

Learner Workbook Supporting the TV Series



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Introduction to Learner Workbook

Welcome to the learner workbook for the fourth Read Write Now TV series. This workbook supports the TV series and contains worksheets and exercises for you to practise 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 workbook will help you to practise 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 1st October 2003 on:

- Wednesday nights at 7.30 p.m.
- Repeated on Tuesdays at around midnight (check the TV listings to confirm time).

RTÉ plans to show the series again in the spring of 2004.

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

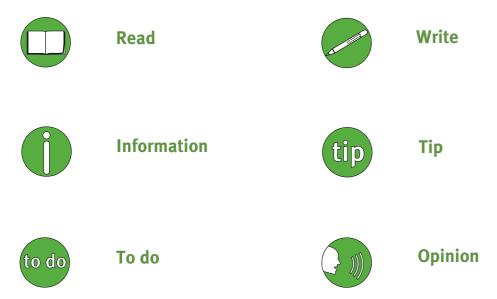
How to use this workbook

The workbook is best used with the TV series. Each TV programme has a chapter in the 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, spelling and learning skills. The contents (page 1 - 4) gives the list of worksheets and the index (page 185) lists all the areas covered. Answers to some worksheets are given at the back on page 177.

The following symbols will guide you through using the book.



What can you do if you are having difficulties?

1. You can look at the learner support book that you have received with this workbook. 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.

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.

Introduction to Learner Workbook

2. You can ring the 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 and 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 the scheme 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 over 28,000 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 Adult Literacy Scheme:

Check the referral leaflet that was sent to you

or

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



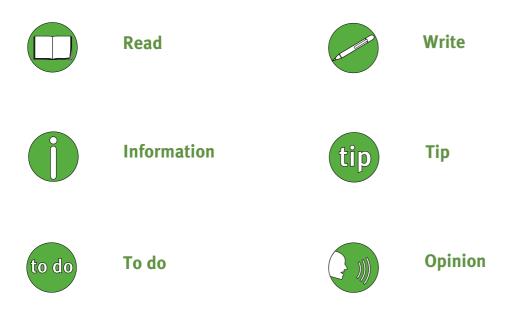




The worksheets in this section cover the following:

- Reading: Reading to Children
- Filling in Forms
- How we Learn
- Sentences
- The Days of the Week
- Names
- Phonics
- Reading an Index
- Wordsearch
- Telling Stories and Reading to Children

Symbols



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 to Children



Anna lives in Co. Monaghan, up near the North of Ireland. She is married with two children, aged 4 and 16. She stayed in school until she was 16 because her mother wanted her to, but she used to copy all her work in secondary school. For a number of years after leaving school, she worked in various factories and in cleaning jobs.

One day she hit a turning point in her life. Her FÁS supervisor suggested she go back to learning, to the Return to Education course. She had been thinking about going back to learning for many years. Her main motivation was her children because she wanted to help them with their homework. She felt that there was nothing worse than not being able to answer questions that her children would ask about reading, writing, spelling and maths. She wanted to go back to learning since the birth of her first child. She says, "When you've got a young child and you can't read, that's when it hurts. You know they're looking at their wee books and saying, "what's this Mammy and what's that?" So I made up the story, as what I thought to the pictures."

She started classes last October for three mornings per week and has not looked back since. She can now read books to her 4 year old, but he still likes her to tell him stories, like the Three Little Pigs and Little Red Riding Hood. Along with all of this, she has a pet lamb in her garden. She is a very busy woman indeed!



Reading to Children



1. How many children does Anna have?

2. What did she do after leaving school?

3. What was her main motivation for going back to learning?

4. What other interests does she have?

5. What difference has education made to her life?



What is your opinion?

How could children benefit if their parents came back to education?

Filling in Forms



Look at the form below.

It is the form for applying to join the South Dublin County library. Most library forms are similar to this.



Remember the guidelines for successful form filling.

1. Read the form carefully.

- 2. Make some copies and practise.
- 3. Get someone to check your spelling on the practice sheets.
- 4. Fill in your final form exactly as you are asked to do.

Use block letters as required. Put one letter in a box if asked. Use black pen if asked.



Fill in the form.

		Card No:	
	SOUTH DUBLIN (COUNTY LIBRAR	IES
P	APPLICATION FOR	LIBRARY MEMBI	ERSHIP
Name:			
Address:			
Business Addr	ess:		
		Occupation:	
I agree to be	bound by the regulations.		
Signature:		D	ate:
Branch	Id	Tåt	Iøg

How we Learn



Learning is a personal journey, whether it is learning to drive, learning to use a computer or learning a sport. We all have different learning experiences. There are many different theories and ideas for how people learn. These ideas can be put in to 4 main categories:

- **1. How the brain works** The brain has different parts and each part has a function. Our brain is wired to learn new things and when we learn, our brain changes in some way. This is how memory and learning develop and this sets the pace for lifelong learning. In fact, our brain changes with use, throughout our lifetime. As we use the brain, we strengthen certain patterns of connection, making each connection easier to create next time.
- **2. Learning styles** Each of us has a different way of learning, some of us may learn by seeing and some of us by doing.
- **3. Social learning** The world in which we live in can play a big part in what we learn, how we learn and also what we know and think about lots of different things.
- **4. Multiple Intelligences** This explains why some people are better than others at learning some things. For example, one person may be good at playing sport, while the other may be good with numbers and working out money.



When we learn anything new, we are developing our brain. We can do new things and we think differently about things. There are a few things about learning that are important. These are:

- Setting learning goals In order to learn, it is important to have an aim or purpose for what you want to learn.
- Understanding It is important to have an understanding of what you are learning, rather than learning off by heart. For example, it is more important to be able to use the phonebook to find a number, than to try and remember what the number is.
- Getting feedback Feedback is important in finding out if we have learned something and how we can improve on what we have learned. Feedback can come from the person who you are learning from, or from yourself.



When you use what you have learned, you know you understand it.

How we Learn

John has decided to learn how to drive. Look at his learning chart below.

Learning Goal	Understanding	Feedback
To learn how to drive	 The rules of the road How the foot pedals work How the gears work	 His driving instructor tells him if he has improved He can drive to work now He feels he has mastered it himself



Use the following table to fill in your own learning chart.

Choose a learning goal or something you want to learn.

Learning Goal	Understanding	Feedback



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

Sentences

Writing has developed as a means of recording speech. If you think about writing in this way it is easy to understand the basic rules of punctuation.

Imagine you are talking to a friend about your weekend - you wouldn't talk in one long stream of conversation. You would take long and short breaths to emphasise the points that you are making.

When you have finished a unit of information you take a long breath and pause before going onto the next point.

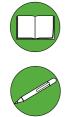


When you are writing, a unit of information is called a sentence. The pause at the end is called a full stop. A sentence is a written unit of information that makes sense all by itself. A sentence begins with a capital letter and ends with a full stop.



Tick which of the following are sentences.

	Sentence	Not a sentence
It is hot in Spain in the summer.		
My name is John.		
Happy Birthday		
I enjoy reading books.		
Mary Murphy		



Read the following passage out to yourself. Put in the capital letters or full stops in this piece of writing.



Sentences

writing and speaking a sentence is almost the same we package a small amount of information and give it a beginning and an end in speech we use a faint uplift in our tone to begin the sentence and take a breath to end it when we are writing we use a capital letter to show the beginning of a sentence and a full stop to end it

The Days of the Week



The English language is very different because it consists of many words adapted from other languages.

For example: The Anglo- Saxons named the days of the week after the gods and the planets they worshipped.

Fill in the modern spelling for the days of the week.

Modern spelling	Old English spelling	Meaning
	Monandaeg	the day of the moon
	Tiwesdaeg	the day of Tiw – the god of war and the sky
	Wodensdaeg	the day of woden – the god of war, wisdom and poetry
	Thunresdaeg	the day of thunor – god of thunder, sky and weather
	Frigesdaeg	the day of Fir – goddess of love and fertility
	Saeternesdaeg	the day of the planet Saturn
	Sunnandaeg	the day of the sun

Names



Names can be asked in many different ways. Other words for second name are Surname and Family name. Another word for first name is Forename.

There are many different origins for names. Here is a list of common surnames and their origins.

Names from the **father's first names** For example: Fitzhugh – the son of Hugh, MacDonald – the son of Donald, O'Brien – the son/grandson of Brian.

Names are derived from **what people looked like** For example: Whitehead, Brown, Longfellow and Goodbody.

Names derived from **personality traits** For example: Swift, Hardy, Fox, Wise and Doolittle

Names derived from **occupations** For example: Smith, Taylor, Clark, Potter, Archer, Cooper, Butcher, Fisher, Carpenter and Farmer.

Names that show **nationality** For example: English, Welsh, Norman and Fleming.



Now ask your family and friends to spell their names for you and practise writing them below.

Name		Write it out again	
	-		
	-		
	-		
	-		

Phonics

Phonics is the connection between sounds and letters. Each of the 26 letters in the alphabet has a sound.

The letters in the alphabet are divided into consonants and vowels. There are 5 vowels - a, e, i, o, u The rest of the 21 letters are called consonants.

Letters represent the sounds of our spoken words.

For example: The words **b**ook and **b**all have the same sound at the beginning. The words **c**at and **r**at have different sounds at the beginning.

Remember:

Letters are like musical notes that tell us what sound to make. **Letters are** only symbols or pictures that tell us what sound to make. We must learn which symbol or letter make which sound.

For example: It doesn't matter what the letter b looks like, what matters is that it tells us to say **'b'** in **b**-at (bat), **b**-ig (big) and **b**-all (ball).



Try adding the correct consonants to these words to make the correct sound. It may help to say the part of the word given. The first one is done for you.

1. A pink animal that eats mud	pig	_
2. If you can't find something, it is this!	los	_
3. Cod, trout or salmon		_ish
4. You wear them over your feet		_ocks
5. She lays eggs		_en
6. A green leaping creature	f	_og
7. The colour of tomatoes		_ed
8. A place where you buy goods	sho	_



Consonants are: b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, y, x, z

Reading an Index

We do not need to read everything really carefully. Sometimes we only want to find one piece of information from a page of writing, so we scan the page to find the piece of information we need.



Scanning means to look over the piece of writing quickly until we can see the word that we are looking for.

If we are looking for one piece of information in the index of a book, we do not need to read the whole index. We can scan the index until we find what we are looking for.



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



Look at this index from a book on names. Scan it to find the answers to the questions below.

	Page No	0.	Page No.
Abbot	98	Farmer	153
Adam and Eve	175	Fitzwilliam	202
Baldy	86	George V	653
Benjamin	56	Golden Hind	242
Caroline	23	Heinz	168
Casey	132	Hiawatha	286
Castle and Bull	250	Ireland	687
Dillon	158	Jones	207
Dunroamin	220	Kelly	374
Ellen	301	Leggy	267



You can read about Adam and Eve on page_______.
 You can read about Caroline on page_______.
 What name can you read about on page 158?_______.
 To read about Ireland turn to page______.
 To find out about the name Jones, what page do you look at? ______.

Wordsearch

All the days of the week are hidden in this wordsearch.



Put a circle around each one. The first one is done for you.



The words are going across, down and backwards.

Monday 🗸	Wec	Inesday	/ Fri	iday	Sur	nday	Tue	sday	Thur	sday	Saturday
	S	U	Ν	F	Е	Y	W	Е	D	Ν	
	А	F	R	Ι	D	А	Y	Т	I	Т	
	Т	U	Е	D	S	А	G	U	Η	Н	
	U	Т	Η	R	U	Y	S	Е	Y	U	
	R	S	U	D	Ν	W	Е	S	А	R	
	D	M	0	Ν	D	А	Y	D	D	S	
	А	F	R	Ι	0	Т	Ε	А	Ν	D	
	Y	Т	U	Е	Y	S	D	Y	U	А	
	Μ	0	0	Ν	D	А	Y	В	S	Y	
	F	W	Е	D	Ν	Е	S	D	А	Y	



The answers are on page 178.

Telling Stories and Reading to Children



You do not have to be a perfect reader in order to read a book to a child, but there are a few things to remember.

- Before beginning to read, do something to capture the child's attention, use a prop like a toy or a teddy.
- Make sure that the book is facing the child.
- Make sure that the child gets time to look at the pictures on each page of the book.
- Speak slowly.
- Try to make your voice interesting.
- You do not need to read every single word, but try to go by the picture in the story.
- Look at the child every now and then while reading. This will help to keep the child's attention.
- Allow time at the end of the book for discussion and looking at the pictures.

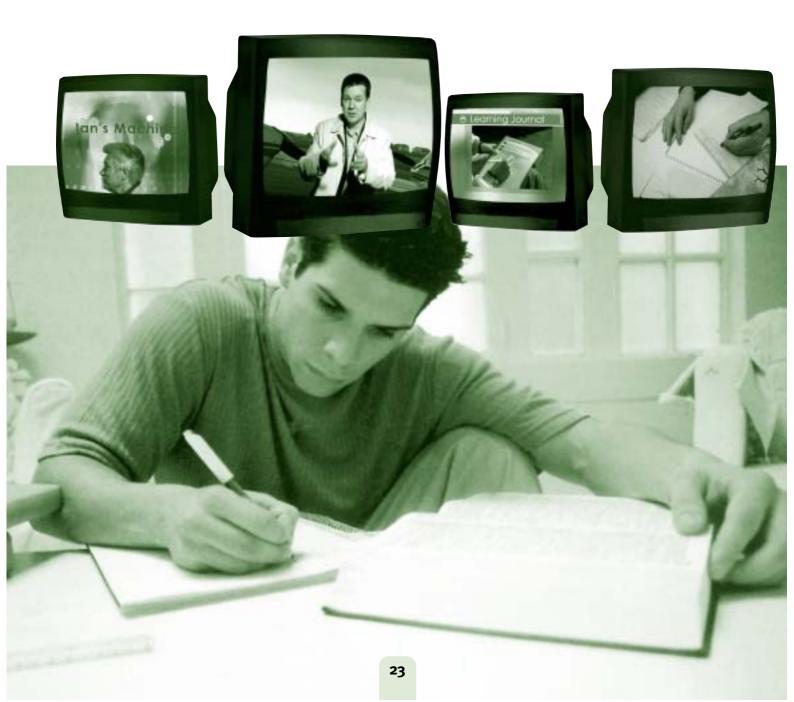


Other Activities

- Why not try making a book with your child. Pick out photographs or cut out pictures from magazines and paste them onto card or paper. You can write a few words under each picture.
- Many libraries supply lovely children's books that you can borrow. Often, libraries have mother and child mornings where the librarian might read a book to a group. Find out about this in your local area.





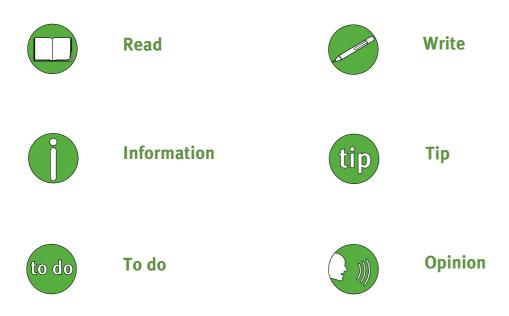




The worksheets in this section cover the following:

- Reading: Man with a Mission
- Writing Envelopes
- Strengths
- Verbs
- Alphabetical Order
- Using a Dictionary
- Rhyming Words
- Reading a Bill
- Find the Rhyme
- Interest in Art

Symbols



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.

Man with a Mission

Tony grew up in Dublin city centre. He was the youngest of a large family living in a tenement house.

His experiences of school were not very good. He felt that the teachers looked down on him because he came from a poor family. The attitude of the teachers was, as Tony says, "If you learnt, you learnt, if you didn't, you didn't". The classes were very big, with sometimes fifty children in a class and the children were controlled by fear and punishment.

Tony left school early. Tony and two of his friends got on a boat to England, planning to go to London, but they could not read the signs on the platform and got on the wrong train. They ended up in Birmingham. They did a few odd jobs, but were not old enough to get proper employment, so they went home.

Tony has spent most of his life doing manual work and has often found it difficult to get work, as he could not read job advertisements. At one point he got involved in crime because he could not find work. He decided to learn to read and write to impress the judge, so that he would not get sent to prison.

He was given the address of his local adult literacy centre, but it took him three weeks to pluck up the courage to go into the building. He was very suspicious of everyone in the centre. As he says himself, "I couldn't believe they were all so nice. I thought they must have some hidden agenda!" He worked with a one-to-one tutor and as his reading and writing improved he became more confident and joined a group. He also joined a computer class, which he found very difficult at first.

Tony now works in the centre as a caretaker. He has become a man with a mission to get others involved in education and he has become the best recruiter that the centre has ever had! He is particularly interested in getting men to join classes and regularly visits the local social welfare office to talk to men to encourage them to come back to education. He arranges to meet them at the centre and shows them around the building. He often does this at the weekends when no one else is around. The men see Tony as 'one of their own' and they listen to his advice.



Man with a Mission



1. Tony grew up in County Dublin.	
2. Tony had negative experiences of school.	
3. Tony took a train to London.	
 He found it difficult to get work, as he could not read the job notices. 	
5. He joined classes to impress the courts.	
6. It took him six weeks to pluck up the courage to enrol for classes.	
7. He also did a computer course.	
8. Tony works as a carpenter.	

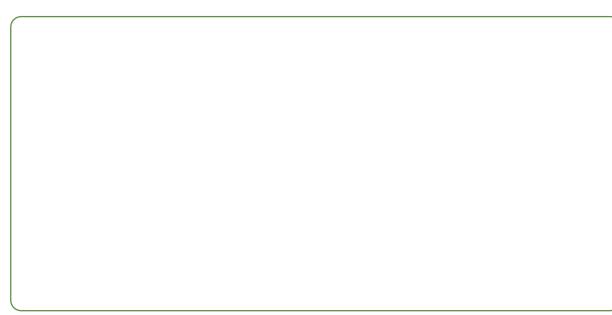
True

False



What is your opinion?

In Ireland today there are more women than men in adult education. Why do you think this is?



Writing Envelopes

It is very important to write the name and address on an envelope very clearly.



The name and address should be written in the middle of the envelope underneath each other in this order:

- The name of the person who the letter or card is addressed to
- The house/flat number and the street name
- The town or district if you live in a city
- The county or postcode if you live in a city
- The country, but only if you are posting the letter abroad.



Look at the example below:

Mr. John Byrne, 19 Fairways Street, Tralee, Co. Kerry.



Remember that it is very important to put your name and address on the back of the envelope. This is to make sure that the letter/card can be returned if the person you are sending it to does not receive it.



Try filling in the envelope below using your own name and address or any name and address you like.

Strengths





Read the following story.

Fiona wanted to do up her sitting room because a friend of hers from abroad was coming to visit. She bought a few of the materials she needed – shelving, curtains and some paint. Time was running out so she decided to ring a few of her friends to help her. Mary was the first to arrive. Mary wrote out a list of what had to be done and decided to look through the phonebook to find the number of an electrician in the local area to help put in the new light fittings. Jack came along next and said that he could put up the shelves himself. Fiona decided to choose a bright colour to go along with the curtains.

Finally, Fiona's mother Lucy came along later to lend a hand. Lucy made everyone a cup of tea, chatting to everyone while they worked.

Complete the	sentences below by choo	sing a strength from the box.
Reading and writing	Music	Doing things with your hands
Organising	Matching colours	Doing the gardening

Outdoor sports	Numbers and measuring
•	6
	Outdoor sports

Mary is good at	
Fiona is good at	
Jack is good at	
Lucy is good at	

This exercise helps you to discover your learning strengths. You can complete the exercise in a group or on your own.

The picture below is called a spidergram.







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

Verbs



A verb shows the action in a sentence. All sentences have at least one verb in them.

For example: I walk to work every day.

Remember that verbs are also about thinking and feelings as these words are actions too.

For example: I **love** reading books. She **remembers** what it was like to be a child.



Here is a list of some of the most common verbs we use:

be	eat	live	walk	try
have	ask	say	love	drive
climb	wake	talk	bring	put

Remember sometimes verbs can change depending on how they are used in a sentence. For example: bring brought

walking

Underline the verbs in the story below.

walk

The first few are done for you.

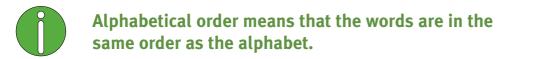
The five children <u>stayed</u> at home on their own while their mother <u>was gone</u> to work. They <u>ranged</u> in ages from 17 to 6. The older children looked after the younger ones whenever they had to. They played with them and helped to prepare the meals.

