

Skillwords

Integrating Literacy

A NALA Resource Pack for Vocational
Education and Training Programmes



Acknowledgements

The materials in this pack are edited versions of original material designed by vocational trainers and literacy tutors who took part in the **National University of Ireland (Maynooth) Certificate Course in Integrating Literacy**. We appreciate the contribution of NUI (Maynooth) to this pack, and its continuing cooperation with NALA in the design and delivery of this course.

We would like to thank all those who gave NALA permission to draw on their work for purposes of staff training and materials development. Unfortunately, we were unable to include everybody's work in this particular pack, due to limitations of space.

We would like to acknowledge in particular the following trainers and tutors, whose worksheets formed the basis of most of the material in this pack. All are practitioners in FÁS Community Training Workshops, Department of Justice Training Centres, VEC Youthreach Centres or Senior Traveller Training Centres.

Thomas Barrett

Cecily Lawlor

Leone Mountaine Barry

Loz Ann Mc Carthy

Denis Byrne

Maura Moore

Michael Cummins

Vincent Moore

Melanie Donnellan

Edwina Knight Moylan

Tony Furlong

Tom Phelan

Deirdre Gardiner

Maureen Ryan

Geraldine Kenny

Louis Sandvoss

Editing and additional material by **Pauline Hensey**
and **Bláthnaid Ní Chinnéide**.

NALA also acknowledges the contribution of FÁS and of Teagasc, in funding and facilitating this training for many of their personnel.

Published by

NALA, 76 Lr Gardiner St, Dublin 1

Phone: 01-855 4332

Fax: 01-855 5475

e-mail: literacy@nala.ie

website: www.nala.ie

Copyright NALA 2003

ISBN: 1-871737-22-2

Designed and Printed by Genprint

Note: each section is page-numbered separately.

	page
Introduction	4
Methods and Materials	6
Learning Journal templates	9-10
1. Catering	
Storing food in the fridge	2
Setting a table for a four course meal	11
Baking scones	21
2. Woodwork and Measuring	
The claw hammer and mallet	2
Fitting a butt hinge	11
Making a serving tray	17
Measurements and measuring	27
3. Horticulture	
Sowing seeds	2
Planting a standard tree	11
4. Art, Music and Pottery	
Art	1
Music	15
Pottery	23
5. Computers	
Hardware and software	2
6. Electronics	
The simple circuit	2

Introduction

Background

NALA believes that

- every young person and adult should have access to further education and training according to their needs, interests and aptitude;
- literacy difficulties should not be a barrier to this;
- literacy support, specifically tailored to the needs and interests of the individual, the demands of the course and the requirements of the job, should be built into all further and vocational education and training programmes.

Towards that end, the Agency has developed a number of supports for providers of education and training. These include the design and delivery of relevant staff training, in particular through the NUI Maynooth Certificate Course in Integrating Literacy. This aims to equip teachers and trainers with the knowledge and skills necessary to build literacy into their programmes and practice.

In 2002, NALA published 'Integrating Literacy: Guidelines for Further Education and Training Centres'. This document outlines the key elements of a whole-centre approach to literacy; it describes systems and partnerships that can be put in place to support learners from induction through to progression, and it provides an overview of the approaches individual trainers can use to integrate literacy into their programme.

What is the 'Skillwords' Resource Pack?

The materials in this pack are, in the main, edited versions of materials produced by participants in the NUI (Maynooth) Certificate Course in Integrating Literacy. They were designed by vocational trainers and literacy tutors for use with their own learning groups and in cooperation with the learners involved.

The worksheets can be photocopied and used as appropriate to the needs of your learners. However, they are also offered as *examples* of the kinds of worksheets and materials you might make yourself, to respond to the particular needs of your learners and the language and literacy demands of your particular vocational area.

In that sense, it is a 'starter' pack. The ringbinder format allows you to add in other literacy material related to your area and gradually build up a bank of 'home-made' and published materials.

This pack is offered as a resource for learners and staff in vocational education and training settings. We also hope that others involved in literacy work, in whatever setting, will find it useful.

Why 'Skillwords'?

The title 'Skillwords' was chosen to represent the integration of vocational skills training with literacy development. It echoes the term 'keywords', commonly used in literacy work. Many of the materials in this pack were designed as part of a keywords approach to helping learners deal with the language and literacy of their vocational skill area.

A keywords approach means that when dealing with a particular topic or subject, the tutor and learner do two things:

- firstly, they identify the essential words and terms related to the particular topic or subject;
- then they plan and carry out activities to help the learner know, understand and be able to use those words and terms.

Many of the worksheets in this pack aim to help learners become familiar with the correct names for *tools and equipment* and the correct terms for vocational *processes and methods*.

It is important that these terms are *understood* and comfortably *used in conversation* and that learners can *read and write* them according to the demands of the vocational area in real life. It is also useful for assessment and accreditation purposes.

However, mastering the use of these terms, becoming able to read them, write them, spell them, can make a more general contribution to learners' literacy development. *We learn to read and write most effectively when there is a meaningful purpose and context*, when the subject matter is interesting, useful and relevant. When learners experience success in reading and writing in the vocational training area, it can help build their *confidence* around literacy generally, as well as building *transferable literacy skills*. It can erode anxieties and fears around the written word, and can provide a meaningful gateway to literacy for many.

While many of the worksheets focus on key words, others are designed to develop other literacy and numeracy skills, such as the ability to read instructions, to scan a text for specific information, to write for a variety of purposes, to measure and estimate.

Please keep these points in mind about the materials in this pack:

1. They were developed in the course of real-life practical training activities, to address the learning needs and opportunities that arose naturally from those activities.
2. The worksheets are just part of the overall approach taken by the trainer, to provide relevant literacy support *and* to reinforce vocational learning in an integrated way.

For an overview of other integration methods please refer to 'Integrating Literacy: NALA Guidelines for Further Education and Training Centres' and in particular to Guideline 9.

Available from NALA, 76 Lr Gardiner St., Dublin 1, or download from www.nala.ie

3. The materials – which focus on the technical skills of literacy - were developed in the context of the following understanding of 'literacy' and of 'literacy work':

'Literacy' includes the skills of reading, writing, speaking, listening and numeracy.

Literacy work with adults and young people starts with the needs and goals of the individual. It encompasses aspects of personal development and is concerned with building confidence and self-esteem.

Literacy contributes to the ability of individuals and communities to reflect critically on experience, explore new possibilities and initiate constructive change.

Methods and materials – notes for tutors and trainers

Integrated lesson planning:

The first step in integrating literacy support and development into your programme is to plan to do so. In relation to each new topic, task or skill identify and record the language, reading, writing and numeracy skills learners need to develop in order to succeed. Identify ways that you can incorporate these into your teaching or training session. In this pack, the section on pottery gives an example of a lesson plan, where vocational and literacy activities are integrated.

Developing reading and writing strategies and skills:

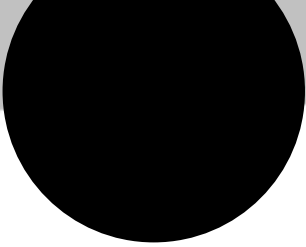
Scanning: Learners who are not confident with reading often know only one reading strategy – close reading – where the text is read word for word, regardless of purpose. Often, however, such close reading is not necessary, and it is better to move quickly over the text to find a particular piece of information. This strategy is called scanning. It is an important skill to develop as it relates to many of the reading tasks in a training centre – for example, reading a recipe or reading for particular information on a seed packet. The electronics section in this pack includes an example of an exercise that asks readers to scan a text and to circle particular pieces of information.

Skimming requires the reader to glance quickly over a piece of text to get an impression of what it is about, or of how it is structured. Any book, handout, form, or set of instructions can be used to give practice in this skill. Ask learners what the purpose of the text to hand is. Talk about the kinds of information he or she wants to get from the text, to help establish a purpose to reading and therefore decide on which strategy to use. Guide readers around the structure of the text: for example, contents page, headings, index.

Pre-discussion: Before introducing a text (whether book or handout or set of instructions) preview the text with the group first. Some prior knowledge of the content and of the key words in the text will make the text easier to read and understand. Asking questions to help learners link the new text with their own knowledge and experience, and to set up a purpose for the reading task, will help. For example: 'We have read instructions on other seed packets. So what kind of information would you expect to find on this one?'

Simplifying texts: Simplifying means changing some of the language and layout of a text while retaining its core meaning. Some handouts, forms or written instructions may be difficult for some learners in the centre to read. By simplifying them, we can make the information readable and accessible, and we can provide a text which can form the basis of reading practice and instruction. Versions of the same text, at different levels of readability, can provide a scaffolding for learners as they progress towards being able to read the original text. In this, as in all other aspects of literacy integration, a working partnership between the skills trainer and the literacy tutor is invaluable.

Learners can be involved in the simplification process. The text can be read to the learner, who will paraphrase it in his or her own words. One trainer explains how a simplified text was produced to help trainees who were having difficulty reading the instructions for a particular woodwork task:



'.....Who better to simplify the sheets than the trainees who were having difficulty with them? I read out the original instructions and stated what I understood them to mean....I then asked the trainees to tell me what they understood them to mean. As they told me, I wrote down exactly what they said...' (Michael Cummins)

This is a variation on the language experience approach, commonly used in adult literacy work, where the tutor acts as scribe for the learners' own words. In this case, the process produced a text that the trainees could more easily read and understand. This in turn was used as the basis for vocabulary-building activities – including word-matching exercises where words from the simplified version were matched with the key words from the original text. (See the two sets of instructions on how to make a serving tray, in the woodwork section of this pack).

Sequencing exercises: These ask the learner to put a 'mixed-up' piece of text into the correct order. It helps in developing awareness of the logical progression of ideas and in developing fluent reading. Instructions outlining a sequence of activities can be cut up and reorganized so that the learner's task is to rearrange the instructions in the correct sequence. For the less confident reader the original text can be given as a support. Sequencing activities can also be developed around a series of drawings or photographs. See the sequencing exercises in the horticulture and catering sections.

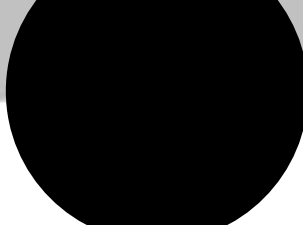
Cloze exercises: These are passages of text with some of the words deleted. The task is to find a word that will fit into each gap so that the piece makes sense. There is usually no single 'correct answer' – any word can be used if it makes sense in the passage. These exercises are useful for developing predictive reading and for developing fluency and speed.

Fill in the missing words: These exercises require the learner to fill in specific missing words of text. They are useful for reinforcing the key words associated with the vocational skill. There are many examples in the pack of this type of exercise.

Word completion: Here the learner is required to fill in the missing letters in a word. It is useful in developing spelling. A variation of this exercise is to ask the learner to fill in the missing syllables of a word. This helps to focus on the constituent parts of a spelling.

Wordsearches and crosswords: Each of the sections in this pack includes these activities. The same key words can be used for all learners in a group, with the wordsearches or crosswords designed at different levels of difficulty to suit the various reading and writing levels in the group. Crosswords can be developed around verbal clues or around drawings or photographs. In wordsearches, learners will find it easier if the letters are in lower case and the words go from left to right and from top to bottom of the page. These exercises can be good fun, and they help reinforce reading and spelling as well as knowledge of the subject area.

Learning journals: Encourage learners to keep a learning journal or diary. Journals are a way of developing and checking in on learners' understanding of the subject. They also help learners reflect on and take more control over their own learning. Setting a regular time for journal-writing is useful, and it is a good idea to provide a few headings for discussion, reflection and writing. An example of a learning journal template, for use in all subject areas, is provided at the beginning of this pack. However, you may wish to design your own format or template, to suit the needs of your learners.



Labelling: Many trainers report that they find it useful to label tools, equipment and storage areas in the workspace. This helps learners to be able to recognise and read these key words – and it also helps develop good workplace practice and organisation. Asking learners to make or to re-design the labels provides further practice in word recognition and spelling.

Word-walls or word-boards: Some trainers have developed the practice of maintaining ‘word-walls’ or ‘word-boards’ in their section. Key words related to the vocational skill, and those related to each new task, are placed on the wall or board and are constantly in view. Again, this reinforces word recognition; it also provides an immediate aid to spelling when learners need to record their work or to write about what they have done. Exercises can be developed using the word-walls: for example, asking learners to choose from a number of definitions, pinning the correct definition beside the key word.

Dictionaries: Each training section should have a standard English dictionary, so that learners can refer to it as needed. In addition, it is useful to build a ‘home-made’ dictionary, containing the key words associated with the skill area and clear definitions of these. These are useful because they provide an immediate source of information for the learner on the meaning and spelling of key words, and they provide practice in the generic skills of accessing information and using alphabetical order. It is also useful to encourage learners to keep their own personal dictionaries, containing key words they have learned to read and write.

For further ideas on materials and methods, see:

Cassidy A. & Kiely B. (2001). *Between the Lines*, Dublin: Junior Certificate School Programme Support Service, CDVEC, Curriculum Development Unit.

City of Dublin Vocational Education Committee (1991) *‘Making Materials Work’*, Dublin: CDVEC, Curriculum Development Unit.

National Adult Literacy Agency (2002), *Integrating Literacy: NALA Guidelines for Further Education and Training Centres*, Dublin.

Sefton R., Waterhouse P., Deakin R. (1994). *Breathing Life into Training*, Commonwealth of Australia.

