this crossword all of the answers have silent letters.



**Fill in the crossword by answering the following clues.**

Some letters are already filled in.

## Across

2. You can tie this with string (4)
3. You can do this with a pen. (5)
5. To go on foot (4)
7. To understand, be familiar with or be sure. (4)
10. To write your name. (4)
11. A small clock that you wear on the wrist. (5)

## Down

1. Past of know. (4)
4. Speak (4)
5. Not right (5)
6. The joint in the middle of the leg. (4)
8. The joint between the hand and the arm. (5)
9. To grasp something which has been thrown. (5)

## TIP

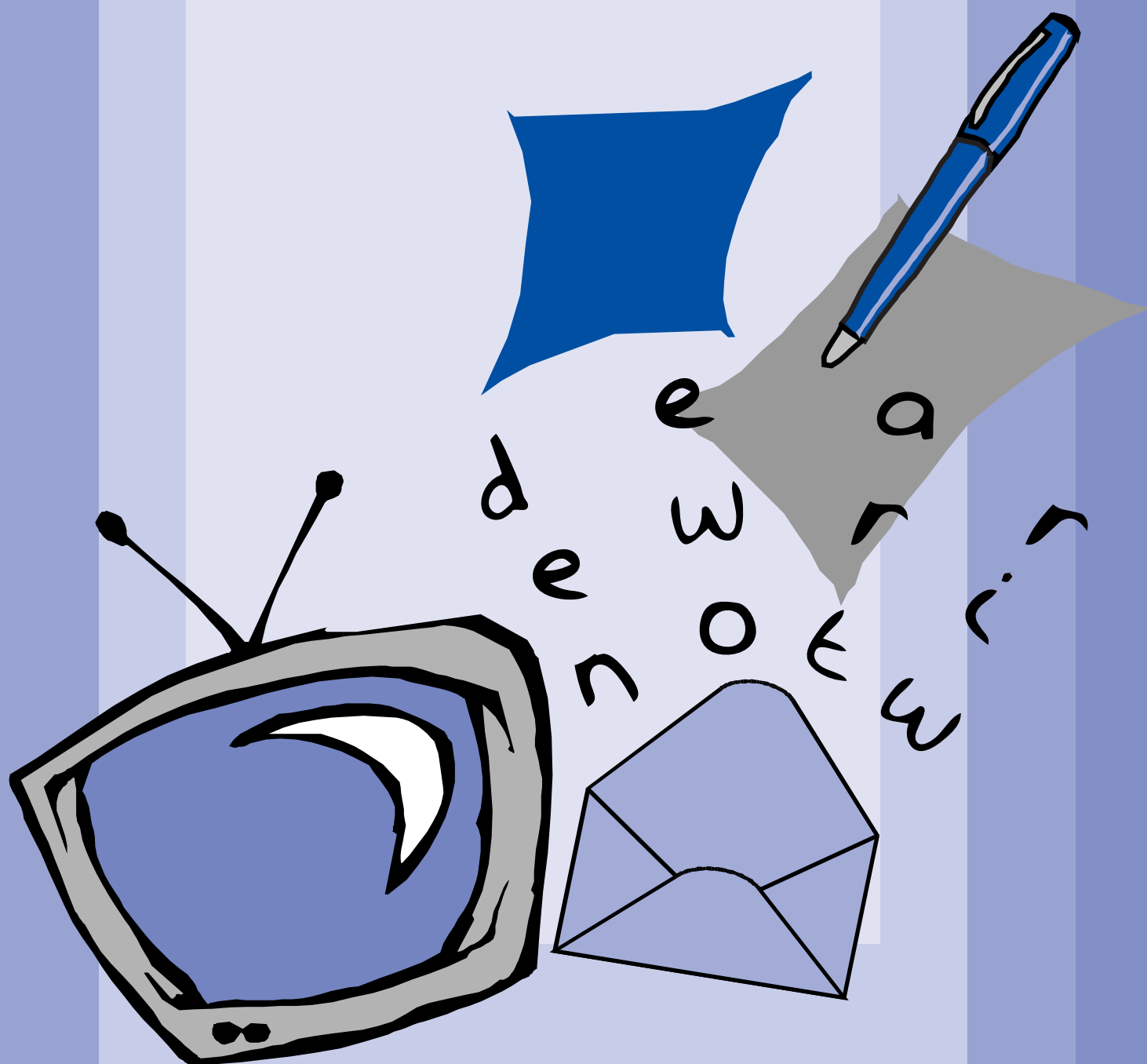
The number after the clue tells you how many letters are in the answer.

## i

The answers are on page 180.

# Programme 7

The drive to learn



# The drive to learn

## Programme 7: The drive to learn

When we begin to learn something new it is important to be motivated. Motivation is enthusiasm for doing something. For example, you will be motivated to join a gym to get fit and lose a few pounds.

In this section we look goals and motivation as well as doing some work on reading, spelling and maths.

The worksheets in this section cover the following:

- Reading: Kate's story
- Filling in forms
- Motivation
- Distance & speed
- Reading Signs
- Reading a Football Table
- Capital Letters
- Spelling: Verbs
- Crossword

## Symbols

Read



Tip

**TIP**

Write



Information

**i**

## For help with the worksheets:

Contact the freephone support line at **1800 20 20 65**

(Monday to Friday 10am – 4pm)

and

use the support book.



## Kate's Story

I first became interested in athletics at a very young age. My grandmother was a cross-country champion in the 1940's. When I was very young, I remember she would put me on her lap and tell me stories of how she practised every morning by running across the fields with her school bag on her back.

I remember my first community games final in the 100 metres hurdle at the age of 10. I came last in the race. I knew if I was to succeed in athletics, I had to put in a lot more effort.

I joined a local speed walking club when I was 13. We used to practise every Monday and Wednesday for two hours after school and sometimes at weekends. I had to make a lot of sacrifices such as television and meeting my friends. Luckily, I had a very good coach who gave me a lot of encouragement and really believed in me. She noticed very early on that I had a lot of talent.

I entered a lot of speed walking competitions at national level, and in 1995 I came second in the All Ireland Final. From then on it just got better. I was chosen to represent Ireland in the European Games in Paris. I was delighted and felt that life couldn't get any better.

However, life is full of highs and lows and in September 1996 I broke my leg in a skiing accident. This stopped me from competing in Paris and I was devastated. I was heartbroken. All the months of preparation and hard work were all in vain.

After I recovered from my injury, I was soon practising again. However, I couldn't help feeling that I had missed out on the great opportunity of competing in Paris. However, luck had come my way once again. I was chosen to represent Ireland in the 2000 Olympic Games in Sydney, Australia. I was overjoyed at the chance of competing against athletes from all over the world. I came 3rd in the race. I knew then that my hard work had paid off.

# Kate's Story



Answer these questions.

1. What happened at Kate's first community games final when she was 10?

---

---

2. How old was Kate when she joined the speed walking club?

---

---

3. What sacrifices did Kate have to make?

---

---

4. How did she break her leg?

---

---

5. Where were the Olympic Games 2000 held?

---

---



# Filling in forms

## FITNESS CLUB

### Membership Application Form



Surname:

Forename:

Address:


Contact

Phone Number:

Date of Birth (D.O.B)

d	d	m	m	y	y	y	y

Membership Fee, paid by (please tick)

Cheque ☐

Credit Card ☐

Cash ☐

**TIP**

When writing your date of birth (D.O.B.) as above, remember that d = day, m = month and y = year.

For example, D.O.B. of 12th February 1955 is written as:

1	2	0	2	1	9	5	5
d	d	m	m	y	y	y	y

# Motivation



A goal is something you want to achieve or reach.  
Motivation is what makes you reach your goal.

For example: **Goal:** To be able to drive.

**Motivation:** Need to get my licence for a new job.

**Motivation** is important when setting learning goals because it helps us to look at the reasons for achieving our goal.

**Motivation** is also important throughout learning, because it helps us remember why we want to achieve our goal.



Think of a learning goal that you want to reach.  
Fill in these sentences.

My learning goal is

---

---

I want to achieve this goal because

---

---

What would help me to achieve my goal?

---

---

How would my life change if I achieved my goal?

---

---

# Motivation



Match the following goals with the motivation for achieving these goals.

The first one is done for you.

## GOALS

Learning to drive

Getting organised to pay household bills

Learning to use the washing machine

Learning to read and write

Learning to cook a meal

Learning to use a computer

Learning Spanish

Learning to change a baby's nappy

## MOTIVATION

Going to Spain on holidays

Having friends over for dinner party

Needs to make money baby sitting

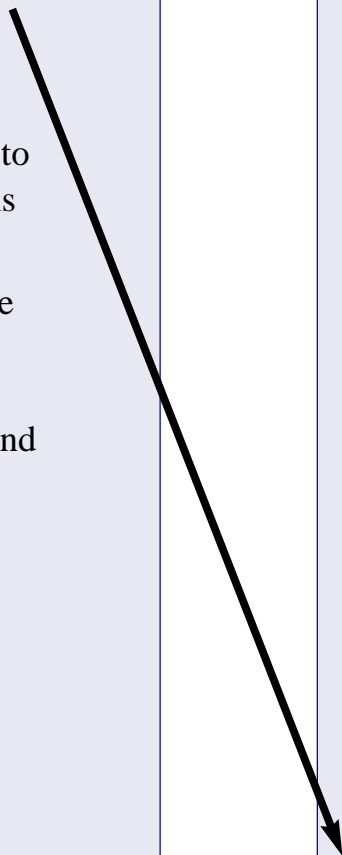
Want to e-mail a friend in America

Wants to be able to fill in forms

Electricity was cut off

Started a job 5 miles from the city

Moved in to a new flat on my own



### TIP

When learning gets difficult, it is a good idea to remember your motivation for learning in the first place.

### TIP

Motivation to learn is also helped by enjoying the learning. If you get stuck with the series contact the NALA freephone support line at **1800 20 20 65**.

# Distance & Speed



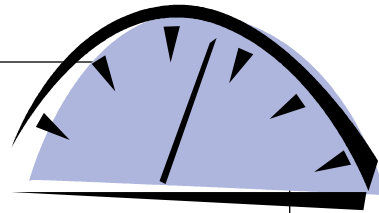
To measure distance we use metres (m) and kilometres (km).

Kilometres = km

Metres = m

1 km = 1000m

There are 1000 metres in 1 kilometre.



To measure time we use hours and minutes.



To measure speed, we must look at distance and time together.

**For example:**

Which athlete is faster?

It took *Athlete A* 30 minutes to run a distance of 8km.

It took *Athlete B* 25 minutes to run a distance of 8km.

**Answer:** Athlete B is faster.



Tick which racing driver is the fastest in each of the following.

1. Driver One travelled 5km in 1 hour.

☐

Driver Two travelled 5km in 45 minutes.

☐

2. Driver One travelled 8,000m in  $\frac{1}{2}$  hour.

☐

Driver Two travelled 10,000m in  $\frac{1}{2}$  hour.

☐

3. Driver One travelled 10km in  $1\frac{1}{2}$  hours.

☐

Driver Two travelled 15km in  $1\frac{1}{2}$  hours.

☐

4. Driver One travelled 5000m in 15 minutes.

☐

Driver Two travelled 5000m in 20 minutes.

☐

**TIP**

Remember  $\frac{1}{2}$  is the same as a half.

# Reading Signs



Match these Leisure Club signs to the correct meaning.

The first one is done for you.

Round bath with swirling water



Wooden room with steam



Place to buy vitamins and health goods



To build up muscle tone



Place to go for a swim



Place to play with a racquet and ball



Relaxing and breathing exercise



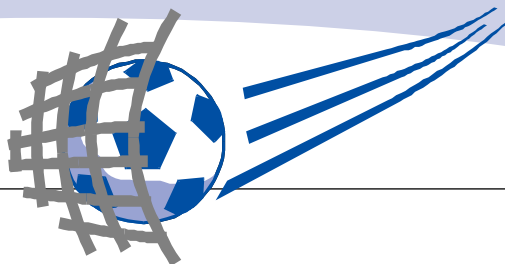
**TIP**

Many signs are written in capital or block letters.

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

# Reading a Football Table

## World Cup Table 2006



<b>GROUP A</b>					
	<b>PLD</b>	<b>W</b>	<b>D</b>	<b>L</b>	<b>Pts.</b>
Republic of Ireland	3	2	1	0	7
Germany	3	2	0	1	6
England	3	1	1	1	4
Nigeria	3	0	0	3	0
<b>Number of points: Win = 3 Draw = 1 Lose = 0</b>					
<b>PLD = Played</b> <b>W = Win</b> <b>D = Draw</b> <b>L = Lose</b> <b>Pts. = Points</b>					



## Answer these questions true or false

- |  | <b>True</b>              | <b>False</b>             |
|--|--------------------------|--------------------------|
| 1. The Republic of Ireland won all of their matches. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Germany lost one match in the competition.        | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. England got more points than Germany.             | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Nigeria played three matches.                     | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. A team got two points if they won a match.        | <input type="checkbox"/> | <input type="checkbox"/> |

# Capital Letters



**Capital letters are used on the following occasions:**

1. At the beginning of all sentences.
2. The word “I” when it refers to yourself.  
It is always a capital letter no matter where it comes in a sentence.
3. The names of people.  
For example, **A**nn, **D**erek, **R**yan, **M**urphy.
4. The names of places.  
For example, **D**ublin, **C**ork, **P**aris, **H**enry **S**treet.
5. The title of a person.  
For example, **M**r., **M**rs., **D**r., **F**r.
6. Days of the week and months of the year.  
For example, **M**onday, **A**pril.
7. Titles of books, films and newspapers.  
For example, **T**reasure **I**sland, **T**itanic, **T**he **S**tar.
8. Abbreviations or shortened words.  
For example, **R.T.É.**, **B.B.C.**, **E.S.B.**



**Underline the words below that should have a capital letter. Then re-write the sentences.**

## **World Cup Report**

ireland did very well in the world cup this year. we played very well against cameroon and got a last minute goal against germany. this year, the team showed a lot of new irish talent, like damien duff and robbie keane. the streets of dublin were very busy with all the excitement. o’connell street was very alive! i hope we do as well in the next world cup!

## **TIP**

**An abbreviation is a shorter way of writing words and often uses initials. A full stop is usually used after an abbreviation.**

**For example:** R.T.É. is short for Radio Telefís Éireann.  
Dr. is short for doctor.

# Spelling: Verbs



**A verb is an action word.**

Examples of verbs are: do, walk, play, ask.



**When talking about actions in the past, we add - ed to the end of regular verbs.**

**Example:** Last night, I play**ed** football.



**When talking about actions in the present or in the future, we sometimes add - ing to the end of regular verbs.**

**Example:** I will be walking to work tomorrow.



**Add - ed or - ing to the regular verbs in the sentences below.**

1. The Republic of Ireland is play\_\_\_\_\_ in the World Cup this year.
2. Yesterday, I ask\_\_\_\_\_ her to throw the ball to me.
3. At the game last Saturday, Robbie jump\_\_\_\_\_ up to score the goal.
4. I am watch\_\_\_\_\_ sport on television all day.
5. I play\_\_\_\_\_ the piano for my friends.
6. I hope\_\_\_\_\_ the rain would stop for my holidays last week.
7. I will be talk\_\_\_\_\_ to her tomorrow on the phone.
8. I walk\_\_\_\_\_ down the pier yesterday.
9. I am buy\_\_\_\_\_ a house as soon as I save the money.
10. I miss\_\_\_\_\_ my bus home.
11. I am try\_\_\_\_\_ to lose weight.
12. I talk \_\_\_\_\_ to Mary for an hour on the phone last night.

## TIP

**When adding -ed to words that end in -e, you just add -d.**

**For example:** hope + - ed = hoped  
dance + - ed = danced



# Spelling: Verbs

**TIP**  
The vowels are  
**a, e, i, o, u.**

Each vowel has 2 sounds:

1. Long vowel sound

**Example:** hope + -ing = hoping

2. Short vowel sound

**Example:** hop + -ing = hopping

**i**

When adding -ing to the end of verbs, there are two things to remember.

1. If the verb ends in -e and has a long vowel sound in the middle, you drop the -e before adding -ing.

**Example:** dance + -ing = dancing

**TIP**

In general when adding the ending -ing to a verb ending with -e, we drop the -e.

2. If the verb has a short vowel sound in the middle, you double the last letter before adding -ing.

**Example:** swim + -ing = swimming

**TIP**

In general when adding -ing to a verb ending in a vowel followed by a consonant, the last letter is doubled.