On this day however, the two oldest, Brid and Patricia, decided to cook the evening meal as a surprise for their mother and father when they came home from work. Everyone helped out. Brid peeled the potatoes and Patricia prepared the chicken for roasting while the others chopped up the vegetables. By three o'clock, it was all ready to go into the oven. Their parents arrived home at the expected time and were delighted when they saw the great effort that was put into the lovely meal. All the children lined up while Brid handed out the food and Patricia carved the chicken. It was a great success.



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

Alphabetical Order



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

Many publications that we use are in alphabetical order, such as the phonebook and the dictionary.

All entries in the dictionary are listed in alphabetical order, according to the first letters.

For example: **answer comes before pencil in the dictionary** because the first letter **a** comes before the first letter **p** in the alphabet

Remember, that if a word begins with the same letter, you must look at the letters after it to find it listed in the dictionary.

For example:

dance comes before door

because the second letter ${\bf a}$ comes before the second letter ${\bf 0}$ in the dictionary

friend comes before fruit because the third letter **i** comes before the third letter **u** in the dictionary



Put the following lists of words in alphabetical order.

Peach, grape, orange, grapefruit	
Mouse, monitor, computer, keyboard	
Come, confident, consider, coins	
Phone, photograph, pharmacy, phrase	
Animal, answering, automatic, aunt	
Education, fraction, station, nation	
Trip, trace, turnip, trampoline	
Kitchen, cooker, kettle, kitten	



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

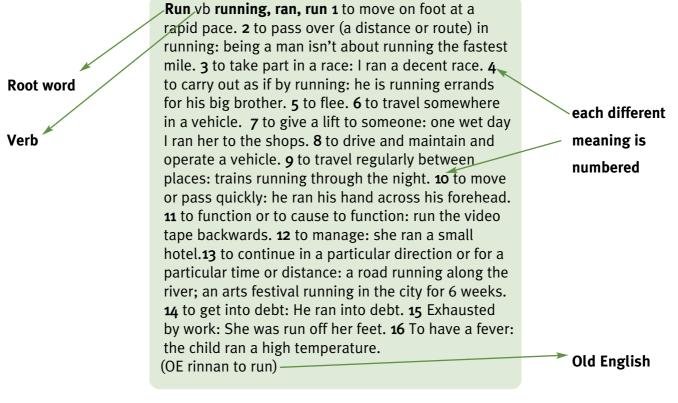
Using a Dictionary



The guideword on the **right** is the last word on the page.

Root word	The root word is the first word shown.					
Numbers	The n	umbers	show the different meanings of the word.			
Part of speech	This te n. vb. adj. adv. pron.	ells you = = = = =	how the word is used. It is usually abbreviated. Noun Verb Adjective Adverb Pronoun			

Look at the example below. You can see that the root word run, can be used in many different ways.





Use a dictionary to find <u>two</u> meanings for each of these words and put them into sentences:

lead face paint report copy galley	/	
------------------------------------	---	--

Rhyming Words



Being able to put words into groups that sound the same also helps with writing. Words that sound the same are called rhyming words.

For example:

mean rhymes with **bean cool** rhymes with **pool**



Words do not have to be spelled in the same way to sound the same.

For example:

snore rhymes with **floor girl** rhymes with **pearl**



Look at the poem below.

My Friend Paula

When I go to work each **day** Paula always has something to **say**. She tries to be tough, she tries to be smart But she's just a big puppy dog at heart. But I just think she's a bit of a fool. That's our Paula, now you know. She's always singing, she thinks she's cool Don't say I didn't warn you so. When you see her run the other way She can be funny, she can be a pest She will torment you all of the day. But behind it all she's one of the best.



Underline the words at the end of the lines that rhyme with each other. The first two are done for you.

Say the poem out loud. This will make it easier for you to hear the sounds of the word.



Remember: words don't always have to be spelled alike to rhyme!

Reading a Bill



Most household bills that come in the door, such as gas, electricity and TV cable contain the same information. You may not need to read all the information that is on the bill, just the relevant information.



Look at the bill below and answer the questions.

A: Assessme statement - to comment a purposed sate C: Minus statement are controles C: Enternite statement Standard Rate AMOUNT Gas Used kWh 2887 @1.9757c €57.04 Supply Charge €24.82 V. A. T. @ 12.5% on €81.86 €10.23 Round last Bill .30 This Bill .39CR .09CF PUNT TOTAL CREDIT FINANCE INCLUDED PLEASE PAY BY TOTAL	V.A.T. No. IE	ORD 06610290 RRIES: 1850 456		Ba		1 Feb 02 4 Apr 02 9 Apr 02 XXXXXXXX
At Assessme statement is previous set. C Minus C Minus <thc minus<="" th=""> C Minus</thc>	Cottage Co. Dubl	in	DINGS	CONVE	RSION	GAS USED
Ar Assessme scales - to connect a pervisor set. C: Minus scales to connect a pervisor set. C: Minus scales to connect a pervisor set. Standard Rate Gas Used kWh 2887 @1.9757c €57.04 Supply Charge V. A. T. @ 12.5% on €81.86 €10.23 Round last Bill .30 This Bill .39CR .09CF PUNT TOTAL CREDIT FINANCE INCLUDED PLEASE PAY BY TOTAL	100105			411112		
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Standard Rate 2887 @1.9757c €57.04 Gas Used kWh 2887 @1.9757c €57.04 Supply Charge €24.82 V. A. T. @ 12.5% on €81.86 €10.23 Round last Bill .30 This Bill .39CR PUNT TOTAL CREDIT FINANCE INCLUDED PLEASE PAY BY TOTAL	As Assusting		ARVIOUS BAL CI J	AITER BEADING TAKEN	A BY CULTOWER	
PUNT TOTAL CREDIT FINANCE INCLUDED PLEASE PAY BY TOTAL		Rate		10.7.4	£57 04	
PUNT TOTAL	Gas Used Supply Ch.	arge			€24.82	92.09
£ 72,46 None 23 Apr 02 €92.00	Gas Used Supply Ch. V. A. T. @	arge 12.5% on	¢81. (36 1995 B	€24.82 €10.23	92, 09 . 09CF

- 1. What is the billing period of the above bill? ______
- 2. What date has the bill to be paid by? _____
- 3. How much VAT (or tax) has been paid on the bill? ______
- 4. What is the current meter reading on the bill? _____
- 5. What is the total amount on the bill? _____



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

Find the Rhyme



To complete this puzzle find the word that has the same meaning as the first clue and sounds like the second clue. The first one is done for you.



Use your dictionary if you are not sure of the meaning of the first word.

1st clue word has same meaning	2nd clue word sounds like this		
1. snoop,	fly	=	sly
2. bag,	back	=	sk
3. group,	seam	=	tm
4. slap,	heat	=	bt
5. transparent,	fear	=	c r
6. trauma,	rock	=	s k
7. spacious,	gloomy	=	ry
8. fight,	cattle	=	b e



The answers are on page 178.



Answer these questions.

1. What is the funniest word you can think of? ______

2. What is the most boring word you can think of?

3. What is the happiest word you can think of? ______

4. What is the saddest word you can think of? ______



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

Interest in Art

Whether you are good at art or painting, visiting an art gallery is something that we can all enjoy.

- The National Gallery of Ireland in Dublin (phone o1 661 5133) houses the national collection of Irish Art and European master paintings. There is a regular programme of tours, art courses and workshops at the gallery. The outreach programme provides practical art classes and talks to groups in their own venues in Dublin and throughout the country. To book an event, contact the outreach officer on o1 6633506.
- In most cities and towns in the country you will find an art gallery or shop, or an exhibition of work by local artists. Set yourself the task to find art in your local area, or why not visit the bigger galleries in the nearest city. Look at the golden pages for details.
- There may be an art class that you can do. Look in your local directory, supermarket notice board or community centre. It doesn't matter if you have never done it before – enjoying it is what counts. Remember, we can all develop our other intelligences. Contact your local authority arts officer.

to do Tips on reading or looking at paintings

Many galleries offer tours of their collections, often free of charge. When you are looking at a painting think about some of these questions and take your time, enjoy yourself, bring a friend and talk about what you see.

Here are some questions you might ask yourself.

What's going on in this painting?
What do you see that makes you say that?
What size is it?
How would you describe it to a friend who isn't here?
Have you ever seen anything like this before?
Is there anything significant about the colour or shape?
Why do you think this painting was painted and for whom was it painted?
Is it well designed and in proportion?
Do you like it? Why?







The worksheets in this section cover the following:

- Reading: Doing Things for Yourself
- Letter Writing
- Motivation
- Paragraphs
- Capital Letters
- The Months of the year
- Blends
- Reading a Newspaper
- Crossword
- Getting Certificates

Symbols



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.

Doing Things for Yourself



Kevin is in his early 50's, is married and lives in Shannon Bridge, a town about 50 miles from Galway city. He works on his own farm there. He felt a bit slow at school and felt that he couldn't keep up with the class. He left school at 17 however, and got a job as a fitter in Board Na Mona where he worked there for about 25 years.

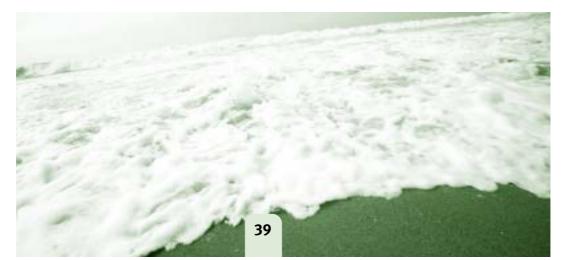
Five years ago he saw a notice for the Tullamore Adult Learning Centre and after a while he plucked up the courage to call into the centre. Luckily, he finally took the plunge and went in.

He went into a group when he started and went on to do his Junior Certificate examination. He is now studying for his Leaving Certificate.

Kevin has loads of interests that he likes to do in his spare time. He is a very keen underwater diver and has dived in Ireland and in the Red Sea. He takes his own underwater photographs and for his City and Guilds Certificate he catalogued his own photographs.

From here, he went on to organise an exhibition of his own work. He says of the experience, "I was into underwater photography and I ran an exhibition on the photos in Ballinasloe and Tullamore. It gave me real confidence to do it. There was a lot of phone calls and writing to people for sponsorship and invitations to people to come to the open night. I was able to do that all on my own, with no help from anyone. I was on Nationwide about the exhibition also. It gave me the confidence to do that."

He is the chairperson for the Tullamore Adult Learning Centre Committee and sits on the executive committee of NALA. Kevin has achieved a lot and he is the perfect person to encourage people back to education.







1. Where does Kevin live?

2. What did he do when he left school?

3. What is his main hobby? Describe it.

4. Why do you think his exhibition was a particular achievement for him?

5. Do you think Kevin is a good person to have on the NALA executive committee? Why?



What is your opinion?

Do you think doing exams is important for adults?



Before writing any letter, you should ask yourself a few questions:

- What is the purpose of my letter?
- Who will the reader be?



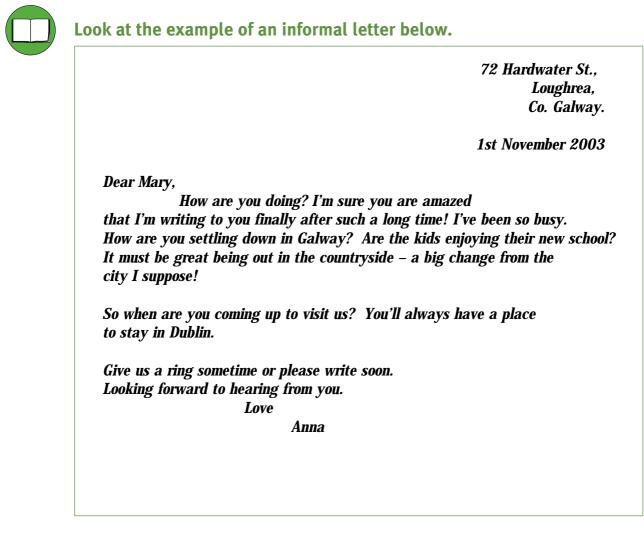
There are mainly two kinds of letters:

Formal letters – These are letters to the bank, the school, letters of complaint, or an application for a job.

Informal letters – These are letters to a family member, a friend, or someone you know very well.

Writing Informal Letters

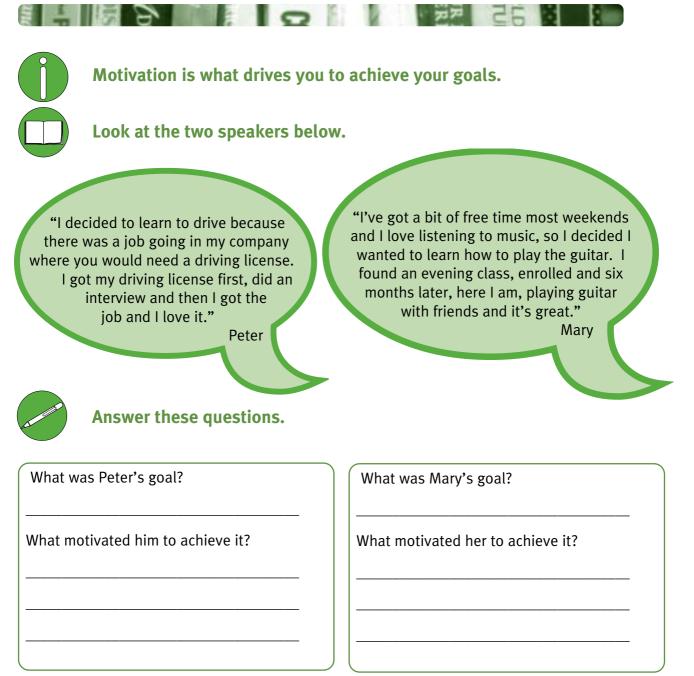
Informal letters are probably easier to write because we can be relaxed and use our everyday words in the letters. Informal letters are usually handwritten.





Now, try writing an informal letter to a friend using the format above.

Motivation





Facts about motivation

1. People are often motivated to learn something new if they have a use for the skill or knowledge that they want to learn.

For example: I will learn to use the computer because I need to use it at work.

- 2. People are motivated to learn something because of something in their life changing. For example: I have moved to a new city, so I need to find out about the train services.
- 3. Developing self-esteem and pleasure are strong motivators for learning and for continuing to learn.

For example: I really enjoyed painting a picture for my son, so I am going to join an art class to learn more.

Motivation





My learning goal is
The reasons I want to achieve this is because
The use I will have for achieving this is
I feel that this will develop my confidence because
I will enjoy learning this because

Paragraphs



Paragraphs make your writing much clearer and easier to read. It is a good idea to start a new paragraph every time there is a change of person, place or time.

If you have a lot of speech in your writing, you must start a new paragraph every time a different person speaks. This makes it much easier for the reader to know who is speaking.



Read this piece of writing. There should be four paragraphs in it.



Put a mark where you think they should be.

I was kind of Miss Doran's favourite and she put me in charge of the class one day. I had a plaster cast on my arm after a lorry went over it while I was scutting. I was showing off with the plaster, looking for order and attention in the class by banging the arm off the desk and the plaster cracked. Another time in Rutland Street School, I was sending a love letter to Harry Bradley in the boys' school, which was separated from the girls' school by a tin gate, when Miss Piggot caught me. She made me and my cousin Jean go all around the boys' school, reading the letter to all the classes. Well, we felt like proper idiots. In the buildings, I remember my granny got a coin-slot television. I think it was two hours you got for two shillings then. When the two shillings went you could be in the middle of a thriller. Boris Karloff was on a lot and the television would often go in the middle of it and we wouldn't have two shillings to watch the end. When the news came on, with Charles Mitchell reading it, if my grandmother went to the toilet, one of us would have to stand in front of the television. "I don't want him seeing me going to the toilet," she'd say. "He's a nosy get!"



Look at a newspaper or magazine article and see how they use paragraphs.



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

Capital letters



Capital letters are used at the beginning of all sentences. They are also used:

- For the letter i when it refers to yourself. For example: I will meet you when I am finished work.
- For the first letter of:

8

- names of people For example: Mary, Peter, Reilly, Jones
- names of places For example: Henry Street, Cork, Spain
- the title of a person For example: Mr., Mrs., Dr., Fr.
- days of the week and months of the year For example: Tuesday, Sunday, March, October
- names of books, songs, films, newspapers For example: The Lilac Bus, Terminator 3, The Star
- abbreviations For example: G.A.A., R.T.E., Dr., Rd.



Since you are very important, the word "I" is always written in capitals.



Put in the capital letters in the correct places in this piece of writing.

the other way was by personal contact. if you knew someone who knew someone who was leaving a flat.... that was often a good way. but for somebody who had only just arrived in dublin, there was no chance of any personal contact. no, it was a matter of staying in a hotel and searching.

jo had been to dublin several times when she was a child. she had been on school excursions and to visit dad that time he had been in hospital and everyone had been crying in case he wouldn't get better. most of her friends, though, had been up to dublin much more often. they talked in a familiar way about places they had gone to, and they assumed that jo knew what they were talking about.

maeve binchy

The Months of the Year



The calendar we use now is called the Gregorian calendar and is named after Pope Gregory. He introduced the calendar in 1582, but it was not used in all of Europe until about 1750.

The months of the year come from Latin words.

Months	Latin words	Meaning
January	Januarius	Named after the god Janus
February	Februarius	Named after Februa
March	Martius	Named after the god of war, Mars
April	Aprilis	Named after the goddess Aphrodite or the Latin word aperire, to open
May	Maius	Named after the goddess Maia
June	Junius	Named after the goddess Juno
July	Julius	Named after Julius Caesar, emperor of Rome in 44BC
August	Augustus	Named after the emperor Augustus in 8BC
September	September	From the word septem meaning seven
October	October	From the word octo meaning eight
November	November	From the word novem meaning nine
December	December	From the word decem meaning ten

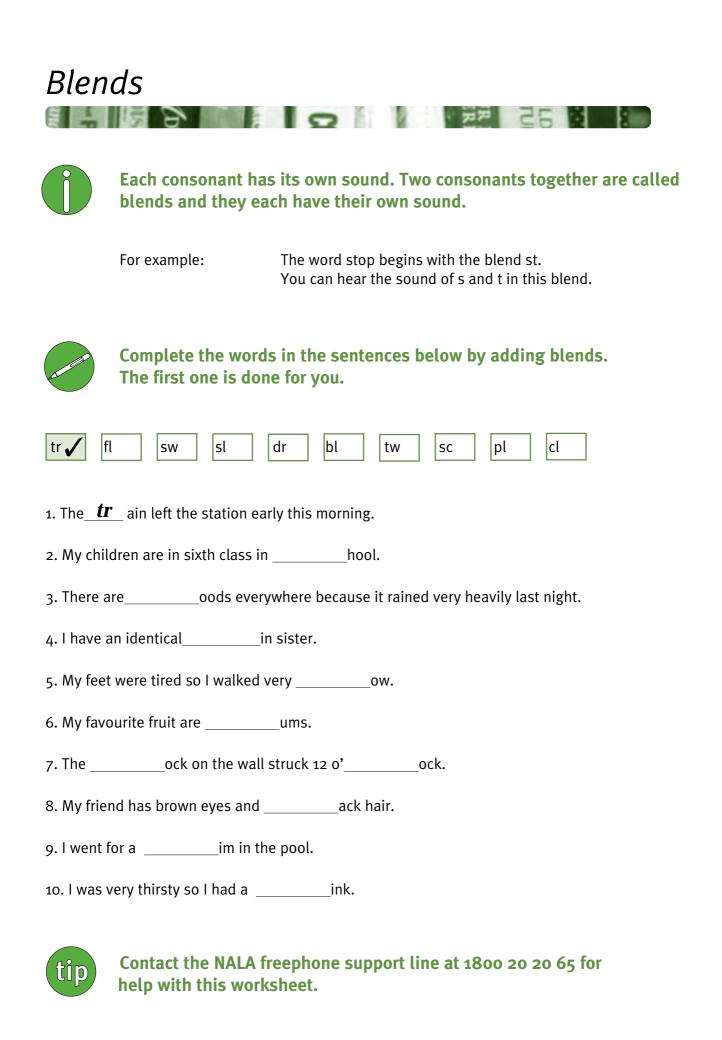


Try to find the answers to these questions. You could use an encyclopaedia from the library or search the internet.