Learning Journal



Name: _____ Date: _____

This is the work we did today _____

Something new I learned was

Something I learned about myself was

Something I learned about working in a group was

I would like to learn more about

Introduction

These materials contain worksheets and activities on:

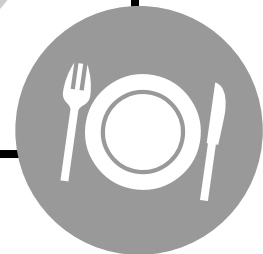
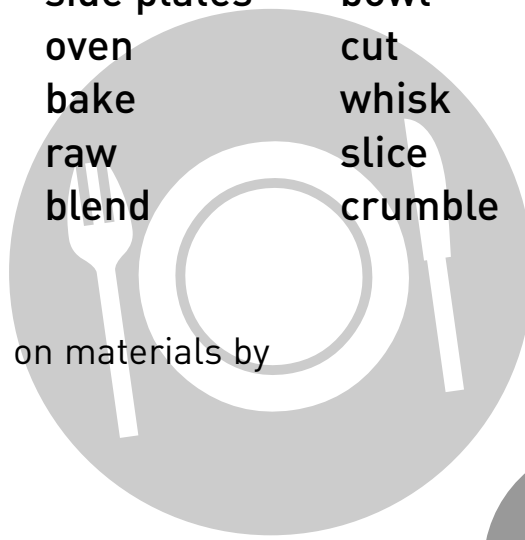
- storing food safely
- setting the table for a four-course meal
- baking scones.

Key words include:

baking tray	fridge	cover
cooked	separate	bacteria
cutlery	knives	forks
soup spoons	napkins	glass
dessertspoons	side plates	bowl
wash	oven	cut
wooden spoon	bake	whisk
scone cutter	raw	slice
beat	blend	crumble
weighing scales		

This section is based on materials by
Geraldine Kenny
Cecily Lawlor
Loz Ann McCarthy
Maureen Ryan

See beginning of the pack for tutor notes on
methods and materials and for learning



Here are the words you need to know:

raw	fridge	cover	store
separate	cooked	bacteria	

Bacteria can get from one food to another.

It is dangerous when bacteria move from raw food to cooked food.

So separate!

Remember when storing food in the fridge to **separate** raw and cooked foods.

Store raw meat, chicken and fish at the bottom of a fridge and always keep them covered.

Visit the website of the Food
Safety Authority of Ireland
www.fsai.ie
for more information

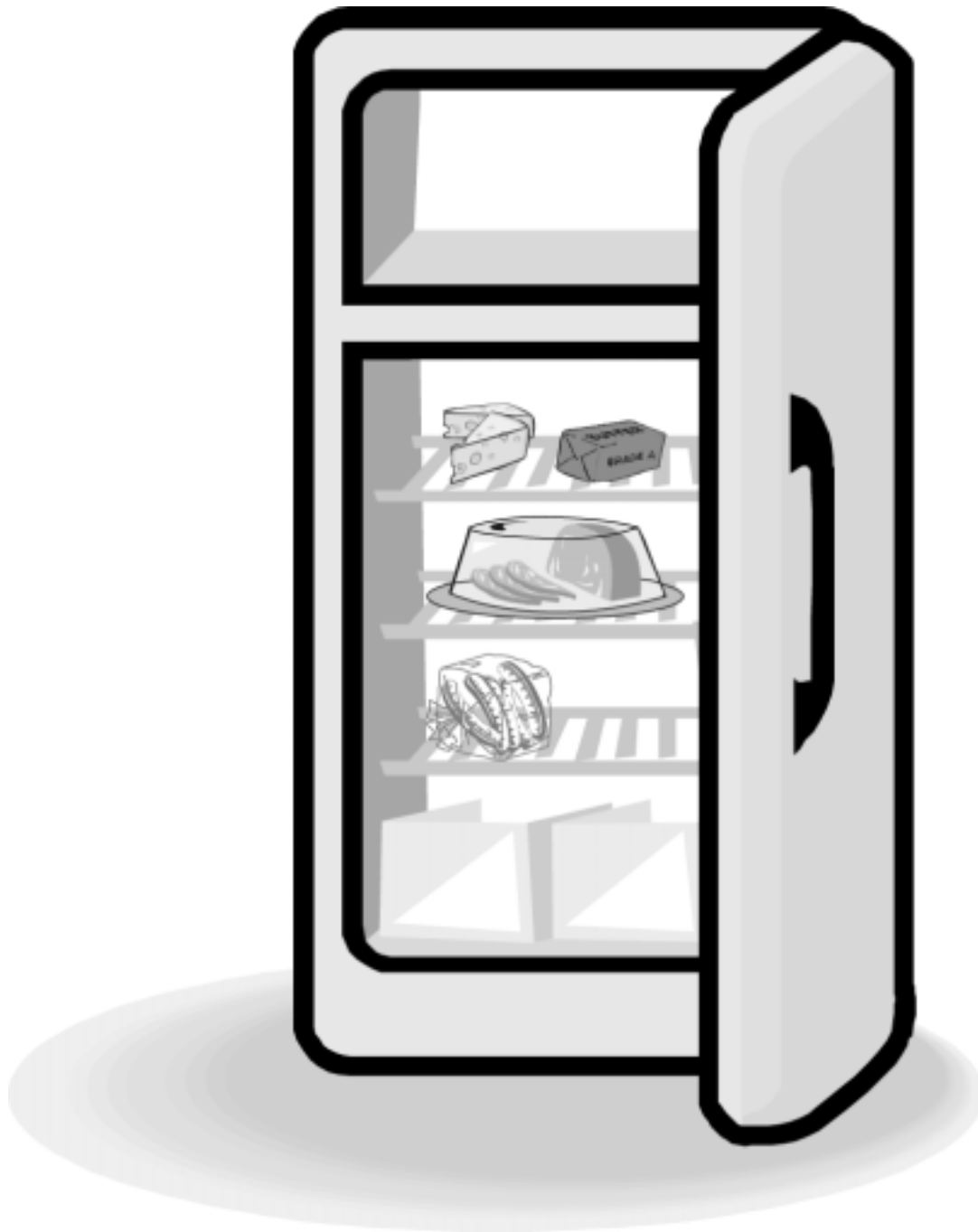


Fill in the gaps using the words in the box below.

raw	covered	cooked
separate	bottom	bacteria

- 1.** It is dangerous when _____
move from raw to cooked food.
- 2.** Remember to _____ raw and
cooked food.
- 3.** Store raw meat at the _____
of the fridge.
- 4.** Raw meat, chicken and fish should always be kept
_____.
- 5.** It is important to store _____ and
_____ meat separately.

Raw meats are stored on the bottom shelves in case they should drip on to other foods.



Can you find the raw sausages in the fridge?
Are they in the right place in the fridge?
Did you notice where the cooked food is kept?

Below are some foods you might find in the fridge.

Put them in the right place in the fridge.

The first one has been done for you.



cheese



cooked ham



raw sausages



yogurt



uncooked chicken



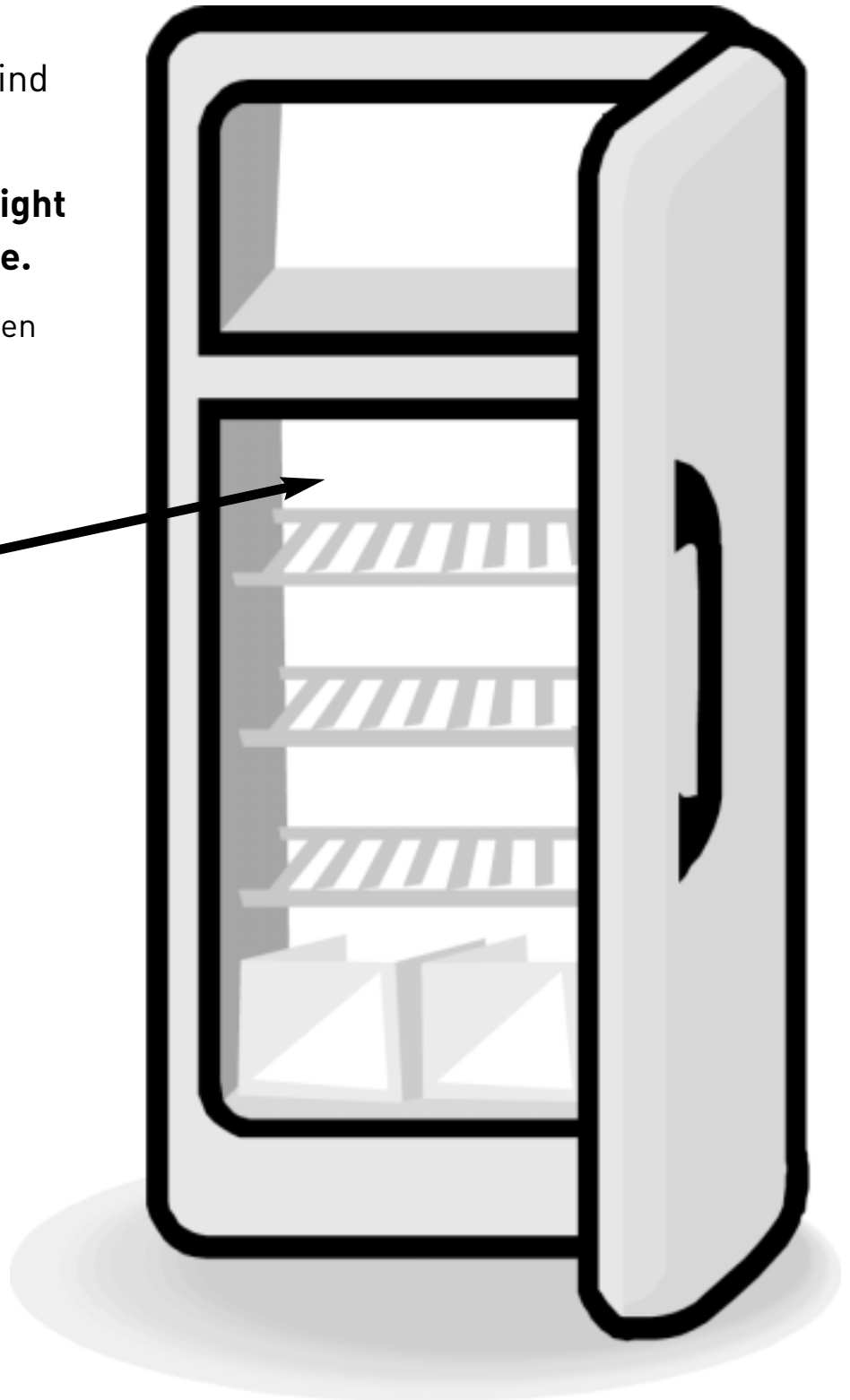
vegetables



milk



butter



Fill in the missing letters.

b o t t o m

___ ___ ___ t o m

b o t ___ ___ ___

c o v e r

___ ___ v e r

c o ___ ___ ___

b a c t e r i a

b a c t e r ___ a

b a c ___ ___ ___ i a

___ ___ ___ t e r i a

s e p a r a t e

s e p ___ ___ a t e

___ ___ ___ a r a t e

s e p a r ___ ___ ___

Wordquiz

raw	covered	cooked
separate	bottom	bacteria

- In which word will you find a boy's name?

- In which word will you find something that movie stars do?

- Turn one of these words back to front and you could cause a fight! Which word is it? _____
- Which word has an animal in it that you would not want in the kitchen! _____
- Which word has a four-letter word in it meaning 'finished' or 'ended'? _____
- Which word contains the name of the person who is boss in most kitchens? _____

Wordquiz Answers
 1. bottom 2. bacteria 3. raw (war) 4. separate 5. covered 6. cooked

Wordpuzzle

This word puzzle contains 6 words about storing food in the fridge. Read the clues and fill in the answers.

1.

--	--	--	--	--	--

2.

--	--	--	--	--	--	--	--

3.

--	--	--	--	--

4.

--	--	--

5.

--	--	--	--	--

6.

--	--	--	--	--	--	--	--

- 1. A place to keep food cold or frozen (6)
- 2. To divide from other food (8)
- 3. To put food away (5)
- 4. Not cooked (3)
- 5. To put something over the food (5)
- 6. Germs that can cause sickness (8)

Put these words into alphabetical order.

raw	fridge	cover	store
separate	cooked	bacteria	

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

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

Here is a list of items needed to set a four-course lunch.

Four of these are items.

Put a circle around the four items.



knives

forks

side plate

soup spoon

dessertspoon

glass

napkins

Find the words in the wordsearch.