Add -ing to the following verbs.

Run \_\_\_\_\_

Take \_\_\_\_\_

Dance \_\_\_\_\_

Jog \_\_\_\_\_

Love \_\_\_\_\_

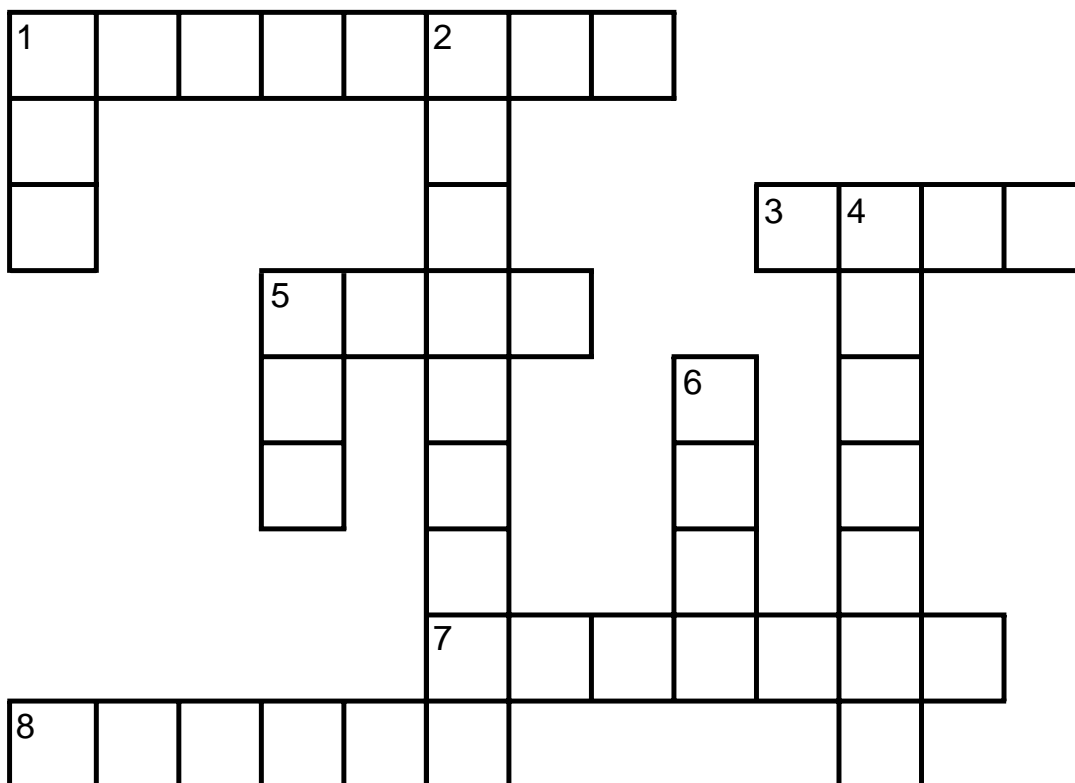
Give \_\_\_\_\_

Bounce \_\_\_\_\_

**TIP**

Contact the NALA freephone support line at **1800 20 20 65** for help with this worksheet.

# Crossword



**Fill in the crossword by answering the following clues.**

## Across

1. Another word for soccer. (8)
3. Move your body through water. (4)
5. Game on grass that you play by hitting a small ball into holes with a long stick. (4)
7. You need a bicycle for this. (7)
8. This game takes place in Wimbledon. (6)

## Down

1. Healthy and strong. (3)
2. The sports which include running, jumping and throwing. (9)
4. Going for a stroll. (7)
5. A place to workout. (3)
6. A round object used in playing 1 across and 8 across. (4)



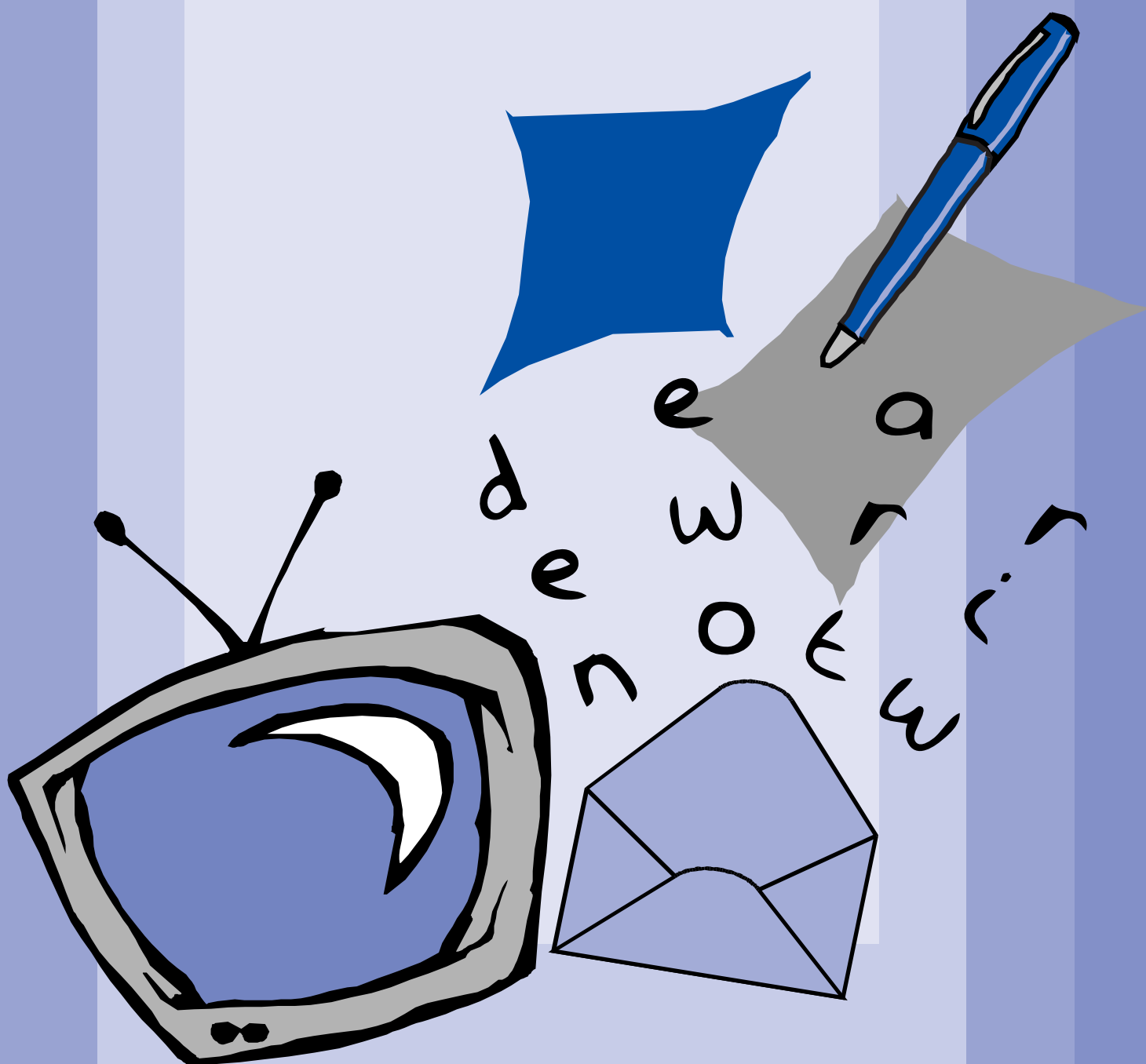
**The number after the clue tells you how many letters are in the answer.**



**The answers are on page 181.**

# Programme 8

Know your strengths



# Know your strengths

## Programme 8: Know your strengths

We all have different skills and qualities. It is good to know what our strengths are so we can use them in learning. We can use our individual skills and qualities to learn quicker and better.

In this section we look your skills and qualities as well as doing some work on writing, spelling and maths.

The worksheets in this section cover the following:

- Reading: The first day in a new job
- Filling in forms
- Skills and Qualities
- Reading a Payslip
- Health and Safety at work
- Reading Signs
- Preparing for an Interview
- Spellings: 'shun' sound
- Word Puzzle

### Symbols

Read



Tip

**TIP**

Write



Information

**i**

### For help with the worksheets:

Contact the freephone support line at **1800 20 20 65**

(Monday to Friday 10am – 4pm)

and

use the support book.



## The first day in a new job

The first day in a new job is always difficult. Mary was very nervous about her first day at Stein's Supermarket. She was awake long before her alarm went off. She tossed and turned in bed but was unable to go back to sleep. She got up and made a cup of tea. Sitting at the kitchen table she tried to remember everything Mr. Stein had told her about the job. She had been so proud of herself at the interview. He had offered her the job straight away. Mr. Stein had said that he preferred to employ mature people. Mary wasn't sure that she enjoyed being called mature. After all she was only thirty seven! Then he went on to say that young people seemed to get bored easily and to move from job to job. Mr Stein liked to train his staff to high standards and keep them for a long time.

Mary left the house in plenty of time to get the bus. When she arrived at the supermarket there were several people standing outside. The owner had not arrived with the keys. Typical she thought. My first day and I'm going to clock in late! Eventually Mr. Stein drove up all hot and bothered. His car had broken down on the way. There were already customers waiting, so the beginning of the day was a big rush. Mary didn't have time to be nervous; it was straight down to work. At the end of the day she felt she had been there for years. All that worry for nothing!

# The first day in a new job



Put a ✓ in the correct box.

1. The first day in a new job is always

- a) Easy ☐
- b) Difficult ☐
- c) Boring ☐

2. Mary woke up

- a) Before her alarm went off ☐
- b) Half an hour late ☐
- c) She forgot to set her alarm ☐

3. The shop owner's name was

- a) Mr Stein ☐
- b) Mr Smith ☐
- c) Mr Stevens ☐

4. Mr Stein was late because

- a) He had a hangover ☐
- b) His car had broken down ☐
- c) He got lost ☐

5. At the end of the first day, Mary

- a) Was fed up ☐
- b) Was delighted ☐
- c) Felt she had been there for years ☐

6. Mary was

- a) Twenty-nine ☐
- b) Thirty-seven ☐
- c) Forty-one ☐

# Filling in forms

At Stein's supermarket Mr. Stein likes to keep his staff for a long time. He believes that regular meetings with the staff help him to keep track of how things are going. These meetings also help the staff feel that they are being listened to. Mr. Stein uses a checklist that he fills in after each meeting, which take place every six months.



**Imagine that you are Mr. Stein and fill out this form for Mary after her first month.**

STEIN'S SUPERMARKETS			
STAFF RECORDS			
Date .....			
Manager .....			
Name.....			
Position.....			
Duties.....			
Length of time with company .....			
	Poor	Good	Excellent
Time-keeping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Politeness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sick record	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Willingness to work			
Overtime	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Neat and tidy dress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Willingness to do training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Honesty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Skills and Qualities

Everyone has their own particular skills and qualities.

We use these skills and qualities in different ways for different things.



**The Collins dictionary says a skill is a practical ability. It also says that a quality is a characteristic of a person or a thing.**

For example a carpenter needs to have certain skills with tools. A quality she may have is patience. She could still be a good carpenter without patience.

A hairdresser needs to have certain skills with scissors. A quality he may have is getting on with people. He can be a good hairdresser without this quality but it is much nicer for the customer if he is friendly.



**Fill in the skills and qualities you think are needed for the following jobs.**

The first one is done for you.

	Skill	Qualities
Actor	Can act	Determination
	Can remember lines	Confidence
Shopkeeper		
Teacher		
Gardener		
Builder		



# Skills and Qualities

When looking for a job it is important that you try to match your skills and qualities to the kind of work that you want to do.

For example:

Skills	Qualities	Interests
Driving	Patience	Reading
Gardening	Honesty	Community work
Using computers	Good with people	Horse-riding

**What are your own skills and qualities?  
What kind of things are you interested in?**



**Think about it for a few minutes and fill in the list below.**

Skills	Qualities	Interests



**Look at your list.  
Choose three jobs that you think you are suited to.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**TIP**

**Knowing your strengths can help you to decide the best way to learn or do things.**

# Reading a Payslip



Reading a payslip can be confusing.  
Look at the sample one below.

<b>Employee Name:</b> Mary Woodward		<b>Payment Date:</b> 29/11/2002		<b>Employee Number:</b> 00029	
<b>Tax Status:</b> normal	<b>Tax Credits:</b> €66.54	<b>P.R.S.I. Code:</b> A1	<b>P.P.S. Number:</b> 2345678U	<b>Period:</b> 48	
<b>Description</b>		<b>Payments</b>	<b>Deductions</b>		
Salary		€ 617.23			
Pensions			€30.66		
P.R.S.I. (code A1)			€ 30.10		
Tax			€ 50.74		
Gross Pay		€ 617.23			
Other Pay		€0			
Total deductions			€ 111.70		
Net Pay				€ 505.53	
<b>Company name:</b> Steins Supermarket			<b>Co. PAYE No.</b> 82756373J		



Here are some of the words you might find in a payslip.

**P.A.Y.E.** stands for **Pay As You Earn**. This is the tax that is taken from your wages week by week.

**P.P.S. Number** is your **Personal Public Service** number.

**P.R.S.I.** is **Pay Related Social Insurance**.

**Gross** income is the amount of money you earn before deductions such as tax or P.R.S.I.

**Net** income is the amount you get to take home after everything has been paid.

**Period** is the week number. For example, 29/11/2002 is the 48th week of the year.



Answer these questions using the payslip above.

1. How much tax did Mary pay? \_\_\_\_\_
2. How much P.R.S.I. did Mary pay? \_\_\_\_\_
3. What is Mary's P.P.S. Number? \_\_\_\_\_
4. What was Mary's net income? \_\_\_\_\_

# Health and Safety at work

Health and safety at work is very important. We are all responsible for each others safety at work. It is our responsibility to report anything dangerous in the workplace to our employers.



**Look at the four pictures below.**

**They show how easily an accident at work could happen.**

Write a sentence about each picture.



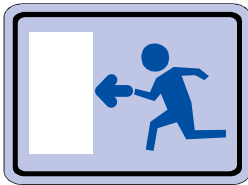
# Reading Signs

Health and Safety at work symbols are the same all over the European Union. This makes it easier for people to be safe at work.



**Match the following health and safety symbols to the correct meaning.**

The first one is done for you.



Hardhats must be worn

General Danger

Inflammable Materials

Fire Exit

Corrosive Materials

No Smoking

**TIP**

Inflammable materials means they burn very easily. Corrosive materials means they can slowly damage someone or something.

# Preparing for an Interview

Going to an interview can be very stressful. Remember that you are halfway to getting the job if you have been called for an interview. If you are well prepared and comfortable, the interview should go well.

There are things you can do to make yourself feel more comfortable. Some of these are common sense.



**Answer these questions true or false.**

	True	False
1. Find out about the company in advance.	<input type="checkbox"/>	<input type="checkbox"/>
2. Wear comfortable, smart clothing.	<input type="checkbox"/>	<input type="checkbox"/>
3. Be there earlier than you need to be.	<input type="checkbox"/>	<input type="checkbox"/>
4. Listen carefully to the questions you are asked.	<input type="checkbox"/>	<input type="checkbox"/>
5. Always make yourself sound better than you are.	<input type="checkbox"/>	<input type="checkbox"/>
6. Make up interesting hobbies to make yourself look good.	<input type="checkbox"/>	<input type="checkbox"/>
7. Have an extra cup of coffee before you leave home – the interviewers will wait for you.	<input type="checkbox"/>	<input type="checkbox"/>
8. Wear your best jeans and t-shirt.	<input type="checkbox"/>	<input type="checkbox"/>
9. Find out where the interview will be held on the morning.	<input type="checkbox"/>	<input type="checkbox"/>
10. Tell the interviewer your personal problems.	<input type="checkbox"/>	<input type="checkbox"/>

## TIP

**All interviews will usually be different, but many of the questions you will be asked are the same. Practise doing an interview with a friend or family member before the real thing.**

# Spellings: 'shun' sound

Words used to name jobs can be difficult to spell.

How many people would apply for a job as a Domestic Technician if they were looking for a job as a Housekeeper?

The more usual words for jobs allow us to know straight away what they mean. For example, an electrician is someone who is trained to work with electricity.

## TIP

If you hear a word that describes someone's job and that word ends with the 'shun' sound then you can be sure that the end of the word is spell 'cian.'