- 1. Why is September called after the word for seven?
- 2. Why does February have 29 days in a leap year?
- 3. How do we set the date for Easter?
- 4. What date is the spring equinox?



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



Reading a Newspaper

There are two main types of newspapers - tabloids and broadsheets. Tabloids are small sized newspapers with lots of photos and a 'gossip' style. Broadsheets are larger newspapers with more detail on each news story.

0

Most newspapers contain the following sections:

TV Pages Business pages World news Horoscopes Sports pages Weather report Home news Cartoons

Letters pages Advertisements Editorial Crosswords and puzzles

You will usually find photographs with words underneath – these words are called captions.



Sometimes, you can look through a newspaper, without reading it in detail. This is a reading technique called skimming.



Choose any newspaper you like and answer these questions.

1. What is the name of the newspaper?

2. What is the front-page headline?

3. What page is each of the following sections on?

Sport _____ Business news _____

Weather_____ TV Pages _____

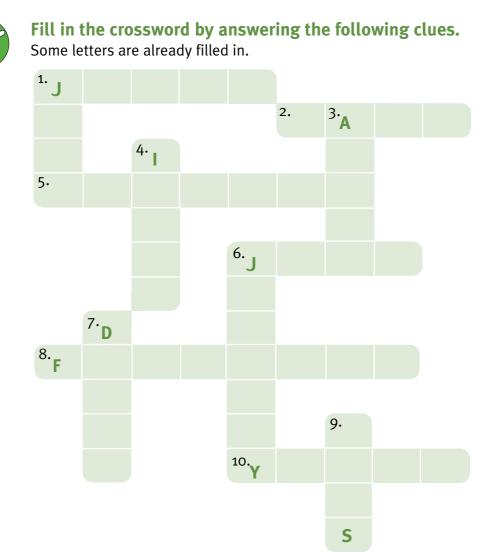
4. Choose an article from the newspaper.

What is the headline of the article?

Write out in your own words, briefly what the article is about.



In the following crossword all the answers are connected with the months of the year. Look at page 46 to help you answer the clues.



Clues across

- 1. Which god is January named after? (5)
- 2. Which goddess is May named after? (4)
- 5. Named after the Latin word for eight. (7)
- 6. Named after Julius Caesar. (4)
- 8. This month usually has 28 days. (8)
- 10. There are 100 ----- in a century. (5)

Clues down

- 1. Which goddess is June named after? (4)
- 3. The fourth month of the year. (5)
- 4. The country the Romans come from. (5)
- 6. First month of the year. (7)
- 7. The Latin word for ten. (5)
- 9. The god of war. (4)



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

The answers are on page 179.

Getting Certificates

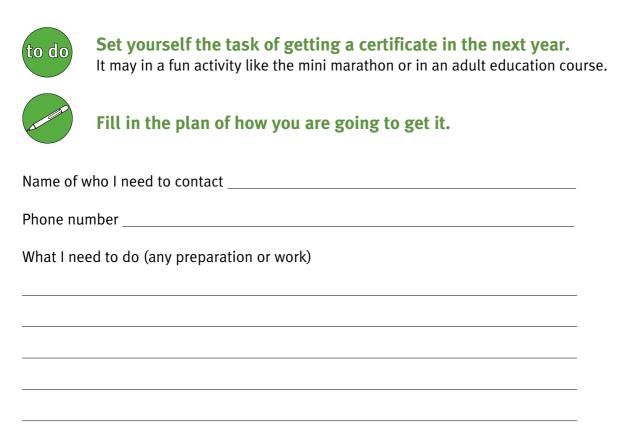
When we think of getting certificates, we usually think only of getting certificates in school. Some people say that they have never got any certificates in their lives. However, if you think a little harder, most of us have got certificates in our lives.

These may include marriage certificate, first aid certificate, any sports certificate, certificates associated with work like health and safety certs, music certs, etc. Certificates normally mark significant changes in our lives, or show us that we have achieved something.



Can you think of any certificates that you may have got in your life? Write them below.

Sometimes adults who come back to learning get certificates for their achievement in whatever course they are doing. Getting some certificates as an adult does not always involve doing an exam. The learner puts together a folder of all the work they have done in the course. These kinds of certificates are called FETAC certificates and can be achieved in such areas as reading and writing, personal development, computers and art.









The worksheets in this section cover the following:

- Reading: Giving Something Back
- Writing Cheques
- Multiple Intelligences 1
- Verb Tenses
- Hiberno English
- Word Groups
- ch-, sh- and th- words
- Reading a Table of Contents
- Code Breaking
- More on Multiple Intelligences

Symbols



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.

Giving Something Back



Like many people Maria's experience of school was not very positive. She moved to England when she was 7, where the teacher used to hit her for pronouncing words 'wrong'. She used to panic if she had to read or spell.

She left school at 15 and became a hairdresser. She got married when she was 18 and spent most of her time rearing her children, but she always wanted to improve her reading, writing and spelling.

She joined a bible class in the 1970's and this helped with her reading, but she did not do much writing and still worried about her spelling.

One day she saw an advertisement in the doctor's waiting room for classes to improve reading, writing and spelling. She plucked up the courage and made the phone call. It was the best thing she ever did and she has gone from strength to strength. She works with a one-to one tutor and she has also done a computer course and a childcare course.

Maria has always loved children and she has been working for the last three years with children in a homework club. When they first offered her the job, she refused as she felt she did not have the education to do the job. She was told not to worry about that as lots of people had difficulty with spelling. She went along to see how she would like the job and she loved it. She understands the children who are having difficulties like she did as a child and she finds it very rewarding being able to help them.

Maria finds that helping the children with their writing and spelling helps her as well. Before she got the job she never looked at books, but now she has to. She always brings a dictionary with her and if the children ask her to spell a word she makes a game of it to see who can find the word quickest in the dictionary. Maria's spelling is good now and she can usually spell all the words the children ask her, but she still makes a game of it for the children. The children she works with are having fun learning, which is very different to her own experience of learning at school.

Maria hopes to continue working in childcare and improving her education.



Giving Something Back



1. How would you describe Maria's experience of school?

2. What was Maria's first job?

3. What did she do in 1970 that helped her with her reading?

4. Where was she when she saw the advertisement for the reading and writing classes?

5. Why did she refuse the job with children at first?

6. How does her own experience make her a good person to work with children?

7. How did working with the children encourage her to look at books?



What is your opinion?

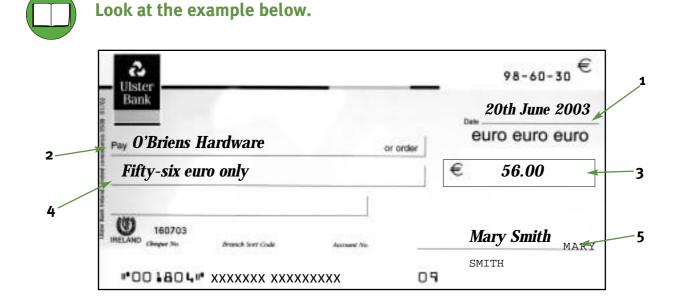
Why do you think so many people have had bad experiences of learning at school?

Writing Cheques



When you are writing a cheque you must include the following things:

- 1. The date
- 2. The name of the person you are paying the cheque to
- 3. The amount in figures that you are writing the cheque for
- 4. The amount in words that you are writing the cheque for
- 5. Your signature





Write this cheque for €38 and 50 cent to Byrnes Chemist.

Ulster	98-60-30 €
Pay	
160703	
"OO LBO L" XXXXXXX XXXXXXXXX	



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

Multiple Intelligences 1

We are used to thinking about intelligence as being good at tests and exams. In fact intelligence is the ability to use what we have learned and apply it to our situation.

Look at the table below.

Can you remember how you learned the following things? Just as importantly can you remember why you learned them?



Fill in the table.

What I learned	How I learned it	Why I learned it
The National Anthem		
The 2 times table		
My favourite recipe		
How to ride a bicycle		
How to talk and listen to people		

You will see that you used several different skills in learning and applying these skills to your everyday life. Perhaps you can't even remember how you learned some of these things. They have become second nature to you.

Dr. Howard Gardener, an American psychologist believes that we all have different types of intelligence. We use each kind of intelligence to a greater or lesser amount every day.



The eight kinds of intelligence and how you might use them are listed below.

- Language intelligence you use this when you are talking to people
- Number /Logical intelligence you use this when you are working out problems
- Visual intelligence you use this when you are reading maps or looking at 3 D objects
- **Music intelligence** you use this when you are listening to music or learning by repetition, for example learning times tables
- Body intelligence you use this when you are playing sport or are 'good with your hands
- Self intelligence you use this when you know and understand yourself
- **People intelligence** you use this when you get on with people.
- Nature intelligence you are using this when you are enjoying the natural world

Multiple Intelligences 1



The theory of Multiple Intelligence is exciting because it shows how different we all are. We are a mixture of all the eight intelligences. Although each of us is naturally stronger in some areas than others, we can all develop strategies to increase those intelligences we feel are weaker.



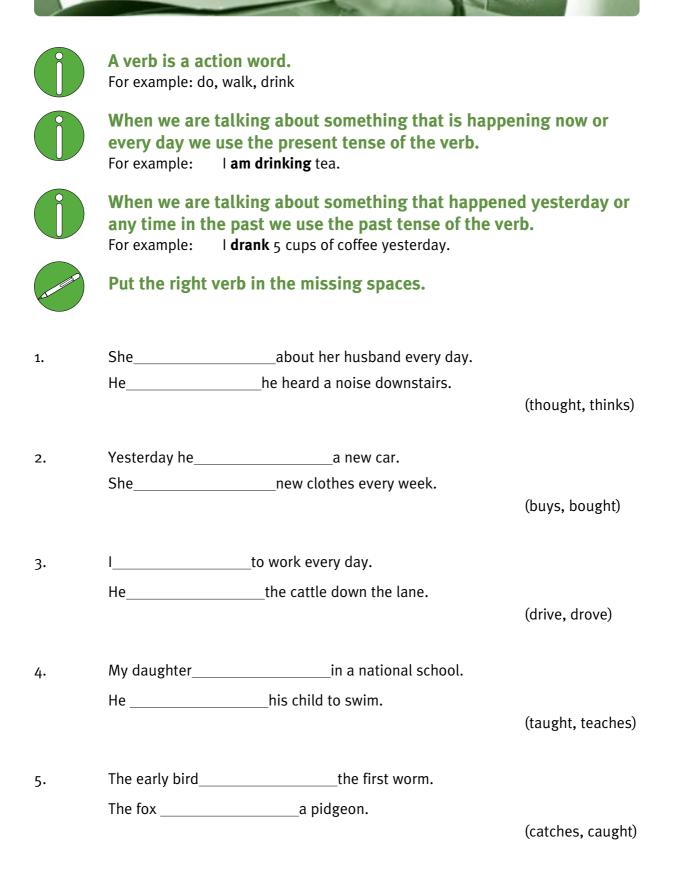
Look at the table of occupations below. Put a tick ✓ in the intelligences you think are needed for the job. You can tick more than one intelligence.

Job	Language	Number	Visual	Music	Body	Self	People	Nature
Doctor								
Teacher								
Mother								
Plumber								
Footballer								
Father								
Driver								
Carpenter								
Your job								
Ballerina								
Singer								
Nurse								



Knowing your strongest areas of intelligence can help you to understand how you learn.

Verb Tenses





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

Hiberno English



Hiberno English is the English that is spoken in Ireland. At one time, Irish was our main language. For this reason, lots of words and phrases from Irish have crept into the way we speak English.

For example, there is no word for yes and no in Irish. In Irish, you say I am for yes, and I am not for no. People in Ireland still use this pattern of avoiding "yes" or "no" when speaking English.

"Are you finished reading that book?"	"I am."
"Is your mobile charged?"	"It is."

Lots of words and phrases in Hiberno English come from a particular place in Ireland. For example: The word chisler is another word for child and it comes from Dublin.



Look at the list below of Hiberno English words and phrases and match them to their meaning.

The first one is done for you.

Mitch	A drunken person
Bowsie	Oh my God!
Janey mack!	Pretending
Snapper	Eventually
Oul fella	A baby or child
Yoke	To miss school
Only letting on	Father
Sleeveen	On a night out
At the heel of the hunt	A thing
On the tear	A sly person

Word Groups

There are some groups of words that sound the same and are spelt in a similar way.



It makes spelling these words a bit easier to remember if you connect them together in your memory as a group.

The words: all, ball fall, tall, wall, recall are members of the word group that ends in **-all**.

If you can remember the ending, - all, then you just need to think about the beginning sounds to spell the word correctly.



Add some more words to the following word groups.

Bell	Bill	Call	Bin



Grouping words together helps with memory. Your short term memory only holds five to seven chunks of information at one time. Using word groups helps to organise those chunks.

The words **would, should** and **could** are another example of a word group. If you remember the **– ould** part of the word then you can figure out what the rest of the spelling is from the sound of the first letter.



+ ould sh + ould



Fill in the missing word from the following sentences.

- 1. 'I ______ have gone to the ball,' said Cinderella.
- 2. I ______ like to go to Spain for my holidays.
- 3. I _____ love to go out for dinner tomorrow.
- 4. I ______ have been a millionaire.
- 5. I ______ do that with my eyes closed.



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

ch-, sh- and th- words



Sometimes when consonants come together they make a sound of their own. These are called digraphs.

Digraph comes from the word di meaning two and graph meaning letters. The two letters together make one sound.

The most common digraphs are sh, ch, th. Each of them has a sound of its own.

Can you hear the sound of ch in the chat?

Can you hear the sound of sh in the word shop?

Can you hear the sound of th in the word thank?



Find the answers using the clues given. The first one is done for you.



You may need to use your dictionary to find the words.

1. Another word for skinny	(4	1)
2. The day of the week before Friday		3)
3. You have them fish	(5	;)
4. You can sail on this	(4	i)
5. This building often has a steeple on it	(6	5)
6. To have a talk with someone	(4	i)
7. If you get a gift you say	you! (5	;)
8. This food can be dark, milk or white	(9))
9. You use it to wash your hair	(7	7)



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

Reading a Table of Contents



All reference books, such as Golden Pages, cookery books, medical books and other books that we use to find information will have a table of contents.

The table of contents always comes at the beginning of a book. It usually lists the names of the various chapters or sections in the book. Under each chapter or section heading there will often be another list of words of things connected to the chapter. These are called sub-headings or sub-sections. The page number is written beside each heading or sub-heading.



Answer these questions, using the contents pages of this book.

1. What page is the introduction to the learner workbook on?______

2. How many sub-headings are there in programme 4?_____

3. What heading is on page 23?_____

4. Where can you find information on writing cheques?_____

5. Which programme contains information on study skills?_____

6. Which page are the answers to the word puzzles on?_____

What information would you find on page 100?

8. In programme 6, what heading comes after Reading a Holiday Brochure?_____

Code Breaking

Each number represents a letter or letter combinations.

1=a	2=е	3=i	4=0
5=u	6=b	7=c	8=f
9=h	10=l	11=n	12=r
13=s	14=t	15=V	16=ph



Find the hidden words by using the number codes above. The first one is done for you.

9, 1, 14	<u>hat</u>
6, 10, 5, 2	
10, 4, 15, 2	
2, 5, 12, 4	
10, 3, 8, 2	
16, 4, 11, 2	
10, 2, 14, 14, 2, 12	
6, 2, 10, 3, 2, 15, 2	



The answers are on page 179.



Now, make up your own secret words using the codes above!

More on Multiple Intelligences

The theory of Multiple Intelligence allows us to look at how we learn best.



It is a biological fact that the male and female brains work in different ways. Men read maps much more easily than women. This is because the area of the brain that controls visual intelligence (the ability to see in three dimensions) is very strong in the male brain. This is because when man was a hunter he needed to be able to figure out where his prey was. He also needed to get back home safely.

The female meanwhile stayed at home keeping the family safe and doing jobs around the living space. She needed to have an eye for detail. She needed to be able to tell that the children were well. She needed to be able to tell if there was any threat to her home and family and she became skilled in reading people's body language. This is why women have strong people skills.

The sections of the brain that deal with people are highly developed in women. Men don't need to hunt anymore, and women don't always mind the children. But the way our brains are formed remain the same. However, we can encourage our brains to strengthen our weaker skills, especially if we use our stronger 'intelligences.'



Look at the list of famous people below.

What do you think their strongest intelligences might be?

David Beckham
Mohammed Ali
John F Kennedy
Diana Ross
Mother Theresa
WB Yeats
Billy Connolly
Thomas Edison





The worksheets in this section cover the following:

- Reading: Learning New Things
- Filling in Forms
- Multiple Intelligences 2
- Nouns
- Acronyms
- wh- Words
- Contractions
- Reading TV Listings
- Word Wheel
- Observing Multiple Intelligences

Symbols



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.

Learning New Things



Margaret is a young mother of two and lives in Tralee, County Kerry. She left school at the age of 15, not being able to read. She says of her writing, "I could write away it's just that I couldn't understand it, it was like baby writing". Despite struggling with her reading and writing, Margaret still managed to get her Junior Certificate in Art, Music and Home Economics.

One of Margaret's main hobbies is cooking. She says, "I love cooking, I would try anything. If I see something in a magazine that looks nice I will try it". She often makes a big pot of stew to feed all the family, including nine brothers and sisters.

Margaret has been able to learn lots of new recipes since she joined the Community Training Workshop in Tralee. She first joined the workshop when she was about 20. She started off doing crafts, but asked to be moved to the catering class. She has learnt all sorts of recipes, from how to make a stir-fry to how to roast a chicken.

As well as doing the catering course at the workshop, Margaret is also doing a reading and writing course. When she first joined the centre, they assessed her reading and writing skills and now she does two classes a week. Although Margaret started the classes a few years ago, it wasn't until her daughter started school that she began to take an interest in them. She says, "It was only last year my small one started school and I said I needed to help her with her homework. I don't want her to be like me". Margaret is currently preparing for a certificate and feels that her reading and writing has improved a lot.

Looking after two small children is a full-time job for any mother, but Margaret still finds time to go swimming and to her local gym.



Learning New Things



Answer the following questions.

1. How did Margaret feel her reading and writing was when she left school?

2. What subjects did Margaret get in her Junior Certificate?

3. Name three of Margaret's hobbies?

4. What did Margaret join when she was 20?

5. Why did she begin to take an interest in the reading and writing classes?

6. What is Margaret currently doing?



What is your opinion?

Do you think it is important for parents to make time to help their children with homework?

Filling in Forms

If you want to pay money into the bank without having to wait in the queue, you can use an express lodgement form. You must fill in the form and put it in a special envelope with the cash or cheques and then post it into a box in the bank.

Each bank has its own forms, but they are all very similar. The form below is from the Bank of Ireland.



Imagine that you have to pay in one cheque for €260.50 and €121 in cash. Fill in the form below.

You will need to know:

- The name of your own branch of the bank.
- The sort code of your own branch.
- Your bank account number.



You will need to write in the amount of cash and cheques separately and then add them together and write the total amount in the correct space.

Branch	89	
	ICANIA.	Brial Notes €
Paid in By	the children of	
Address	Tetal Choques Detailed € Overleaf	
BRANCH COPY Surting Cole Number Account Number		
E 90	8 9	Total €
4-147RLI (RON2001) Planas do not write or much below this line.	a state	



Most of these forms have carbon paper at the back, which you can tear off and keep for your own records.

tip

It is important to keep a receipt of your lodgement.

Multiple Intelligences 2



There are different kinds of intelligence. We can be strong in some more than others.

Dr. Howard Gardner says:

'Intelligence is the ability to respond successfully to new situations and the capacity to learn from one's past experiences.'

In this book we look at how the brain and memory works. We know that if we understand how our own learning happens then we have the tools to help us learn more effectively.



Understanding the principles of Multiple Intelligence is another tool to help learning. You can look at your natural strengths and use them to help in areas you want to work on.

For example if you have a strong musical intelligence you might find that singing the spellings you are trying to learn, makes them easier to remember.



By understanding how you learn best and what your strengths and intelligences are, you can:

- Plan your goals more realistically
- Learn more quickly
- Retain what you learn more effectively
- Reach your goals
- Plan your progression
- Take control of your own learning
- Be willing to share your learning with others

Multiple Intelligences 2



How can we use our different intelligences in a practical way? Since most of the work we have done in this book is to do with reading and writing, here is a list of ways you could use Multiple Intelligences to help develop your skills.