TIP The words go across and down the page.

napkins cutlery forks
knives glass

n	a	p	k	i	n	s	c
g	n	f	i	w	s	i	u
a	f	o	r	k	s	g	t
b	g	r	h	e	a	l	l
r	c	t	e	s	n	a	e
e	p	t	x	f	h	s	r
c	k	n	i	v	e	s	y

Find the words in the wordsearch.

napkins
dessertspoon

cutlery
knives

forks
glass

side plate
soup spoon

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

Fill in the missing letters.

plate

__ late
__ __ ate
__ __ __ te
__ __ __ __ e
__ __ __ __ __ __

napkin

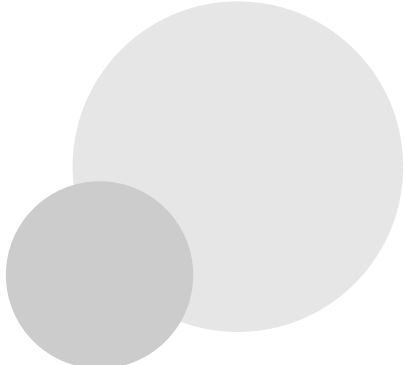
__ apkin
__ __ pkin
__ __ __ kin
__ __ __ __ in
__ __ __ __ __ n
__ __ __ __ __ __

knives

__ knives
__ __ ives
__ __ __ ves
__ __ __ __ es
__ __ __ __ __ s
__ __ __ __ __ __

dessert

__ essert
__ __ ssert
__ __ __ sert
__ __ __ __ ert
__ __ __ __ __ rt
__ __ __ __ __ __ t
__ __ __ __ __ __



Wordgrid

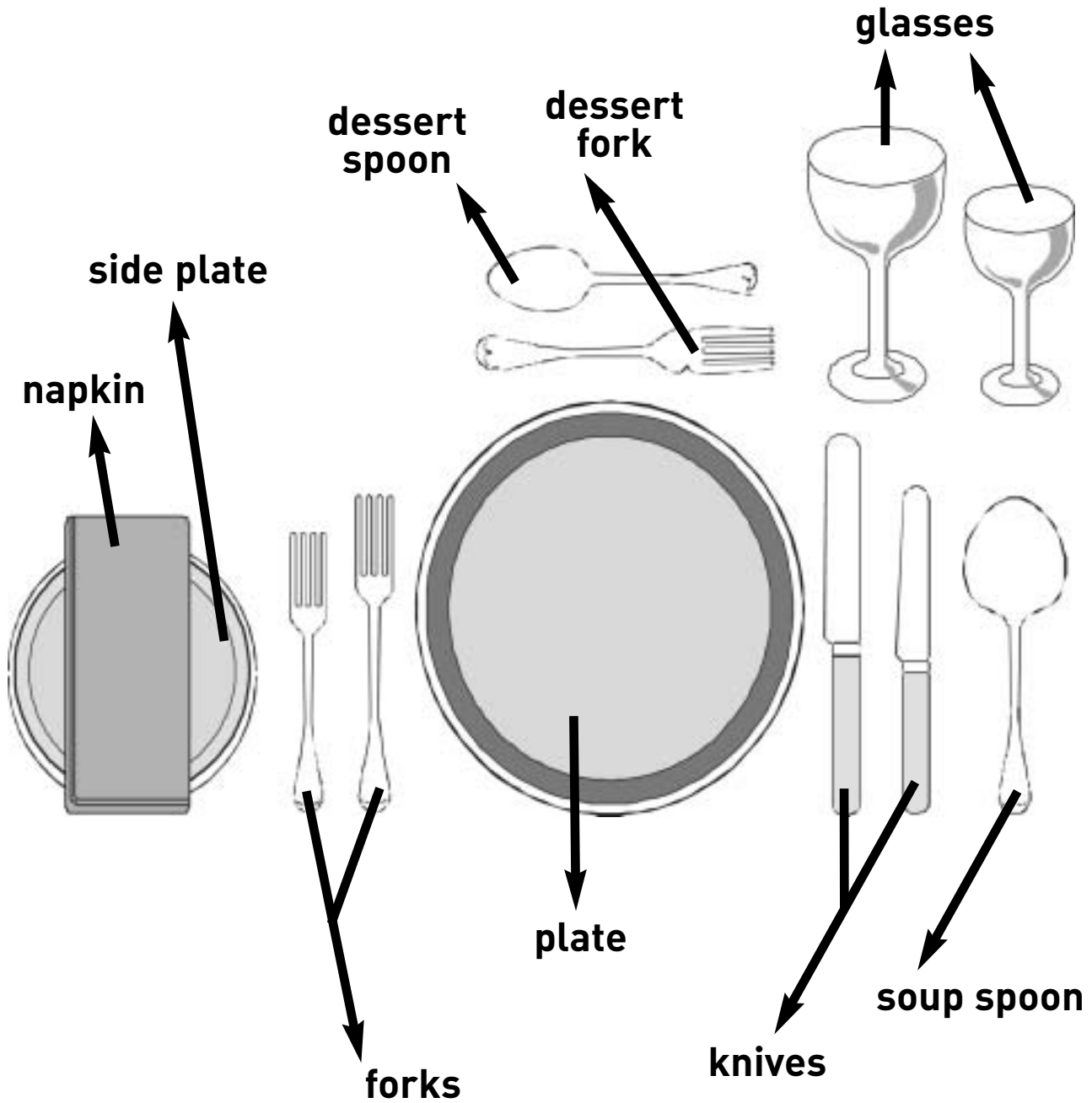
Fit these words into the word grid.

- | | | |
|------------|--------------|--------|
| soup spoon | dessertspoon | napkin |
| plate | fork | knives |

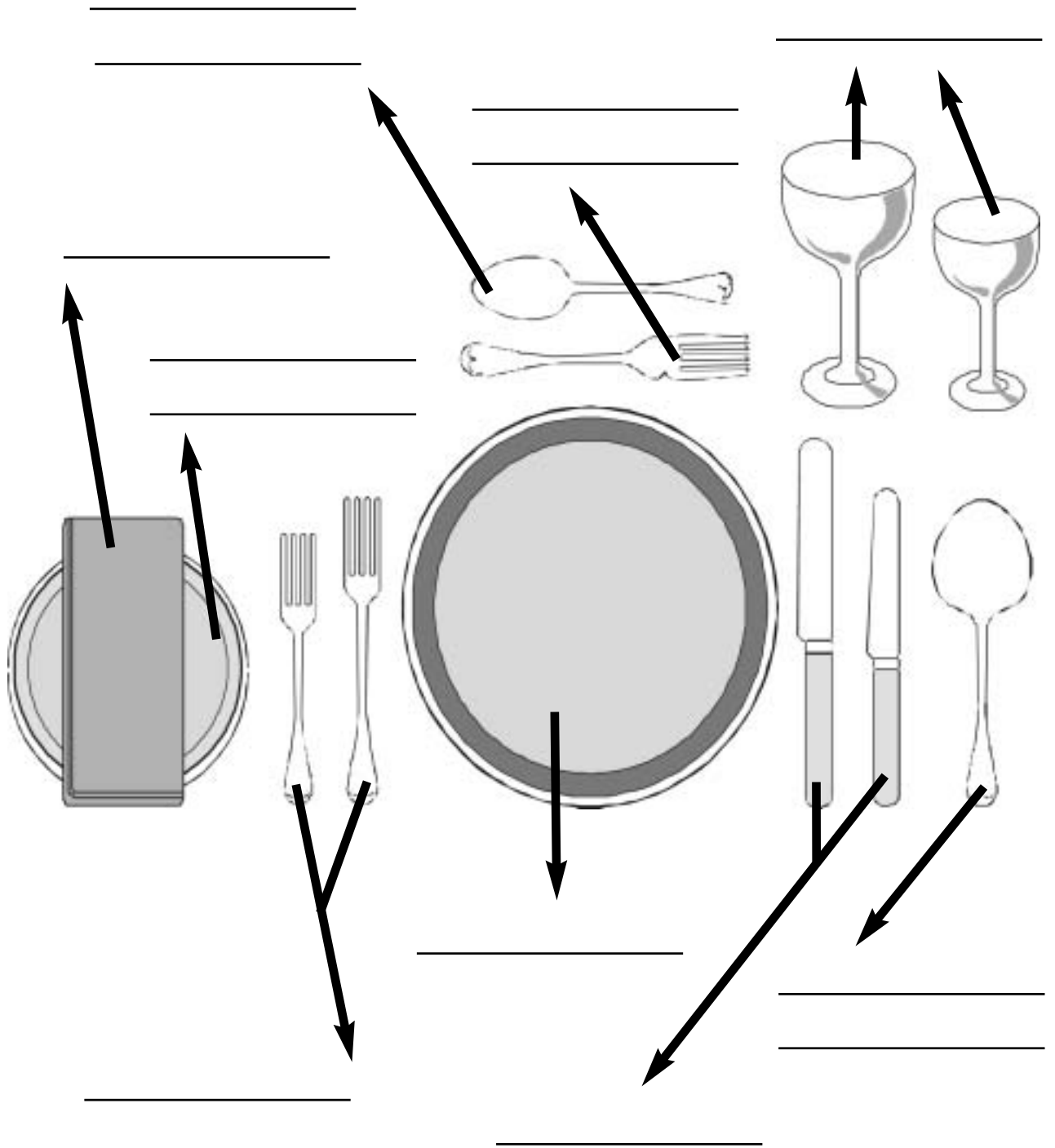
Look at the place setting for a four-course meal.

Did you know that cutlery is arranged in order of use?

The cutlery used first is placed on the outside, furthest from the plate.

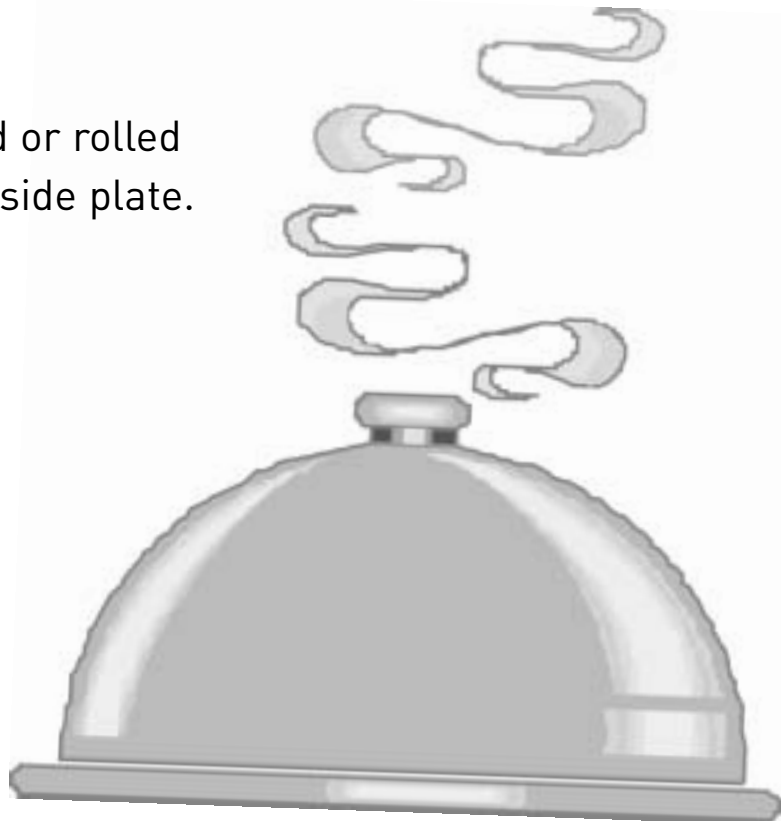


Fill in the names of the items needed to set a table for a four course meal.



Instructions

- 1.** The knives are placed to the right, in order of use. Blades should be facing in.
- 2.** Forks are placed to the left, in order of use. Forks should be placed with prongs upwards.
- 3.** The side plate is placed to the left of the forks.
- 4.** The soup spoon is placed to the right of the knives.
- 5.** The dessertspoon and fork are placed above the plate between the forks and knives.
- 6.** The drinking glasses are placed upright above the dinner knife.
- 7.** Napkins are folded or rolled and placed on the side plate.



Put a tick in the correct box, true or false.

	True	False
The knives are placed to the right.	<input type="checkbox"/>	<input type="checkbox"/>
The side plate is placed to the left.	<input type="checkbox"/>	<input type="checkbox"/>
The soup spoon is placed to the left, beside the fork.	<input type="checkbox"/>	<input type="checkbox"/>
The dessertspoon and fork are placed above the plate between the knives and forks.	<input type="checkbox"/>	<input type="checkbox"/>
The glass is placed above the side plate.	<input type="checkbox"/>	<input type="checkbox"/>
The napkin is folded or rolled and placed on the side plate.	<input type="checkbox"/>	<input type="checkbox"/>
The knives are placed with blades facing in.	<input type="checkbox"/>	<input type="checkbox"/>
Forks are placed with the prongs upwards.	<input type="checkbox"/>	<input type="checkbox"/>

Answer the following questions.

1. Are the knives placed to the left or right?

2. How should forks be placed?

3. On what side does the side plate go?

4. What is placed upright above the dinner knife?

5. Should the knife blades be facing in or out?

Recipe for scones

Ingredients

450 grams(g) of flour

50g of sugar

75g of margarine

A little milk

2 eggs



Method

1. Wash hands.
2. Put flour and sugar into a bowl and mix with wooden spoon.
3. Slice the margarine into it and crumble with fingers.
4. Wash hands.
5. Whisk eggs and add milk.
6. Using fork, blend the liquid a little at a time into the crumble until you have a nice firm dough.
7. Turn out on to a well-floured worktop.
8. Using the scone cutter, cut into scones and put onto a greased baking tray.
9. Bake in a moderate oven for 25 minutes.

Weights

Scan the recipe for scones on page 21 and underline the weights.

Now try this:

To make the scones you need **75g of margarine**.

1. Mark 75g on the scales.
2. Now look at the picture of these scales and answer these questions:
 - a) What is the amount on the scales? _____

b) Is the amount on the scales correct for the scone recipe?

c) How much more margarine is needed?

3. To make the scones you need **50g** of sugar.

Mark 50g on the weighing scales.



Match the words to the correct piece of equipment.

bowl



weighing scales



oven



baking tray



fork



scone cutter



wooden spoon



whisk



The names of 4 pieces of cooking equipment have been broken into two parts A and B. Match the two.