**Match the following job titles with their skills.**

The first one is done for you.

Optician	Can make false teeth
Beautician	Can put you on a diet
Dietician	Can give you glasses
Politician	Can wire a light
Dental Technician	Can help run the country
Electrician	Can give you a facial

An arrow points from 'Politician' to 'Can help run the country'.

# Spellings: 'shun' sound

The sound 'shun' at the end of a word can be spelled in three different ways.

We have already seen that any word that ends with the sound 'shun' and is to do with someone's job is always spelt '**cian**'. For example, optician.

To spell any other word that ends with this sound, you have two choices:

**1. 'tion'**

For example, station, ration, competition.

**2. 'sion'**

For example, decision, passion, pension.



**Look these words up in a dictionary and write down their meaning.**

Ration means \_\_\_\_\_

\_\_\_\_\_

Competition means \_\_\_\_\_

\_\_\_\_\_

Decision means \_\_\_\_\_

\_\_\_\_\_

Pension means \_\_\_\_\_

\_\_\_\_\_



**What ending do you think the following words have? Circle the correct ending and then write it out.**

1. Compas - sion / tion \_\_\_\_\_

2. Competi - sion / tion \_\_\_\_\_

3. Comple - sion / tion \_\_\_\_\_

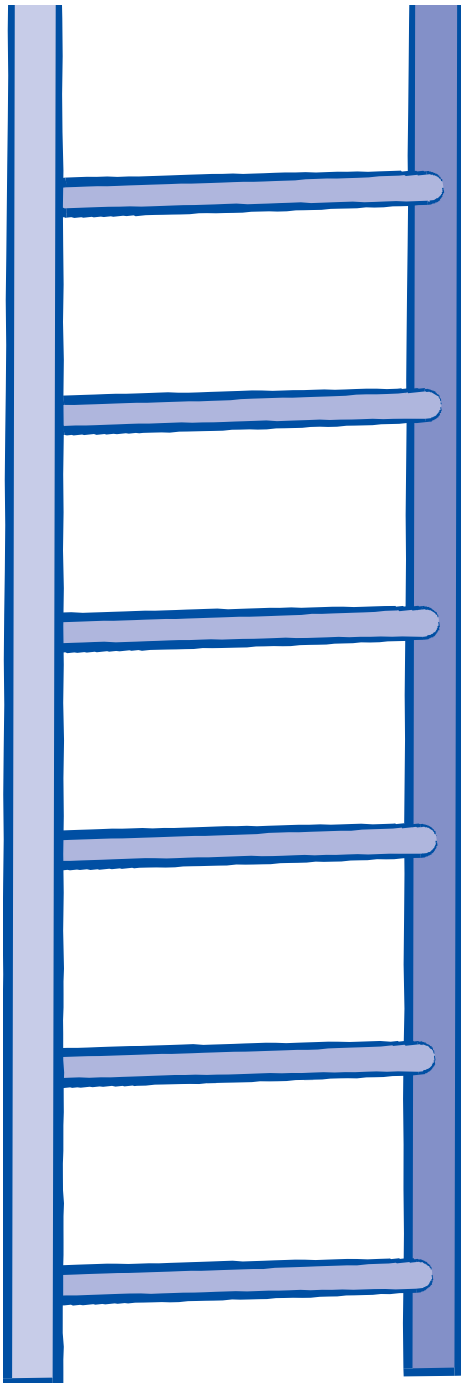
4. Ses - sion / tion \_\_\_\_\_

# Word Puzzle



Answer the questions using the words in the box.  
Write the answers on the rungs of the ladder.

P.A.Y.E.	interest	skills
interview	wage packet	quality

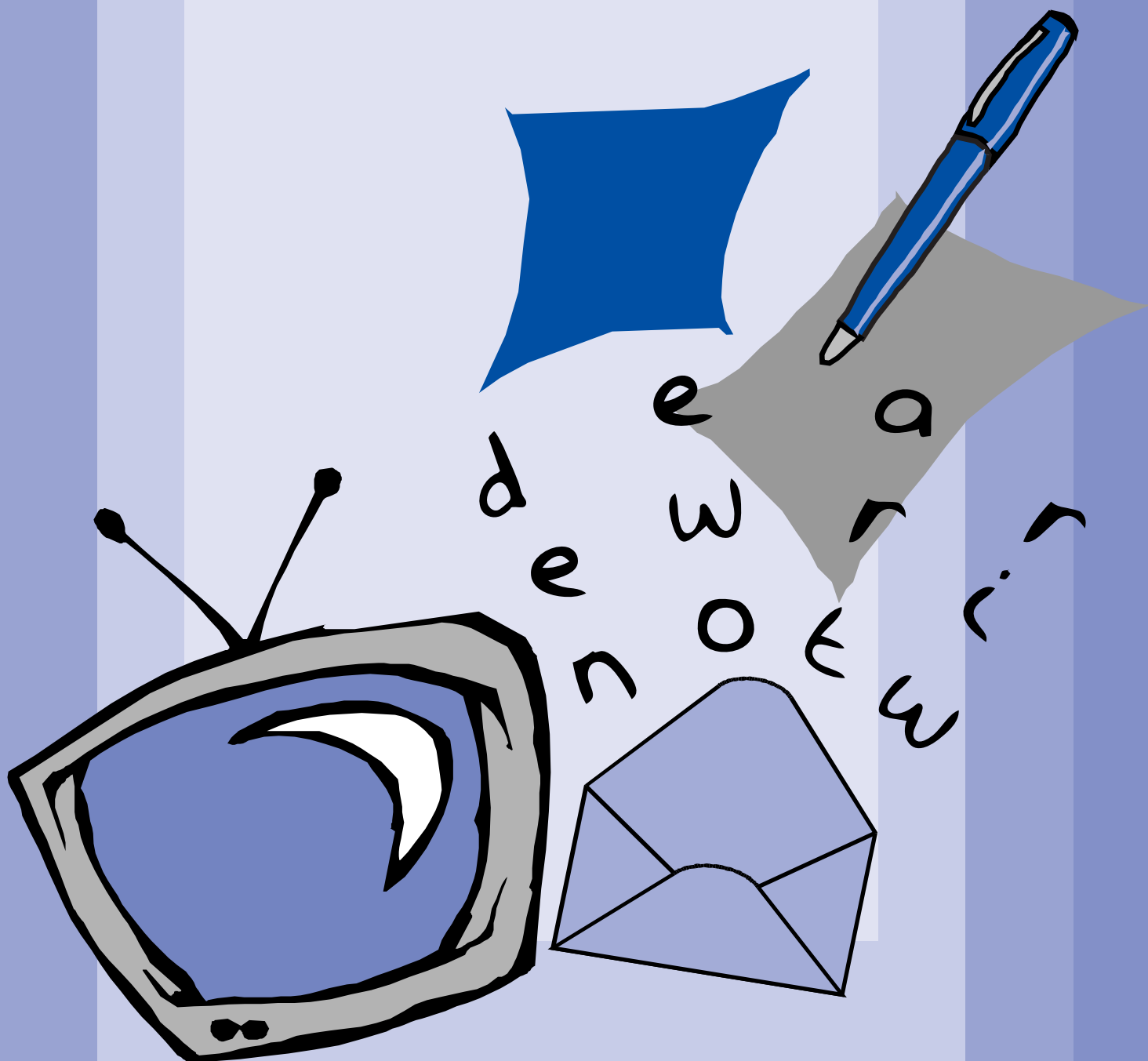


1. What you get at the end of every week.
2. How an employer decides if you will have a job.
3. You need good wood \_\_\_\_\_ to be a carpenter.
4. Confidence is a \_\_\_\_\_ .
5. Reading is an \_\_\_\_\_.
6. \_\_\_\_\_ stands for Pay As you Earn.



# Programme 9

Learning and planning



# Learning and planning

## Programme 9: Learning and planning

An important step in learning is to plan how to go about it. If you want to decorate the house or go on holidays, you will usually plan what you have to do beforehand. Planning helps you to organise your learning.

In this section we look at planning to learn as well as doing some work on reading, spelling and maths.

The worksheets in this section cover the following:

- Reading: Buying a car for the first time
- Filling in forms
- Learning and Planning
- Budgeting
- Driver Theory Test
- Reading an Advertisement
- Reading Road Signs
- Car words
- Spellings
- Wordsearch

### Symbols

Read



Tip

**TIP**

Write



Information

**i**

### For help with the worksheets:

Contact the freephone support line at **1800 20 20 65**

(Monday to Friday 10am – 4pm)

and

use the support book.



## Buying a car for the first time

Buying a car for the first time, particularly a second-hand car, can be very difficult. You have to decide where to buy the car, what sort of car to buy and how much you can afford to pay.

To make sure that you do not end up with a car that is going to give you a lot of trouble, read the following tips to help you check the car properly.

### Check List

1. If you do not know much about cars, bring a friend with you who does know something about cars. ✓
2. Look at the car in daylight. You will be able to see the bodywork more clearly. ✓
3. Start the car first thing in the morning after it has been sitting for a while. ✓
4. Look inside and check the seats, dashboard, windows and upholstery. Look out for any damage or stains. ✓
5. Test all the lights, indicators, windscreen wipers and heating. Make sure that the windows open and close properly and that the seats move properly. ✓
6. Make sure there is a log book, an owner's manual and service records. ✓
7. Look for any signs that the car has been in an accident. ✓
8. Take your time checking the car and deciding if you want to buy it. Do not let anyone rush you. ✓

# Buying a car for the first time



Answer these questions.

1. Why is it better to look at a second-hand car in daylight?

---

---

2. Name four things to check inside the car.

---

---

3. Why do you think you should try starting a car first thing in the morning?

---

---

4. Name three documents that all cars should have?

---

---

5. Why do you need to know if a car has been in an accident?

---

---

# Filling in forms

If you are buying a car for the first time, you will need to apply for a provisional licence.



Fill in the following form for a provisional licence.

APPLICATION FOR ISSUE OR RENEWAL OF <b>PROVISIONAL LICENCE</b>		Driver No.: _____																																													
<p>(i) Please complete this application in <b>BLOCK LETTERS</b> and tick ✓ appropriate boxes.</p> <p>(ii) Please ensure that you complete the label on this page.</p>		<p>Period of Licence: _____</p> <p>Serial Number: _____</p> <p>Remarks: _____</p>																																													
<b>DETAILS OF APPLICANT</b>																																															
<p>1. Title (Mr., Ms. etc.) _____</p> <p>2. First name(s) _____</p> <p>3. Surname _____</p> <p>4. Address _____</p> <p>_____</p> <p>Town/City _____</p> <p>County _____</p> <p>5. Daytime telephone no. _____</p> <p>6. Date of Birth <table style="display: inline-table; border: 1px solid black; text-align: center;"><tr><td style="width: 20px;"> </td><td style="width: 20px;"> </td></tr><tr><td>Day</td><td>Month</td></tr><tr><td style="width: 20px;"> </td><td style="width: 20px;"> </td></tr><tr><td>Year</td><td style="width: 20px;"> </td></tr></table></p> <p>7. Personal Public Service Number (P.P.S.N.) (formerly RSI No.):  <table style="display: inline-table; border: 1px solid black; text-align: center;"><tr><td style="width: 20px;"> </td><td style="width: 20px;"> </td><td style="width: 20px;"> </td><td style="width: 20px;"> </td><td style="width: 20px;"> </td><td style="width: 20px;"> </td><td style="width: 20px;"> </td><td style="width: 20px;"> </td><td style="width: 20px;"> </td><td style="width: 20px;"> </td><td style="width: 20px;"> </td><td style="width: 20px;"> </td><td style="width: 20px;"> </td><td style="width: 20px;"> </td><td style="width: 20px;"> </td><td style="width: 20px;"> </td><td style="width: 20px;"> </td><td style="width: 20px;"> </td><td style="width: 20px;"> </td></tr> </table> <small>(Available from Department of Social, Community and Family Affairs).</small> </p> <p>8. Country of Birth _____</p> <p>9. Gender Male <input type="checkbox"/> Female <input type="checkbox"/></p>			Day	Month			Year																					<p>Please sign your name on the upper part of this label This signature will be affixed to your licence</p> <p>Signature → _____</p> <p>Name and Address → _____</p> <p>Please write your name and address <b>IN BLOCK LETTERS</b> on the lower part of this label.</p>																			
Day	Month																																														
Year																																															
<b>PROVISIONAL DRIVING LICENCE SOUGHT</b>		<b>DISQUALIFICATION/ENDORSEMENT</b> (These questions <b>MUST</b> be answered)																																													
<p>10. Categories of vehicles for which driving licence is sought. (Tick ✓ as appropriate)</p> <table style="width: 100%; text-align: center;"> <tr> <td>AI</td><td>A</td><td>B</td><td>C1</td><td>C</td><td>D1</td><td>D</td><td>M</td><td>W</td> </tr> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td> </tr> <tr> <td colspan="9"> </td> </tr> <tr> <td colspan="9">EB EC1 EC ED1 ED</td> </tr> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td> </tr> </table>		AI	A	B	C1	C	D1	D	M	W	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>										EB EC1 EC ED1 ED									<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>11. Is your driving licence or provisional licence at present required by court order to carry an endorsement? <span style="float: right;">Yes <input type="checkbox"/> No <input type="checkbox"/></span></p> <p>12. Are you at present disqualified by court order from holding a driving licence or a provisional licence? <span style="float: right;">Yes <input type="checkbox"/> No <input type="checkbox"/></span></p>
AI	A	B	C1	C	D1	D	M	W																																							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																																							
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<b>DETAILS OF LICENCE HELD</b>																																															
<p>13. Have you previously held a provisional driving licence? <span style="float: right;">Yes <input type="checkbox"/> No <input type="checkbox"/></span></p> <p>14. If you answered 'yes' to question 13 - – what was the validity period of your last licence? _____</p> <p>– which licencing authority issued it? _____</p>		<p>15. Do you hold a driving licence issued by any other country? <span style="float: right;">Yes <input type="checkbox"/> No <input type="checkbox"/></span></p> <p>16. If you answered 'yes' to question 15, from what country do you hold a driving licence? _____</p>																																													
<b>HEALTH AND FITNESS (All questions <b>MUST</b> be answered unless your application is accompanied by a medical report. In such instance, questions 21-27 need not be answered).</b>																																															
<p>17. Are you dependent on, or do you regularly abuse, psychotropic substances? <span style="float: right;">Yes <input type="checkbox"/> No <input type="checkbox"/></span></p> <p>18. Do you need to wear glasses/corrective lenses for the purpose of driving? <span style="float: right;">Yes <input type="checkbox"/> No <input type="checkbox"/></span></p> <p>19. Do you need to wear a hearing aid to assist in communicating when driving? <span style="float: right;">Yes <input type="checkbox"/> No <input type="checkbox"/></span></p> <p>20. Do you have a physical disability which requires that adaptations be made to a vehicle to enable you to drive? <span style="float: right;">Yes <input type="checkbox"/> No <input type="checkbox"/></span></p> <p>21. Has there been any deterioration in your health since you last applied for a driving licence or a provisional licence which materially affects your ability to drive? <span style="float: right;">Yes <input type="checkbox"/> No <input type="checkbox"/></span></p>		<p>22. Do you suffer from any of the diseases or disabilities listed on page 2? <span style="float: right;">Yes <input type="checkbox"/> No <input type="checkbox"/></span></p> <p>23. Are you taking on a regular basis drugs or medicaments which would be likely to cause the driving of a vehicle by you to be a source of danger to the public? <span style="float: right;">Yes <input type="checkbox"/> No <input type="checkbox"/></span></p> <p>24. Have you ever been dependent on alcohol? <span style="float: right;">Yes <input type="checkbox"/> No <input type="checkbox"/></span></p> <p>25. Have you ever had an epileptic seizure? <span style="float: right;">Yes <input type="checkbox"/> No <input type="checkbox"/></span></p> <p>26. Do you suffer from serious arrhythmia which has at any stage resulted in loss of consciousness? <span style="float: right;">Yes <input type="checkbox"/> No <input type="checkbox"/></span></p> <p>27. Have you had a pacemaker, defibrillator or anti-ventricular tachycardia fitted? <span style="float: right;">Yes <input type="checkbox"/> No <input type="checkbox"/></span></p>																																													
<b>DECLARATION BY APPLICANT</b>																																															
<p>28. I hereby apply to _____ City Council/County Council for a driving licence. I declare that the address indicated at question 4 above is my place of normal residence (see paragraph E on page 1), that the information given by me in this application is correct, that the accompanying photographs, certificates and other documents (if any) relate to me, and that I have a satisfactory knowledge of the Rules of the Road.</p> <p style="text-align: center;">Signature: _____ Date: _____</p> <p style="text-align: center;"><small>This declaration must be signed by the person to whom the licence is to be issued.</small></p>																																															