For Language Intelligence:

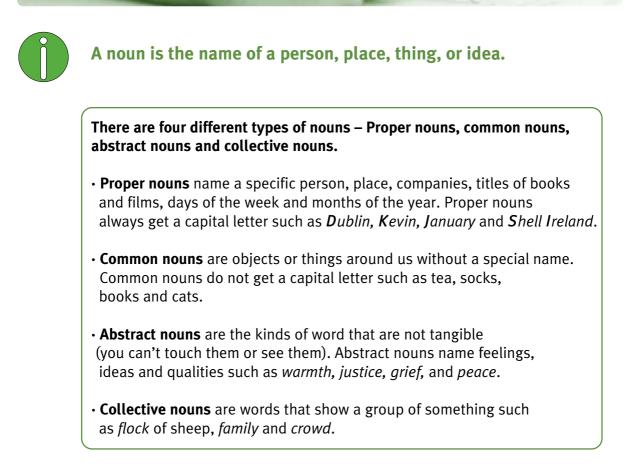
- Read out loud and note how the punctuation makes the reading sound.
- Keep a journal or a diary.
- Use a tape recorder to tape stories and then write them down. Use this as practice for proofreading and drafting.
- Read aloud with a friend.
- Look at different kinds of dictionaries.
- Listen to a play on the radio.
- Keep a list of books you have read. Give some details about the book.
- Write different kinds of things everyday.
- Use a tape to record a 'talking letter' to a friend.



For Number / Logic Intelligence:

- Sort out lists of words into groups.
- When you are reading a story, stop before the end and try to guess what will happen next.
- Find out where words come from.
- Play scrabble.
- Make spidergrams to plan your work. You can also use spidergrams to plan things like parties or shopping trips.
- Write new headlines for newspaper stories.
- Make a mind map of a story you have read.
- Look at advertisements and think about what they are about.

Nouns





Underline the nouns in the story below.

The first few are done for you.

There was great **excitement** last **Wednesday night** as the pop **band U2** attended the premier of the new film about the life of murdered journalist Veronica Guerin. A host of famous names came along, including Colin Farrell, Liam Neeson and Bertie Ahern. The crowd lined the streets of O'Connell Street in Dublin. A flock of eager photographers were there too, ready to get the best picture for the newspapers. Police were all around the cinema, holding groups of screaming children back. There was free wine and popcorn for everyone who was there.

A well-known movie director directed the film. The story showed the great courage of one of Ireland's best journalists. Veronica Guerin's husband and son were at the party, along with a few members of her family. The rain poured as everyone left the cinema, but it was a very enjoyable evening for everybody.

Acronyms



Acronym is the word used to describe a 'word' made up from the first letter of other words.

An acronym is different from an abbreviation. This is because an acronym is read as a word.

For example: NALA stands for National Adult Literacy Agency.

	What the following acronyms?
GAA	
CIE	
SIPTU	

A lot of our language is made up of acronyms and abbreviations, especially at work. This kind of language can be very confusing and is often called jargon.

For example, how many of us would know that a GUI is a computer screen? GUI stands for, Graphic User Interface!



Can you match the following acronyms with their meanings?



Remember to look at the letters in the acronym and match it with the first letter of each word.

LASER	Double income, no kids yet
NATO	Not in my back yard
SCUBA	As soon as possible
NIMBY	Light amplification by the stimulated emission of radiation
DINKY	North Atlantic Treaty Organisation
ASAP	Self-contained underwater breathing apparatus

wh- Words

what	when	where	which	who
Write th	e correct ques	stion word ir	nto these ser	ntences fron
		do you come f	rom?	
	i	s your address	5?	
	(do you think o	f the Dublin Sp	ire on O'Conn
	(of these coats	belong to you?	
	ā	are you going t	to Spain on yo	ur holidays?
	\	was the last pr	resident of Irela	and?
		was the last pr did you get you		and?
words al The first o	k at the answ bove. ne is done for yo	did you get you ers below a i ou.	ur hair done?	
words al The first o	k at the answ bove. ne is done for ye e do you live?	did you get you ers below a i ou.	ur hair done?	
words al The first o on: <u>Wher</u> r: I live in on:	k at the answ bove. ne is done for ye e do you live?	did you get you ers below au ou.	ur hair done? nd try writing	g the questi
words al The first o on: Where r: I live in on: r: I left th on:	k at the answ pove. ne is done for yo e do you live? Co. Meath.	did you get you ers below an ou. clock this mor	ur hair done? nd try writing	g the questi

Contractions

A contraction is a short form of a word and always needs an apostrophe. The apostrophe goes in place of the missing letters.
For example: cannot = can't she is = she's
Put the contractions in the box into the sentences below. The first one is done for you.
I'm can't don't she'll we're she's aren't they're it's doesn't
1. I go to work today as I have a bad cold.
2. He like eating vegetables.
3 both going to France for their holidays.
4 not very good at remembering names.
5too late to do your homework now.
6. Why you going out tonight?
7 all going to go out for a meal next week.
8. "Please make too much mess," said his mother.
9. I hope pass her driving test.
10. I think found the dress she was looking for to wear to the wedding.
Contact the NALA freephone support line at 1800 20 20 65 for help with this worksheet.

Reading TV Listings



Most newspapers contain TV pages near the back of the paper. In order to find the information on the programme you want to watch, you have to look through the entire page. This is a reading technique called scanning.

-	RTE 1	N	etwork 2		TV3	
 L20 EastEnders 1.44285/69 L35 Shortland Street #9521852 L30 Ruacht (Followed by Nivel for the Devil 1.20010001 L30 The EBI: Daty and Skinse Societ that a jeweller is funcing tickers goods. (Followed by The Angelus) 33324004 		Annold Adven Searne 2,35 Depta Poken 4,35 Pukes	Pipes Hourstr 12.10 Hep I 12.35 Jackie Chan Urres 1.40 Finthes 1.25 In the 35 Bise House 1.30 y 2.15 Bob the Builder Tari and Arry Mds 2.45 scis 3.00 Regists 3.35 hour 4.10 Satar, Stater Being Ein 510 R Simple for Dating My Teerage for 5.35 Neighbours	James impersonate Past's parents to take a holiday. 72345443 4.30 Action Street, 72348578 4.30 Action Action Street, 72348578 Sheindlin presiding, 27448273 5.30 News at 5.30 72248724		
7.00 7.30	Wexford thatsher. F2232253	6.30	LD: THE SIMPSONS In Marge We Trust 72250559 LD: MONEL AND AWAY Set 5: Deaths of low Trusty come true T 72224533 LD: SABDINA, THE TEENAGE WITCH Sabers and free Rise, erobeit72 GITY FOLK, Ammiantan	6.30	PAMILY AFFAIRS Fish is determined that George desen't get the upper here, 722-49527 HEWS 72060207 ENMERDALE Syld and ONce versels with their passionoes over Jean's right, 43922340 COROLATION STREET	
8.00	EASTENDERS Joring hits a surprise for Peal. Dennix's stern to sort out Martan backfree. And Dennis, waits Deform again. r upperserve	8.05	73741172	8.00	Martin and Katy's offer ficts, up. Stave procurage Roren to hold her fixed up 72258191 ALL SAINTS Running of	
8.30	GARDEN HEAVEN WITH experts Helen Otton and Enuman Supers. 45230085	8.30	Baby Shower, 72977805 III.M ABANDONED AND DECEMED (1995, Drama, 12) Lot Lowphin, Snan	9.00	Engative Section 27 THE SMELD Two detectives turn to Vic Meckey to help them	
90.8	NEWS 22886579	1.2	Korwin. A single mother is forced into poverty when	177	search for a kidnagged	
9.30	CHOICE CABIN FEVER LIVE		ther exchangement refuses to pay shift support. acceler?		Contraction of the second	

Scan the following TV listings and answer the questions.

1. What programme is on TV3 at 7.30pm?

2. What time is The Bill on RTE 1 at?

3. Write out the times the news is on each channel at?

4. Name the film on Network 2 and what time is it on at?

5. What would you choose to watch this evening?

Word Wheel



Word Wheels are puzzles that have the letters in a word in the shape of a circle. You have to find out where the word starts and where it ends.



Look at the six word wheels below. Find the hidden word based on the clue.



1. Clue: A colour



3. Clue: You can ring people on it.





5. **Clue:** Putting pen to paper

The answers are on page 180.

L I N B U D

2. Clue: The capital of Ireland



4. Clue: Where you live



6. Clue: Your name signed.

Observing Multiple Intelligences

We use all of our eight intelligences all the time. We're not even aware that we do so. Try this! As an exercise in observing different intelligences, sit down to watch your favourite TV programme. Choose a character and see how often the character displays his or her intelligences. For example if someone is talking a lot they are displaying verbal intelligence. If someone is singing while they work they are showing their musical intelligence. At the end of the programme add up the number of checks and find out what you think the character's strengths are. Name of Character: _____ Name of TV programme: Verbal (word) Mathematical (number) Spatial (picture) Musical

Musical					
Movement					
Inter-personal (people)					
Intra-personal (self)					
Naturalistic (nature)					
Naturalistic (nature)				l	

This exercise becomes easier with practice. You can't be right or wrong, because it is your personal opinion.



If you are interested in finding out more about the theory of Multiple Intelligences, there are a lot of sites on the Internet. Just log on to a search engine such as Google (www.google.ie), and type 'Multiple Intelligences' into the query box. You will find lots of information and more quizzes and exercises.







The worksheets in this section cover the following:

- Reading: Picture of Learning
- Writing Poetry
- Learning Experiences
- Question, Exclamation and Speech Marks
- Synonyms
- Words within Words
- Plurals
- Reading a Holiday Brochure
- Word Puzzle
- What is Learning?

Symbols



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.

Picture of Learning

Paddy lives in Dublin, but also has a small house in Co. Clare. He left school when he was 14 years of age and got a job as a messenger boy with the Irish Tourist Board. He progressed from there to become a professional photographer.

He has travelled all over the country taking photographs. He needed to learn to spell all the place names of the towns and counties he visited. He had a very good travel guide, which gave the place names of everywhere in Ireland. He could read all the names, but could not spell them.

Paddy taught himself to spell all the names. He would look up the word in his travel guide and then write the word down and spell it out at the same time. He would keep doing this until he got it right and then he would start on a new word. Some of the words such as 'Monaghan' were a bit more difficult and took longer to learn, but he managed them all in the end.

Some names that were difficult to spell, stick out in his mind, "Like a place in Connemara. I always remember that place in particular, Rosaveel. I remember there were 2 beautiful cottages there and I took a photograph of them. Rosaveel is always on my mind and I can spell Rosaveel now."

Paddy finds that if he does not keep practising the words, he forgets how to spell them. As he says himself, "It is like a different language. You have to start all over again to refresh yourself."

Paddy is a distance learner. He started doing more structured work, when he heard about the Read Write Now television programme. He sent away for a copy of the book and works on it at home. He does not go to classes, but he has a mentor during the TV series from the National Adult Literacy Agency who keeps in touch by phone.

Paddy has a number of interests. He enjoys nature, gardening and doing up his 'shack' in Co. Clare. He also collects paintings and old car parts.



Picture of Learning



Answer these questions.

1. Paddy has two homes. Where are they?

2. What was Paddy's first job?

3. Why did he need to spell all the place names in Ireland?

4. How did he learn to spell them?

5. Why did the name 'Rosaveel' stick in his mind?

6. How does Paddy make sure that he does not forget to spell words he has learned?

7. Paddy is a distance learner. What does he do if he needs help?

8. What other interests does he have?

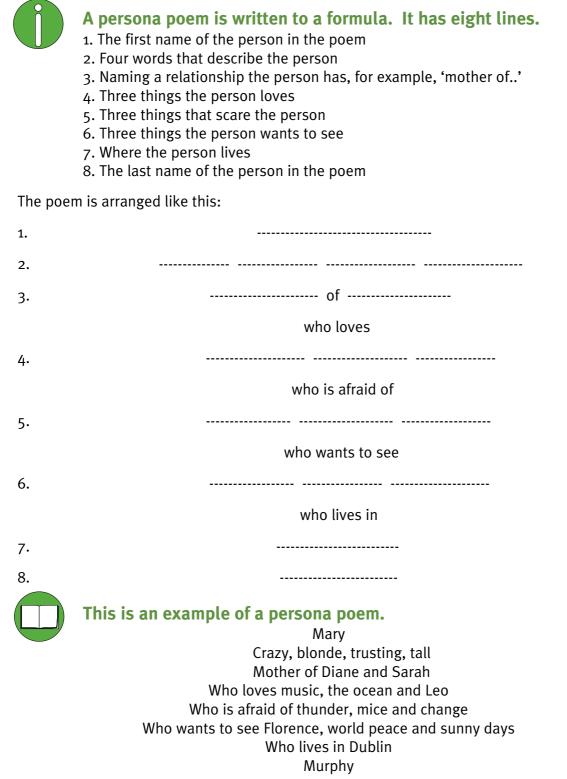


What is your opinion?

What are the advantages and disadvantages of distance learning?

Writing Poetry

Writing poetry can be very enjoyable. There are several different ways to write a poem. One of these is called a persona poem.





Use the template and write your own persona poem. Practise by writing one about each member of your family.

Learning Experiences

Think of some of the things you have learned or tried to learn during your life. How many of them were good learning experiences and how many were bad learning experiences?



Make a list in the table below.

Say what made the learning experience good or bad.

Good learning experience	Bad learning experience	What made it good or bad?
1		
2		
3		
4		

If we look at our past learning experiences, it can help us to find out what works or does not work for us now.

Look at the experiences of John and Mary:

John: "My father taught me to drive, but he had no patience and shouted a lot. It was not a very positive experience for me, so I have never taken any proper driving lessons - I do not want the instructor shouting at me as well."

Mary: "I learned to write stories in an adult literacy class. The tutor was very nice and patient. She never minded if I made mistakes and always corrected my work in a nice way. I never felt stupid. She encouraged me a lot and I still enjoy writing stories and learning to improve my writing skills."

These two different experiences of learning show how learning can be either a good or a bad experience and how it can affect the way we think about learning in the future.

What suggestions could you give to John to help him to get over his bad learning experience and try again?

Learning Experiences



We all have to take some responsibility for our own learning and it helps if we follow these guidelines:

- 1. You need to know yourself and your learning history and be sure of why you want to learn.
- 2. Learn to give and receive feedback.
- 3. Use and develop your learning styles.
- 4. Use all of your senses.
- 5. Share information and ideas with others.
- 6. Know when you are not learning and try to find out why.
- 7. Take risks. Do not be afraid of making mistakes.
- 8. Keep cool.
- 9. Plan your learning.
- 10. Evaluate your learning.

To make the most of your learning and to make sure that your learning experiences are good experiences, it is important to be clear about what you need to do for yourself and what you expect from others.



Answer these questions.

1. If you are learning, what do you have to take responsibility for?

2. What do you expect from others?

Question, Exclamation and Speech Marks

Speech marks do exactly what they say: they mark what a person is saying.

When speech marks are used in the middle of a sentence you put a comma before the speech marks. For example: Mark and his mother were going to the shop. Mark said to his Mum, "What are we going to buy?" His mother replied, "We are going to buy a present for your sister."

Like a sentence, the writing inside speech marks should begin with a capital letter and end with a full stop, question mark, or exclamation mark.



Put the correct punctuation marks into the writing below. The first sentence is done for you.

So I said to her, "I wish you would stop parking your car in front of my drive!" I can park my car where I want she said. I thought I was going to lose my temper, so I said we'll talk about this tomorrow. Later on there was a knock on the door. There she was with a bunch of flowers. I'm sorry. I was a bit rude she said shyly. Where do you think I could park. So I told her about the free parking round the corner.



If you listen to your speech you will hear that your tone of voice goes up towards the end of the sentence.

This rise in tone is the same as a **question mark.** For example: why? when? how?



When you are making a strong point, perhaps when you are angry or surprised, your tone of voice will change.

When you are writing you can show this tone of anger, surprise or pain by using an**exclamation mark.**For example:Ouch!Stop!Go away!



Put in a question or exclamation mark in these sentences.

- 1. Where did the ship sink
- 2. Why are you late to practise again
- 3. Help
- 4. Stop thief
- 5. Do you believe that he is telling the truth
- 6. Stand to attention

Synonyms



Synonyms allow you to express something in two or more ways.

For example: The woman was very **pretty.** The woman was very **beautiful.**



Circle the correct synonyms for the underlined words below. The first one is done for you.

1. My grandfather's house on the hill is very big .	empty small large
2. Last night, I talked to my cousin in America.	listened spoke heard
3. I was feeling hungry before dinner.	peckish food meals
4. I really enjoy painting pictures.	colours love drawing
5. The students waited for the outcome of their exams.	fridge school result
6. I received a parcel from America.	posted got letter



A thesaurus is a book that lists synonyms and is useful for looking up words with similar meanings.

Words within Words



Sometimes when we are spelling words, it is helpful to see smaller words within bigger ones. This involves looking at the word to see how much smaller words you can see in it. This is a visual learning skill - you can learn the bigger words by seeing the smaller words in it.

For example: **vegetables** has got the words **get, a, tab, able** and **tables** in it.

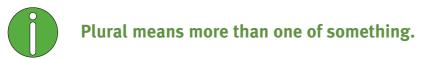


Look at the list of words below and write out all the small words you can find in them.

The first one is done for you.

1. Address	add, dress
2. Acknowledge	
3. Accurate	
4. Admiration	
5. Afterwards	
6. Caravan	
7. Disappear	
8. International	
9. Instrument	
10. Marmalade	
11. Understanding	
12. Together	
The answers a	re on page 180.

Plurals



It comes from the Latin word 'plus' which means more. We use the word 'plus' in maths, as another way of saying add.

Spelling plurals can be a bit tricky. For a lot of nouns it is just a matter of adding on the letter 's'.

For example:	one hand, two hands
	one girl, two girls
	one car, two cars

There are several differences to this rule. Sometimes it is better to try to remember the differences than the rule.

One of the different rules is that:

Words ending in ch, s, sh, x and z all add '- es' to the end of the word to make it plural.

For example:

one church, two churches one boss, two bosses one crash, two crashes one box, two boxes one buzz, two buzzes



Make the following words plural by adding the correct ending.

1. Lunch	
2. Torch	
3. Miss	
4. Bush	
5. Fox	
6. Thrush	
7. Dish	
8. Loss	

Reading a Holiday Brochure

	Sea view Hotel		Europa	Hotel
Length of holiday	7 Nights	7 Nights	7 Nights	7 Nights
	Adult	Child	Adult	Child
20 April - 10 May	€ 580	€ 290	€ 650	€ 250
1 April - 19 April				
11May - 4 May	€ 630	€ 315	€ 700	€ 305
29 Sept - 1 Nov				
1 June - 21 June	€ 700	€ 350	€ 880	€ 350
21Sept - 28 Sept				
25 May - 31 May				
22 June - 5 July	€ 620	€ 310	€ 690	€ 300
7 Sept - 20 Sept				
6 Jul - 6 September	€ 850	€ 425	€ 920	€ 400



Scan the brochure above to answer these questions.

1. How much does it cost an adult to stay in the Sea View Hotel for 7 Nights in late September?

2. Which hotel offers the best deal for children?

3. When is the cheapest time to take a holiday?

4. What would it cost for two adults and two children to stay 7 nights in the Europa Hotel from 1 June to 21 June?

5. Why do the rates vary so much during the year?

Word Puzzle



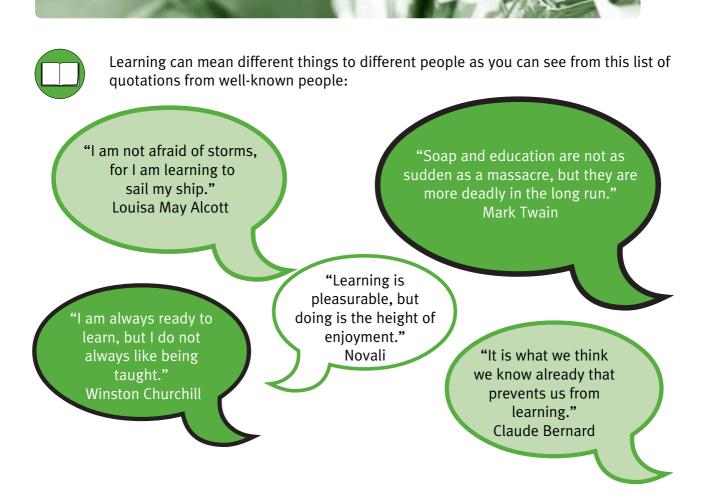




The number after the clue tells you how many letters are in the answer.