Then write out the 4 pieces of equipment in the last box of each line.

A

B

1. wooden

scales

2. baking

cutter

3. weighing

spoon

4. scone

tray

Ingredients

1. Write out a shopping list for the scone recipe.



2. Put in the missing letters to make a list of ingredients using the words in the box below.

eggs	margarine	sugar
flour	milk	

e _ _ g s

m _ _ _ k

f l _ _ u _ _

s u _ _ _ _

m a r _ _ _ _ i n e

Methods

Find these 'method' words in the wordsearch.

TIP The words go across and down the page.

- | | | |
|-------|---------|-------|
| slice | beat | whisk |
| bake | crumble | wash |

s	l	d	e	v	n	e	c
l	n	f	i	w	s	w	r
i	f	s	b	a	k	e	u
c	w	h	i	s	k	s	m
e	c	e	e	h	n	h	b
b	e	a	t	f	h	o	l
t	u	f	n	b	c	y	e

Find the words in the wordsearch.

slice
beat

crumble
whisk

cut

blend
bake

turn-out
wash

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

The method for making scones has been mixed up.

Can you number it in the correct order?

Turn out on to a well-floured worktop.

Slice the margarine into it and crumble with fingers.

Cut into scones and put onto a greased baking tray.

Beat eggs and add milk.

Put flour and sugar into a bowl.

Using fork, blend in the liquid a little at a time until you have a nice firm dough.

Bake in a moderate oven for 25 minutes.

Wash hands.

Oven Temperatures

Look at the oven temperature chart and answer these questions.



Gas Mark	Electricity °C	°F	Heat of oven
1	120	250	slow
2	150	300	slow
3	170	325	very moderate
4	180	350	moderate
5	190	375	moderately hot
6	200	400	hot
7	220	425	hot
8	230	450	very hot
9	260	500	very hot

- The scones are cooked in a moderate oven. What number is that in an electric oven?
- What is the gas mark for a moderate oven?
- If you need to pre-set your electric oven to 'hot' what number is that?
- If you need to pre-set your gas oven to 'hot', what is the gas mark number?

°C	°F
----	----

Gas Mark

°C	°F
----	----

Gas Mark

Put these words into alphabetical order.

slice
beat

crumble
whisk

blend
cut

wash
bake

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

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

Introduction

In this section, you will find literacy activities relating to

- the names and uses of commonly-used woodwork tools;
- instructions for making a serving tray;
- instructions for fitting a butt hinge;
- linear measurement (metric): estimating and measuring.

Key words include:

claw	pencil	folding rule
hammer	marking gauge	measuring tape
mallet	screwdriver	measurement
tools	bradawl	metric
face	ruler	rod
sleeve	try square	protected
head	tenon saw	space
nails	assemble	hardwood
chisel	discuss	released
steel	adhesive	available
rubber	select	lock
wood	complete	centimetre
beech	tasks	millimetre
handle	select	estimate

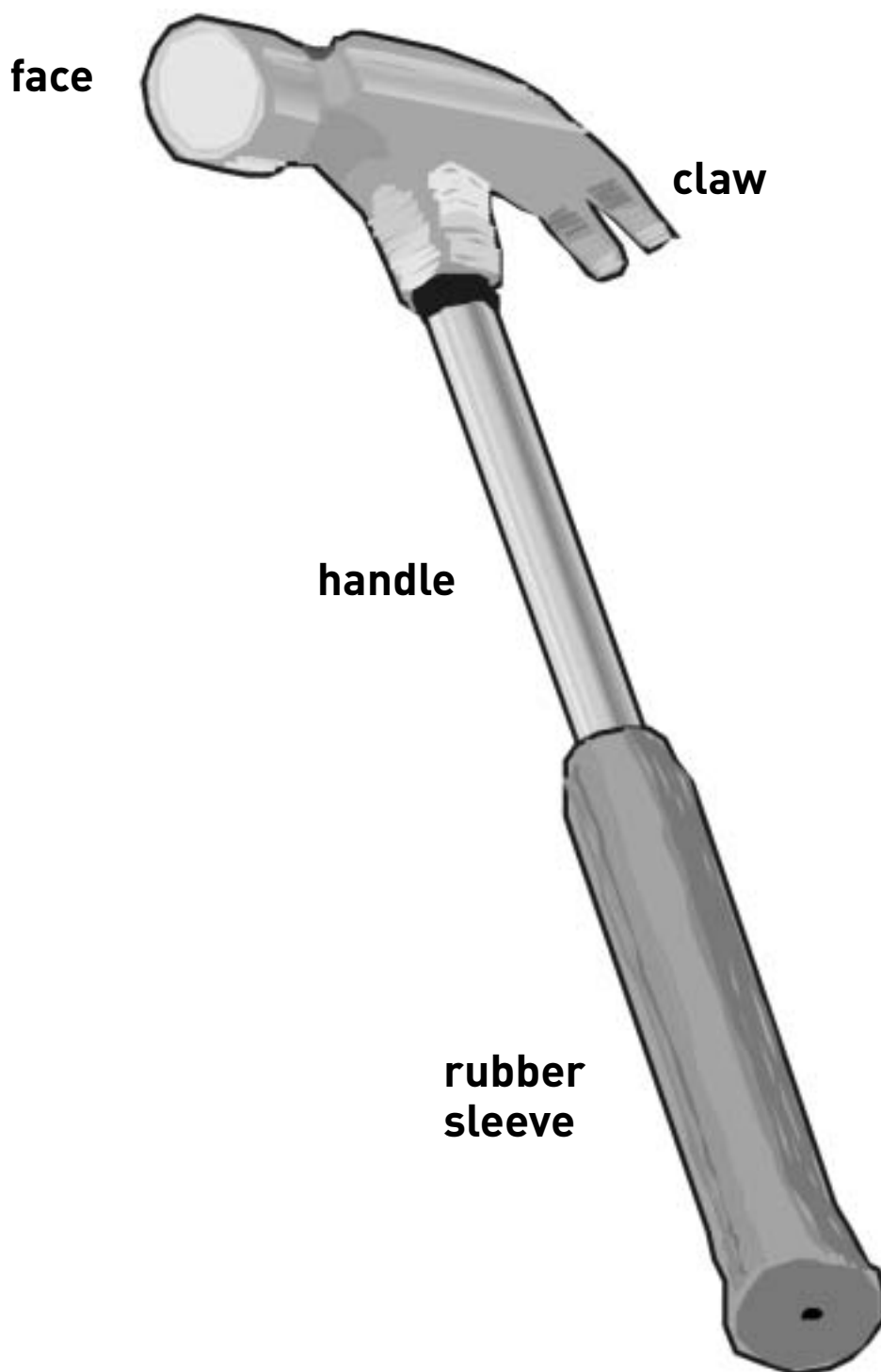
This section is based on materials by:

Thomas Barrett
Michael Cummins
Vincent Moore

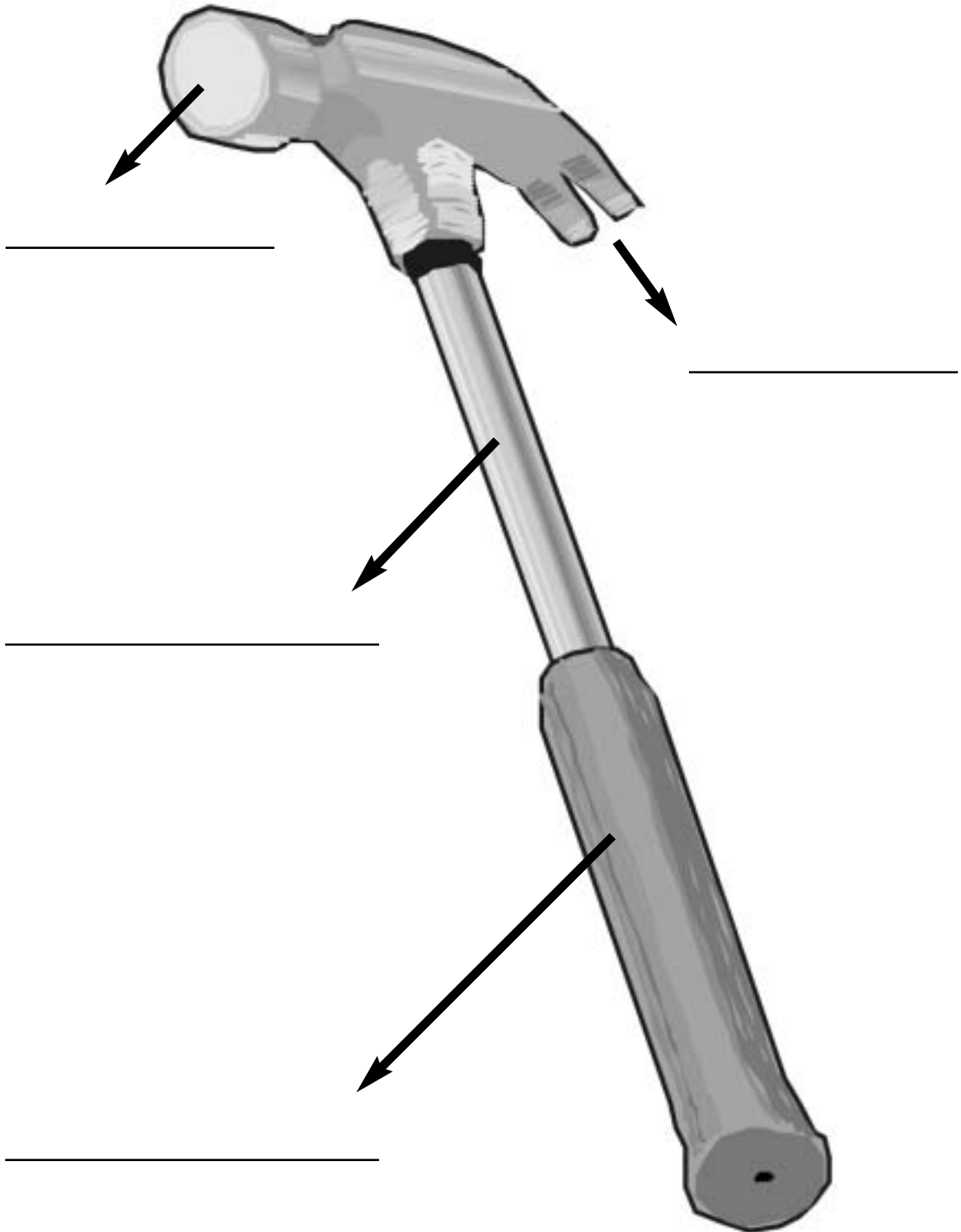
See beginning of the pack for tutor notes on methods and materials and for learning

The claw hammer

The claw hammer is the most common hammer used in woodwork. It has a face that is used to strike the nail. It has a claw that is used to remove nails from timber. The handle can be made from wood or steel. The steel hammer has a rubber sleeve on the handle.

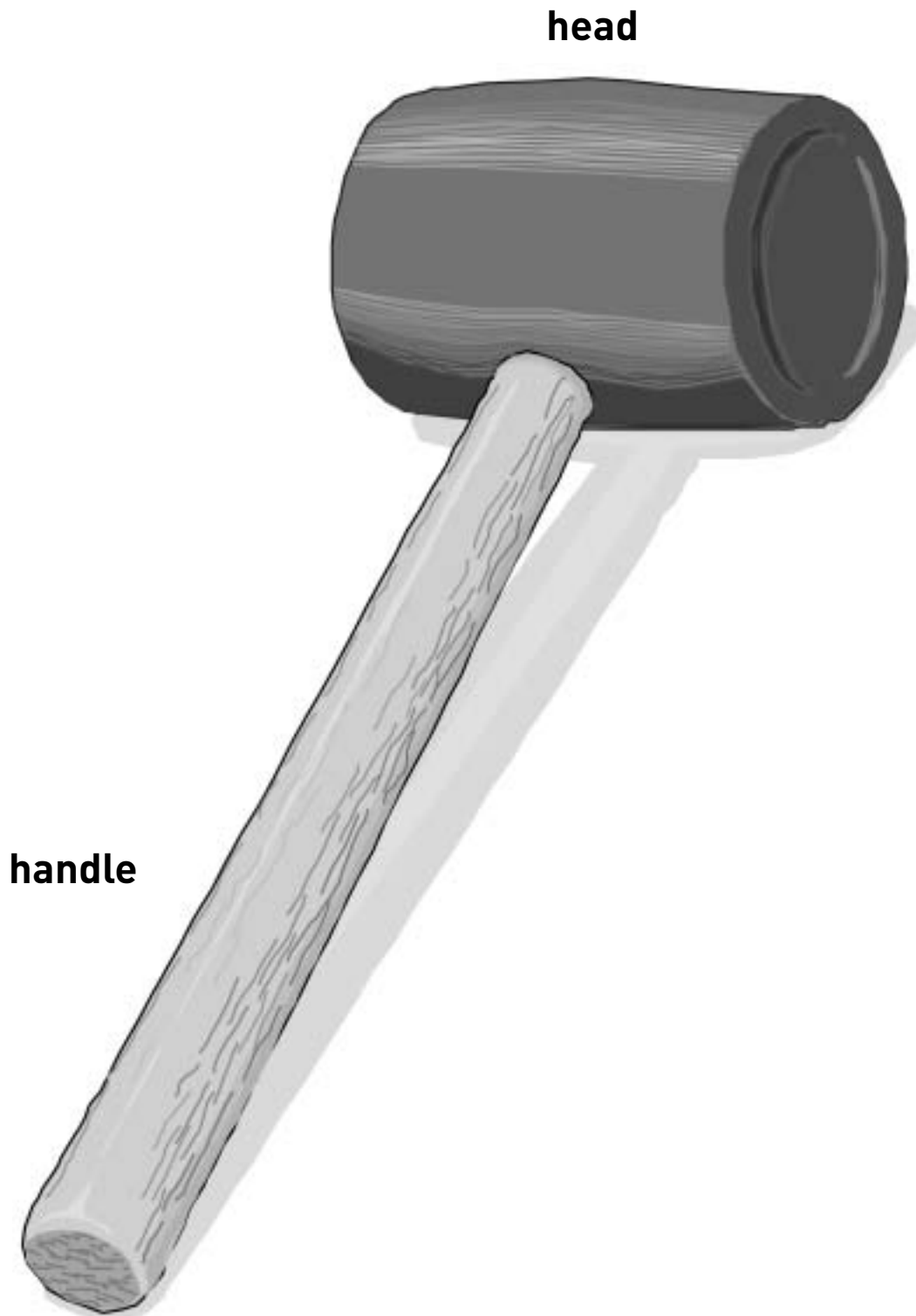


Name the parts of the claw hammer.