PD4830 25/04/2002 ALL/SET

# Learning and Planning

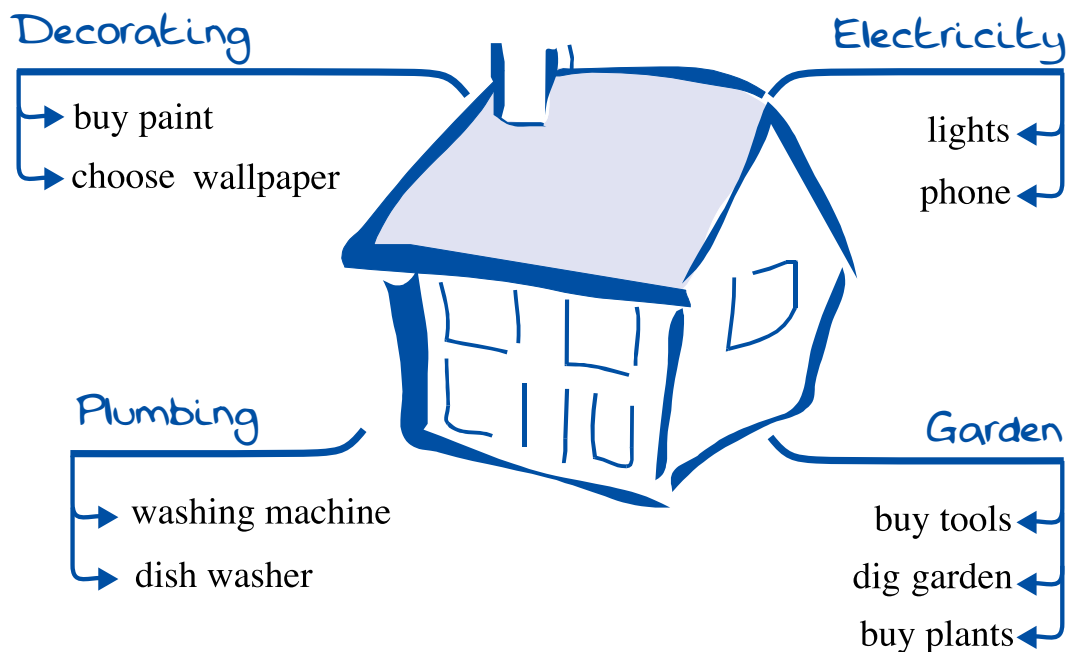
Before we start to do anything new, it is useful to have a plan.

One of the most useful things to help us to plan is a mind map.

A mind map is a diagram that helps you to put your ideas on paper using pictures and words rather than lots of writing.

## Look at the following example of a mind map.

It was drawn to show some of the things that need to be planned when moving into a new house.



## How to make a mind map.

- Use a large sheet of paper and turn it on its side.
- Start from the centre of the page with a clear image.
- Use drawings instead of words if it helps.
- Use different colour pens or pencils.
- Draw a main line and then smaller lines branching off it to connect similar things.
- Anything that stands out on the page will stand out in your mind.
- Print the words. It makes it easier to read.
- Put your ideas down as you think of them. You can add things later if you need to.
- Write the words along the lines.
- Have fun!

**TIP**

**Learning to plan is preparing to learn.**

# Learning and Planning

Imagine you are learning to drive and buying a car for the first time.



Look at the following list of some of the things you need to think about and draw a mind map to include them all.

## Buying a car

Cost	Choosing a car	Learning to drive
Getting a loan Insurance Petrol Parking	Make of car Size New or second hand Colour	Eye test Licence Lessons Rules of the road

### Some notes:

- Begin by drawing a car in the centre of a clean blank sheet of paper. You do not have to be good at drawing. Remember it is your mind map and only you have to see it and understand it.
- Draw three thick lines in different colours for the headings: cost, choosing a car and learning to drive
- Draw thinner lines from the coloured lines for each of the things that belong in that group.
- Use as many pictures as possible. For example, you could draw an eye to remind you that you need to take an eye test.

### TIP

You can use mind maps to take notes at meetings, for solving problems, for writing stories or for going over things you have learned.

# Budgeting

If you are thinking of buying a car for the first time, you will have to think of how much extra money you will need each week to keep a car on the road.



Look at the following list of extra expenses you might have each week when you buy a car.  
Find the total cost for one week.

Expense	Cost
Loan repayments	€50
Insurance	€40
Road tax	€4
Petrol	€20
Parking costs	€40
Weekly Total	€ _____

## TIP

If you want to find out how much it would cost to run a car for **one month**, multiply your weekly answer by **4**.

If you want to know how much it would cost for **one year**, multiply your weekly answer by **52**.

## TIP

You can use a calculator to find the answers.



Can you think of any other costs in running a car?  
Write them down below.

The first one is done for you.

1. Getting the car serviced.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_



# Driver Theory Test

All drivers applying for a provisional licence for the first time must take a theory test. There are 40 questions in the test.

When you go for the test you read the questions on a computer screen. You choose the answer you think is correct and touch it on the screen.



**Below are some questions taken directly from the theory test. How many can you answer correctly?**

<b>Q. 1</b> <b>Ans.</b>	<b>You see a cyclist ahead who is about to overtake a parked vehicle. There is oncoming traffic. You should ...</b> (a) Expect the cyclist to go on the inside of the vehicle. <input type="checkbox"/> (b) Allow enough clearance to overtake both the parked vehicle and the cyclist together. <input type="checkbox"/> (c) Allow the cyclist to overtake the parked vehicle and then proceed. <input type="checkbox"/>
<b>Q. 2</b> <b>Ans.</b>	<b>When you approach a play area up ahead, you should ...</b> (a) Watch out for children who might suddenly dash onto the road. <input type="checkbox"/> (b) Obey the speed limit and maintain your course. <input type="checkbox"/> (c) Switch on your hazard warning lights. <input type="checkbox"/>
<b>Q. 3</b> <b>Ans.</b>	<b>What could happen if you park on a footpath?</b> (a) The suspension could be weakened. <input type="checkbox"/> (b) The tyres could lose air pressure. <input type="checkbox"/> (c) Pedestrians could be impeded. <input type="checkbox"/>
<b>Q. 4</b> <b>Ans.</b>	<b>If you drive past your intended exit on a motorway, you should....</b> (a) Stop on the hard shoulder and reverse back to the exit. <input type="checkbox"/> (b) Use the emergency telephone to ask for advice. <input type="checkbox"/> (c) Drive on to the next exit. <input type="checkbox"/>
<b>Q. 5</b> <b>Ans.</b>	<b>When may you pick up or set down a passenger on a motorway?</b> (a) When you stop on the hard shoulder. <input type="checkbox"/> (b) Never. <input type="checkbox"/> (c) When you are within 200 metres of a slip-road. <input type="checkbox"/>
<b>Q. 6</b> <b>Ans.</b>	<b>The normal stopping distance of a car travelling at 30 mph on a wet road is?</b> (a) 20 metres <input type="checkbox"/> (b) 30 metres <input type="checkbox"/> (c) 40 metres <input type="checkbox"/>



**The answers are on page 181.**

# Reading an Advertisement



**Ford Escort**, 1999,  
one owner, very gd.  
cond. 10.5K mls. €7K.  
Ph: 021 78 XX XX  
after 6 p.m.

**P&Z Motors.** Volvo  
dealer. All spare parts  
available. Repairs  
done quickly. Ph: 01  
234 XX XX 9-5 p.m.

**VOLVO**  
for life



**Porsche**, 1981, silver  
Exc. Cond. 30K mls.  
€15K o.n.o.  
Ph: after 8 p.m. Mon.  
– Thurs.

## TIP

Abbreviations are a short way of writing words.

Here are some abbreviations from the advertisements.

**Exc.** = excellent

**cond.** = condition

**K** = a thousand

**Ph.** = phone

**Mon.** = Monday

**Gd.** = good

**o.n.o.** = or nearest offer

**mls.** = miles

**p.m.** = after 12 noon

**Thurs.** = Thursday



Answer these questions true or false

True      False

1. The Ford Escort has had two owners.

☐☐

2. P&Z Motors is open from 9-5 p.m.

☐☐

3. The Porsche costs €16,000.

☐☐

4. The Porsche has done 30,000 miles.

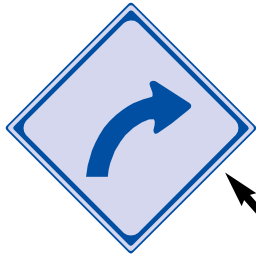
☐☐

# Reading Road Signs



Match these road signs to the correct meaning.

The first one is done for you.



Children crossing



Roadworks



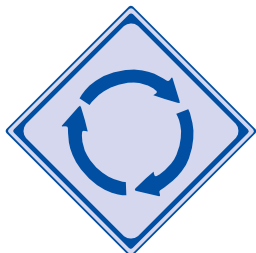
Dangerous Bend



Roundabout



Cattle crossing



Falling rocks

# Car Words



Fill in these parts of a cars engine. The first one is done for you.

## TIP

Use a dictionary to help you.

1. Flashing lights to show that the driver intends to turn right or left.

I n d i c a t o r s

2. A pedal for making the car slow down.

B \_\_\_\_\_

3. Water passes through this to cool the engine.

R \_\_\_\_\_

4. These are used to control the speed of the car.

G \_\_\_\_\_

5. A pedal for making the car go faster

A \_\_\_\_\_

6. A pedal used when changing gears.

C \_\_\_\_\_

7. The pipe that carries away waste fumes from an engine.

E \_\_\_\_\_

8. A long metal and rubber part that removes rain from the windows.

W \_\_\_\_\_



The answers are on page 182.

# Spellings



Look at the picture of the car below.

Write the names of the parts of the car beside the arrows.



Check here in the first column below to see if you have spelt the words correctly.

If any of the words are not spelt correctly cover the first column and try writing the words again in the second column.

If the word is still not correct try writing it again in the third column.

Word	1st try	2nd try	3rd try
Windscreen			
Wheel			
Tyre			
Mirror			
Number plate			

# Word Search

All the words in this wordsearch are the names of cars.



Find the words in this wordsearch.

Put a circle around each one.

The first one is done for you.



**TIP**

The words are going across and down the page.

FORD✓	TOYOTA	SAAB	HYUNDAI	MERCEDES
GOLF	PORSCHE	SUBARU	HONDA	VOLKSWAGEN

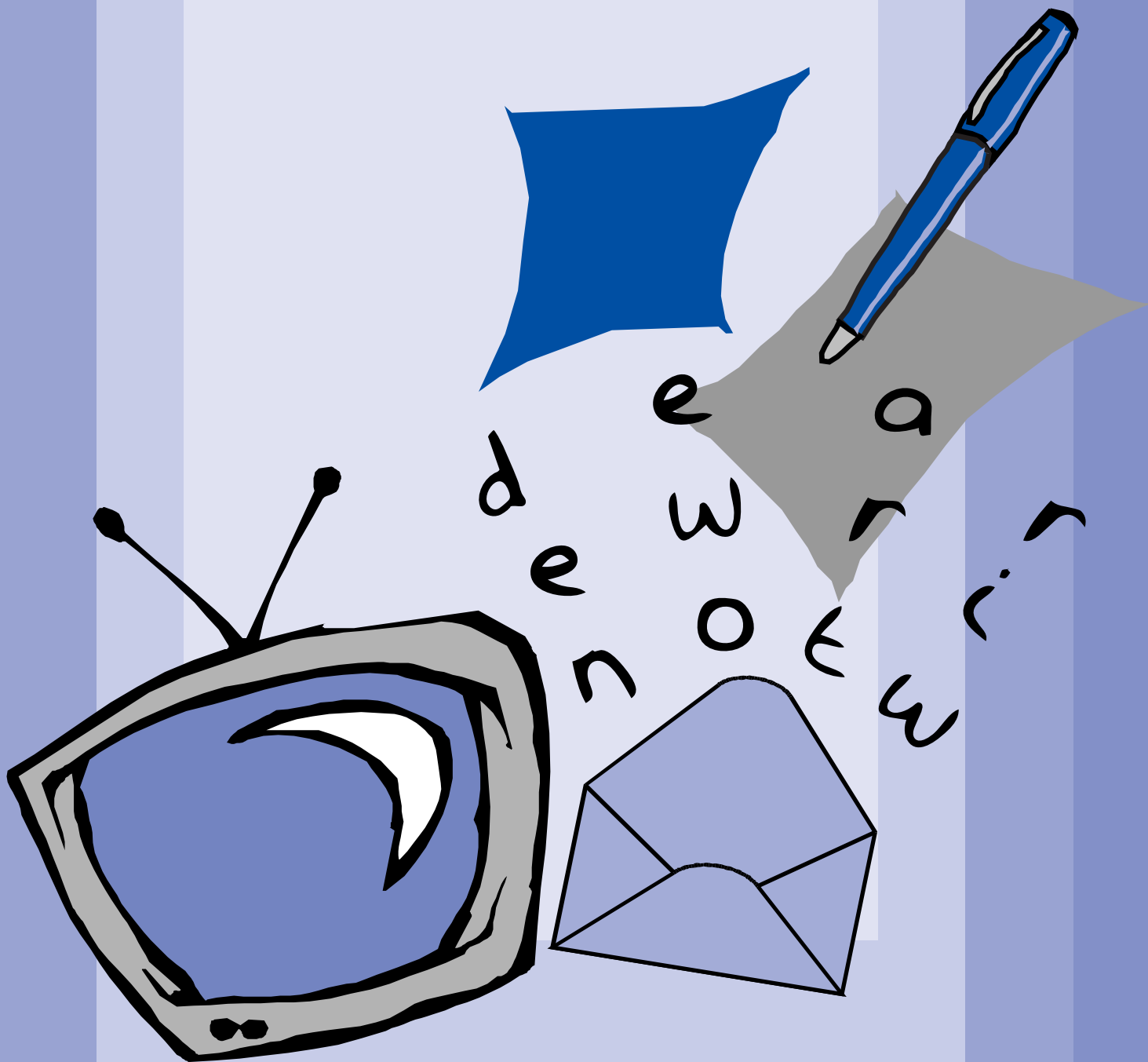
H	M	T	O	Y	O	T	A	E	R	C	E
Y	S	U	I	L	T	K	O	A	H	E	N
U	U	S	U	B	A	R	I	H	Y	O	V
F	B	P	O	R	S	C	H	E	U	D	O
O	A	N	D	A	M	E	R	C	N	S	L
R	R	F	G	O	L	F	P	O	D	H	K
D	U	R	S	C	H	E	T	O	A	O	S
Y	O	T	A	G	O	L	P	H	I	N	W
S	M	E	R	C	E	D	E	S	A	D	A
A	N	D	B	S	P	O	R	S	C	A	G
A	O	S	A	A	B	H	E	K	V	N	E
D	H	A	S	L	P	V	L	S	W	A	N



The answers are on page 182.

# Programme 10

## Ways of learning



# Ways of learning

## Programme 10: Ways of learning

We learn in different ways, for example, on our own and in groups. Sometimes it is better to learn on our own and sometimes in groups. We can choose which way is best to learn depending on what we are learning.

In this section we look at ways of learning as well as doing some work on reading, spelling and maths.

The worksheets in this section cover the following:

- Reading: Visiting your G.P.
- Filling in forms
- Ways of learning
- Pie Charts
- The Internet
- Reading Labels
- Dictionary Work
- Spellings: Prefixes
- Word Wheel

## Symbols

Read



Tip

**TIP**

Write



Information

**i**

## For help with the worksheets:

Contact the freephone support line at **1800 20 20 65**

(Monday to Friday 10am – 4pm)

and

use the support book.