The answers are on page 180.

What is Learning?



Try and make up your definition of learning



Try and find out as much as you can about the writers of the quotes above.

When were they born?

When did they die?

Where were they born?

What books did they write?



To find the information use:

- Your local library
- The internet
- Encyclopaedias
- Ask people you think might know the answers.







The worksheets in this section cover the following:

BALLATIC PLUMP #

- Reading: Helping hand
- Writing a Postcard
- Ways of Learning
- Verbs: the Past Tense
- Thesaurus
- Word Endings
- Reading an Advertisement
- Doublets
- Crazy Facts

Symbols



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.

Helping Hand

George is employed by South Dublin County Council as a general operative. He is also a contact person for people who feel they are being bullied or harassed in the workplace.

Although South Dublin County Council has a policy on bullying and harassment, George was aware that not everyone could read the signs or notices. He had been bullied himself and thought this was just something that happened to everyone in work.

When the opportunity to take a training course to become a contact person for people being bullied or harassed at work arose George applied and got a place on the course. The course lasted for two days. Twelve people, including George, were chosen to become contact people. The County Manager launched a book of the policy and all the names and numbers of the contact people were in it.

When someone, who needs to talk, contacts him, George just drops what he is doing and goes to meet him or her. He simply tells his supervisor that he is going to meet someone who has contacted him. The whole thing is confidential. He helps the people who contact him to understand the procedure, writes complaints and formal letters for them, and supports them for as long as they need him. George does all this in his work time and there are no questions asked if he has to leave his normal job to go and meet someone.

George left school at 13 years of age to go to work to help out with the family finances. He did not have many jobs that needed reading and writing, so he soon got out of practice. He knew that if he was writing formal letters and reports, he had to be sure that they were written and spelt correctly.

He decided to join a Return to Learning course in his workplace to improve his reading and writing skills so that he would be able to write reports, letters and take notes. He found the course really useful and he now gives talks and has appeared on television to encourage others to return to learning.

George is a man of many talents and still finds time to teach martial arts as well as enjoying his hobbies of breeding birds and pike fishing. He is also a very good athlete.



Helping Hand



1. Where is George employed?

2. When George was being bullied himself, why did he do nothing about it?

3. What sort of things does George do for the people who contact him?

4. Why did George leave school at 13 years of age?

5. What made him go back to education?

6. How does he encourage others to go back to learning?

7. What are George's hobbies?



What is your opinion? What is bullying and why do you think people do it?

Writing a Postcard

We all like to send postcards to our family and friends when we are on holiday.

Postcards are written in a very informal style.

Look at the one below:

Posto Hi Mary, John and family,	card
We are having a great time. The weather is perfect, not too hot, just right for us. The kids are really enjoying themselves and have made loads of friends. We have visited lots of interesting places and taken some good photographs. See you soon.	Mr & Mrs J. Murphy Hillview Clonmel Co. Tipperary Ireland
Love, Pat, Jane and kids xx	



Imagine that your are in Spain. Write a postcard to your next-door neighbours.

Use some of the words in the box below.

children	hotel	swimming	people	sunny
food	raining	friends	sight seeing	holiday
		Postcard		

Ways of Learning

Think about all the things you have learned over your lifetime. Your learning experiences will have been both good and bad.

In previous programmes we have looked at how we learn and how important it is to understand the things that motivate us to learn. We have looked at learning styles and different intelligences. Thinking about how we have learned something gives us a clue about how we might learn something new.



People learn in many different ways.

For example: The Read Write Now TV series is a distance learning programme. This means that you:

- study at home
- don't go to a class
- have to motivate yourself to learn
- have to manage your own study
- have to develop your own study skills.



If you are following the Read Write Now TV series, you might want to combine studying alone with feedback from a tutor on the freephone support line – 1800 20 20 65. The tutors on the support line can help you with any problems you have with worksheets or content of the TV programme.

Some people don't enjoy learning in this way. They would rather go to a class, either in a group or with a one-to-one tutor. Some people enjoy learning by sharing experiences with others. Some people learn by watching others and then doing it themselves.



You may want to join a class in the local VEC Adult Literacy Scheme. See the small leaflet sent out with your learner pack or contact the freephone support line. Maybe you might decide to do something completely different like taking up a photography class – check your local adult education centre for courses available.



Choose which way of learning suits you best and go for it!

Ways of Learning



Look at the table below. Tick the boxes that apply to you.

How did you learn to	A / On my Own	B / With others	Combination A/B
Cook	Using books Watching TV Trial and error	Watching Doing At a class With a tutor	At a class At school With family
Play your favourite sport	Using books Watching TV Trial and error	Watching Doing At a class With a tutor	At a class At school With family
Read	Using books Watching TV Trial and error	Watching Doing At a class With a tutor	At a class At school With family
Drive	Using books Watching TV Trial and error	Watching Doing At a class With a tutor	At a class At school With family
DIY	Using books 🛛 Watching TV 🔄 Trial and error 🗍	Watching Doing At a class With a tutor	At a class At school With family



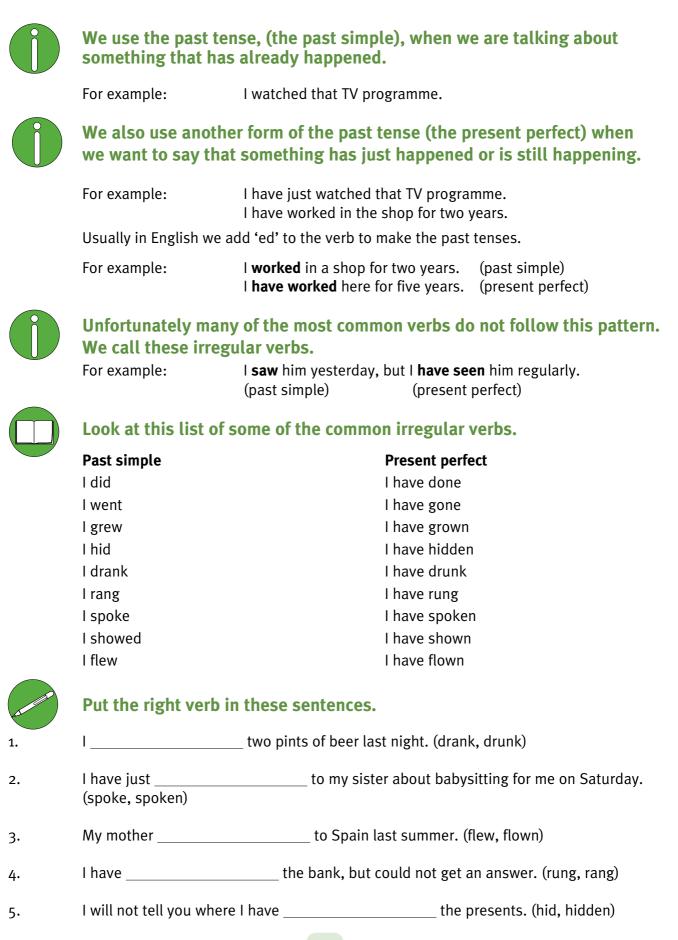
Now try learning something new using a different way than you usually do.

Did it make a difference to your learning?



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

Verbs: the Past Tense



Thesaurus



A thesaurus is a book that lists words in groups that mean the same thing. Words that have the same meaning are called synonyms.

The word thesaurus comes from the Greek word 'thesauros' which means treasure. A thesaurus is literally a treasure trove of words. A thesaurus is useful when you are writing. It helps to bring variety to your writing.

A thesaurus is arranged in alphabetical order like a dictionary. You look up the word you want to find a synonym for, and the thesaurus gives you a list of those words.

For example:

under the word 'seaside' in a thesaurus, you might find the words, beach, coast, sands and sea-shore.

Match the groups with the word that means the same. Use a dictionary or a thesaurus to check your answer.

Apprentice Beginner Cadet Trainee	Нарру
Central Centre Half-way Midway	Restaurant
Cheerful Delighted Festive Glad	Danger
Café Canteen Diner Snack-bar	Learner
Risk Peril Hazard Threat	Middle

Word Endings



-ssion -sion -tion -cian

In the previous series we looked at words that end in –cian. Spellings that end in -cian are always to do with a job. For example: electrician or beautician.



As a general rule: If a word ends in 'shun' and it is a naming word (noun), the end of the word is spelt – tion.



Use the clues to put the correct endings onto the following words.

1. Trains stop here.	Sta
2. What you plan to do.	Inten
3. Not walking under a ladder is one of these.	Supersti
4. Learning to speak well.	Elocu
5. Getting an electric shock.	Electrocu
6. What you get up a ladder.	Eleva
7. How you might win something.	Competi
8. Differences in something.	Varia



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

Word Endings

0	A word ending with the s For example: nation, station, v		is usually spelt with -tion.
	Put the correct ending 'tic Check your answers in the		to the following words.
irrita	loca _		imita
posse	perm	i	invita
conversa _	discu		despera
tip	Some words ending with	the 'shun' sour	id are spelled 'sion'.
	Fill in the missing words.versionmansion	emulsion	pension
1. Most old	people are paid a	by th	e state.
2. The film star lived in a huge			
3. She use	d a nice magnolia	to pair	t her room.
4. They ea	ch had a different	of the	story.

ю



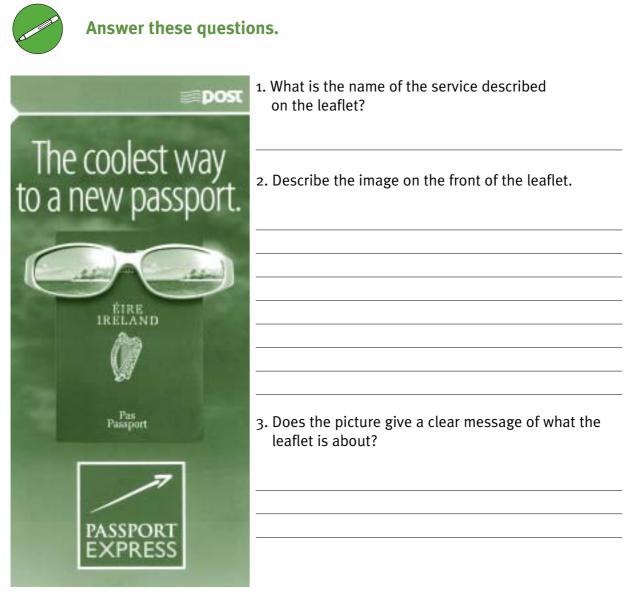
Contact the NALA freephone support line at 1800 20 20 65 for help with this worksheet.

Reading an Advertisement



Look at the advertisement below.

This is the front page of a leaflet that you can pick up in the Post Office. It is designed to encourage people to apply for their passport in the Post Office. It is much quicker to get your passport in this way – you have no queues and no worrying.



4. The front of the passport gives both the Irish and English versions of the words for Passport and Ireland. What is the Irish for these words?

Ireland ______ Passport _____ The word game, 'Doublets' was invented by the author Lewis Carroll. He wrote the book, "Alice in Wonderland".



The point of the game is to turn one word into another by changing one letter at a time and making a new word each time. Lewis Carroll tried to make a connection between the first word and the last word.

Below is an example of one of his doublets.



Underline the changed letter in each word.

PIG WIG WAG WAY SAY STY



Try to complete the following doublets.

There might be more than one answer.



You can only change one letter at a time to form a new word.

1.	2.	3.
NINE	EAST	GIVE
FIVE		
	WEST	
		TAKE



The answers are on page 181.

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

Crazy Facts



Did you know?

- Starfish don't have brains.
- The strongest muscle in the body is the tongue.
- Butterflies taste with their feet.
- An ostrich's eye is bigger than it's brain.

You probably didn't know those facts. You probably won't forget them either.

Why? We are inclined to remember things that are unusual or stand out.

How do you remember jokes, for example? The ones that make you laugh the most are the ones that you are likely to remember. The more you re-tell a joke the more likely you are to remember it in a few weeks. This is because by telling the joke again and again you have moved it from your short-term memory into your long-term memory.



Here are some more crazy facts:

- 1. The white trail behind a plane is actually ice.
- 2. The longest one syllable word in English is "screeched."
- 3. Bibliophobia is the fear of books.
- 4. Paraphobia is the fear of paper.
- 5. No word in the English language rhymes with "month".
- 6. Every time you lick a stamp you are consuming 1/10 of a calorie.
- 7. Leonardo Da Vinci invented the scissors.
- 8. An average person laughs about 15 times a day.
- 9. Penguins can jump about 6 feet in the air.
- 10. Thomas Edison was afraid of the dark.



You can use the Internet to find more facts like these. If you log onto a search engine like Google, and use 'crazy facts' as a key word, you will be entertained for hours.



If you prefer to use a book, The Guinness Book of Records has some very weird and wonderful information. There is probably a copy in your local library.



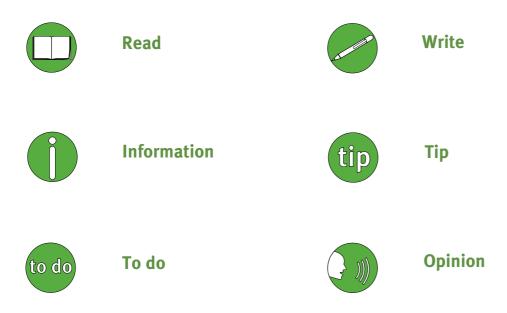




The worksheets in this section cover the following:

- Reading: Growing Skills
- Filling in Forms
- Memory
- Adverbs
- How Words get into the Dictionary
- Abbreviations
- Comparatives and Superlatives
- Reading Instructions
- Codes
- Quizzes

Symbols



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.

Growing Skills

Eileen is a mother of two and she lives in County Offaly, just outside Tullamore. Eileen has two sons, Fergal, 22 and Emmet 18. She left school when she was 12 to care for her mother who was sick. Since then she has spent all her life looking after people. She looked after her father, brother and sister when her mother became ill. She got married at 22 and spent the following years caring for her family. This did not leave a lot of time for herself. Her hobby is gardening which she loves. She says of herself, "I can pass anything but a Garden centre!"

Eileen returned to learning six years ago. She saw a leaflet at the local shopping centre. The leaflet was encouraging people to join the local reading and writing group. It took her six weeks to get up the courage to ring and enquire about the classes. Then, she says, "I just said, 'that is it!' and done it!" She started with a one-to-one tutor in the Tullamore scheme. Her tutor was Margaret, who shares Eileen's love of gardening. They are good friends now.

Eileen still finds it hard to make time for her classes, because she is so busy. She is giving a Gardening Workshop at the local school at the moment. There is quite a large group of people doing the class, about 16. Eileen shows them the basics of planting up pots and containers. She brings in pictures from magazines to give the group ideas for planting. The students will plant up their own pots in the class and bring them home. She says that she would not have had the confidence to give the workshop if she hadn't returned to learning herself.

One of Eileen's sons has a physical disability. She never had the confidence to ask the doctor questions before she returned to learning. Now Eileen has no problem questioning the doctor about her son's condition.



Growing Skills



1. Where does Eileen live?

2. How many children does she have?

3. In what county is Tullamore?

4. Why did Eileen leave school?

5. What is Eileen's hobby?

6. Would you say Eileen is a good gardener? Why?

7. How does Eileen give the group ideas for planting their own pots?



What is your opinion?

Why do you think that gardening courses are so popular with adult learners?

Filling in Forms

	LICATION FOR MEMBERSHIP
	Credit Union Limited
Name:	Membership Number:
Telephone:	Date of Birth
<i><u></u></i>	Date of Birth: / Day Month Year
I hereby apply for membership of an	d agree to abide by the rules of the above credit union, and declare that I am not or have not
I hereby apply for membership of an been a member of any credit union o 	d agree to abide by the rules of the above credit union, and declare that I am not or have not
I hereby apply for membership of an been a member of any credit union o The information given by me on this misleading information given by me termination of my membership, apar	d agree to abide by the rules of the above credit union, and declare that I am not or have not ther than those listed as follows:
I hereby apply for membership of an been a member of any credit union of The information given by me on this misleading information given by me termination of my membership, apar	d agree to abide by the rules of the above credit union, and declare that I am not or have not ther than those listed as follows: form is true and correct to the best of my knowledge and belief. I understand that any false or in connection with my application for or my membership with the credit union may result in t from any other legal sanctions that may apply.
I hereby apply for membership of an been a member of any credit union of The information given by me on this misleading information given by me termination of my membership, apar Most	d agree to abide by the rules of the above credit union, and declare that I am not or have not ther than those listed as follows: form is true and correct to the best of my knowledge and belief. I understand that any false or in connection with my application for or my membership with the credit union may result in t from any other legal sanctions that may apply.
I hereby apply for membership of an been a member of any credit union of The information given by me on this misleading information given by me termination of my membership, apar Most Applicant's Signature: IN THE EVENT THAT THE APPLIC RECEIPTS: I/We hereby apply for membership in	d agree to abide by the rules of the above credit union, and declare that I am not or have not ther than those listed as follows: form is true and correct to the best of my knowledge and belief. I understand that any false or in connection with my application for or my membership with the credit union may result in t from any other legal sanctions that may apply. Credit Unions have a consent to use and disclose information section here. Date: CATION FOR MEMBERSHIP IS IN RESPECT OF A PERSON WHO IS UNABLE TO GIVE

Memory



Read this list of words twice. When you're finished, close the book and try to remember as many as you can.

- Energy
- Hammer
- Shark
- Law
- Economy
- Running
- Phone
- Knowledge
- Oxygen
- Tree

How did you do?

A lot of people find it easier to remember words such as 'hammer', 'shark', 'running', 'phone' and 'tree'. This is because most people will create images in their head for each of these words.

One part of your brain that deals with language stores the letters S H A R K, and its meaning. At the same time another part of the brain, the visual image system, stores a picture of a shark, perhaps from something you have seen on television.

Look at the list again and this time try and think of a picture to go with the words you found hard to remember.

For example: for the word 'running' you might picture a person running to catch a bus.



Try the same thing with this list and this time put a visual image with each word.

- Hungry
- Tired
- Flower
- Frightened
- Funny
- Clever
- Noisy
- Puppy
- Car
- Greedy

Did you find it easier this time? What picture did you make for each word?

Memory

We can remember things better, if we try to link or associate them to other things. If we try and use all of our senses, we are more likely to trigger our memory.

We can all think of times when a sound, a smell, a picture or a touch has reminded us of something.

Look at the list below and then close your eyes and see how many of your senses you are using to remember each situation.

For example if you are thinking of first day at school, you might remember the smell of polish in the classroom, the sound of children laughing or crying, the teacher talking to you, the pictures on the wall or the feel of the school desk.



Put one or two words in each box for each of the senses you use to remember the situations.

	Seeing	Hearing	Touching	Smelling	Speaking
Your first day at school					
Stroking a kitten					
Christmas day					
Walking by the sea					
Holding a small baby					
Going to the cinema					
Moving into a new home					
A stormy night					



Did you find that this brought back the memories very strongly?

The more links we can make, the better chance we have of remembering things.

Adverbs





The answers are on page 181.

How Words get into the Dictionary



The Oxford English Dictionary contains all the spellings and meanings of words and phrases used in English.

Have you ever wondered how a word gets into the dictionary?

According to the Oxford English dictionary about 600 new words are made up everyday. The Oxford dictionary has about fifty people all over the world whose job it is to look out for new words. When a new word is seen or heard it is put into a list called the Oxford Bank of New Words. Not all the words put into this word bank will make it into the dictionary. Only those still being used several years later will get in.

Below are some of the words that have made it into the dictionary and the year they were first heard.



Can you match the word with its meaning?

The first one is done for you.

1902	Teddy Bear	You can watch movies on it.
1915	Tank	When a person gets very angry in a car.
1923	Spoonerism	A person who is young and rich.
1926	Television	A soft toy for children.
1941	Radar	Plastic boxes for storage.
1945	Tupperware	It helps ships see at night.
1982	Compact Disc	A large armoured vehicle.
1984	Yuppie	First letters of words are mixed up.
1995	Road rage	It is a recording of music.



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

Abbreviations



Abbreviations are shortened forms of words or phrases. Using abbreviations is a way of saving time when writing. It is a type of shorthand.

There are several different kinds of abbreviations.