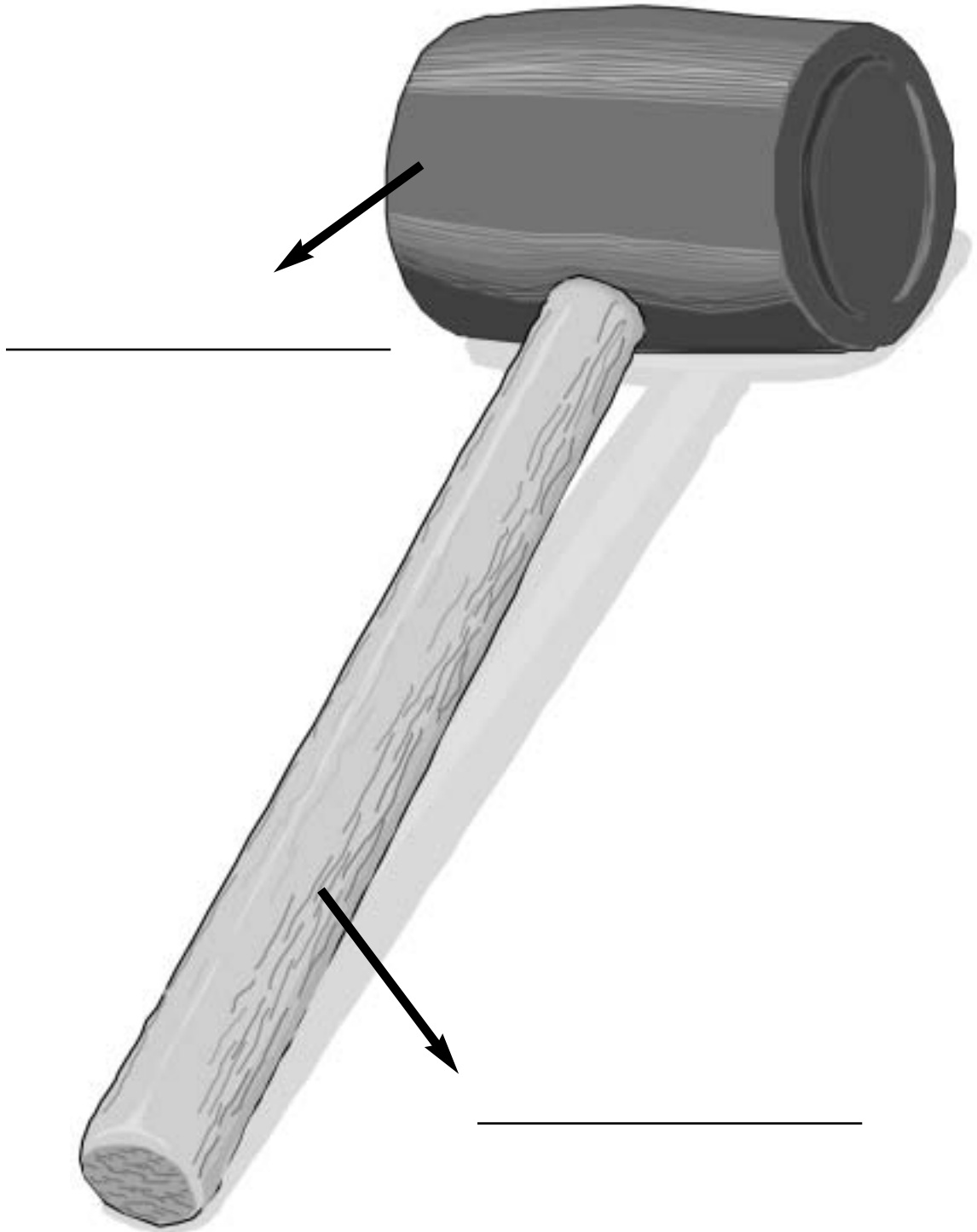


The mallet

The mallet is used mostly for hitting the chisel and putting joints together. It has only two parts, the head and the handle. The mallet is usually made from beech.



Name the parts of the mallet.



Find the words in the wordsearch.

TIP The words go across and down the page

tools	claw	hammer	face
sleeve	head	nails	chisel

p	l	t	o	o	l	s	h
h	n	a	i	l	s	i	r
a	f	a	c	e	w	s	c
m	g	r	h	e	a	d	l
m	c	h	i	s	e	l	a
e	p	t	x	f	h	j	w
r	s	l	e	e	v	e	y

Find the words in the wordsearch.

tools	claw	hammer	face	steel	handle	rubber
sleeve	mallet	head	beech	nail	chisel	wood

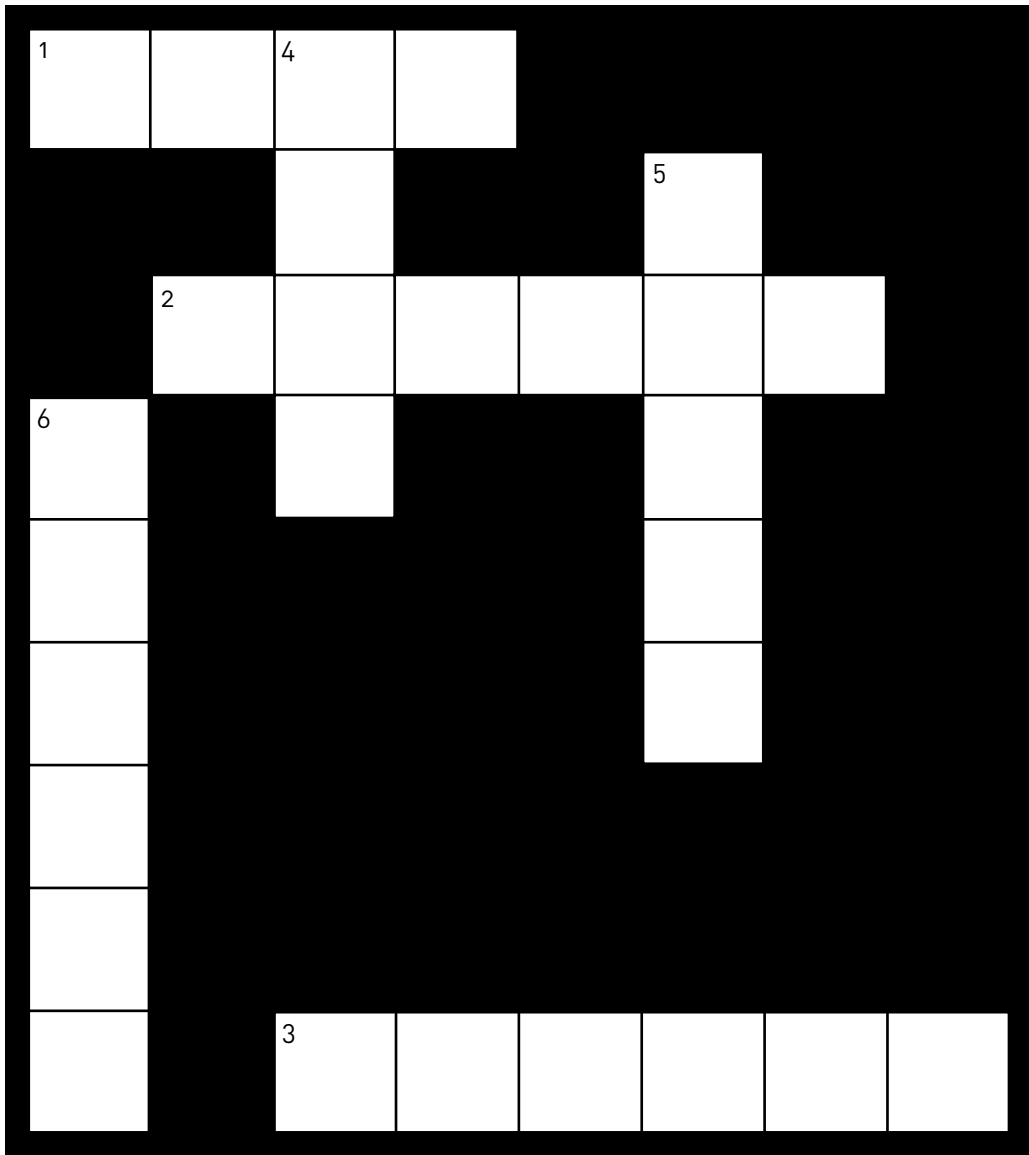
o	p	l	t	o	o	l	s	h	m	c	i
p	h	u	f	o	r	g	t	e	s	l	i
l	a	f	a	c	e	w	s	a	e	a	p
e	m	g	r	b	h	g	o	d	r	w	m
q	m	w	c	h	i	s	e	l	u	z	a
n	e	p	e	x	r	h	j	w	b	i	l
a	r	s	l	e	e	v	e	o	b	e	l
i	h	y	n	o	l	e	p	o	e	f	e
l	t	b	e	f	c	h	x	d	r	u	t
w	l	e	r	m	v	m	t	q	e	l	n
r	o	e	h	a	n	d	l	e	u	v	g
l	i	c	p	s	e	u	i	t	n	b	b
s	u	h	r	m	v	s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

Read the sentences and fill in the missing letters.

1. The c _ _ w hammer is the most common hammer used in w _ _ dwork.
2. The f _ _ e is the part that strikes the n _ _ l.
3. The c l _ _ is used to remove a nail from t _ _ _ _ _.
4. The handle can be made from wo _ _ or st _ _ _.
5. The steel hammer has a rubber s l _ _ _ e to g _ _ p on to.
6. The ma _ _ _ t is used mostly for hitting the ch _ _ _ l and putting joints together.
7. The m _ _ _ _ t has only two parts, the handle and the h _ _ d.
8. The m _ _ _ _ _ is made from beech.

Crossword

All the words in the crossword have to do with the claw hammer and mallet.



Across

1. This part of the hammer strikes the nail.
2. This tool is used to hit the chisel.
3. Steel hammers have it to grip on to.

Down

4. This part of the hammer removes the nail.
5. The mallet is made from this.
6. The grip on the steel hammer is made from this.

Spellings: Homonyms

There are many words in English that sound the same, but have different meanings and different spellings. These words are called homonyms.

Steel: What the hammer is made of

Steal: To rob

Beech: A type of wood

Beach: At the seaside

Wood: Timber

Would: (verb) I would like to go to the cinema.

Circle the correct word.

It is wrong to steel/steal.

The handle of the hammer can be made of steel/steal.

The boy made sandcastles on the beech/beach.

The mallet is usually made of beech/beach.

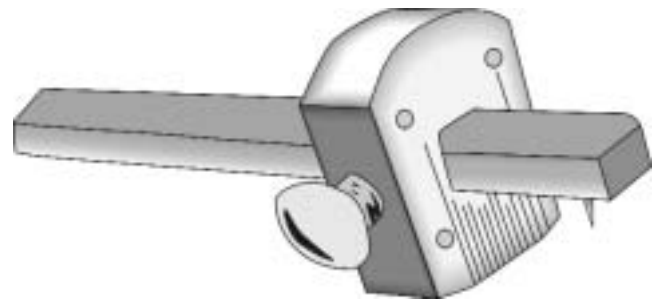
A carpenter works with wood/would.

The carpenter said he wood/would hang the door.

You will need these tools.



pencil



**marking
gauge**



mallet



screwdriver



bradawl



chisel

Match the tools to their correct names.