# Reading

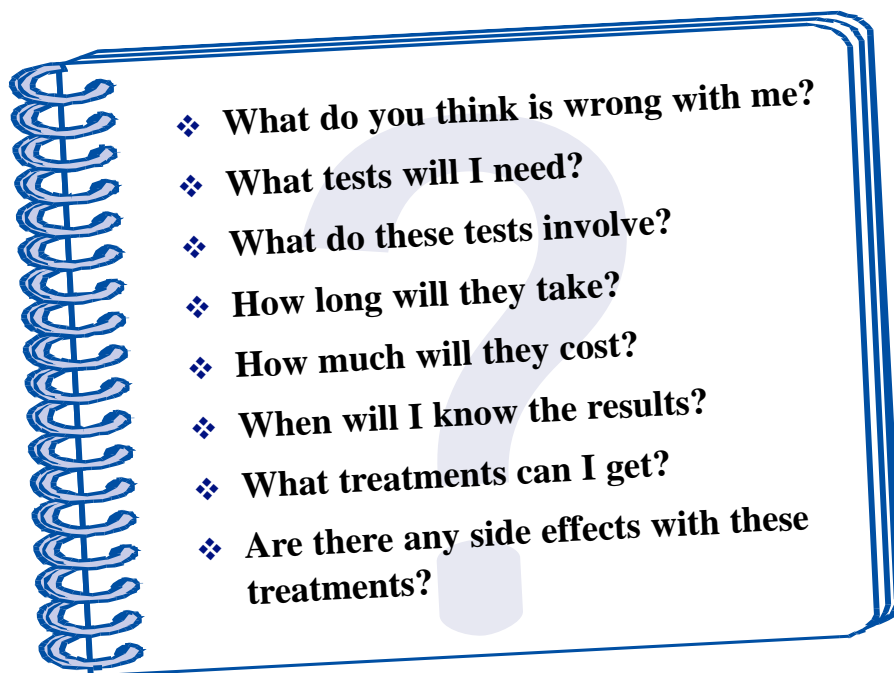


## Visiting your G.P. (General Practitioner)

Your family doctor is also known as a General Practitioner (G.P.)

Here is some advice on the questions you can ask your G.P., if you are going for a regular check-up or if you are sick.

After the doctor examines you, here is a list of questions you may want to ask him:



Your G.P. can help in a number of different ways by:

- Giving advice about your condition
- Giving advice about hospitals
- Giving advice about hospital consultants
- Referring you to a consultant
- Providing support.

Don't be afraid to ask your G.P. lots of questions. It is important that you understand the information. Don't worry about offending him or taking up too much time. You will be a well-informed patient and healthy too!

### TIP

**Remember that if you have a medical card, this will cover your fee for visits to your doctor.**

# Visiting your G.P. (General Practitioner)



Answer these questions.

1. What does G.P. stand for?

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2. Name three questions you should ask your G.P.

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3. Name two ways that your G.P. can support you.

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4. What does being a “well-informed” patient mean?

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# Filling in forms



Fill in the form.



In the hope that I may help others, I am sharing my life by deciding to be an organ and tissue donor for transplantation.

SIGNATURE OF DONOR

SIGNATURE OF NEXT-OF-KIN

[www.ika.ie/irishdonornetwork/](http://www.ika.ie/irishdonornetwork/)

## TIP

Donor means to give something to people who need it.

Transplantation means to remove an organ from one person and put it into someone else's body.

Next-of-kin means the person you are most closely related to.

# Ways of learning

There are many different ways of learning.

For example:

- Learning on your own takes place by yourself or with a tutor.
- Learning in a group takes place in a group.



Look at the list of things people might learn on their own and in groups. Can you add anything to the lists?

## Learning on your own

Driving a car

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## Learning in a group

Salsa Dancing

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Look at some of the advantages and disadvantages of the ways of learning.

## Learning in groups

Some of the **advantages** of learning in a group are:

- The group can be very supportive of each other.
- You can ask people in the group for help.
- You can share difficulties and experiences about learning.

Some of the **disadvantages** of learning in a group are:

- You have to share your learning needs with the group.
- You may learn at a different pace to others in the group.
- If the group is not supportive, you may find it difficult to ask for help.

## Learning on your own

Some of the **advantages** of learning on your own are:

- You can learn at your own pace.
- You will not feel embarrassed about asking questions.

Some of the **disadvantages** of learning on your own are:

- You cannot share experiences and difficulties about learning.
- You cannot learn from others in the group.

# Ways of learning



Fill in the boxes below on the advantages and disadvantages of the ways of learning for you.

The first one is done for you.

## Learning in a group

### Advantages

- You can share experiences of learning

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### Disadvantages

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## Learning on your own

### Advantages

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### Disadvantages

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Learning Resources that can help you learn include: computers and the Internet, videos and cassettes, newspapers and magazines, books, VEC Adult Literacy Service, VEC Adult Education centres.

# Pie Charts

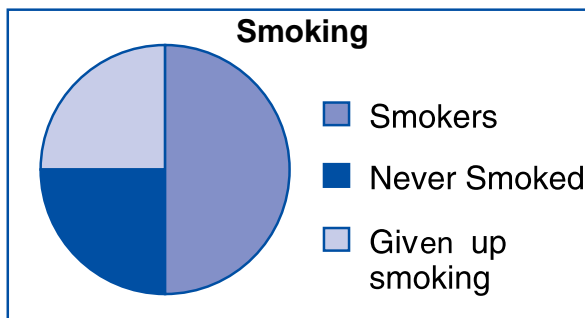
100 people were asked to take part in a survey about healthy lifestyles. They were asked questions about smoking. The results were:

- 50 people smoked
- 25 people never smoked
- 25 people had given up smoking.

There is another way to show the results using a Pie Chart.



**A Pie Chart is a graph showing how the results are divided up in parts of a pie.**



The Chart shows:

**Half** (or 50%) of people are smokers.

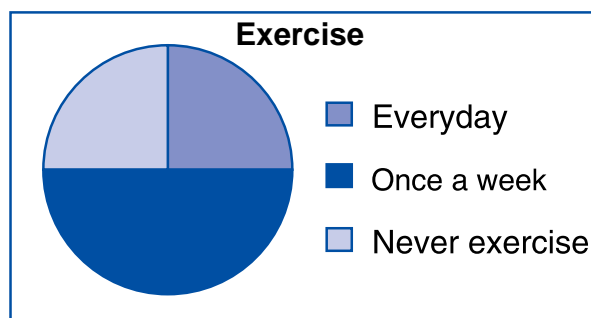
**Quarter** (or 25%) never smoked.

**Quarter** (or 25%) gave up smoking.

The same people were asked about how much they exercise.



**Answer the questions true or false.**



1. Half of those asked exercise once a week.
2. A quarter of those asked never exercise.
3. Half of those asked exercise everyday.
4. All of those asked never exercise.

**True      False**

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

# The Internet

The Internet is a good way of finding information.  
It is also called the Net and the Web.



## Websites

Websites are an information service. They are group of pages on the Internet with information on any topic. All website addresses have **www.** (World Wide Web) before them. The letters after them tell us which country the website is from. Most Irish websites have .ie after them, for example, **www.nala.ie**



## Search Engines

This is a web page on the Net that helps you find information, if you do not know the website address you are looking for. The search engine shown is called **www.google.com**

You have to type in key words for what you are looking for. For example, if you are looking for information on cures for hayfever, you type in “hayfever remedies” and press return or search. Other search engines include **www.altavista.com** and **www.yahoo.com**

## TIP

When searching for information in a search engine, you can type in key words like this: “alternative medicine”. If you put the key words in inverted commas (“ – – –”) the search engine looks for the whole phrase. If you do not use inverted commas then the search engine looks up all websites containing the word alternative and all websites containing the word medicine.



## Answer the questions.

1. What are the other names for the Internet?  
\_\_\_\_\_
2. What is a website?  
\_\_\_\_\_
3. Give an example of a search engine.  
\_\_\_\_\_

# Reading Labels

## Nicotine Patches

The patches are used to help combat the unpleasant withdrawal symptoms caused by giving up smoking.

Each box contains 20 patches. One daily patch should be applied to the skin, releasing 10mg of nicotine over 16 hours.

### Directions

Select a clean dry area of hairless skin, free from cuts or redness and apply one patch on the front or side of the chest, upper arm or hip. Avoid the use of talc or oil, which might stop the patch from sticking. Change the place you stick the patch each day to avoid irritation. It should stay on during bathing, showering or swimming, but if it comes off, apply a new one.

The patches should not be used if:

- You continue to smoke
- You are pregnant or breastfeeding
- You are under 18 years of age.

Check with your doctor before use if you have any health problems or if you are taking any medicine.

**For external use only.**

**Keep all medicines out of the reach of children**

**Do not exceed the stated dose.**



## Answer these questions.

1. How many patches a day is it safe to use?

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2. How much nicotine does one patch contain?

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3. Where should the patch be applied?

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4. When should the patch not be used?

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## TIP

**Do not exceed the stated dose means do not use more than the amount stated on the label.**



# Dictionary Work



Use your dictionary to look up the meaning of these words.

## TIP

Look at page 76 if you cannot remember how to use a dictionary.

1. Radiology \_\_\_\_\_
2. Urology \_\_\_\_\_
3. Obstetrics \_\_\_\_\_
4. Neurology \_\_\_\_\_
5. Cardiology \_\_\_\_\_

## TIP

Remember to use the alphabet as a guide.

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



Match these hospital departments to the correct meaning.

The first one is done for you.

Related to childbirth

Related to X – Rays

Related to the Heart

Related to the kidneys

Related to the Brain

**RADIOLOGY**

**UROLOGY**

**OBSTETRICS**

**NEUROLOGY**

**CARDIOLOGY**

## TIP

Contact the NALA freephone support line at **1800 20 20 65** for help with this worksheet.

# Spellings: Prefixes



A prefix is a smaller word put in front of other words.

A prefix is added to the beginning of a root word to change its meaning or to make a new word.

For example:

Prefix	+	root word	=	new word
↓		↓		↓
un	+	true	=	untrue

Here are some common prefixes and their meaning.

For example:

<b>un</b>	means not	(unhappy)
<b>dis</b>	means not	(disable)
<b>inter</b>	means between	(interview)
<b>mis</b>	means badly	(misspell)
<b>hyper</b>	means over	(hyperactive)

**TIP**

Often the opposite meaning of the word is formed by adding a prefix.



Match the following root words with the prefix.

The first one is done for you. There are a number of different answers.

Un		net
Dis		read
Hyper		believable
Mis		tidy
Inter		cover
Un		trust
Dis		sensitive
Mis		appear

**TIP**

Breaking down words that have prefixes is one way of spelling difficult words.

# Spellings: Prefixes

Some words seem very hard to read. For example: hyperactive.

It is handy to know that **hyper** is a prefix, just like **un** and **dis** (see page 146). Hyper just seems stranger, because it is a Greek word, meaning 'above' or 'over'.

There are lots of prefixes like that, that come from Greek or Latin. Get to know them and it will make some long words much easier!

Here are some of them:

**Pre** .....(from Latin) meaning .....**before**

**Hyper** .....(from Greek) meaning .....**above**

**Hypo**.....(from Greek) meaning .....**below**

**Inter** .....(from Latin) meaning .....**between**

**Milli**.....(from Latin) meaning .....**thousand**

**Micro** .....(from Greek) meaning .....**small**



**Add the correct prefixes to the following words, using the prefixes above. A clue is given for each word.**

1. A person who has thousands!      \_\_\_\_\_ o n a i r e
2. Below body temperature.      \_\_\_\_\_ t h e r m i a
3. A lens to see tiny objects appear larger.      \_\_\_\_\_ s c o p e
4. A translator between two people.      \_\_\_\_\_ p r e t e r
5. To be overly active.      \_\_\_\_\_ a c t i v e
6. Before something is fully grown.      \_\_\_\_\_ m a t u r e

## TIP

Most dictionaries tell you the origin of words along with the meaning.

## i

The answers are on page 182.

# Word Wheel

The word in the wheel is **HYPOCHONDRIAC**.

Look up the word in your dictionary and do the quiz below.



Find these words made up from the letters in the word **HYPOCHONDRIAC**.

1. To give money for something. (3) \_\_\_\_\_
2. It has four wheels. (3) \_\_\_\_\_
3. A set of two. (4) \_\_\_\_\_
4. Talk to God. (4) \_\_\_\_\_
5. You sit on it. (5) \_\_\_\_\_

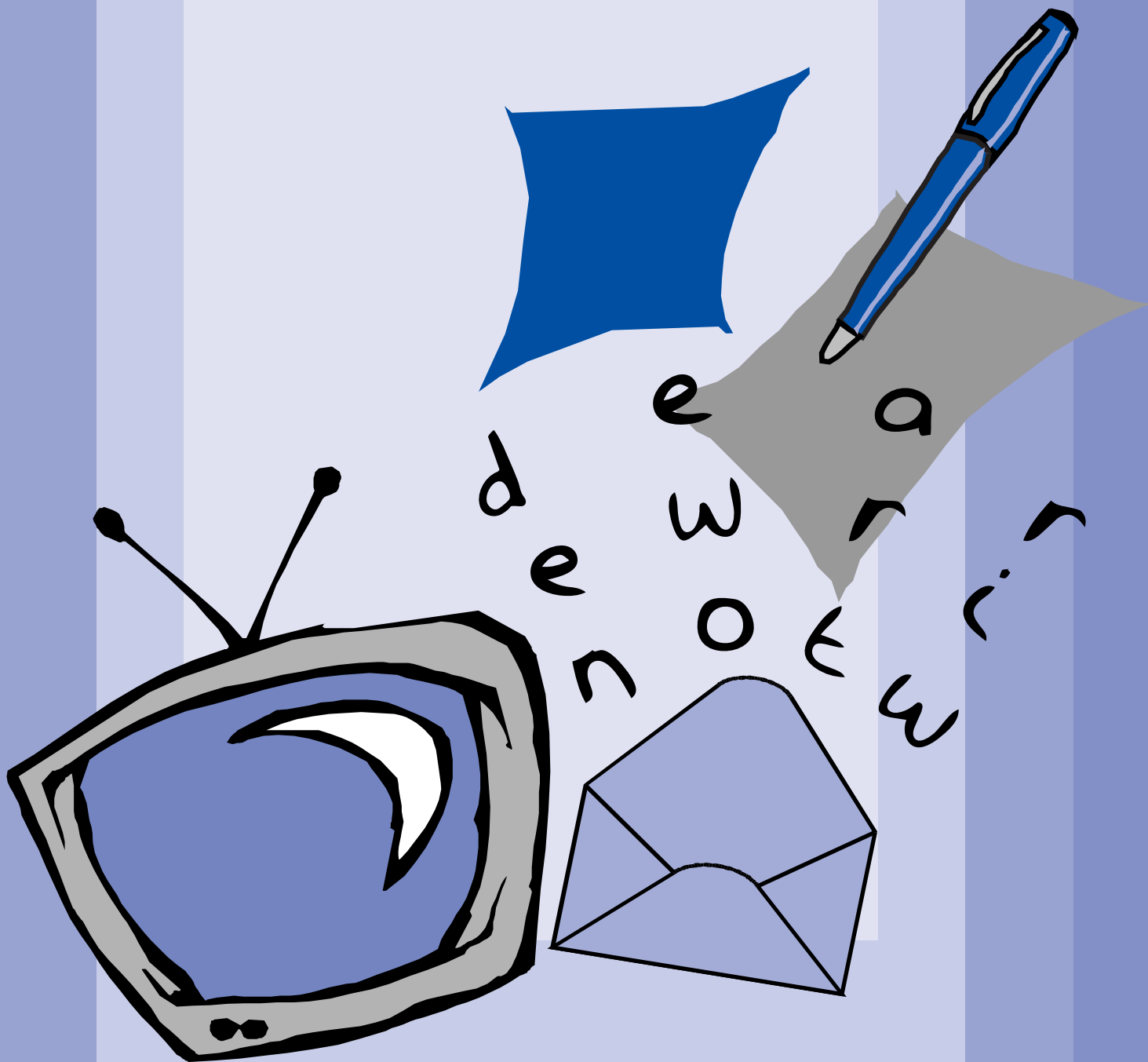
See how many other words you can find.



The answers are on page 183.

# Programme 11

## Managing your learning



# Managing your learning

## Programme 11: Managing your learning

Another important step in learning is to manage your time and fit it into your weekly life. We must look at our responsibilities, time and space. When these are organised then it is easier to learn.

In this section we look at how you manage learning as well as doing some work on reading, writing and spelling.