- Shortenings where a word is just cut short, for example **Dept.** or **Co.**
- Contractions these contain the first and last letters of a word e.g., Ltd.
- Initialisms these are the first letters or initials of a group of words, e.g. RTÉ
- Acronyms the first letters of a group of words can be said as a word e.g.

In the writing above, e.g. is an abbreviation of the term 'for example. E.g. is short for the Latin phrase, exempli gratia, which means ... for example!

The abbreviation NB is another Latin example. It is short for 'note bene'. It means 'note well' or take note.



Below are some common abbreviations. Match them with their meanings.

If you get stuck, try using a dictionary to help.

Doctor	Mister	Radio Telefis Eireann	evening	morning rep	oly if you please
	Meaning	Shortening	Contraction	Initialism	Acronyms
Dr.	Doctor				
a.m.					
Mr.					
RSVP					
RTÉ					
p.m.					



Now tick what kind of abbreviations they are?

Comparatives and Superlatives



Comparatives are used to compare two things. Comparatives are made by adding the suffix '-er' to a root word.

For example: Mary is taller than Catherine or Mary is tall, but Catherine is taller. When using comparatives you usually need to use the words 'than or 'but'.



Superlatives are used to compare more than two things. Superlatives are made by adding the suffix '-est' to a root word.

For example: Catherine is the tallest person in the group.



Fill in the blank spaces with the comparatives and superlatives of these words.

Root word	Comparative	Superlative
Wide	<u>wider</u>	widest
Deep		
Fast		
Silly		
Big		
Нарру		
Lonely		
Hot		
Clever		



Instead of adding 'er' or 'est' to a root word, some words need 'more' or 'most in front of the root word.

For example:	modern	more modern	most modern
	beautiful	more beautiful	most beautiful
	interesting	more interesting	most interesting

It would be very difficult to say these words with 'er' or 'est' on the end.

Reading Instructions

Making international telephone calls



If you want to make an international call you must dial the number in the correct order.

local number

For example:

Access code+area code+CountryCity/town

Example 1

Great Britain, Burnley, phone number 524 6110 Access code = 0044, Burnley = 1282, local number = 524 6110 The number to dial from Ireland is: 0044 1282 524 6110

Example 2

Germany, Berlin, phone number 752 746 Access code = 0049, Berlin = 30, local number = 752 746 The number to dial from Ireland is: 0049 30 752 746



Remember:

- 1. The international access code from Ireland always begins 'oo'.
- 2. Some countries do not have area codes.
- 3. Write down the full number before you dial.
- 4. Do not pause for more than 2 or 3 seconds between numbers when you are dialling.
- 5. You might not hear a tone for 30 seconds or more after you have finished dialling.
- 6. Check the local time of the country before you dial.



Scan the information above to answer these questions.

	True	False
1. The access code for Germany is 0039?		
2. The access code from Ireland always begins 'oo'.		
3. All countries have area codes.		
4. You hear the tone immediately after dialling.		
5. The access code for Great Britain is oo44.		
6. The area code for Burnley is 1282.		

Codes

The alphabet is a code. Each letter represents a sound.

A B C	D E	FG	ніј	KLN	N O	PQRS	5 Т U V W	XYZ
What if th	e alpha	abet lo	oked like	this?				
6 8 6	(† T)	æ ø	P 🖑 🤅) 😐 😕)** 🙎 🖟	₽≁₽	♦ ा कि कि	ቀ ቚ ☆ (⋅
It would b	e mucl	h harde	er to rem	ember, but	eventual	y we would	get used to it!	
	Crac	k the	code to	translate	e the firs	t line from	ו the book "I	Black Beauty".
A B ∦ ∛	C	D E	F	GH	I J ⊮ ☺	KL ☺ ⊗	M N O ● [™] 💈 1 ₂	PQ ₽→
	127	L		~~ T		Θ		
R S ¢ ∳	T ₩		V W tr tr	X Y ⊮ \$	Z C∗			
~ •	' * '	u		- •	C			
* • =	J	(P - {)	» ¢	*	₽ 3	y b D	** @ &	* 🖑
\$ # \$	¢	• = (?	3 🙁	ا 🐨 🗘	r 1	* X T 🗘	ቀ 🖁 ♦	Ŗ
3 8 4	ed =		R	() & & (● ∅ 🕺 ⅔	ζ.	● [%]	₽ ቀ
ቀ 🖑 🕸	þ	Å		₽ 1 \$: (¹)	fj @F	\$ 3	D & C
◆ ୬ 🕸	D 🗘		₩ ₽	Ch.	*			



The answers are on page 181.

Quizzes

Nobody seems to know for sure where the word quiz came from, but the story is that the word came about because of a bet. A man named Daly, manager of a Dublin Theatre, made a bet that he would introduce a new word into the English language within twenty-four hours. On every wall in Dublin and every other accessible place, Daly had chalked up the four letters Q-U-I-Z. That day all Dublin was inquiring what it meant. "Quiz? What does it mean?" Daly won his bet and the word has remained in our language to this day.

Unfortunately, this story, although charming, is almost certainly not true.

One possibility is that "quiz" originally came from the Latin phrase "qui es?" (meaning "who are you?"), the first question on a school Latin test, back when Latin was a standard part of every student's curriculum. So, according to this theory, a "quiz" came to mean any sort of test (or an odd person whose behaviour was a mystery).

Whatever the origin of the word, quizzes have become very popular.

How much do you know about the last century?

See how many of these questions you can answer.

- 1. What was banned in the USA in 1920?
- 2. A famous female crime writer died in 1976, who was it?
- 3. Walt Disney released his first cartoon film in 1938, what was it called?
- 4. "Ex-actor is elected President." Who was it and in what year?
- 5. The prince and the showgirl got married in 1956, who were they?
- 6. In 1969, who said, "That's one small step for man, one giant leap for mankind."?
- 7. In 1963, who said, "I have a dream"?
- 8. Who became the world's first billionaire in 1916?
- 9. In which year were newspaper horoscopes first published?
- 10. How many years are you married when you celebrate your cotton anniversary?



The answers are on page 181.

Now try and make up your own quiz.



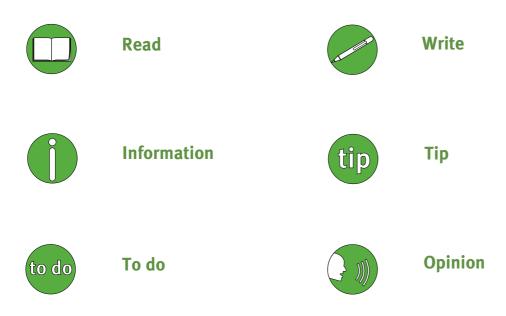




The worksheets in this section cover the following:

- Reading: Wanting to Learn
- Writing Notes and Messages
- Memory Strategies
- Opposites
- Spoonerisms
- Prefixes
- Reading a Family Tree
- Word Puzzle
- Tracing your Family Tree

Symbols



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.

Wanting to Learn



Sandra Mooney lives in Dublin. Sandra has a physical disability and uses a wheelchair. Sandra had to go to a special school when she was younger because no national school had facilities for wheelchairs. She fell behind in her education because she was in and out of hospital. When she left school in 1975 she was assessed to go to a workshop in Clontarf. She says, "They said I was not good enough to go into the workshop. I was originally assessed for 3 weeks in an occupational place in Dublin and I was not good enough."

In 1980 Sandra asked to be reassessed. This time they said she had come on a lot but there was no room in the workshop. Sandra told them that she really needed to be doing something as she was really fed up and low. She did try to go to classes in the Adult Learning Centre in her area. That didn't work out because she had to be carried up two flights of stairs and it really wasn't suitable.

She was put in contact with the Enable Ireland Centre in Sandymount, did an interview and got in. Since then she has done many different courses. She started off in a reading and writing group. She has also done courses in Life Skills, Cooking, Crafts and Printing. Printing was Sandra's favourite course, "I done printing because I like using my hands, seeing something at the end of the day."

At the moment Sandra works as a receptionist in a centre for the disabled. The centre is in the Phoenix Park. She leads a very independent lifestyle.



Wanting to Learn



1. Why did Sandra fall behind in her education?

2. What year was she assessed for the workshop in Clondalkin?

3. Why did Sandra say that she really 'needed to do something'?

4. Why did she do a printing course?

5. Where does Sandra work at the moment?

6. How do you think Sandra felt when she was told she was 'not good enough' to go into the workshop?



What is your opinion?

Are all public buildings are accessible for people with physical disabilities? Why not?

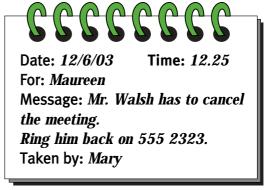
Writing Notes and Messages

A note is something you may have to write in a hurry. You may need to write notes at home or take phone messages at work. You do not have to use full sentences, but you have to make sure you get the message down as clearly as possible. Note at home Phone message at work



Will be home late - Have football. See you at 9pm.

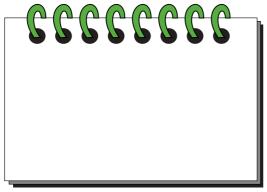
John



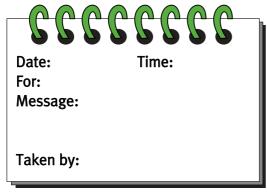


Write out the following notes.

Write a note below to your family saying you'll be late tonight and won't be able to prepare dinner. Give a reason why you'll be late and say when you'll be back.



You are a receptionist at a learning centre. A lady rings to say she will be late for the spelling class. Write the note you would take using the box below.



Here are some useful words you might need: important can't time can meeting late sorry message

Memory Strategies



Short term memory

Everything you see, hear or touch goes into your short term memory. Information 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. We do not need to remember every phone number or address. It is easier to write them into a book and look them up when you need them.

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



Long term memory

There is no limit to the amount of information that can be stored in our long term memory, but we have to decide what needs to go into our long term memory.



Fill in the table below.

Your own phone number	
Your PPS Number	
Your ESB Account number	
Phone number of a friend or relative in another town or country	
Your doctor's phone number	
The phone number of your local 'take away' restaurant	

You probably found that you could not remember all of these numbers. That is because you have decided that is not important to put all of these numbers into your long term memory. You only need to remember the numbers that you use regularly. This called **prioritising**.



Make a list of things you would like to remember for a long time and things that you only need to remember for a short time.

Short term	Long term

Memory Strategies



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

- we link the information to something we already know
 - reorganise the information in a way that makes it more meaningful to us.



Can you answer these questions?

1. How many stars are on a 5oc coin?	
2. What bird is on a 4oc stamp?	
3. How many windows are in your house?	

4. What colour is your neighbours front door? _____

You probably could not answer all of these questions because you had not learned the information. If we want to remember something, we first have to learn it. We can only remember things if we make an effort to learn them. **For example:**

1. Light hands work many make.

These words are easier to remember if we organise them in a more meaningful way to make the sentence: Many hands make light work.

2. eggs, washing-up liquid, oranges, pork, washing powder, rashers, butter, bananas, soap, cheese, beef, apples

This shopping list could be hard to remember, we can make it easier by grouping the words into different categories, such as:

Dairy goods- butter, cheese and eggs

Fruit – apples, oranges and bananas

Meat - rashers, pork and beef

Cleaning – washing-up liquid, washing powder and soap.

Now we only have to remember 4 categories instead of 12 separate words.

3. 1800202065

It would be very difficult to remember a number like this, but if we break it up like this -1800 - 20 - 20 - 65. It becomes easier as we can see it as several smaller numbers. It is easier still if we can link it to numbers that mean something to us such as birthdays, house numbers, ages of our family etc.



Look back to your list of things you would like to go into your long term memory and make an effort to learn them.

We all have different ways of learning and whichever way works for you is the right way. But the more ways we try and the more senses we use, the more we are likely to learn and remember what we have learned.



A good way to learn more words is to learn the opposite word.

Opposite comes from the latin word 'opponere' which means to place against. The word opponent also comes from this Latin word.



Black and White Dark and Light Cold and Hot

Finding out the opposite of a word helps to increase the number of words you can use for writing.



Match the following words with their opposites.

Night	Calm
Sun	Sad
Sick	Moon
Нарру	Well
Angry	Day



Use a dictionary to help you to check the opposite of these words.

Male	
Girl	
Adult	
Wet	
Empty	
Love	
Play	



Many words in English are named after peoples' names. The word spoonerism comes from the Reverend William Archibald Spooner.

The Reverend Spooner was born in London in 1822. He became an Anglican priest and worked in Oxford University as a lecturer in history and religion. He died in 1930 aged 86 years.



A spoonerism is when you mix up the first sound of different words and switch them around.

For example instead of saying *'lighting a fire'* Reverend Spooner said **'fighting a liar'**. He has switched the 'l' of 'lighting' and the 'f' of 'fire' around and made a new phrase.

Can you make out what he was really trying to say?				
1. You hissed my mystery lecture.				
2. Let us drink to the queer old dean.				
3. Our shoving leopard				
4. Is the bean dizzy?				
5. He has really mad banners				
6. A blushing crow				
tip The answers are on page 182.				

Prefixes



Prefixes are a group of letters put in front of a word to give the word a new meaning or to make a new word.

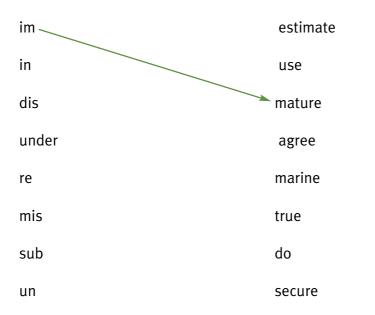
Examples of common prefixes are:

in, dis, under, re, sub, un, im, mis



Match the prefixes on the left to the word on the right to make new words.

The first one is done for you.



If you are not sure that you have matched the right prefixes to the correct root word, check in the dictionary.



Breaking down words that have prefixes is one way to help spell difficult words.

Prefixes					
Chose the right prefix from the box to fill in the missing space. The first one is done for you.					
under 🖌 mis in sub im un re dis					
1. I travelled on the under ground train in London.					
2. The magician's rabbitappeared into thin air.					
3. The plumber was working as acontractor on the building site.					
4. Sheplaced her umbrella on the bus.					
5. The child was veryhappy when he lost his ball.					
6. He found the mappossible to read.					
7. It is important tocycle your rubbish.					
8. It isappropriate to arrive late for a job interview.					

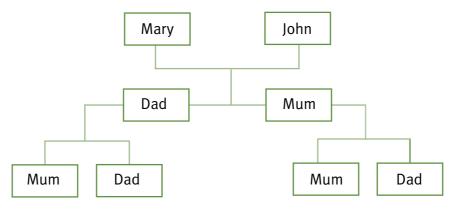


Contact the NALA freephone support line at 1800 20 20 65 for help with this worksheet.

Reading a Family Tree

Finding out about your family history is an interesting hobby. It is quite simple to start finding out about your family especially if your relations have good memories. When people are looking up their family history it is called making a family tree. When you think about it, a tree is a good comparison for a family. A family is made up of branches that spread out and out and keep on growing.

Below is a simple example of a family tree.

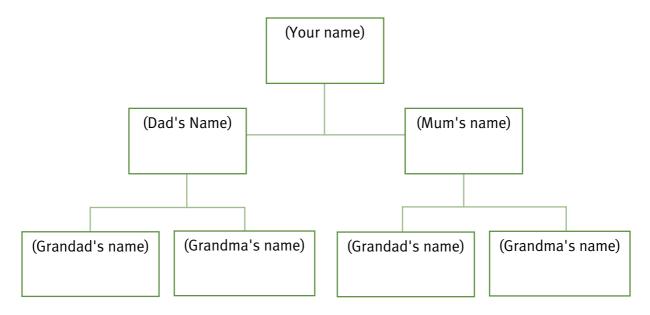


You can see how big a family tree can get!



Try filling in the spaces in the family tree below.

Perhaps you could try to draw the family tree out on a separate piece of paper. If you need more branches just draw them in.





In this word puzzle you can make two new words by adding a word to the end of one word and to the beginning of another word.

For example:

post + age = postage
age + less = ageless



Find a word from the box that fits into the gaps to make two new words. Write the two words underneath.

The first one is done for you

out 🖌 ever	day fore	end pa	per ant man
1. with (Out) side	2. post () age
without	outside		
3. when() lasting	4. import () elope
5. be () head	6. news () work
7. week() less	8. sun () time



The answers are on page 182.

tip

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

Tracing your Family Tree



Tracing your family tree can be a very enjoyable pastime. It is a bit like being a detective. There are lots of clues to be found even lying around your own house.

Useful sources in your own home might include:

- Birth, death and marriage certificates
- Family bibles
- Funeral programmes
- Birth, marriage or death notices in the newspaper
- Family registers
- Wills
- Old diaries
- Photographs
- Jewellery

Jewellery can be really useful. If you have an old wedding ring, for example, belonging to a grandparent, the hallmark on the ring can give you a rough idea of the year the wedding took place.

You can also tell a lot from old photographs if you look at the style of clothes. Turn-ups on trousers were common for men after 1912. The boater hat was popular from 1890-1900.

Always start from the present and work backwards. The best place to start is by talking to older family members.

Draw up a plan and decide which person you want to begin with. You can get a full copy of a birth certificate from the registry office; this will give you the name and address of the parents, the place of birth and the occupation of the father. Baptismal records in churches are another useful source of information.

Useful addresses:

Office of the Registrar General

Joyce House, East Lombard Street, Dublin 2 Telephone o1 67 11 974 Open Monday - Friday 9.30 - 12.30 and 2.15 - 4.30 There is a small fee for each search and for photocopying. Records: Birth, death and marriage certificates.

The National Archives

Bishop Street, Dublin 8 Telephone o1 40 72 300 Open Monday — Friday 10am — 5pm No fees. Records: Census, Griffith's valuation, tithe books, Index to wills and some directories. website: www.nationalarchives.ie







The worksheets in this section cover the following:

- Reading: New Country, New Language
- Writing Greeting Cards
- Study Skills
- Apostrophes
- Where do our words come from?
- Here, Where, There
- 'gh' at the end of words
- Reading a Timetable
- Beautiful Words
- Buying Books

Symbols



For help with the worksheets:

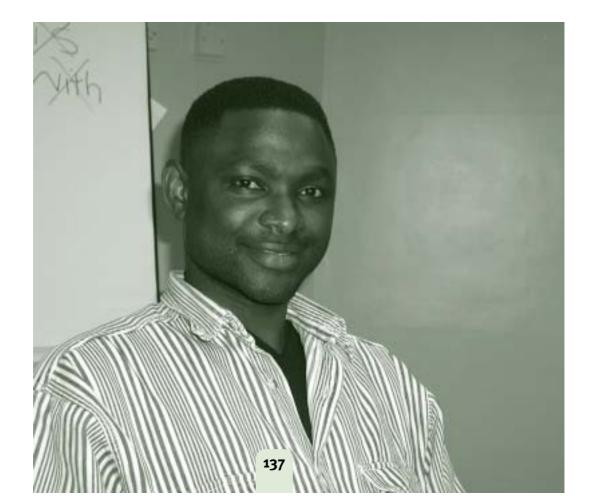
Contact the freephone support line at **1800 20 20 65** (Monday to Friday 10am – 4pm) and use the support book.

New Country, New Language

Moses is 19 years old. He was born in Nigeria, which is a country in Africa. He came to Ireland 3 years ago. Moses didn't really go to school when he was a child in Nigeria, because you had to pay for school and his parents couldn't afford it.

His father was a deacon in the church and Moses used to help him a lot with the church work. He was very involved with the choir and learned the words of songs from people singing them. He is not part of a choir in Ireland yet because he cannot read the words. Moses spent a lot of time helping his mother around the house. Between the church, the choir and helping his mother, he was kept very busy.

After Moses had been in Ireland about a year, a friend told him about Spirasi. Spirasi is an organisation that provides support to Refugees and Asylum Seekers. Moses did some English language classes there. After a while he heard about the Dublin Adult Learning Centre (DALC) and started doing classes there, because it was closer to home. He has been in a group in DALC for the last year, and his tutor says he is an exceptional student. He has also started to learn how to use a computer. Moses wants to be a carer in the future.



New Country, New Language



Answer these questions.

1. In what country was Moses born?

2. On what continent is Nigeria?

3. What is the name of the organisation that helped Moses first?

4. How did Moses help his father?

5. How did Moses learn the words of songs?

6. Where did Moses go to learn English after Spirasi?

7. How old was Moses when he came to Ireland?

8. How do you think Moses felt when he came to live in Ireland?



What is your opinion?