The first one is done for you.



chisel

screwdriver

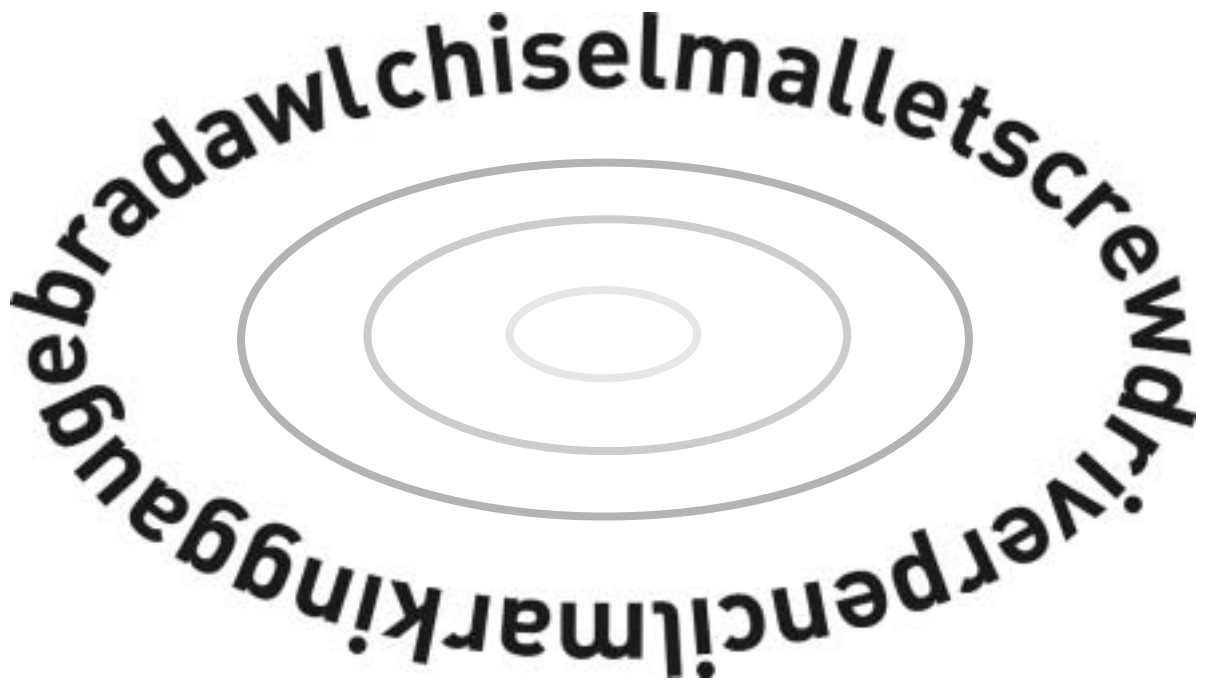
marking gauge

mallet

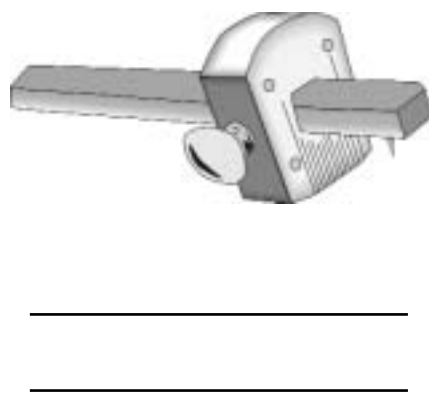
bradawl

pencil

Circle the six tools you need to fit a butt hinge.



Write the names of the correct tool under each picture.



pencil

mallet

marking gauge

screwdriver

chisel

bradawl

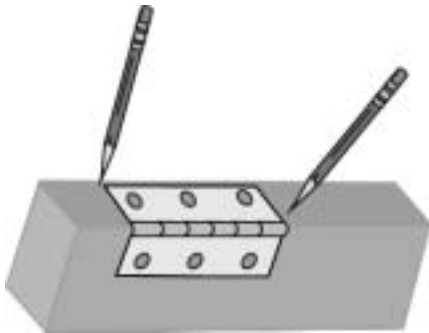
Fill in the gaps by choosing the correct tool from the list below.

Use	Tool
This tool is used for marking out joints.	
This is used to make small holes in the timber, such as pilot holes for nails and screws.	
This tool is made of beech. It is used to strike chisel handles when cutting is needed.	
This is used to drive a screw into the timber.	
This tool is usually made of beech with a plastic or metal locking screw. It is used to mark lines on timber which are parallel to an edge.	
An important tool, this is used to cut out trenches or to pare wood down.	

Definitions from 'Wood Materials Technology' Michael Cross

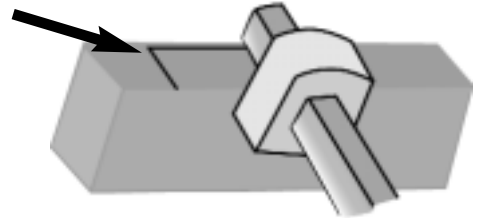
Instructions

1.



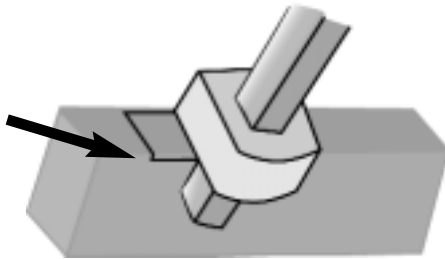
With your pencil, mark on the wood where you are going to put the hinge.

2.



Set your marking gauge to the width of the hinge. Using your gauge, mark a line on the wood as shown by the arrow in the picture.

3.



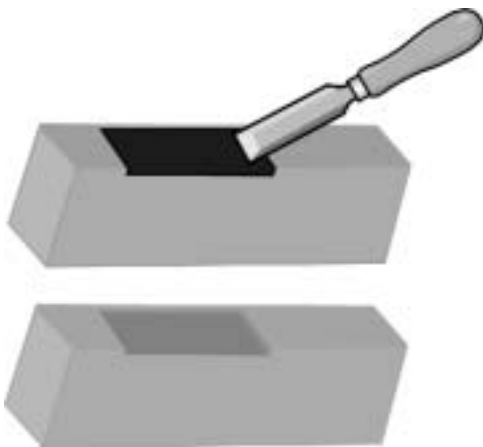
Set your marking gauge to the thickness of the hinge. Using your gauge, mark a line on the wood as shown by the arrow in the picture.

4.



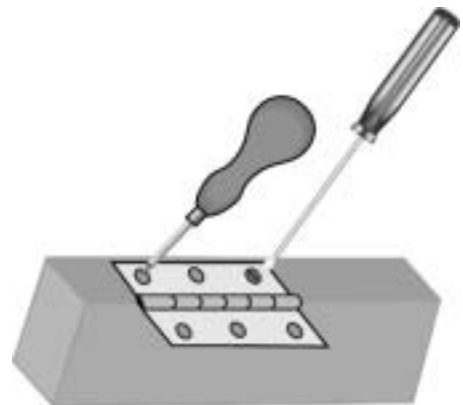
Using your pencil, darken the space inside the lines you have marked.

5.



Using your chisel and mallet, chop out the darkened space to make a slot for the hinge to fit into.

6.



Place the hinge into the slot. Use your bradawl to make holes for the screws. Screw the hinge on with your screwdriver.

Look at **instruction number 5** on the previous page.

“Using your **chisel** and mallet, **chop** out the darkened space”.

Do you notice the **spelling tip**?

The letters **ch** often go together, at the beginning, middle and end of words.

Fill in the missing letters to get the answers to this Wordpuzzle:

Ch _ _ _ _

A place where people pray

Ch _ _ _ _ _

The winner in sporting competitions

Ch _ _ _ _

“A ch _ _ _ _ is as good as a rest!”

Ch _ _ _ _ _ _ _

You can see this in the zoo.

_ _ ch

Opposite of poor

Ch _ _ _ _

A dairy product

_ _ _ ch

A meal

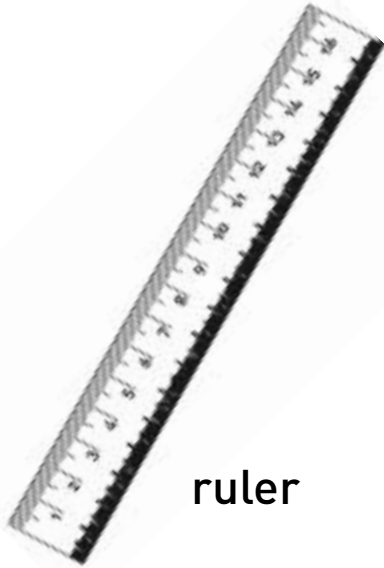
_ _ _ ch _ _ _ _

An English football city

_ _ _ ch

A month or a parade

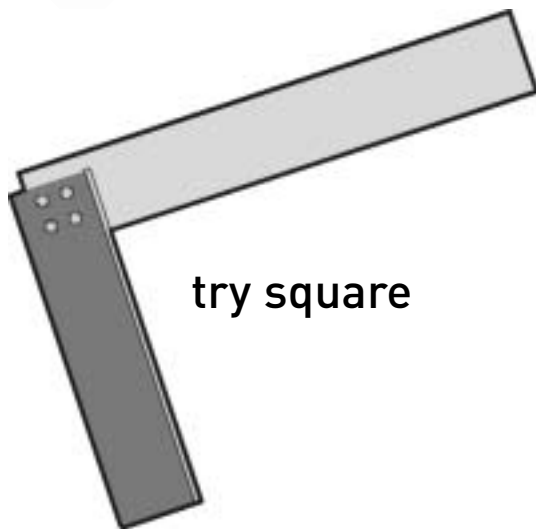
These are the tools you will need.



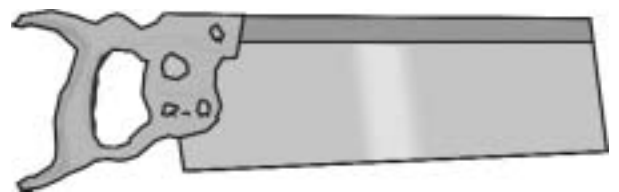
ruler



pencil



try square



tenon saw

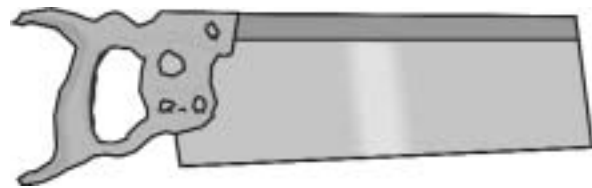
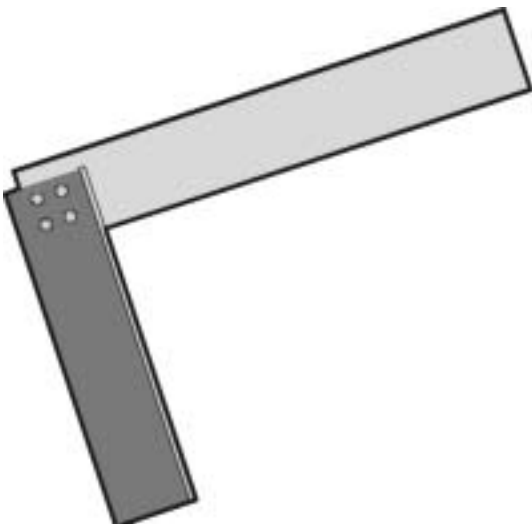
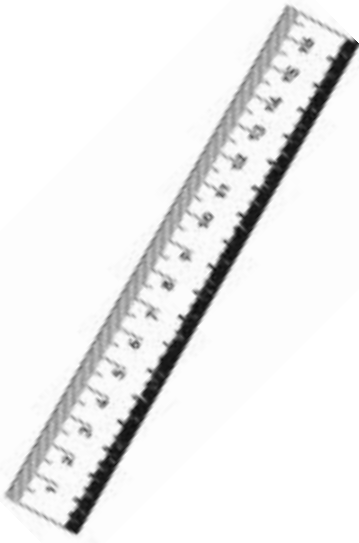


plane



hammer

Name the tools.



Instructions

1. Pick the wood and the tools you need.
2. Write or tell your trainer what you are going to do.
3. Get the wood from the trainer. Measure the wood using a ruler. Mark the wood with a pencil and try square.
4. Cut the wood along the lines with a tenon saw.
5. Plane the wood down to the lines with the smoothing plane.
6. Rub the wood with sandpaper until it is clean and smooth.
7. Make your tray with small nails and glue, and put varnish on it.
8. Tell your trainer what you did well and what you think you could do better.