The worksheets in this section cover the following:

- Reading: A spoonful of sugar helps the medicine go down!
- Reading a Recipe
- Managing learning
- Managing your own learning
- Hidden Sugars
- Reading Labels
- Interpreting Images
- Proof Reading
- Spellings
- Word Puzzle

### Symbols

Read



Tip

**TIP**

Write



Information

**i**

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(Monday to Friday 10am – 4pm)

and

use the support book.



## A spoonful of sugar helps the medicine go down!

There is a lot of information today about food and lifestyle. The old saying, 'You are what you eat,' appears to be true. A balanced diet can protect us from many serious conditions. It is also true that some foods can act as medicines in their own right. A lot of 'Old wives' tales' have been proved to be correct. 'An apple a day keeps the doctor away,' is a saying we all recognise. Perhaps we should have listened more carefully to our grannies!

Honey is a very old fashioned remedy. Honey contains a natural antiseptic. It was often used in the old days to dress wounds. This might be a bit of a sticky solution if you have cut your finger. You might prefer to use a plaster! However, if you have a sore throat or a bad cough then honey is an excellent, soothing remedy that can help kill bacteria.

Garlic is well known for its power to keep vampires away. Not many of us have this problem! Many of us though, enjoy a slice or two of garlic bread with our dinner. It is nice to know that while we are enjoying the taste, the garlic is cleansing our blood. Garlic can also kill germs. Eat several cloves of garlic a day while you have a cold and you will feel much better. You may not smell very nice, but you will feel better!

If the thought of smelly breath puts you off trying the garlic remedy, keep a few sprigs of parsley at hand. Parsley is well known as a breath freshener. Fennel is also a good breath freshener and mouth cleanser. You can chew a few leaves straight from the plant, but a more pleasant way is to buy fennel pastilles from a health food shop or a chemist. Fennel tastes a little bit like aniseed.

There are many foods that have medicinal value and we eat many of them everyday. It is interesting to look up foods in your local library or on the Internet to find out their value. You never know what medicines you might have in your store-cupboard!

# A spoonful of sugar helps the medicine go down!



**Answer these questions.**

The first one is done for you.

**TIP**

**Remember it helps to use the question as part of your answer.**

1. What does garlic keep away? Garlic keeps away vampires.
2. What does fennel taste like? \_\_\_\_\_
3. What does chewing parsley do? \_\_\_\_\_
4. What is soothing when you have a sore throat? \_\_\_\_\_
5. What might you prefer to use instead of honey for a cut finger?  
\_\_\_\_\_
6. What might happen if you ate a few cloves of garlic?  
\_\_\_\_\_
7. Can you explain in your own words what the following phrases mean?
  - ❖ An apple a day keeps the doctor away.  
\_\_\_\_\_  
\_\_\_\_\_
  - ❖ Old wives' tales.  
\_\_\_\_\_  
\_\_\_\_\_
  - ❖ You are what you eat.  
\_\_\_\_\_  
\_\_\_\_\_
  - ❖ A balanced diet.  
\_\_\_\_\_  
\_\_\_\_\_



# Reading a Recipe

## LASAGNE

### Ingredients:

Pasta sheets

### For the meat sauce:

450g/1lb lean minced beef

1 large onion

2 large garlic cloves

1 stick of celery

1 large carrot

375 ml chicken stock

2 small cans of chopped tomatoes

1 tablespoon of tomato puree

Salt and pepper

### For the white sauce:

1 pint milk

1 small onion

2 tablespoons of cornflour

1 teaspoon of mustard



### What to do:

- Heat a casserole dish, add the minced beef and stir until the meat is lightly browned.
- Drain off all excess fat and add the chopped onion, celery, garlic, and carrot. Cook gently until all the vegetables are soft.
- Add the stock, bring to the boil and cook for a few minutes.
- Stir in the tin of tomatoes, tomato puree, salt and pepper.
- Simmer very gently for about an hour until a thick sauce is produced.
- To make the sauce, gently heat the milk and the onion. Slowly bring to the boil, then remove from the heat and leave for 15 minutes.
- Blend the cornflour with some cold milk into the sauce and simmer for about 1 minute.
- Arrange the pasta sheets on a large oven dish. Pour over the meat mixture. Cover with another layer of pasta sheets and pour the white sauce. Repeat until all ingredients are used.
- Cook in a preheated oven 180°C/350°F/gas mark 4 for 45 minutes until golden brown.
- Serve with a green salad.



### Answer these questions.

1. What ingredients are in the white sauce?

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2. How many kinds of vegetables are in the recipe?

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3. At what temperature is the oven pre-heated at? \_\_\_\_\_

4. What is the serving suggestion? \_\_\_\_\_

# Managing learning



To manage your learning, there are three important questions we need to think about:

## What commitments do I have?

### *This means:*

- Looking after children or family
- Work
- Hobbies or sport

## What time do I have?

### *This means:*

- Finding time in the week for learning
- Planning what to do in the time I have
- Doing a little bit of study everyday

## What space do I have for study?

### *This means:*

- Finding a quiet place to study
- Finding a place to keep all my work

## For example:

Mary has started a class on Healthy Eating. She and her husband John have three children all under the age of ten. She works everyday from 9am to 5pm. Look at how she manages her learning.

	Morning	Afternoon	Evening
Monday	Work	Work	Draw up a study plan for the week (20 mins)
Tuesday	Work	Work	Learning about vitamins (30 mins) (Kids in bed)
Wednesday	Work	Work	Healthy Eating class at 7 (1hour) (John minding the kids)
Thursday	Work	Work	Read for 1 hour (Kids gone swimming with John)
Friday	Work	Work	Spend 15 minutes reading class notes (Kids watching TV)
Saturday	Bring kids to football at 12	Revising week's work (45 mins)	Organise notes (10 mins) (Children in bed )
Sunday	Relax	Relax	Relax

# Managing your own learning

My learning goal is

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Fill in the answers to these questions.

What commitments do I have?	What time do I have?	What space do I have for study?



## Learning Timetable

Fill in the timetable below with your daily activities and time for learning.

	Morning	Afternoon	Evening
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

# Hidden Sugars

When we try to change to a healthy diet, we usually try to cut down on the amount of fat and sugar we eat.

If we buy something that says 99% fat free, we think we are eating healthily, but if we look closely at the label we often find that it contains 20% sugar.

It can be very difficult to know how much sugar is in our food as sugar has many different names.

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**These are some of the names of sugars you will find on food labels:**

Honey, corn syrup, dextrose, fructose, sorbitol, glucose, fruit juice concentrate, maple syrup, golden syrup, molasses, maltose, lactose, polydextrose.

**TIP**

**If a word on a food label ends in ‘ose’ it is usually a sugar.**

It is best to try not to eat more than 6 teaspoons of sugar each day.

Eating too much sugar not only makes us fat, but can also cause diabetes.

**Look at the sugar content of these common foods:**


Low fat yoghurt	16g sugar = 4 teaspoons
Tin of baked beans	24g sugar = 6 teaspoons
Tin of tomato soup	21g sugar = 5 teaspoons
Healthy oat bar	31g sugar = 8 teaspoons
Corn flakes (per 100g)	8g sugar = 2 teaspoons
Tinned fruit	20g sugar = 5 teaspoons

**Answer these questions.**

1. If you had a low fat yoghurt and a tin of tomato soup for lunch how much sugar would you have eaten? \_\_\_\_\_
2. If you add 2 teaspoons of sugar to your cornflakes at breakfast how much sugar will you have eaten? \_\_\_\_\_
3. Look at the food labels of everything you have eaten in one day and work out how much sugar you have eaten. \_\_\_\_\_

# Reading Labels

Look at the following information on the packet of a popular health bar.

Oat flakes	
Puffed rice	
Glucose syrup	
Peanuts	
Vegetable fat	
Chocolate chips	
Sweetened condensed skimmed milk	
Milk fat	
Sugar	
Glycerol	
Hazelnuts	
Salt	
Soya lecithin	
	<b>Nutritional information</b>
	Energy .....188 calories
	Protein.....3.2g
	Carbohydrate .....20.5g
	Fat .....10.3g
	



Carbohydrate is often another way of saying sugar.



The ingredients on food labels are listed in order of quantity.



Answer these questions.

1. How much fat would you have eaten if you ate 2 of these health bars?

\_\_\_\_\_

2. Name one of the sugars in this bar? \_\_\_\_\_

3. Name the two fats in this bar? \_\_\_\_\_

4. Why do you think people might think this is a healthy bar?

\_\_\_\_\_

# Interpreting Images



1. What is this a picture of?

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2. Does the picture make you think of anything in particular?

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3. Would the picture encourage you to use this product? Why?

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Advertisements often use pictures to get their point across. Advertisers want us to buy their products and use different ways of getting us interested. Have you ever noticed that only very slim people advertise chocolate? Babies in advertisements are never crying, and the sun is always shining! It's a wonderful world in advertising land.



**Make up your own advertisement for the following product. What kind of picture would you use?**

**VEGGIEPUSS: a cat food made for vegetarian cats.**

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# Proof Reading



A draft is a rough copy, which gives us a chance to get our ideas down on paper without worrying about making mistakes. Nobody needs to see the draft except the person who has written it.

When you have written the draft, you must proof read it to check for mistakes. Very few people can write anything without making some mistakes the first time.

**Look carefully for these common mistakes.**

- Spelling
- Leaving out letters and small words
- Forgetting to use capital letters
- Forgetting to use full stops.



**Read the following note to a child's teacher and underline the mistakes.**

There are:

6 spelling mistakes

1 word missing

1 full stop missing

1 question mark missing

1 capital letter missing

Dear Miss smith,

John has a very bad allergy to peenuts they make him very sick and he gets a bad rash.

Can you make sure that he does not eat anything in scool unless I have given it to him.

I no it is hard to wach him all the time but I will be very greatful if you could do best

Yours sincely  
Mary O'Reilly

**TIP**

When you need to write something important, it is a good idea to do a draft copy first.

# Spellings



English has developed over hundreds of years from many different languages. It is because of this mixture of languages that we have some unusual spellings.

**For example:**

The **'ph'** comes from Greek and is used to make the sound **'f'** in some words: For example: **photograph**      **telegraph**      **telephone**

The words that use **'ph'** for the sound **'f'** are often words to do with science, inventions or medicine.

**'ph'** is also found in many names, which come from the Greek language: **Phyllis**, **Philip**, **Philomena** and **Phoebe** (sounds like *fee-bee*)



Look up these words in a dictionary and write the meaning beside the word.

**TIP**

Some of these words might look difficult to read but if you try to break them up you might find they are not as difficult as they look.

Autograph \_\_\_\_\_

Phantom \_\_\_\_\_

Phrase \_\_\_\_\_

Physical \_\_\_\_\_

Philosophy \_\_\_\_\_

Physiotherapy \_\_\_\_\_

**TIP**

Remember **'ph'** always sounds like **'f'**.



# Spellings

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If you can hear both sounds of the two consonants together in a word, this is called a consonant blend.

**For example:** b + l are two consonants at the start of the word black.

Other consonant blends at the start of words include:

pr	-	pram
br	-	break
cl	-	class
dr	-	drive
fr	-	friend
st	-	stop



Fill in the blends in these sentences using the consonant blends in the box below.

br –	dr –	bl –	cl –	fr –	st –
------	------	------	------	------	------

1. I put \_\_\_\_ each in the sink.
2. There was not a \_\_\_\_op of rain in the sky.
3. I got a letter \_\_\_\_om the bank.
4. I could not \_\_\_\_art the car.
5. I had to \_\_\_\_ean the house for my sister.
6. I \_\_\_\_ing my bag with me to work everyday.



Add the correct consonant blends to the following, using the blends in the box above. A clue is given for each word.

The opposite of white.	_____	a c k
Something you have when you're thirsty.	_____	i n k
It keeps things cold.	_____	i d g e
It tells the time.	_____	o c k
A small rock.	_____	o n e
Bread with raisins at Halloween.	_____	a c k

# Word Puzzle



Find these words made up from the letters in the word indigestion.

I	N	D	I	G	E	S	T	I	O	N
---	---	---	---	---	---	---	---	---	---	---

1. You do this with a spade. (3) \_\_\_\_\_
2. A loud noise. (3) \_\_\_\_\_
3. The boy child of a mother and father. (3) \_\_\_\_\_
4. An alcoholic drink. (3) \_\_\_\_\_
5. Worn with a shirt. (3) \_\_\_\_\_
6. An animal. (3) \_\_\_\_\_
7. A bird's home. (4) \_\_\_\_\_
8. Finishes. (4) \_\_\_\_\_
9. Birds do this in the morning. (4) \_\_\_\_\_
10. You smell with this. (4) \_\_\_\_\_
11. How something sounds, for example, voice. (4) \_\_\_\_\_
12. A short letter. (4) \_\_\_\_\_
13. To lose weight. (4) \_\_\_\_\_
14. The past tense of 'go'. (4) \_\_\_\_\_
15. You do this with letters or emails. (4) \_\_\_\_\_
16. A small rock. (5) \_\_\_\_\_
17. A bee can do this. (5) \_\_\_\_\_
18. The opposite of outside. (6) \_\_\_\_\_

## TIP

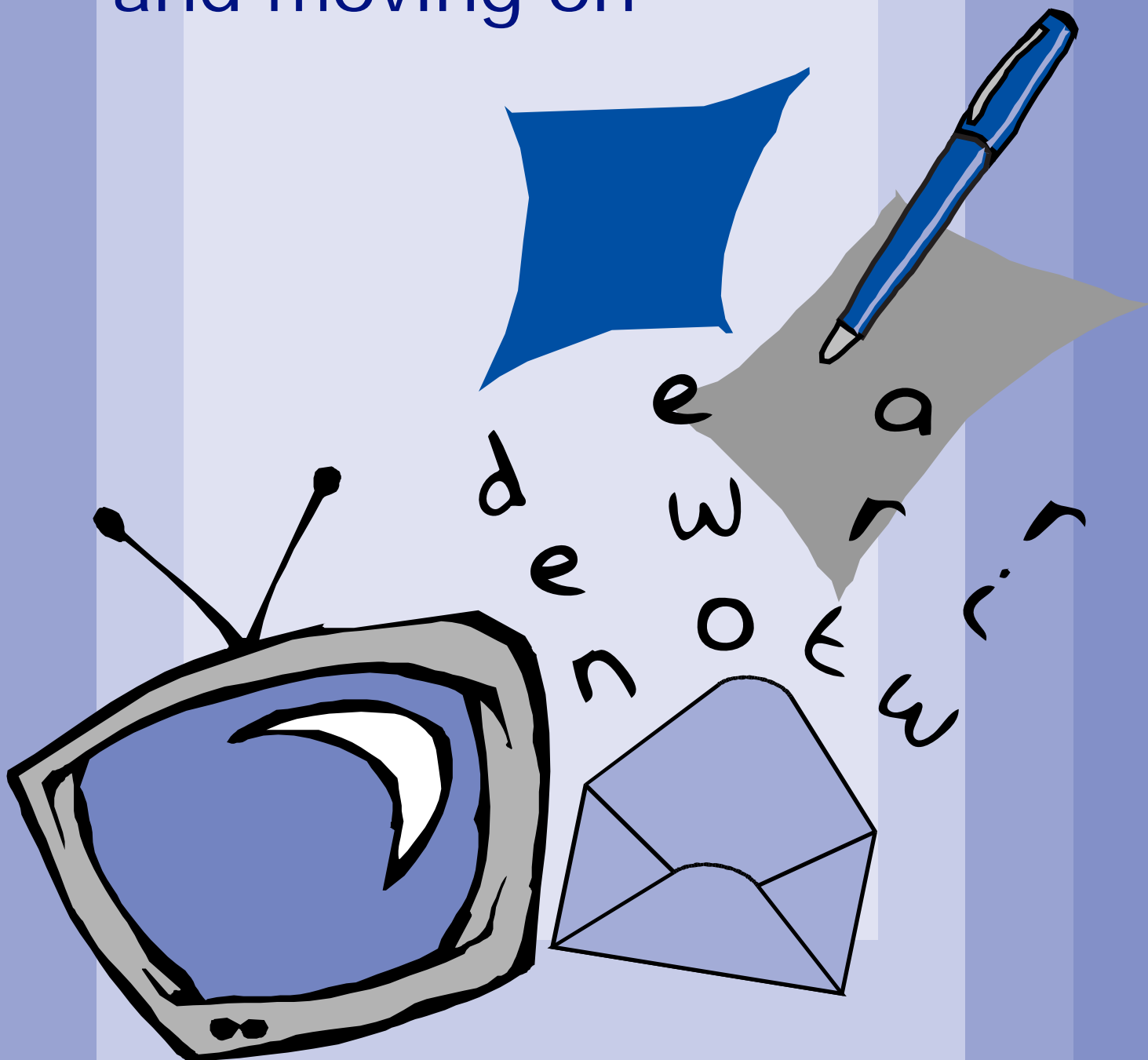
The number after the clue tells you how many letters are in the answer.