How do you think learning a new language could be made easier?

Writing Greeting Cards

Writing a greetings card can be a bit tricky. How do you know what to say?

You must match your message to the type of card. Depending on the occasion, the kind of verse in the card will be different. A birthday card will have a cheery verse. A sympathy card will have words to let the person know that you are sad for them.



A rule of thumb is to think about what you would like someone to write to you in the same situation.



Fill in an appropriate greeting for the following kinds of cards. The first one is done for you.

Sympathy	
I am thinking of you and all your family at this sad tim	1e .
With all my sympathy,	
Mary.	

Good Luck	
Congratulations on your New Home	
Congratulations on your New Baby	
Wedding Day Greetings	
Thank You	

Study Skills

When learning anything new, we often need to find ways of gathering information and practising what we have learned.

We learn most things by speaking or communicating, by reading and writing and by listening and doing.



Look at the study skills in the boxes below.

These can be applied to almost anything you are learning.

Study skills for speaking

- Drawing up a plan of what you want to say – for example, making telephone calls to find information, making a speech or going for an interview
- Practising until you get it right – saying what you want to say out loud
- Knowing how to ask and answer questions

Study skills for reading

- Skimming reading to get a general gist of the information
- Scanning reading to find particular information
- Reading for understanding
- Reading for enjoyment

Study skills for listening and learning

- Listening for information you want – for example, listening to a tutor or driving instructor
- Asking questions if you don't understand
- Asking for repetition from the person you are learning from
- Practising what it is you are learning – this helps you to remember what you have learned

Study skills for writing

- Brainstorming on your ideas

 this is thinking about all your ideas on a topic
- Using spidergrams putting a circle with your topic in the middle of a page and writing your ideas around this circle (see page 29.)
- Writing drafts making a rough copy
- Using the dictionary

Study Skills



Look at the three stories below. What study skill could each person use to help them learn?

 Sylvia is training to be a nurse. Her manager is testing her tomorrow on how to take blood. She goes home that night with the book on all the information she needs.
 What study skills could she use?

2. Mr. Sand's daughter Frances is getting married this Saturday. He has to give a speech on the day in front of all the guests but he is very nervous. He has two days to prepare.What study skills could he use?

3. Catherine recently got a job in her local crèche. She was asked by her crèche manager to read a book to the children. She has to read it to a group of ten children, aged 5 to 11. She wants to make it enjoyable for the children to hear the story.

What study skills could she use?



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

Apostrophes



The apostrophe is used to show that something belongs to someone or something.

The apostrophe always comes before the 's' if we are talking about one thing or person.

For example: *the* **girl's** coat - the coat belongs to the girl *the* **tree's** leaves - the leaves belong to the tree **Mary's** house - the house belongs to Mary

If we are talking about more than one thing, the apostrophe comes after the 's'.

For example: the **girls'** coats - the coats belonging to the girls the **boys'** bicycles - the bicycles belong to the boys the **sisters'** house - the house belongs to her sister



Write out the sentences putting in the apostrophes.

- 1. Winnies hair is very dark.
- 2. Bridget found Toms book on the floor.
- 3. I think my friends writing is very neat.

4. Mary corrected Tonys work yesterday and said it was excellent.

- 5. Patrick washed the boys football jerseys yesterday.
- 6. The joggers legs were tired after the marathon.



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

Where do our words come from?

There are more words in English than in any other language. There are over 650,000 words in the Oxford dictionary and many more words are added each year.

Over the history of the English language words have come in from many other languages such as Anglo-Saxon, French, Greek, Latin, German. No wonder spelling is so difficult.

At one time French was spoken in England and all our words to do with law, such as jury, justice, prison, parliament etc. come from French.



Where do you think these words came from? Put a \checkmark in the correct box.



Use a dictionary to help you to find the answers. You may need to use a larger dictionary, available in your local library.

	Japanese	Greek	Latin	French	German	Indian
1. crisis						
2. pyjamas						
3. judo						
4. horizon						
5. column						
6. parliament						
7. parish						
8. gruff						
9. juggernaut						
10. confront						
11. hotel						
12. moor						
13.hobble						



The answers are on page 182.

Here, Where, There

It is sometimes hard to remember which of the words their, there and they're to use when you are writing. These words are homophones; they are spelt differently but sound the same.

The same is true for the words wear and where. Where and wear are also homophones. The same goes for the words hear and here. How confusing can it get?

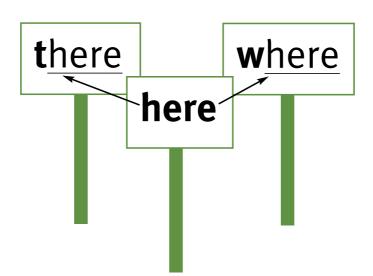


Look at the following sentences.

Where are you going?	I am going over there.
Do you live here ?	Yes, I live here.
Are you going over there ?	This is where I am going.



The words here, there, and where are all to do with a place. If you remember that: Here is placed in there and where, it will be easier to use the correct spelling.





'gh' at the end of words



The 'gh' at the end of words can either sound like an 'f' or it can be silent.

There are only a few common words where the 'gh' sounds like an 'f'.

For example:	cough	enough	laugh	
	rough	tough	trough	

You could try and remember these words by making up one or two sentences that include all the words. The sillier the sentences are, the easier it is to remember them.



In most other words the 'gh' is silent. Many of the words with a silent 'gh' end in 't'.

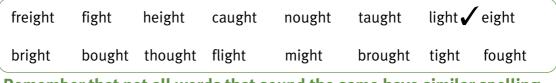
For example: fight, bought and caught.



tip

Read the words below and then put them in the column with other words that sound the same.

The first one is done for you.



Remember that not all words that sound the same have similar spelling.

right <i>light</i>	caught	weight



These words can be difficult to spell, so you need to make a special effort to find some way to learn them.

There are a few other common words with a silent 'gh' that you will find useful to learn. These are: though, although, thorough, though and high.

Reading a Timetable

Ĵ

Most libraries have computers for public use. The computers are provided to encourage people to use the Internet. The Internet is great for finding out information. E-mail is a quick way of communicating with your friends and family. Because the computer section of the library is bound to be busy it is usually necessary to book a session.

Here are some of the rules for booking a computer session in a library.

- The Computer section is open from 9.00 to 17.00 Tuesday to Friday, and 10.00 to 13.00 on Saturdays.
- Each session lasts for a maximum of 50 minutes.
- Each session starts on the hour, every hour.
- You must book with the librarian at the front desk.
- If you are more than 10 minutes late you will lose the session.
- You may wait on standby in case someone misses their session.



Look at the booking timetable below and answer the questions.

	Tue	esday	,	We	dnes	day	Th	ursda	y	Fri	day		Sat	urda	y
Computer Number	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
9.00 - 10.00	Х	Х		Х	Х	Х		Х	Х			Х	Х	Х	Х
10.00 - 11.00		Х	Х			Х		Х	Х	Х	Х		Х	Х	
11.00 - 12.00	Х	Х	Х	Х		Х	Х	Х	Х	Х	Х		Х	Х	Х
12.00 - 13.00			Х	Х	Х		Х		Х	Х	Х	Х	Х	Х	Х
13.00 - 14.00	Х	Х	Х	Х		Х	Х	Х	Х	Х	Х	Х			
14.00 - 15.00		Х		Х	Х	Х			Х	Х	Х	Х			
15.00 – 16.00	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х			
16.00 - 17.00	Х			Х	Х	Х	Х	Х	Х	Х	Х	Х			

X= computer booked

1. How many computers are available for use?_____

2. On what day are there the most free sessions ? _____

3. Why are no sessions booked after 13.00 on Saturday?_____

4. How many sessions are booked for Tuesday afternoon?_____

5. How many sessions are booked for Thursday morning?_____

Beautiful Words

Several years ago a Sunday newspaper asked its readers to vote for the ten most beautiful words in the English language. The following words are the ones that won. As you can see there are actually twelve words, the last three had equal votes.

	Look up the meanings of the words in a dictionary.
1. MELODY	
2. VELVET_	
3. GOSSAN	IER
4. CRYSTAL	
5. AUTUMN	
6. PEACE	
7. TRANQL	IIL
8. TWILIGH	Τ
9. MURMUI	۲
10. CARESS	
11. MELLIFL	UOUS
12. WHISPE	R



The answers are on page 183.



What are your own favourite words?

Buying Books



As we work on reading skills, sometimes it is nice to go into a bookshop and choose a book for ourselves, for our children or a friend.

However, there are a few things to remember when going out to buy a book.

Most bookshops arrange the books under topic. The main ones are:

Fiction	Non-fiction	Travel
History	Health	Mind and Body
Children	Gardening	Cookery
Biography	Irish Interest	School Books



Things for you to try!

- Visit your local bookshop and find out what topics they have books on this may help you find your way around most bookshops.
- Look out for second hand bookshops or markets that may sell books at a lower price. Sometimes you may need to look through the books yourself as they may not be arranged in any order.
- Why not join your local **library** all you need is any form of identification with your address on it. You can borrow books for yourself as well as children's books. Don't be afraid to ask for a library tour or help with using the library catalogue, which is on a computer in most libraries. The catalogue helps you to find a book if you know the author and the title.
- Suggested titles books that may get you started include: Books in the Open Door Series by different Irish authors Angela's Ashes by Frank McCourt Any books by Maeve Binchy, Marian Keyes, Roddy Doyle.
- Things to remember when choosing children's books:
 - Choose books with bright, colourful pictures
 - Choose books that you would find easy to read yourself and one that you might enjoy too
 - The book should have people and a plot that the child can identify with
 - Make sure the book has a satisfying ending
 - Choose a book that has a lot of the same words in it, so the child can predict and join in on the story
 - Most children love funny stories, while older children love a good ghost story!







The worksheets in this section cover the following:

- Reading: Power to Change
- Filling in Forms
- Reviewing your Learning
- Commas
- Homophones
- Suffixes
- Reading the Golden Pages
- Word Games
- Learning by Accident

Symbols



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.

Power to Change

Mary lives in Tallaght in Dublin and is married. In school, she did not get the attention she needed because of large classes. In addition, she was forced to do school chores instead of attending lessons because she was poor. On leaving school, Mary knew she could read, but she could not read aloud. She left school however, with very few writing skills. She worked in different factory jobs for a number of years and remembers copying the others girls clocking cards!

Six years ago things turned around for Mary. She went to the Killinarden Family Resource centre and started doing craft classes. In the centre, she attended a personal improvement course, and it was here she admitted that she couldn't spell.

A group course was arranged for her by the centre, which she now still attends. Mary has achieved a lot since attending the centre. Some time ago, she became one of the founders of the Active Citizens Group, and is currently the chairperson. She believes strongly in the importance of using your vote to change local community resources and public services. She realises that a good education helps people to be more aware of the issues for voting.

"It's the literature that comes in the door, I didn't have enough confidence to read it. I didn't know that when you get more 'brain power', as I call it, you want to learn more. And you think, 'that's my right', and I should be voting. And that's why I'm now on the Active Citizens Committee here, to get people to vote. That's the thing with voting, we really do get what we reap. If they don't come out to vote, how can they change things? I've been told I sound like a politician. And it drives me up the wall when I hear people say, 'sure what's the point of voting – they'll only do the same things'. And I say, they won't if you change it."

Her most important campaign involves encouraging the local community to vote. "For people who can't read and write it's a vicious circle. They're not going to vote, their children aren't going to vote and then their children's children. And I say if you vote, you can get a better education system."

Mary has attended the Active Citizenship course to learn about how to vote and to encourage others to do so. She now runs a flower-arranging course at the centre.



Power to Change



1. Why did Mary not get the attention she needed in school?

2. What did Mary do when she left school?

3. What happened when she attended the personal improvement course?

4. What group is Mary the chairperson?

5. What is Mary's opinion about voting?

6. What course does she currently run in the centre?



What is your opinion? Do you think it is important to vote?

Filling in Forms



Look at the form below.

It is the form for applying to join the electoral register. If your name is not on the electoral register you cannot vote in elections.

Fill in the form.



Always read the notes before you begin to fill in a form

Notes

Next year's Register of Electors is now being compiled. To ensure that you and members of your household will be registered, complete and return this form IMMEDIATELY.

1. BE SURE TO NOTICE

- Every person over 18 living at your address;
- 17 year olds who will be 18 by 15th February next;
- Any eligible person who normally lives at your address but is temporarily away.

2. DO NOT INCLUDE

• A visitor staying temporarily at your address.

3. CITIZENSHIP

Please indicate the citizenship of each person on the application form: this will determine the elections at which that person may vote.

4. TWO VERSIONS OF THE REGISTER From 2004 or earlier if possible, registration authorities will publish two versions of the register - the edited register and the full register. The edited register will contain the names and addresses of persons who have indicated that their details can be used for a purpose other than electoral or other statutory use, e.g. for direct marketing use by a commercial or other organisation.

The full register lists everyone who is entitled to vote and once an edited register has been published can only be used for an electoral or other statutory purpose.

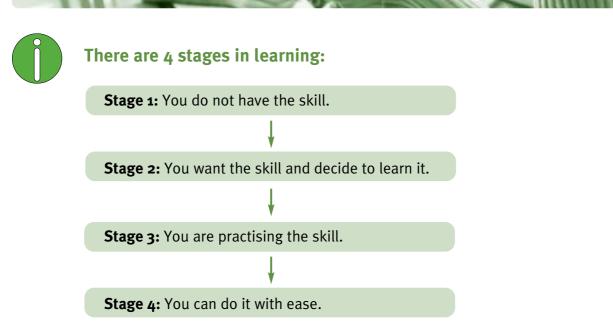
If you want your details or those of any member of your household to be included in the edited register, you should tick the YES box in column (v) at part 3 of the form. If you do not want the registration details to be available for non-statutory uses, you should tick the NO box.

If you do not tick the YES or NO box, it will be assumed that you do not wish your details or those of any member of your household to appear on the edited register.

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						-												0.61.62						
Des	ctara	vtion	e i te	-																			ive false information.	

Reviewing your Learning



In order to get from stage 1 to stage 4, we have to constantly review our learning. We need to see how close we are getting to learning something so well that we do not have to think about it at all.

Even if we have reached stage 4, we still need to practise often or we might go back a stage.



When you review your learning you

- Look at what you've learned
- Look at what you haven't learned
- Remind yourself of information you thought you'd forgotten, such as a spelling rule
- Look at things in a new way.



Think of one thing that you are learning, but have not learned fully yet. What more do you need to do to learn it fully?

Reviewing your Learning

Look at all the things you are trying to learn or practise in this book and decide what stage you are at with your learning.



Fill in the table below.

Look at the sample one first.

Sample:

Things I am learning	Stage 1 You do not have the skill	Stage 2 You want the skill and decide to learn it	Stage 3 You are practising the skill	Stage 4 You can do it with ease
Form filling	✓	✓	I can fill in easy forms	
Sounding out words	1	✓ 	1	I can do this very well now

Sounding out words

Things I am learning	Stage 1 You do not have the skill	Stage 2 You want the skill and decide to learn it	Stage 3 You are practising the skill	Stage 4 You can do it with ease
Form filling				
Sounding out words				
Reading				
Spelling				
Scanning				
Puzzles				
Using a dictionary				
Grammar				
Writing				



When you are learning it is a good idea to review what you've learned. This means you can work out what stage you are at in your learning and see what more you have to do.

Commas

If the sentence you are speaking is a long one, with several small units of information, you will take several small breaths to break up your sentence naturally. When you are writing, you use a comma to show this short break.



A comma is different to a full stop because it is inside a sentence. A comma looks like this ,

Commas are also used when listing things in a sentence.

For example: My children's names are Michael, Jane, Catherine and Thomas.

You do not need to use a comma before the word 'and'.

For example: We saw Mary and Peter at the park.



Read the following paragraph out loud. Mark where you think the full stops and commas should go.



flat in ringsend

jo knew what she should do she should get the evening papers at lunchtime read all the advertisements for flats and as soon as she saw one that looked suitable she should rush out at once and sit on the doorstep never mind if the advertisement said after six o clock and the flat was a good one shed probably find a queue of people all down the street finding a good flat in dublin at a rent you could afford was like finding gold in the gold rush

Maeve Binchy

Homophones



Homophones are words that sound the same, but have a different meaning and spelling.

There are lots of homophones in English, but some are more common than others. The word homophone comes from the Greek words homo meaning the same and phone meaning sound.

For example:	I am going to live in Spain.
	I have two children.
	My grandfather has too much money.



Write in the correct homophone from the pairs in the box below. You may want to use the dictionary to check your answers. The first one is done for you.

buy	ale 🗸	bawl	bored	lone
by	ail	ball	board	loan
piece	brake	knows	chews	waste
peace	break	nose	choose	waist

1. It was John's birthday, so he drank a pint of **ale**.

- 2. Damien Duff crossed the ______over for a goal.
- 3. The children were very ______ in their computer class.

4. I was very careful not to ______the china.

- 5. Yes thank you, I would love a ______ of cake.
- 6. I had to ______ which cake I wanted for my son's birthday.
- 7. My father ______ a lot about the history of Ireland.
- 8. I got a ______ from the bank to pay for my holidays.
- 9. Worrying too much is a ______ of time.
- 10. Every day, I walk ______ the park on my way to work.



The answers are on page 183.

Suffixes



A suffix is a word ending added to the end of a root word to change its meaning or to make a new word.

For example:	rootword	+	suffix =	new word
	pain	+	ful =	painful
	start	+	ing =	starting



Look at the list of words below and write the root word and the suffix separately.

The first one is done for you.

new word =	rootword	+	suffix
studying	study	+	ing
player		+	
ninety		+	
joyful		+	
careless		+	
oddly		+	
sadness		+	
enjoyable		+	
correctness		+	



Suffixes

(\mathbf{i})	You us	ually change	e 'y' to 'i' at the end of a word, before adding a suffix.
	For exam	nple:	cry + ed = cried
		vord ending the 'y' to ar	in 'y' has a vowel before the 'y', you do not need to ו 'i'.
	For exam	nple:	pray + ed = prayed
	Add su	ffixes to the	se words, using these rules.
tip	Vowels	are a, e, i, o), U
Play	+	er	
Crazy	+	ly	
Fury	+	ous	
Beauty	+	ful	
Lonely	+	ness	·
Stay	+	ed	
		he root word It one is done	l and the suffix separately for these words. e for you.
Supplied		supp	ply + ed
Jolliest			
Happines	S		
Enjoymen	t		
Hurried			
tin	Contact	the NALA fr	eephone support line at 1800 20 20 65 for



Reading the Golden Pages

The Golden Pages is a useful reference book. It is a list of all the products and services that are available in your area. The Golden Pages is arranged in alphabetical order, just like the phone book. In the main part of the book it gives headings, such as Carpentry, Hotels or Window Specialists.

Sometimes it is a bit difficult to figure out exactly what you are looking for. For example if you wanted to buy some wood, should you look under Carpenters, Timber Agents, Builders Merchants or DIY shops?

Fortunately, at the back of the Golden Pages is an Index. The Index is also arranged in alphabetical order and it groups the services into simpler groups. So you can guess at a general heading, look it up in the index and go to the page number given.

Use the index at the back of your own copy of the Golden pages to look up these services.

Clues are given to help you.

1.	P
	(Someone who might put in a washing machine)
2.	L
	(Someone who could change the locks)
3.	R
	(Where you could have a good meal)
4.	CBS
	(Someone who might tow your car away if it is broken down)
5٠	J
	(Where you could get your watch fixed)
6.	E
	(Someone who might fix your wiring)
	Now put the answers in alphabetical order.

T.	
2.	



The answer are on page 183.

Word Games



Look at the clues below. These six clues lead to six answers. The first letter of each of the answers spells a famous city. What is it?

The famous city is	
6. You smell with it	
5. If you reach a hundred you are this	
4. There are seven in a week	
3. This is what you are called	
2. The first number	
1. When something is funny you do this	



Look at the clues below. These five clues lead to five answers. The first letter of each of the answers spells a colour. What is it?

- 1. Opposite of boy
- 2. You turn it on to listen to it
- 3. You can boil or scramble them
- 4. We have two of them to see with
- 5. A person, place or thing

The colour is



The answers are on page 184.

Learning by Accident



Some of the best discoveries of the last 200 hundred years were discovered by accident.