Written by trainees in Finglas West CTW

Unscramble the letters to find the names of the tools used when making a Serving Tray.

lrure _____

ytr qreaus _____

noten wsa _____

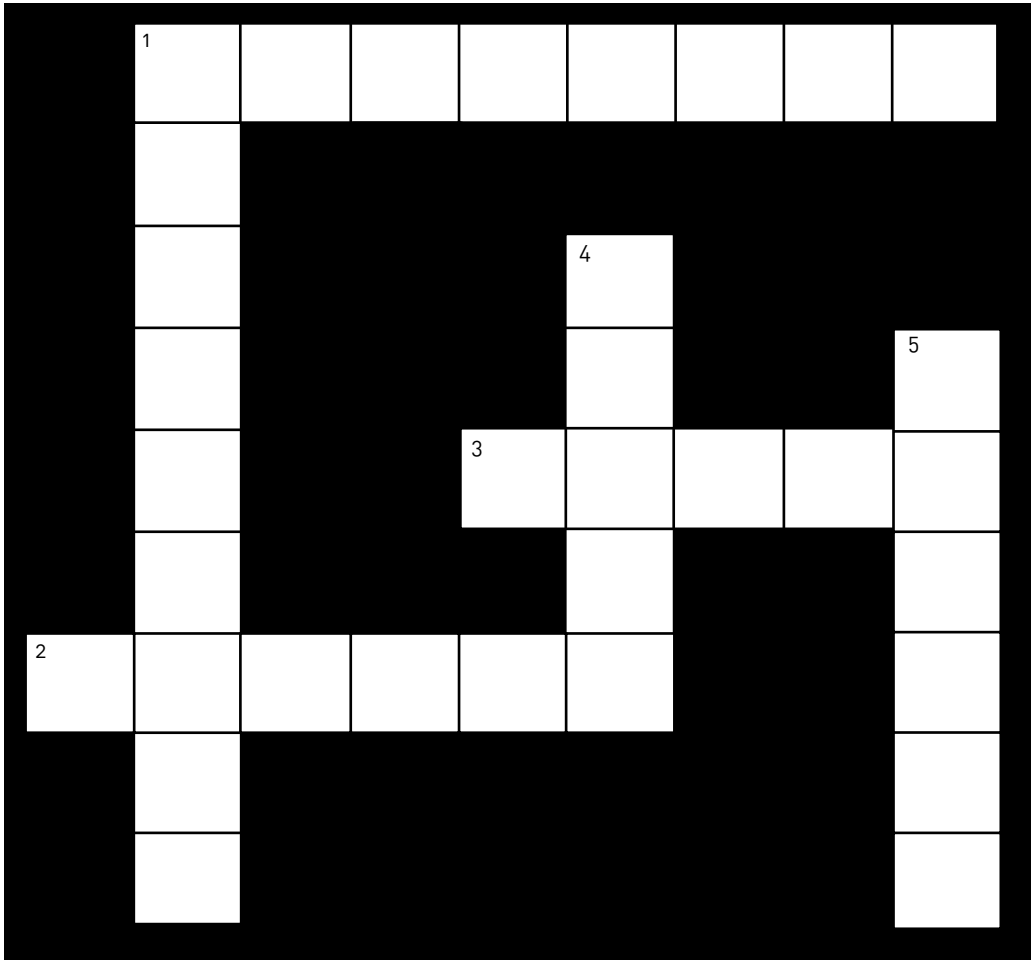
thooingsm palen _____

cliepn _____

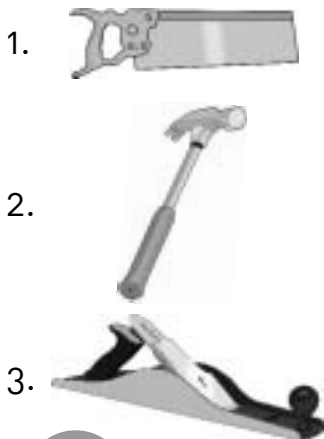
mmerha _____

Try this crossword. All the answers are in the box below.

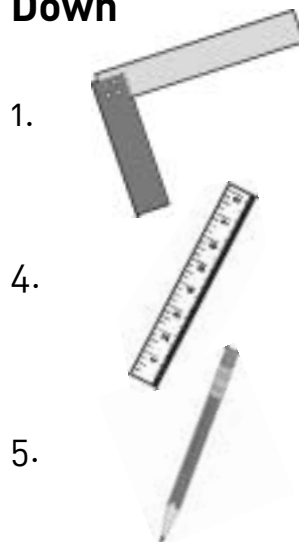
tenon saw	ruler	hammer
pencil	plane	try square



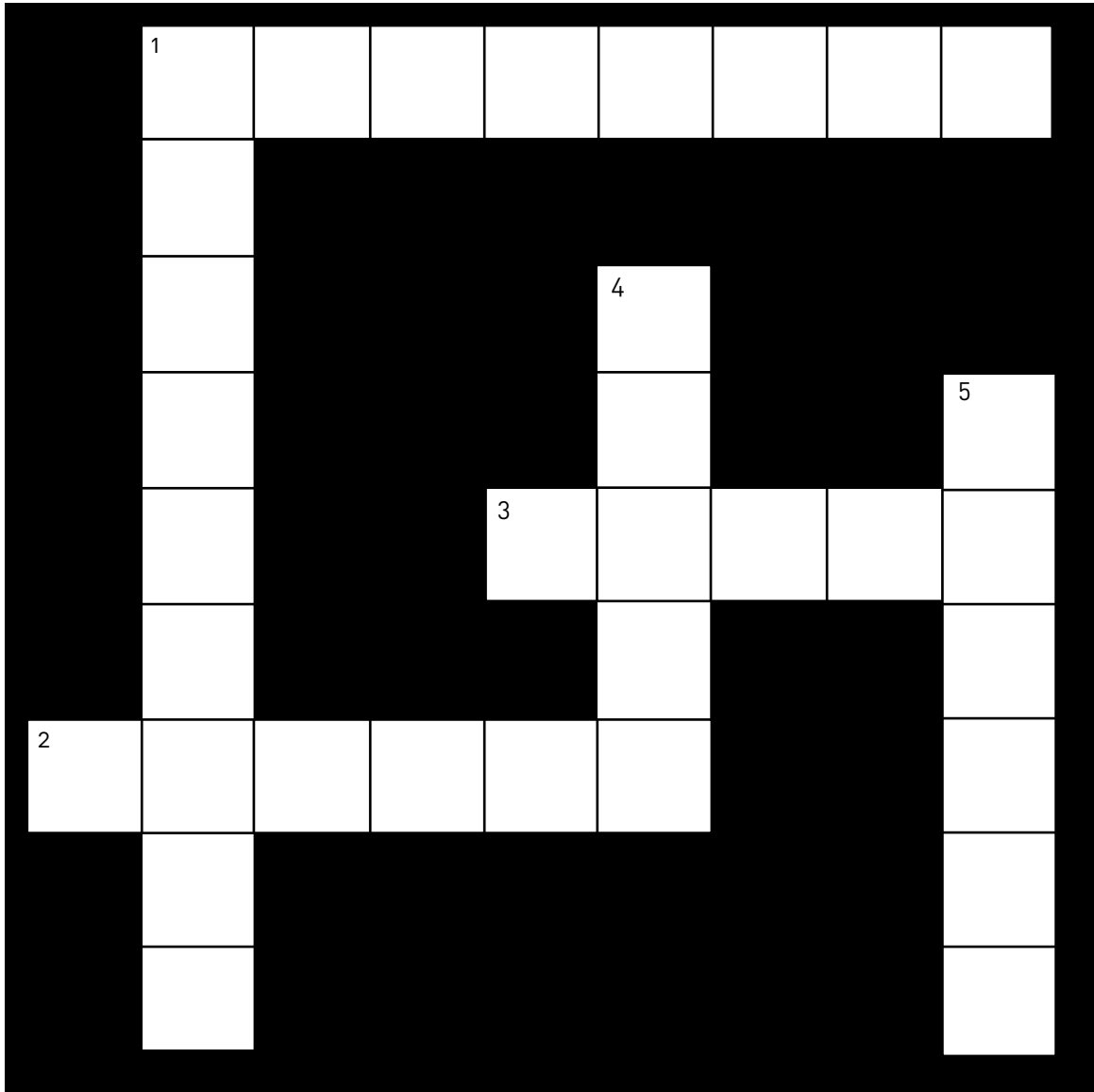
Across



Down



Try this crossword.



Across

1. A tool used to saw wood (5,3)
2. A tool used for driving nails (6)
3. A tool used to make wood smooth (5)

Down

1. A tool used to make sure that lines are square (3, 6)
4. A tool used for measuring (5)
5. This is used to mark lines with (6)

Name the tool and its use.

1.



Name: _____

Use: _____

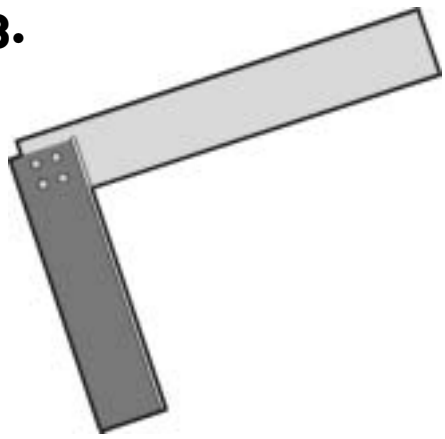
2.



Name: _____

Use: _____

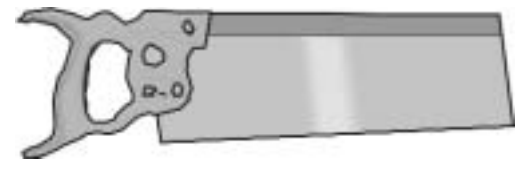
3.



Name: _____

Use: _____

4.



Name: _____

Use: _____

5.



Name: _____

Use: _____

6.



Name: _____

Use: _____

Wordquiz

Answer these questions using tools from the box below.

tenon saw
pencil

ruler
plane

hammer
try square

1. We can fly in this. _____
2. A king or queen might be this. _____
3. If you don't like round why not _____
4. This word starts with a type of meat. _____
5. You can write with this. _____
6. This tool starts with a 3 letter number. _____

Riddle

Can you solve this riddle?

TIP The answer is one of the tools written backwards.

Q. A fishing boat set out to sea. The crew checked the equipment and immediately turned back in to the harbour. Why?

A. Because there _____

Wordquiz Answers
1. plane 2. ruler 3. try square 4. hammer 5. pencil 6. tenon saw

Read the following instructions. They are taken from the FÁS Integrated Assessment System.

Instructions

- Select the materials and tools needed to complete this project.
- List or state to your trainer the steps you must go through to do this project.
- Given the wood, measure and mark the wood to the correct size as per drawing.
- Cut wood to size at marks, using a tenon saw.
- Set the plane and level and square wood.
- Sand and clean all wood surfaces.
- Assemble the project, using adhesives and panel pins, following the drawing. Varnish the tray.
- Discuss with your trainer the tasks you did well and the tasks in which you could have done better.

Match words with similar meaning.

The first one is done for you.

glue	assemble
finish	discuss
right	adhesive
put together	select
choose	complete
talk	tasks
jobs	correct

Wordquiz

Choose a word from the box to answer these puzzles.

assemble	adhesive	complete
select	tasks	discuss
	correct	

- Which word has the thing you should do when you want to know something? _____
- Which starts with a small word meaning donkey?

- Which word has a word in it that means 'choose by voting'?

- This word contains the **United States**.

- Another word for 'right'. _____
- He** is stuck in this word. _____
- Which small word will finish this Valentine?**



"I'll make for you a Serving Tray
With wood that's sanded, smooth and neat,
I'll serve you all my love each day
Because you make my life c _ _ _ _ _ e!



Wordquiz Answers
1. tasks 2. assemble 3. select 4. discuss 5. correct 6. adhesive 7. complete

Put these words into alphabetical order.

chisel
pencil

ruler
plane

hammer
mallet

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

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

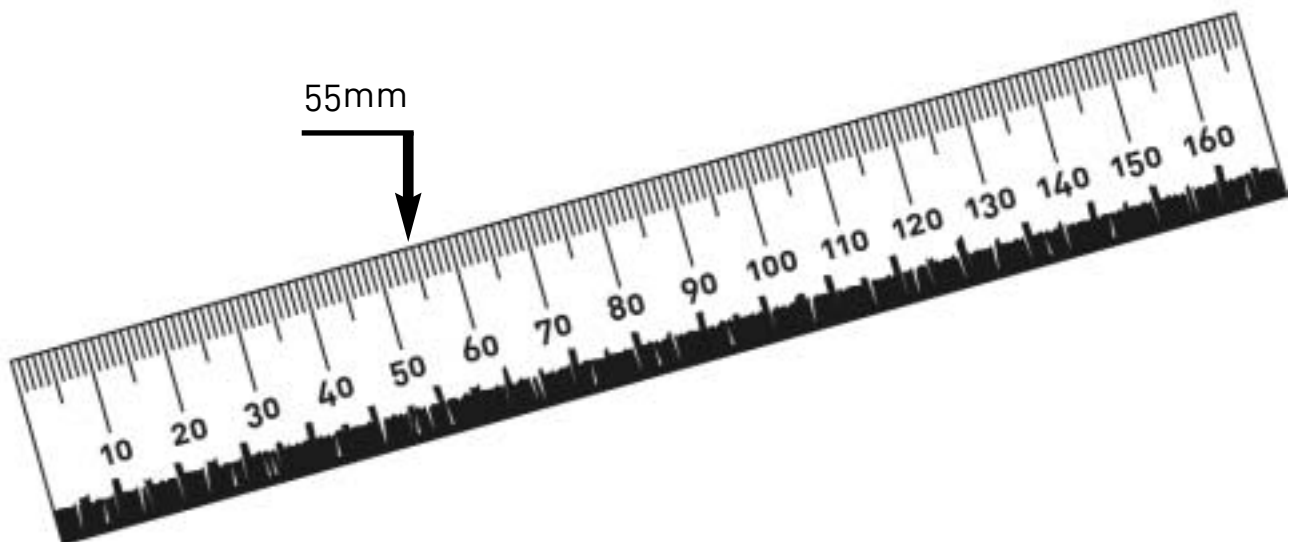
Measuring in millimetres

To find the length of small items correctly we use millimetres.

The word millimetre is shortened to **mm**.

On your ruler, a mm is too short for each one to be numbered.
Only every tenth one is numbered.

For example



The arrow shows 55mm on the ruler.

Show with an arrow where these measurements are on the ruler:

1. 25mm

3. 63mm

2. 15mm

4. 96mm

Measuring in millimetres

Measure the length of the lines in **millimetres** and fill in the answers.