## i

The answers are on page 183 and 184.

# Programme 12

Reviewing your learning  
and moving on



# Reviewing your learning and moving on

## Programme 12: Reviewing your learning and moving on

We should always go over our learning to see what we have learned. We know learning has taken place when we

1. know something which we didn't know before
2. can do something which we couldn't do before
3. think in a new way about something.

In this section we look at what you have learned during this series as well as doing some work on reading, spelling and maths.

The worksheets in this section cover the following:

- Reading: Not a Good Start
- Weather
- What have you learned?
- How do you know if you are making progress?
- Changing Money
- Reading an Airline Ticket
- Capital Cities
- Reading a Map
- Where do our words come from?
- Spellings: Synonyms
- Word Puzzle

### Symbols

Read



Tip

**TIP**

Write



Information

**i**

### For help with the worksheets:

Contact the freephone support line at **1800 20 20 65**

(Monday to Friday 10am – 4pm)

and

use the support book.



## Not a Good Start

Ann knew that things were not going to go well from the moment she stepped on the boat. The sea was very rough. Her stomach started to feel sick straight away. She spent most of the trip in the bathroom. Her friends were having a great time in the bar, laughing and singing. Poor Ann felt dreadful.

After an endless day, the boat docked in France. The boat was late because of the weather and they had missed the train to Nice. The next train was not for six hours. There was nothing for it but to sit on the station and wait. No one minded the wait. They practised their French, buying coffee and cakes in the train station. Ann's tummy was still a bit sick so she stuck to water. The cakes looked delicious.

Eventually the train came and they all climbed on. When they arrived at the hotel, Ann was feeling much better. The hotel was lovely, bright and clean. They all unpacked quickly and decided to go for a walk. The sun was shining and the air smelt of salt. There were smells of cooking everywhere. Ann realised that she was hungry and felt much happier.

After that the holiday went very well. The weather was warm, the food was good and they all had a great time. The last day arrived and they left the hotel feeling quite sad. They got to the ferry, but just as they were getting off the train, Ann thought she saw the ferry move. It slid slowly out to sea – without them! Ann ran down the dock, shouting for it to come back. It didn't of course. They spent hours waiting for the next sailing. Ann wished she had read the timetable more closely.

# Not a Good Start



Put a ✓ in the correct box.

1. Where did Ann go on holiday?
  - a) England ☐
  - b) Italy ☐
  - c) France ☐
2. What is the name of the town they visited?
  - a) Paris ☐
  - b) Nice ☐
  - c) London ☐
3. How did the friends travel to France?
  - a) Car ☐
  - b) Plane ☐
  - c) Ferry ☐
4. What did Ann drink in the train station?
  - a) Coffee ☐
  - b) Lemonade ☐
  - c) Water ☐
5. What was wrong with Ann on the trip to France?
  - a) Headache ☐
  - b) Seasickness ☐
  - c) Tummy bug ☐
6. What was the weather like in Nice?
  - a) Raining ☐
  - b) Warm ☐
  - c) Cold ☐
7. What did Ann wish she had done?
  - a) Brought a coat ☐
  - b) Read the timetable ☐
  - c) Sent postcards ☐
8. What kind of money would Ann have used in France?
  - a) Pounds ☐
  - b) Francs ☐
  - c) Euro ☐

# Weather



Ireland is divided into four areas.

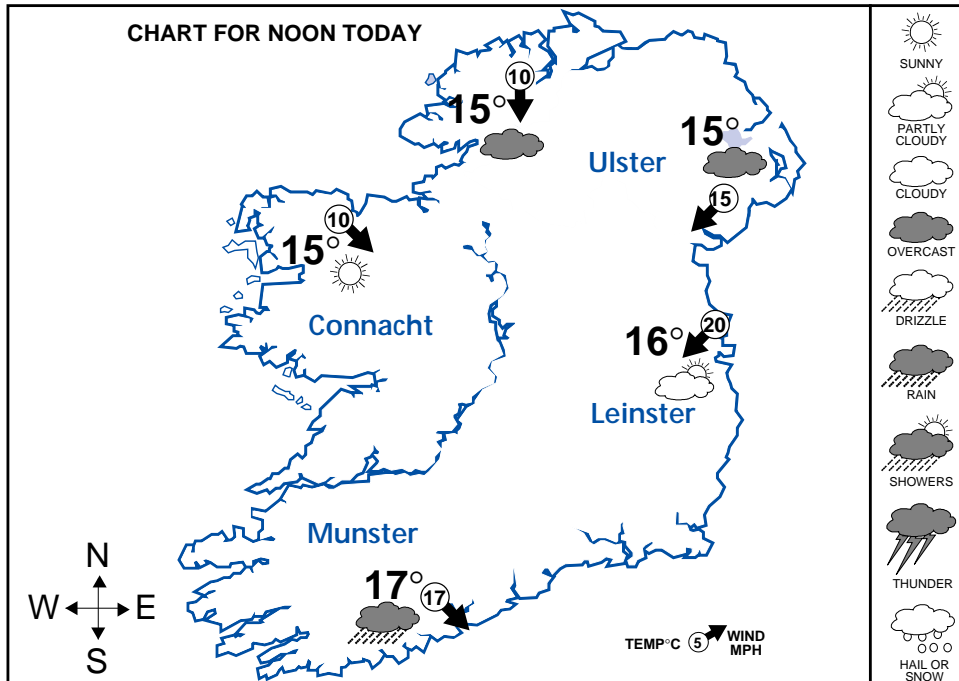
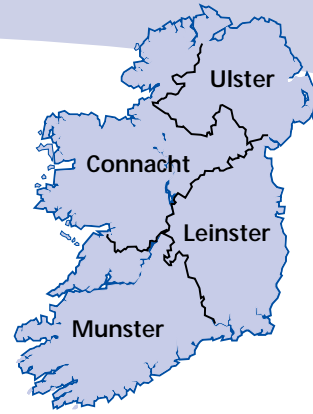
These areas are called provinces.

**Ulster** is the north.

**Munster** is the south.

**Leinster** is the east.

**Connacht** is the west.



Look at the picture above.

Write out the weather in the four provinces of Ireland.

Ulster

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Munster

---



---



---

Leinster

---



---



---

Connacht

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**TIP**

Check the TV and newspaper for weather reports for Ireland and Europe.

# What have you learned?

When we are learning something new we need to keep practising until we are sure that we have learned the new skill.

It is not always easy to know when we have finished learning something. We go on learning some things all our lives. For instance, no one is a perfect speller or knows the meaning of every word in the dictionary.



**To find out how well you think you have learned from this book, look at the following lists of topics you have covered in the book so far. Tick the boxes relevant to you.**

	understand	need practice	did not learn yet
Alphabetical order	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dictionary skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Filling in forms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Number skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Letter writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading timetables	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spelling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Memory skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## TIP

**Use the list above to plan what you need to learn next and continue to practise.**



# How do you know you are making progress?

If we want to be sure that we have learned something we need to put the learning into practise.

For instance if we never write, we cannot know if our spelling is improving or not.

Look at the following examples of how we might put some of the learning from this book into practise.



**Read the list and put a tick in the correct box.**

	I have tried this	I have not tried this yet
Looked up the time of a bus or train in a timetable.		
Wrote a note to my child's teacher.		
Wrote a shopping list.		
Filled in a form.		
Used new spellings in my writing.		
Used a dictionary to find out the meaning of a word.		
Practised breaking up words.		
Looked something up in an index or the contents page of a book.		
Wrote a draft and corrected it myself.		

Think of something else you learned recently and say how you would know if you had learned it properly.

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# Changing money

Now that we have changed to the euro, we can travel to many European countries without having to worry about changing money, but if we want to travel to the United Kingdom, the United States of America, Australia or Eastern Europe we will have to change our money.

The rate of exchange can vary from day to day, so we usually need just a rough idea of what our money is worth in other countries.

**Below is a list of how much one euro is worth in some other countries.**

**i**

**The word in brackets is the name of the money in each country. Another word for money is currency.**

<b>United Kingdom (UK)</b>	(pound)	.....£0.65
<b>United States (US)</b>	(dollar)	..... \$1.01
<b>Denmark</b>	(krone)	.....Kr7.50
<b>Sweden</b>	(krone)	.....Kr9.30
<b>Norway</b>	(krone)	.....Kr7.40
<b>Switzerland</b>	(franc)	.....Fr1.50
<b>Canada</b>	(dollar)	.....\$1.55
<b>Australia</b>	(dollar)	.....\$1.83

If you want to find out how much €10 is worth in other currencies then you have to multiply the currency rate by 10.

For example: How much is €10 worth in the UK pounds?

UK currency rate	by	10	=	answer
↓	↓	↓		↓
0.65	x	10	=	£6.50

So €10 = £6.50.

**i**

**x is the symbol for multiply**

**TIP**

**It is useful to bring a small calculator with you when you are travelling to work out how much your money is worth. You can check the exchange rates in any bank or in the newspaper.**



**Answer these questions using a calculator.**

The first one is done for you.

1. How much is €10 worth in Australian dollars?  $1.83 \times 10 = 18.30$ . So €10 = \$18.30
2. How much is €20 worth in Swedish krone? \_\_\_\_\_
3. How much is €40 worth in Canadian dollars? \_\_\_\_\_
4. How much is €30 worth in UK pounds? \_\_\_\_\_

# Reading an Airline Ticket

ISSUED BY		DATE OF ISSUE		ORIGIN/DESTINATION		
SKY TRAVEL		26 NOV 02		DUBLIN/PARIS		
PASSENGER NAME						
MARY KELLY						
GOOD FOR PASSAGE FROM		CARRIER	FLIGHT	CLASS	DATE	TIME
DUBLIN		AER LINGUS	4631H	3	09JAN	1230
PARIS						
DUBLIN		AIR FRANCE	7121H	3	12JAN	1430
FARE .....		€199.00				
TAX/FEE CHARGE .....		€72.00				
TOTAL .....		€271.00				
				TICKET NO: 2231LKH		
TICKETS CANNOT BE ENDORSED/REROUTED/REISSUED WITHOUT REFERENCE FROM THE ISSUING OFFICE.						



This line means nothing in the ticket can be changed unless you go back to the issuing office. The issuing office is the place where you booked and paid for your ticket, for example a travel agent.



Answer these questions.

1. What date was the ticket issued? \_\_\_\_\_
2. Who is the ticket for? \_\_\_\_\_
3. What date is the flight to Paris? \_\_\_\_\_
4. What is the flight number from Dublin to Paris? \_\_\_\_\_
5. How much is the tax on the flight? \_\_\_\_\_

# Capital Cities

The Capital city of a country is the main city of that country. It is the city where the government meets. Capital cities are usually very old. They have a lot of historical buildings and interesting things to see and do.



**Below are the Capital cities of the European Union.**

Country	Capital City
Austria	Vienna
Belgium	Brussels
Denmark	Copenhagen
England	London
Finland	Helsinki
France	Paris
Germany	Berlin
Greece	Athens
Holland	The Hague
Ireland	Dublin
Italy	Rome
Luxembourg	Luxembourg
Portugal	Lisbon
Spain	Madrid
Sweden	Stockholm



**Match the following famous buildings with the capital city they are found in.**

The first one is done for you.

Westminster Abbey

The Eiffel Tower

The Little Mermaid

Christchurch Cathedral

The Coliseum

Rome

Copenhagen

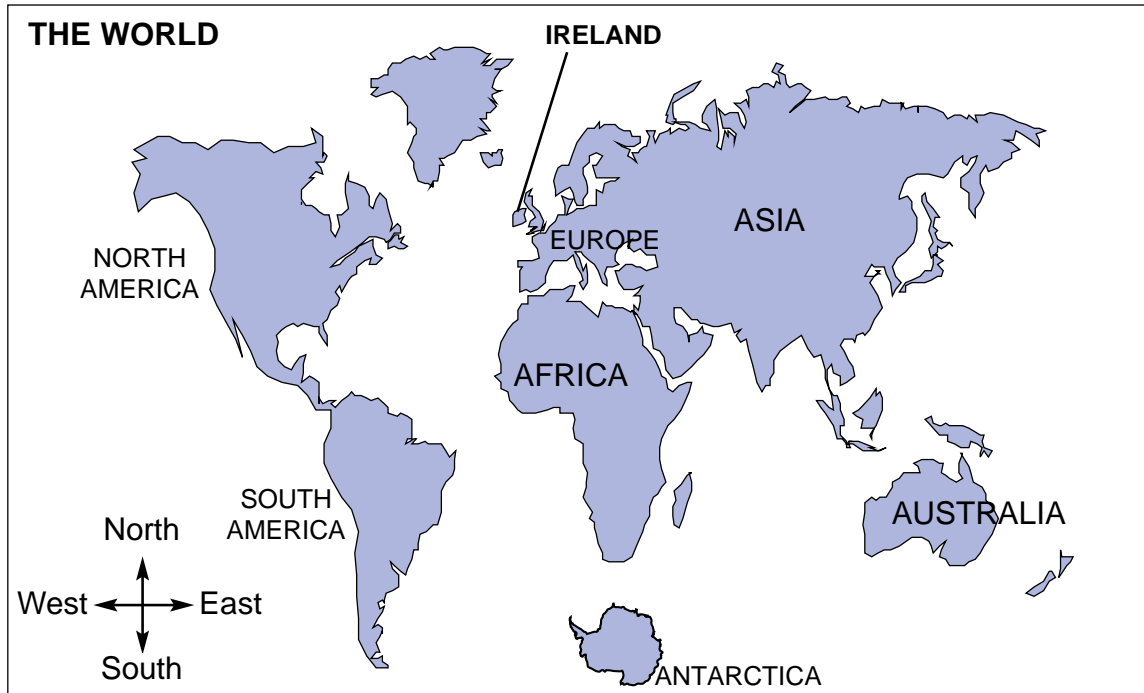
Dublin

Paris

London

# Reading a Map

The countries in the world are grouped into seven **Continents**. These are Europe, Africa, Asia, Australia, North America, South America and Antarctica.



## Compass

Compass needles always point in the direction of North. You can work out the other directions from this.

Example: Europe is above Africa.

Europe is **north** of Africa.



Answer these questions true or false.

	True	False
1. Ireland is north of Africa.	<input type="checkbox"/>	<input type="checkbox"/>
2. Australia is west of South America.	<input type="checkbox"/>	<input type="checkbox"/>
3. Europe is east of Asia.	<input type="checkbox"/>	<input type="checkbox"/>
4. Australia is south of Europe.	<input type="checkbox"/>	<input type="checkbox"/>

## TIP

The word **NEWS** is made up of the 4 directions:  
**N**orth, **E**ast, **W**est and **S**outh

# Where do our words come from?

There are about 615,000 words in the English language and many of these words have come from other languages.

As well as telling us the meaning and spelling of words, dictionaries can also tell us where words come from.



## Answer these questions.

1. Roman soldiers were paid an allowance to buy salt. The Latin word for salt is *sal*. What modern day word meaning a payment for work, comes from the word *sal*?

---

2. The Latin word *manus* means hand.  
What common word in English means to work with your hands?

---

3. Therm comes from the Greek word *Thermé* meaning heat.  
What word starting with the word 'therm' means something for measuring our body temperature?

---

4. We get the word 'micro' from the Greek word 'mikros' meaning small.  
What word starting with 'micro' is the name for an instrument that makes very small things look much bigger?

---

5. Several words in English start with 'tele', which comes from the Greek word for distance. Can you think of 3 words that start with 'tele'?

tele \_\_\_\_\_

tele \_\_\_\_\_

tele \_\_\_\_\_



The answers are on page 184.

# Spellings: Synonyms



Some words have the same meaning but are spelt in a completely different way. These words are called synonyms.

Synonyms help us to make our writing more interesting.

For example: Synonyms for the word **real** are **actual**, **genuine** and **authentic**.



Read the following story. It is not very exciting because some of the words are used too much.



Underline the words you think are used too often.