- 1. In 1879 Louis Pasteur injected some chickens with the cholera bacteria. He thought it would kill them, but he had used a very weak bacteria from an old jar and the chickens became sick, but got better quite quickly. He tried injecting them again with fresh bacteria, but it had no effect on them. He had accidentally discovered a vaccine for preventing disease.
- 2. Alexander Fleming was a young scientist working in St. Mary's Hospital, London in 1928. One day in his very untidy laboratory, he noticed that bacteria he was growing in a dish on his window-sill, had been invaded by a spore of mould that had blown through the window. He noticed that all the bacteria around the mould had died. He saved the mould and from it produced penicillin.
- 3. George de Mestrel was on a hike through the woods when he became bothered by annoying burrs that stuck to his clothing. De Mestral stopped to pull them off. "What made them so difficult to remove?" he wondered. A closer examination showed that the burrs had hook-like arms that locked into the open weave of his clothing. The discovery led de Mestral to invent a hook-and-loop fastener of his own. Today his invention - Velcro - Can be found on everything from clothing and lunch bags to space suits and spacecraft.
- 4. According to legend, a man accidentally swallowed quinine while suffering a malarial fever in a jungle high in the Andes in South America. Needing desperately to quench his thirst, he drank his fill from a small, bitter-tasting pool of water. Nearby stood one or more varieties of cinchona, a tree that grows from Colombia to Bolivia on humid slopes above 5,000 feet. The bark of the cinchona, which the local people knew as quina-quina, was thought to be poisonous. But when this man's fever disappeared, he brought news of the medicinal tree back to his tribe, which began to use its bark to treat malaria. This was the first use of Quinine, which is still used today to treat malaria.



These discoveries are all examples of learning by doing.



Can you think of any discoveries that have made life easier for people? What invention could you not do without?



Do you know who invented the mobile phone, the car or the television?

If not find out – look it up in an encyclopaedia or check the internet.







The worksheets in this section cover the following:

- Reading: Moving On
- Filling in Forms
- Progression
- Adjectives
- Malapropisms
- Text Messages
- Proof Reading
- Reading a Menu
- Idioms
- Progressing On

Symbols



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.

Moving On

All the learners in our programmes have a couple of things in common. The first is that they are all different! They all come from different walks of life. They come from different parts of the country, or from other countries. They all have different hobbies and interests; from gardening to underwater photography, from painting to martial arts, from fishing to gospel singing.

The second thing they have in common is that at some point of their lives they made a decision to return to learning. Each one of them felt that they needed to improve their reading and writing skills. Each person had a different motivation for returning to learning, whether it was to help children with homework, to help people at work, to improve their job prospects or to impress a judge!

As you read their stories you will see how returning to learning has changed aspects of their lives. Some of them have changed jobs, have begun to work in their community, even gone teaching a class. As adults we often think that if we are not 'in school' then we are not learning. What is clear from our learner stories is that we are constantly learning and applying that learning to our everyday lives.

Each learner has found the way of learning that suits him or her best, whether it is with a one-to-one tutor, or a group in their local scheme or by distance learning through the Read Write Now TV series. They have planned their learning with help from tutors and Adult Literacy Organisers. Each learner has worked out his or her learning style and applied it to the task of improving their reading, writing and spelling.

The eleven learners in our series have been very successful with their learning goals. And they seem to be planning on learning more!



Moving On



1. What is the first thing that all the learners have in common?

2. List three of the learner's hobbies?

3. Name one of the motivations for returning to learning?

4. What is the name of the distance learning TV series used by one of the learners?

5. What was your favourite learner story?

6. Write a few sentences explaining why this was your favourite story.



What is your opinion?

Did you enjoy learning with the Read Write Now TV Series? Why?

Filling in Forms

Below is the form for the Driving Licence theory test. You must pass this test before you are allowed to apply for a Provisional driving licence.



Fill in the form. Remember the guidelines for form filling on page 13.

Application for a Driver Theory Test
The fee for any theory test taken from Feb 24 2003 is 34 Euros $\langle D \ \widehat{(} \ \widehat{(} \ \widehat{)} \rangle \rangle$
TO BOOK PLEASE PHONE 1890 606 106 (Lo- call Rate)
Minicom 1890 616 216 Irish Language 1890 606 806
Our operators are available from Monday to Friday 8.00am to 6.00pm to book your test and immediatly confirm your appointment. Please have Credit Card and PPSN to hand. Please note we do not accept Laser Cards.
For phone bookings you do not need to complete this form Your Details
Personal Public Service Number (Formerly RSI Number) Driver Number (on current Licence if you have one) Category of Test (one only) Cat.ABMW Cat.ABMW Cat.C Motorcycle, Car, Moped, Tractor & Work Vehicle Heavy Goods
Title Ms Miss Mrs Mr First Name Surname Gender M/F
Address Date of Birth Daytime telephone number D D M M Y C D M M Y
Where would you like to take your test? (See location overleaf)
What is the earliest date you would be able to take your test? Day Month Year Please allow 10 days for postalapplication Image: Comparison of the second formula to be able to the second formula to the seco
If the above is not possible, a test will be booked for you on the closest possible date. To allow us to book a date and time that is best for you, we recommend you book by telephone using the number at the top of this form.
Do you have special need or disabilities that may require special arrangements to take your test e.g. dyslexia, other reading or hearing difficulties etc.? (We will contact you to make the arrangements) (Please Tick)
Please tick if you would like to listen to the test through a headphone in one of the following languages.
English Irish
Credit cards Details only (please note Laser Cards cannot be accepted) I wish to pay by Mastercard/Visa. Please charge my account. My card number is:
Mass Cart
Expiry Date Please charge € to my account. (34 Euros for any test taken after Feb 24 2003)
Title Name of card holder Signature of card holder Date

Progression

Learning is a lifetime process. We never stop learning new things – even if we don't always know we are learning them! For the things we choose to learn however, it is important to keep an eye on where we want to go.

We have looked at goal setting in previous programmes. We have talked about the importance of keeping a record of your work and your progress. It is a good feeling to see how much you have learned, no matter what it is you are studying. You may have accomplished all the goals you set out. You may have received a certificate or passed an exam.

Where to next? How do you decide what to do and who can help you with those choices?

The tutors on the freephone support line will be able to suggest ways for you to move on. Perhaps you would like to join your local VEC Adult Literacy Scheme. A list of all local schemes was sent to you with your learner pack. You will also find the scheme's phone number in the phone book. Or you can ring the freephone support line on 1800 20 20 65 for more information.

Your local library is also a good source of information about learning opportunities in your area.

The most important thing to remember is that your learning is your choice. You decide what, and how you will learn. You are the person who decides what to do next: setting your own goals, making your own learning plan based on your learning style and using your personal learning strategies. Where you go next is up to you!



You can:

- Keep practising the skills you have gained.
- Keep writing, your spelling will improve the more you write.
- Why not keep a diary or write to a friend once a week.
- If you have access to the Internet, send a few e-mails.
- Even texting will keep your writing and spelling up to speed.
- When you are reading, make a note of any word that you don't understand and look it up in a dictionary.
- Look up word origins and make a note of them.



There are many ways to keep practising your skills in everyday life. Enjoy your learning.

Contact the NALA freephone support line at 1800 20 20 65 to discuss how and where you can continue with further learning.

Progression

To help decide the next steps to take why not try to keep a journal. Below is an example of the kind of questions you could ask yourself.

Fill in the journal.
Learning Journal
What have I learned in the last month?
What did I like best about learning this?
What helped me learn?
Did anything stop me learning?
What do I need more work on?
Plan for next month:
I would like to learn how to:

Adjectives

An adjective is a word that describes a noun. An adjective tells us more about people, places, things and ideas. They make our sentences more interesting.

Look at these sentences.

- 1. The building that my friend works in is in Tralee.
- 2. The **<u>big grey</u>** building that my **<u>best</u>** friend works in is in the **<u>beautiful town</u>** of Tralee.

Look at how descriptive the second sentence is, that contains the adjectives underlined.



Choose any adjective you want to complete the sentences. You may need to use your dictionary.

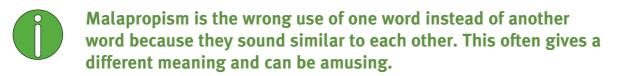
The first one is done for you.

- 1. The **leather** coat she was wearing was one that she bought in the sales.
- 2. The book he was reading was very ______.
- 3. Ireland is a _____ country.
- 4. They found the restaurant ______.
- 5. The shops in Paris are extremely ______.
- 6. The weather in June is always ______.
- 7. I had a ______ feeling about the meeting.
- 8. I think adult learning is really ______.
- 9. I thought the film was ______.
- 10. My house is always ______.



Remember: adjectives describe.

Malapropisms



Malapropism is named after a person. Mrs. Malaprop was a character in a play, The Rivals, by the Irish writer, Richard Brinsley Sheridan.

Mrs. Malaprop often mixed up similar sounding words. For instance instead of saying "My influence over my niece is very small." She said, "My affluence over my niece is very small."



Use a dictionary to find the meaning of the words in the box. Then put them in the sentences instead of the wrong word.

contradiction	moss	condensation	antidote	fly	evacuate		
1. A rolling stone §	gathers no m	oths.					
2. The bathroom	was covered						
3. There's anothe	r flaw in the c						
4. I am telling you this without fear of contraception.							
5. The flood dama	age was so b	orate the city.					
6. If you swallow	poison you n	nust take an anecdc	ote.				



Text Messages

Sometimes, when we use our mobile phone to send text messages, we have to write these messages in a shorter way.

For example:

The message **"I will see you before ten"** can be written as **"I will c u b4 10".**



Here is a list of some codes for making words shorter when sending text messages.

2nite	tonight	WL	will
	-		
Ru	Are you?	Dnt	Don't
B4	before	C u	see you
L8R	later	Dnr	dinner
4	for	Mk	make



Look at the following text messages and write them out in a longer way.

The first one is done for you.

WL I C U 2NITE?	Will I see you tonight?
C U B4 8	
I O U 30 EURO	
CNT GO 4 DNR	
R U GOIN 4 T L8R?	
DNT NO IF I CAN MK IT	



Proof Reading



Proof reading means reading to check for mistakes. It is always a good idea to read over any writing that you do to check your spelling.



Read the following piece. There are 15 mistakes in it. Rewrite it in the box below.

I lik horseracing. I go to the bookie's every Saterday to bet on horses. Somtimes I win and somtimes I lose but it is good fun anyway. I have to be carful not to spind more money than I earn becaus my wife might get very angry. I expect her to give out to me when I go home but she knows it is a hobby, it is really something I injoy.

One time, I wone a lot of money – five hundred euro and I bought her a lovly gift. I wanted to bye her a second hand care, but she wouldn't like to drive it as the traffic is too heavy in Dublin.

Someday I hop to get very looky and wine a fortune.





Reading a Menu



Each menu can be very different, depending on the design. Most menus however have the same format. They are usually divided into three sections.

- · Starters or appetizers
- \cdot Main Courses
- \cdot Desserts.

Remember that sometimes foreign words may be used on menus, but the words beside them should tell you about the dish.

> <u>Starters</u> Melon St. Lucia Pearls of honeydew melon bound in a coconut cream Homemade Cream of Spinach & Nutmeg Soup Served with a fresh bread roll

<u>Main courses</u>

Roast Loin of Pork Traditionally served with apple sauce and roast gravy Vol au Vent of Seafood Americaine Morsels of Seafood cooked in a lobster and brandy cream presented in a pastry shell Vegetable Pancake Market fresh vegetables cooked in a cheese & white wine cream

presented in a savoury pancake

All of the above are served with market fresh vegetable and potatoes.

<u>Desserts</u> Selection of house desserts available

Adapted from The Gresham Hotel, Dublin



Look at the menu and answer these questions.

- 1. What soup is on the menu?
- 2. What is served with all the main courses?
- 3. What sauce is served with the pork?
- 4. What desserts are available?

Idioms



Idioms are expressions we use all the time when speaking. They are phrases that are not intended be taken literally. The meaning of an idiom is very different to the meaning of each of its individual words.

For example: We know that "To rain cats and dogs" does not mean that cats and dogs are falling from the sky, but that it is raining very heavily.



Look at the idioms below and see can you finish them by adding one word. The meaning of each idiom is written underneath.

- 1. From rags to _____ To go from poverty to wealth
- 2. Dressed to _____ To wear lovely clothes
- 3. Kick a man when he is ______ To cause further damage to someone who is already in a bad situation
- 4. Add fuel to the _____ To cause something to get worse
- 5. Over my dead _____ Under no circumstances
- 6. Plenty more fish in the ______ There are many other people in the world
- 7. Put your money where your ______ is. Take action to support your views
- 8. Been there done _____ Experience
- 9. Tomorrow is another ______ Another chance
- 10.Pot calling the kettle ______ Giving criticism when it applies to oneself
- 11.The proof of the pudding is in the ______ The real value of something can only be judged by experiencing it
- 12.Every Tom, Dick or ______ Any person



The answers are on page 184.

Progressing On



No matter what we are learning there is always one step further to go! We may not always want to take that step. We may have learned exactly what we wanted. We may have found something more interesting to do. Whatever we decide to do next the strategies for learning are the same.

Look back over the book and review the learning to learn sections. Remember all the things you have already learned. As adults we have a lot of prior experience. Some things are so natural for us now, that we can't remember how we learned them. Yet we use them everyday. Things like tying our shoelaces or using a knife and fork.

People always have the desire to go that bit further. That's how man got to the moon! Have you ever thought about how things get invented? Who invented knitting? Who decided what to do with wool and two sticks? Who decided to make wool? And why?



As a fun exercise to practise your research skills think about the following things and try to find out a little bit about them.

- 1. Who invented the wheel?
- 2. How has the wheel changed the world?
- 3. Why did people start to write things down?
- 4. Why did people want to breathe underwater?
- 5. Why do we live in houses?
- 6. Are all houses in the world the same? Why?
- 7. How does an aeroplane stay in the sky?
- 8. Why is the sky blue?
- 9. Who was Leonardo da Vinci?
- 10. Who invented the biro?
- 11. Why did people start to play football?
- 12. Why did Thomas Edison invent the light bulb?



Remember to find the information use your local library, the internet, encyclopaedias or ask people you think might know the answers.



Now that you have completed this series, consider how you want to progress on. Contact the NALA freephone support line at 1800 20 20 to discuss your further learning.





Programme 1: Wordsearch (page 21)

S	U	Ν	F	Ε	Y	W	Е	D	N
A	F	R		D	Α	Y	T	I	T
Т	U	Ε	D	S	А	G	U	Н	H
U	Т	Н	R	U	Y	S	E	Y	U
R	S	U	D	Ν	W	Ε	S	A	R
D	M	0	Ν	D	A	Y	D	D	S
A	F	R	I	0	Т	Ε	A	Ν	D
Y	Т	U	E	Y	S	D	Y	U	A
Μ	0	0	Ν	D	А	Y	В	S	Y
F	W	E	D	Ν	E	S	D	А	Y

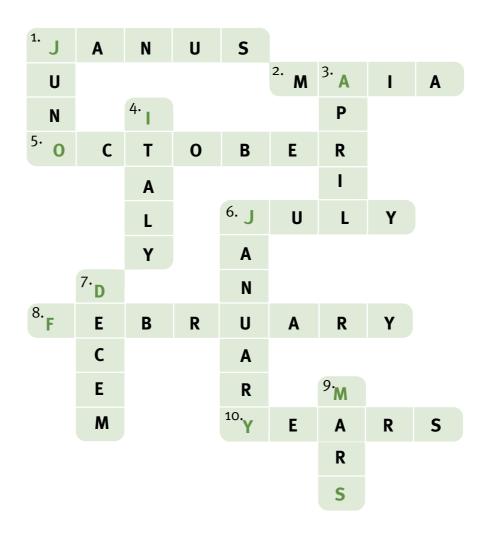
Programme 2:

Find the Rhyme (page 35)

- 1. sly
- 2. sack
- 3. team
- 4. beat
- 5. clear
- 6. shock
- 7. roomy
- 8. battle

Programme 3: Crossword (page 49)

ROP



Programme 4:

Code Breaking (page 63)

hat blue love euro life phone letter believe

Answers

Programme 5: Word Wheel (page 77)

- 1. BLUE
- 2. DUBLIN
- 3. PHONE
- 4. ADDRESS
- 5. WRITING
- 6. SIGNATURE

Programme 6: Words within words (page 88)

- 1. a, add, dress
- 2. know, no, now, owl, ledge, edge
- 3. a, cur, rate, curate, at, ate
- 4. a, at, rat, ration, on
- 5. a, after, war, ward, wards
- 6. car, a, van, an
- 7. a, sap, appear, pear, ear
- 8. in, inter, nation, national, a, at, on
- 9. in, strum, rum, men
- 10. mar, arm, a
- 11. under, stand, standing, ding, a, an, and, in
- 12. to, tog, get, her

Programme 6: Word Puzzle (page 91)

1. cat	11. dial
2. late	12. lead
3. done	13. lent
4. end	14. note
5. tail	15. lad
6. date	16. acted
7. land	17. tile
8. candle	18. tide
9. nail	19. ant
10. deal	20. tent

Doublets (page 105) **Programme 7:** 1. NINE FINE FIVE 2. EAST LAST LEST WEST 3. GIVE LIVE LIKE LAKE Adverbs (page 114) **Programme 8:** 1. harshly 2. slowly 3. quietly 4. hopefully 5. immediately 6. wrongly 7. loudly 8. quickly 9. lazily

- to fairly
- 10. fairly

Programme 8: Codes (page 119)

The first place that I can well remember was a large pleasant meadow with a pond of clear water in it.

Programme 8: Quizzes (page 120)

- 1. Alcohol
- 2. Agatha Christie
- 3. Snow white and the Seven Dwarfs
- 4. Ronald Reagan in 1980
- 5. Prince rainier and Grace Kelly
- 6. Neil Armstrong
- 7. Martin Luther King
- 8. John. D. Rockefeller
- 9. 1930
- 10. One

Answers

PLOS

Programme 9: Spoonerisms (page 129)

- 1. You missed my history lecture.
- 2. Let us drink to the dear old dean.
- 3. Our loving Shepard.
- 4. Is the dean busy?
- 5. He has really bad manners.
- 6. A crushing blow.

Programme 9: Word Puzzle (page 133)

1. without	outside
2. postman	manage
3. whenever	everlasting
4. important	antelope
5. before	forehead
6. newspaper	paperwork
7. weekend	endless
8. Sunday	daytime

Programme 10: Where do our words come from? (page 143)

crisis	Latin
pyjamas	Indian
judo	Japenese
horizon	Greek
column	Latin
parliament	French
parish	Greek
gruff	German
juggernaut	Indian
confront	Latin
hotel	French
moor	German
hobble	German

Programme 10: Beautiful Words (page 147) A possible definition for the words are: 1. Melody is a song or tune. 2. Velvet is a cloth that has a thick soft surface on one side. 3. Gossamer is a delicate thin material. 4. Crystal is a type of transparent rock. 5. Autumn is the season of the year between summer and winter. 6. Peace is when there is no war, violence or arguing. 7. Tranquil is calm and quiet. 8. Twilight is the time just before it becomes completely dark in the evenings. 9. Murmur is the sound of something being said quietly. 10. Caress is to touch someone in a gentle way that shows that you love them. 11. Mellifluous is a musical or flowing voice. 12. Whisper is to speak very quietly so that other people cannot hear. Homophones (page 157) **Programme 11:** 1. ale 2. ball 3. bored 4. break 5. piece 6. choose 7. knows 8. loan 9. waste 10. by Reading the Golden Pages (page 160) **Programme 11:**

- 1. Plumber
- 2. Locksmith
- 3. Restaurant
- 4. Car Brakedown Service
- 5. Jewellery
- 6. Electrician

In alphabetical order

Car Brakedown Service Electrician Jewellery Locksmith Plumber Restaurant

Answers

Programme 11: Word games (page 161)

- 1. Laugh
- 2. One
- 3. Name
- 4. Days
- 5. Old 6. Nose
- City: LONDON

1. Girl

- 2. Radio
- 3. Egg
- 4. Eyes
- 5. Noun
- Colour: GREEN

Programme 12: Idioms (page 175)

- 1. riches
- 2. kill
- 3. down
- 4. fire
- 5. body
- 6. sea
- 7. mouth
- 8. that
- 9. day
- 10. black
- 11. eating
- 12. Harry

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