Sarah was a nice girl. She went on a nice holiday to a nice town in Greece. She enjoyed the lovely, sunny weather. Every day she went walking in the lovely sunny weather. Every evening she went to a nice café for her tea. Every evening she went for a walk on the lovely seashore. She had a very nice holiday in the lovely town.



Can you think of synonyms that fit into the story to make it more interesting? The words in the box might help.

lovely	beautiful	sunshine	fabulous
afternoon	enjoyable	pretty	gorgeous

Sarah was a nice girl. She went on a \_\_\_\_\_ holiday to a \_\_\_\_\_ town in Greece. She enjoyed the lovely, sunny weather. Every day she went walking in the \_\_\_\_\_ weather. Every evening she went to a \_\_\_\_\_ café for her tea. Every \_\_\_\_\_ she went for a walk on the lovely seashore. She had a very \_\_\_\_\_ holiday in the \_\_\_\_\_ town.



A thesaurus is a book that shows lists of synonyms. A thesaurus is arranged in alphabetical order, in the same way that a dictionary is.

# Word Puzzle

**Unscramble the letters to find these capital cities.**

A clue is given for each city. The first one is done for you.

**TIP**

**An anagram is a word formed by rearranging the letters given.**

Clues	Anagram	Answer
1. The Big Apple	enw royk	<u>New York</u>
2. The city of love	ripas	<u>                    </u>
3. Where you'll find Big Ben	onolnd	<u>                    </u>
4. The Irish capital	bundil	<u>                    </u>
5. Rhymes with Mussels	lessbrus	<u>                    </u>
6. City of windmills	madstrema	<u>                    </u>

**i**

**The answers are on page 184.**

**TIP**

**An anagram is also a word formed by rearranging the letters of another word.**

**For example:   rare is an anagram of rear  
                      lasted is an anagram of salted**



# Answers



# Answers

## Programme 1: Working with words (page 20)

1. or, rat, ate, rate
2. he, rush, rushes, she
3. sand, and, paper, ape
4. car, pet

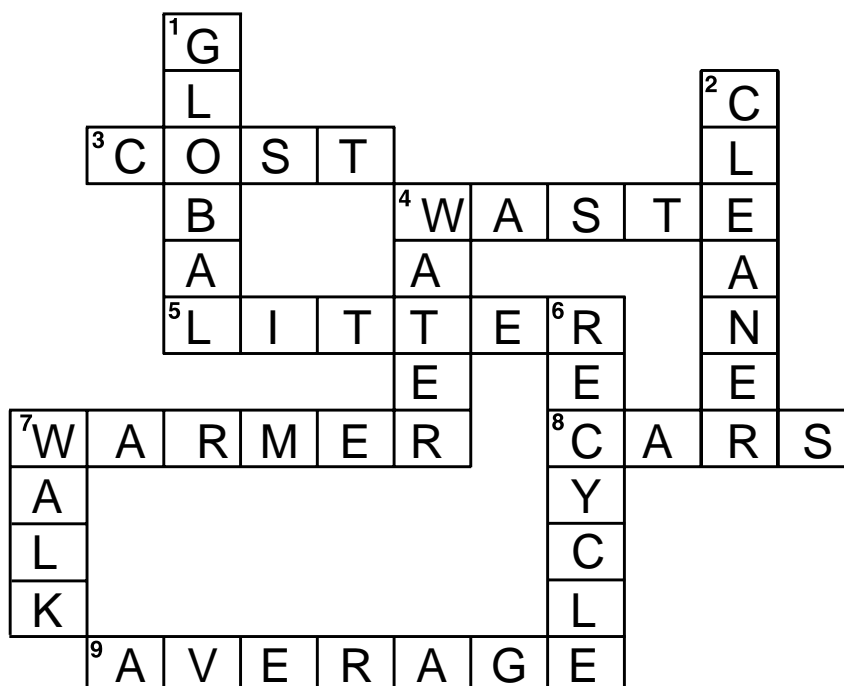
## WALLPAPER

- |        |          |
|--------|----------|
| 1. paw | 5. law   |
| 2. ape | 6. leap  |
| 3. raw | 7. pear  |
| 4. all | 8. apple |

## Programme 1: Word Puzzle (page 22)

1. clean
2. appear
3. carpet
4. woodchip

## Programme 2: Crossword (page 36)



# Answers

## Programme 3: Word Puzzle (page 50)

6, 15, 11 fun

2, 12, 16 boy

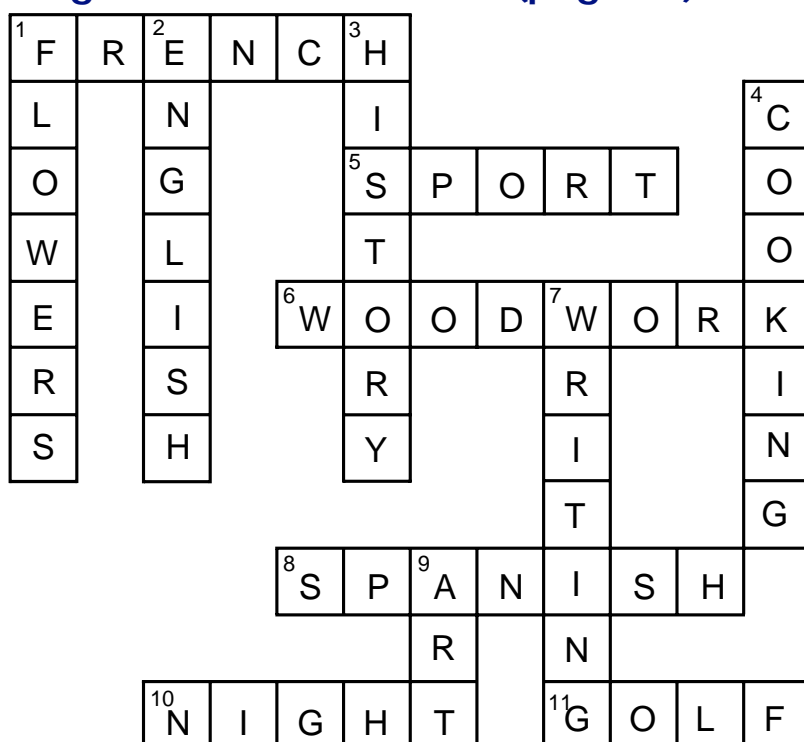
7, 8, 13, 9 girl

6, 1, 10, 8, 9, 16 family

9, 5, 1, 13, 11 learn

9, 5, 1, 13, 11, 8, 11, 7 8, 14 6, 15, 11 Learning is fun.

## Programme 4: Crossword (page 64)



## Programme 5: Dictionary Work (page 76)

1. Bear
2. Cat
3. Dingo
4. Elephant
5. Fox
6. Spider

# Answers

## Programme 5: Word Search (page 78)

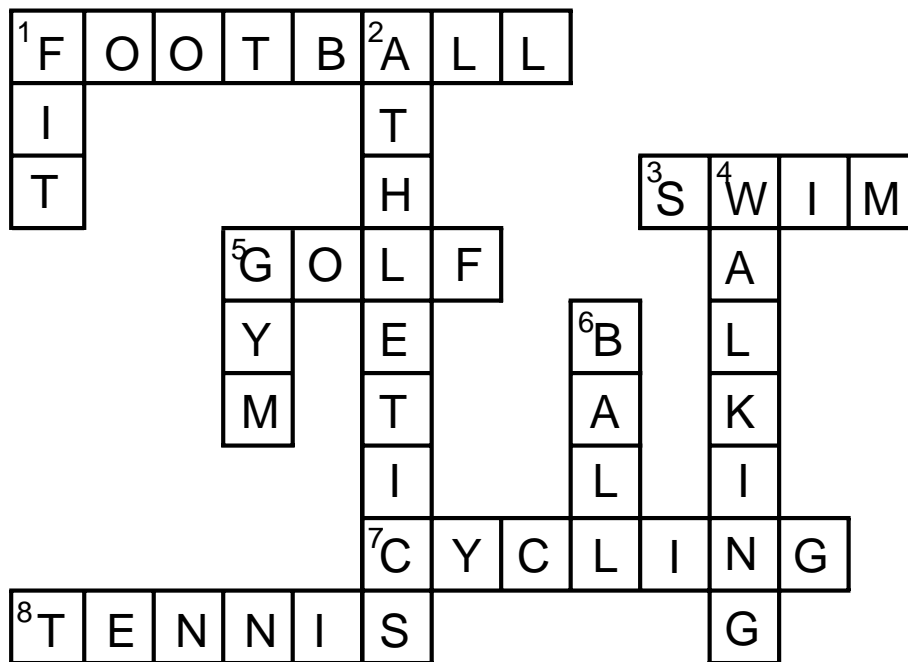
T	A	L	E	N	T	R	Q	W	E
W	R	U	M	O	N	E	Y	O	P
V	S	N	R	T	Y	N	O	B	O
Q	H	W	R	T	N	T	C	B	X
X	O	G	R	Y	I	O	O	B	N
M	W	K	S	S	O	U	N	D	M
L	O	P	I	M	U	Y	C	H	U
T	I	C	K	E	T	P	E	O	P
Y	U	Y	N	M	L	R	R	V	E
S	K	I	L	L	S	M	T	P	O

## Programme 6: Crossword (page 92)

[illegible]

# Answers

## Programme 7: Crossword (page 106)



## Programme 8: Word Puzzle (page 120)

1. wage packet
2. interview
3. skills
4. quality
5. interest
6. P.A.Y.E.

## Programme 9: Driver Theory Test (page 129)

1. (c)
2. (a)
3. (c)
4. (c)
5. (b)
6. (c)

# Answers

## Programme 9: Car Words (page 132)

1. Indicators
2. Brake
3. Radiator
4. Gears
5. Accelerator
6. Clutch
7. Exhaust
8. Wipers

## Programme 9: Wordsearch (page 134)

H	M	T	O	Y	O	T	A	E	R	C	E
Y	S	U	I	L	T	K	O	A	H	E	N
U	U	S	U	B	A	R	I	H	Y	O	V
F	B	P	O	R	S	C	H	E	U	D	O
O	A	N	D	A	M	E	R	C	N	S	L
R	R	F	G	O	L	F	P	O	D	H	K
D	U	R	S	C	H	E	T	O	A	O	S
Y	O	T	A	G	O	L	P	H	I	N	W
S	M	E	R	C	E	D	E	S	A	D	A
A	N	D	B	S	P	O	R	S	C	A	G
A	O	S	A	A	B	H	E	K	V	N	E
D	H	A	S	L	P	V	L	S	W	A	N

## Programme 10: Spellings: Prefixes (page 147)

Millionaire  
 Hypothermia  
 Microscope  
 Interpreter  
 Hyperactive  
 Premature

# Answers

## Programme 10: Word Wheel (page 148)

1. Pay
2. Car
3. Pair
4. Pray
5. Chair

*Some other words from HYPOCHONDRIAC that we found are:*

a, accord, acid, acrid, ahoy, aid, air, an, and, any, arch, apron

cad, cairn, can, cap, car, card, carp, chain, chair, char, chard, chat, chap, chard, chat, chin, china, chip, chirp, chirpy, chit, chop, chord, chronic, cinch, coach, cod, coin, con, conch, condor, coo, coop, cop, copy, cord, corn, corny, coy, crap, crayon, crop, cry

dairy, darn, day, diary, din, dip, don, donor, door, drain, drip, drop, droop, droopy, dray, dry

had, hair, hairy, hand, handy, hard, harp, harpoon, hay, hid, hind, hip, hoard, hooch, hood, hoop, hop, horn, horny, hypochondria

i, icon, in, inch, indoor, ion, iron, irony

nadir, nap, nay, nip, no, nod, nor

oar, on, or, oracy, orchid, ordain, orphan

pad, paid, pain, pair, pan, panic, par, parch, pardon, pay, phonic, pin, pinch, poach, pod, pond, pooch, poor, porch, pray, prod, pry

raccoon, racy, radio, radon, raid, rain, rainy, ran, ranch, rancid, rand, randy, rap, ray, rayon, rhino, rich, rid, rind, rip, roach, road, rod

yap, yard, yarn, yin, yip, yon.

## Programme 11: Word Puzzle (page 162)

1. dig
2. din
3. son
4. gin
5. tie
6. dog
7. nest

# Answers

8. ends
9. sing
10. nose
11. tone
12. note
13. diet
14. gone
15. send
16. stone
17. sting
18. inside

## Programme 12: Where do our words come from? (page 174)

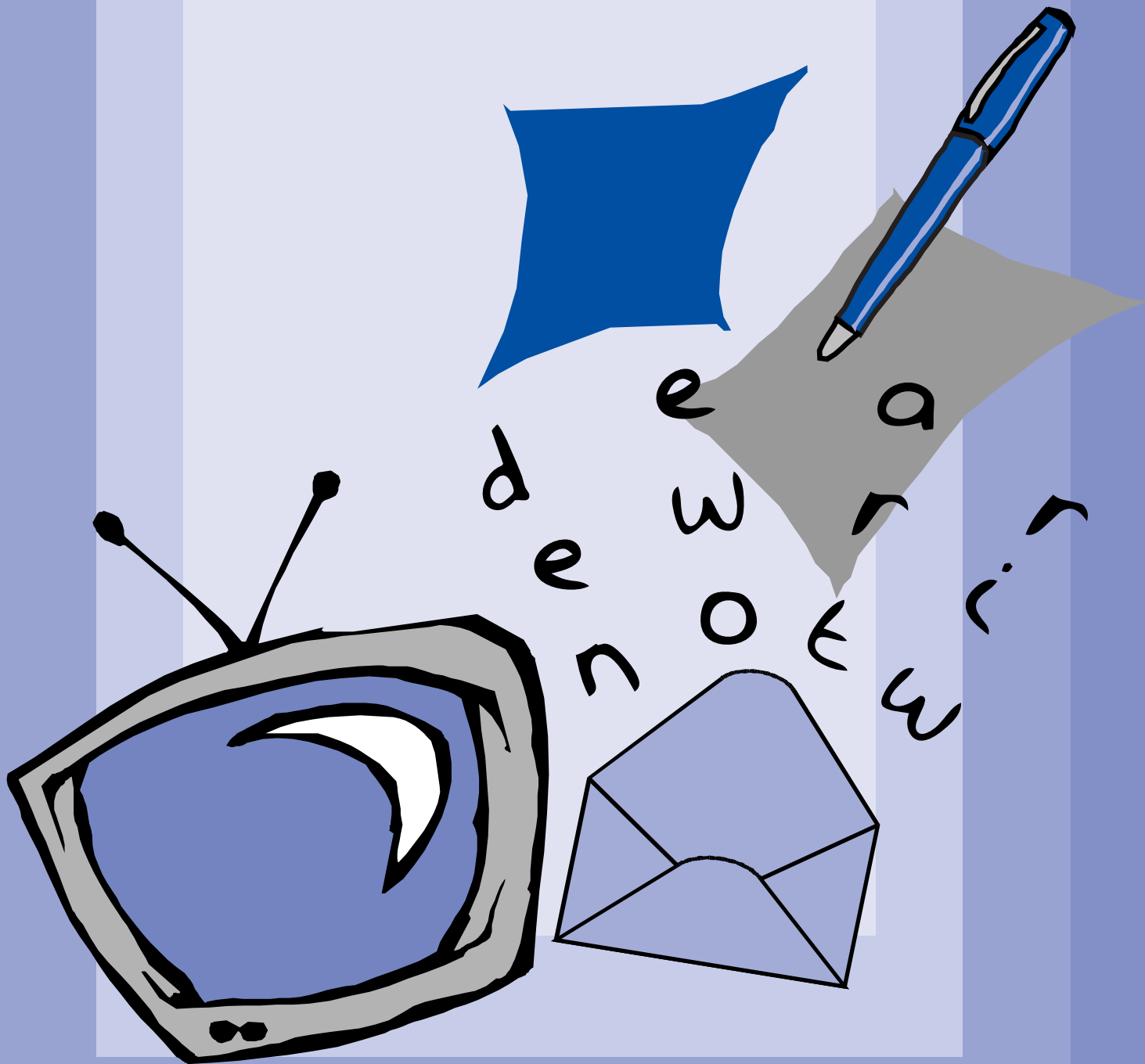
1. salary
2. manual
3. thermometer
4. microscope
5. television, telephone, telegram, teletext (You may have found other answers to this.)

## Programme 12: Word Puzzle (page 176)

1. New York
2. Paris
3. London
4. Dublin
5. Brussels
6. Amsterdam



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