Remember that a millimetre is a small unit of length. It is easy to make a mistake so take your time.

a. _____ mm

b. _____ mm

c. _____ mm

d. _____ mm

e. _____ mm

f. _____ mm

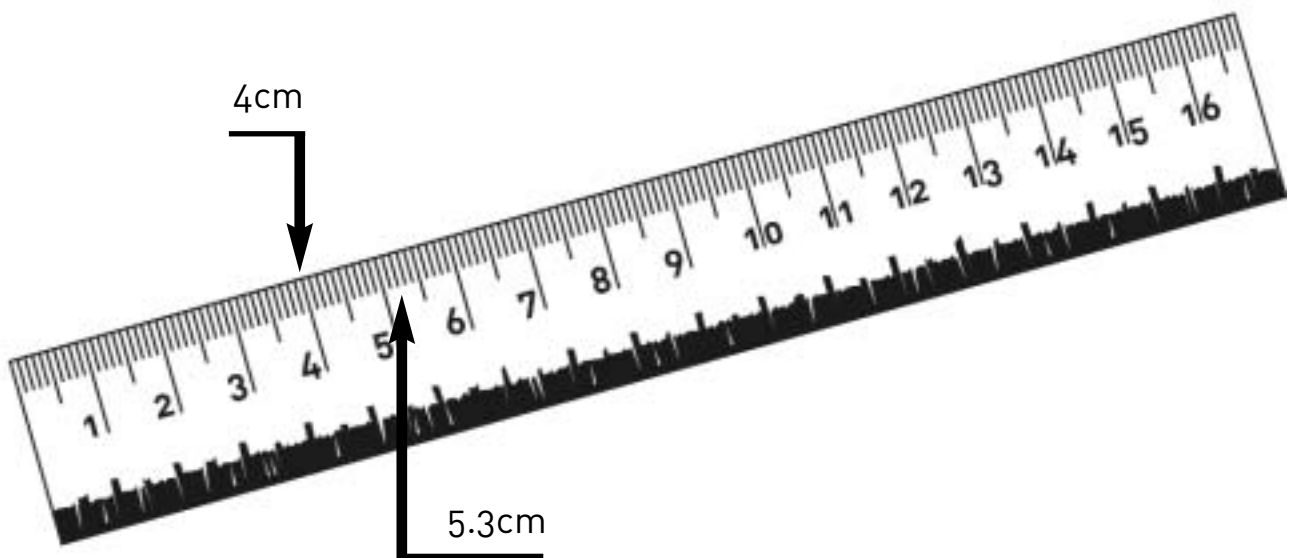
Answers	a. 98	b. 62	c. 41	d. 21	e. 80	f. 117
----------------	-------	-------	-------	-------	-------	--------

Measuring in centimetres

There are 10 millimetres (mm) in 1 centimetre (cm).

$$10\text{mm} = 1\text{cm}$$

For example 40mm is the same as 4cm



53mm is the same as 5.3cm

Show with an arrow where these measurements are on the ruler:

1. 2cm

3. 6.1cm

2. 3.5cm

4. 9.3cm

Measurements and measuring

Measurements in millimetre and centimetre are called **metric**.

Measure the length of these lines and fill the answers in on the chart.

A _____

B _____

C _____

D _____

E _____

Line	Centimetres	Millimetres
Line A		
Line B		
Line C		
Line D		
Line E		

Answers A. 110 B. 38 C. 146 D. 87 E. 53

Measurement

Read the clues and fill in the answers.

All the words have to do with measurement.

1. A tool used for measuring.

--	--	--	--	--

2. Before the wood is cut you must _____ the right size.

--	--	--	--	--	--	--

3. Short for millimetre

--	--

4. There are 10 millimetres in one of these.

--	--	--	--	--	--	--	--	--	--

5. Measurements in millimetres and centimetres are called this.

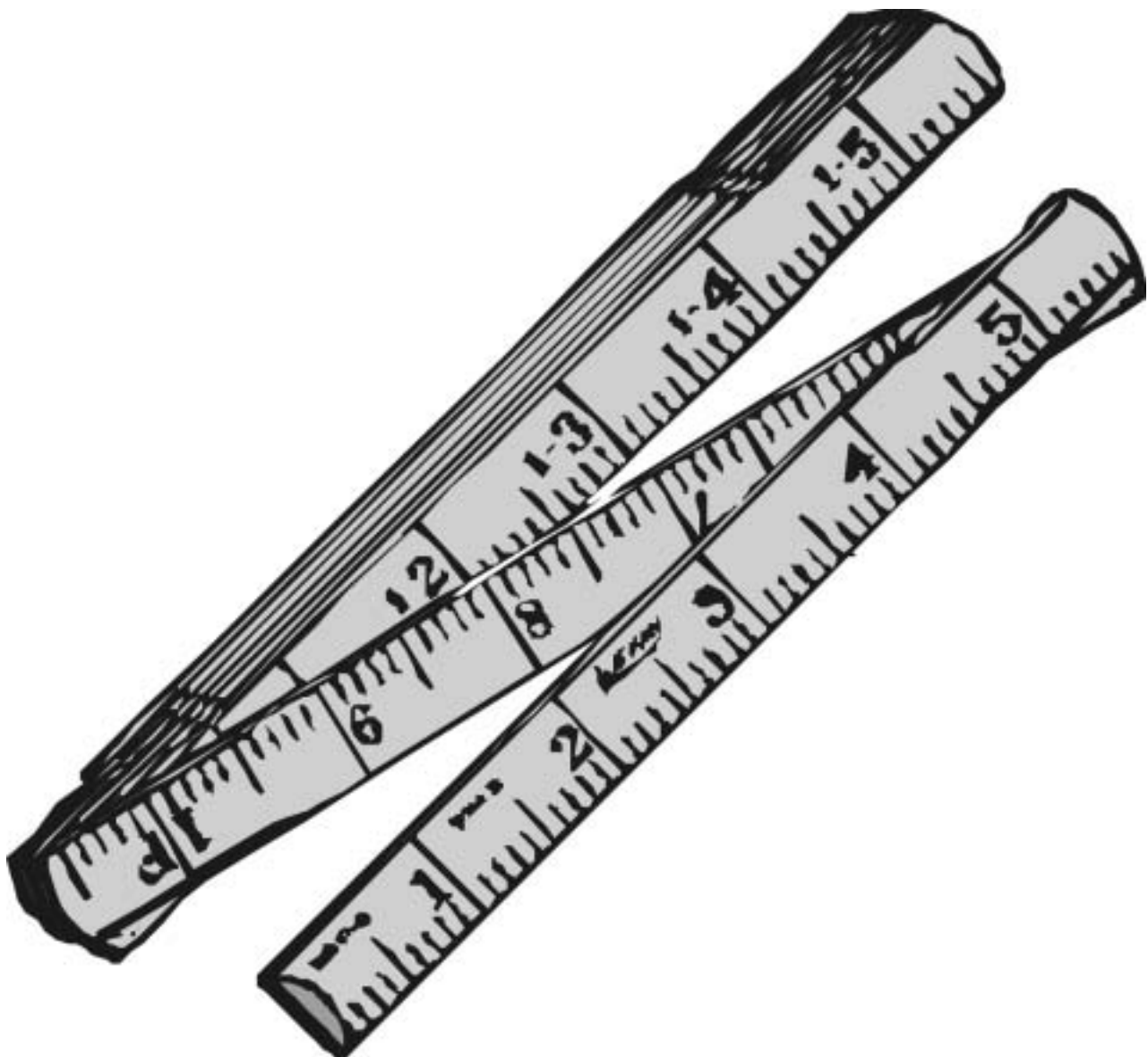
--	--	--	--	--	--

6. Short for centimetre

--	--

The folding rule

The folding rule can be used in a small space where a long rule would be too big to fit in. It also overcomes the problem of carrying a long measuring rod to the worksite. Both metric and imperial measurements are available on folding rules. It is made from hardwood and reinforced at the ends with brass. A folding rule should be protected from damage. Once a joint hinge becomes strained or loose the rule will not show a correct measurement.



Fill in the missing words from the box below.

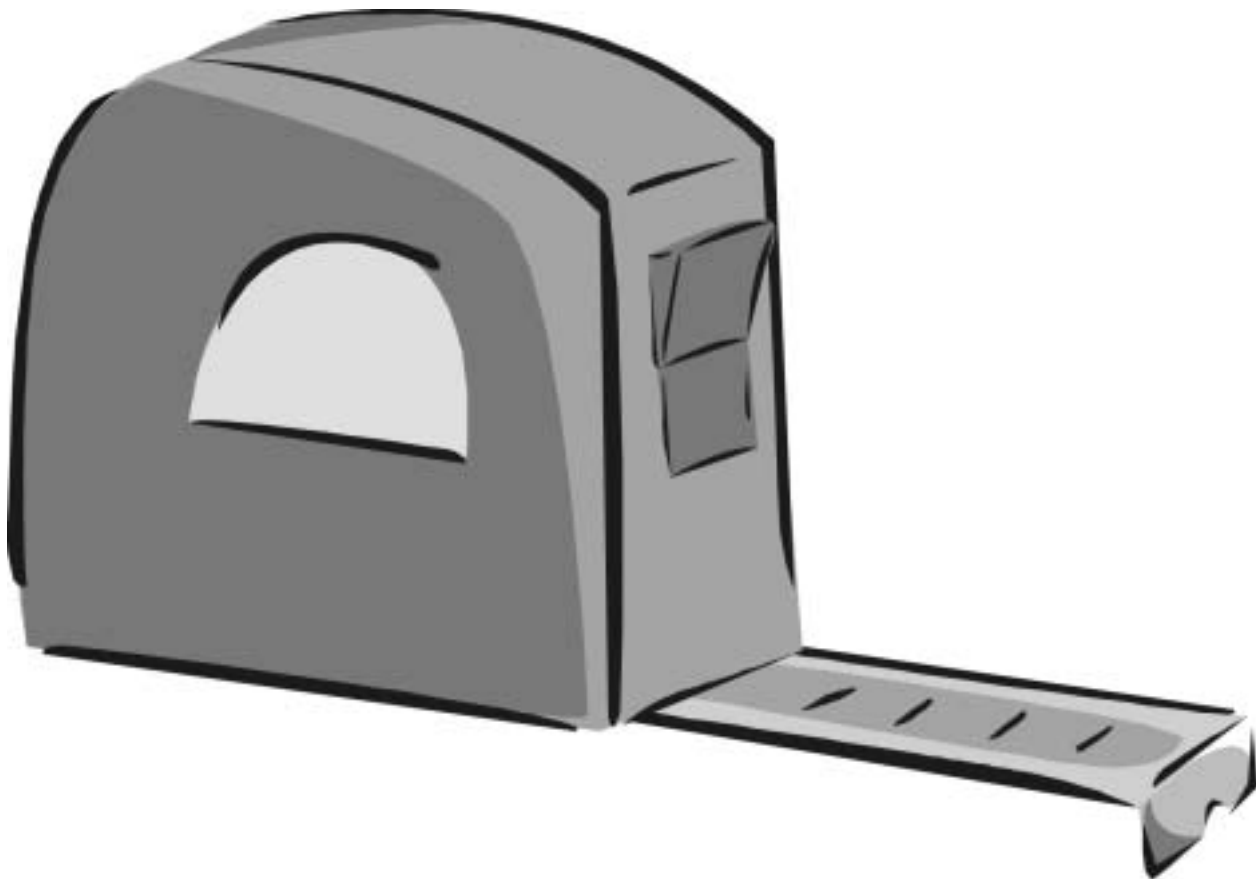
rule	metric	rod	It
protected	space	hardwood	

The Folding Rule

The folding rule can be used in a small _____ where a long rule would be too big to fit in. _____ also overcomes the problem of carrying a long measuring _____ to the worksite. Both _____ and imperial measurements are available on folding rules. It is made from _____ and reinforced at the ends with brass. A folding rule should be _____ from damage. Once a joint hinge becomes strained or loose the _____ will not show a correct measurement.

The measuring tape

The push-pull steel tape measure is an extendable steel strip coiled into a container. The tape is spring-loaded, so that as soon as it is released it will automatically return to the case. On some cases a lock is provided to hold the tape when extended. Measuring tapes can be got in a variety of different sizes. Tapes are available with both metric and imperial sizes or a mixture of both.



Fill in the missing words from the box below.

released

tape

available

steel

measuring

lock

The measuring tape

The push-pull steel tape measure is an extendable _____ strip coiled into a container. The _____ is spring-loaded, so that as soon as it is _____ it will automatically return to the case. On some cases a _____ is provided to hold the tape when extended.

_____ tapes can be got in a variety of different sizes. Tapes are _____ with both metric and imperial sizes or a mixture of both.

Being able to estimate or guess measurements is a useful skill to practise.
Try this:

Pick an object in the work area.

The object must not be longer than the ruler or tape.

Guess the size of the object and write your guess down. Then measure the object in millimetres and write the measurement beside your guess.

Object: _____	
Guess I guess this object will measure _____ mm	Measure I have measured the object. It measures _____ mm

Object: _____	
Guess I guess this object will measure _____ mm	Measure I have measured the object. It measures _____ mm

Object: _____	
Guess I guess this object will measure _____ mm	Measure I have measured the object. It measures _____ mm

Object: _____	
Guess I guess this object will measure _____ mm	Measure I have measured the object. It measures _____ mm

Introduction

These materials include literacy worksheets and activities on:

- sowing seeds
- planting a standard tree.

Key words include:

compost	cling film	label
fertiliser	sieve	seed tray
tree tie	rootball	stake
spade	fork	watering can
tamper	secateurs	

The section is based on material by Leone Mountaine Barry and Louis Sandvoss.

See beginning of the pack for tutor notes on methods and materials and for learning

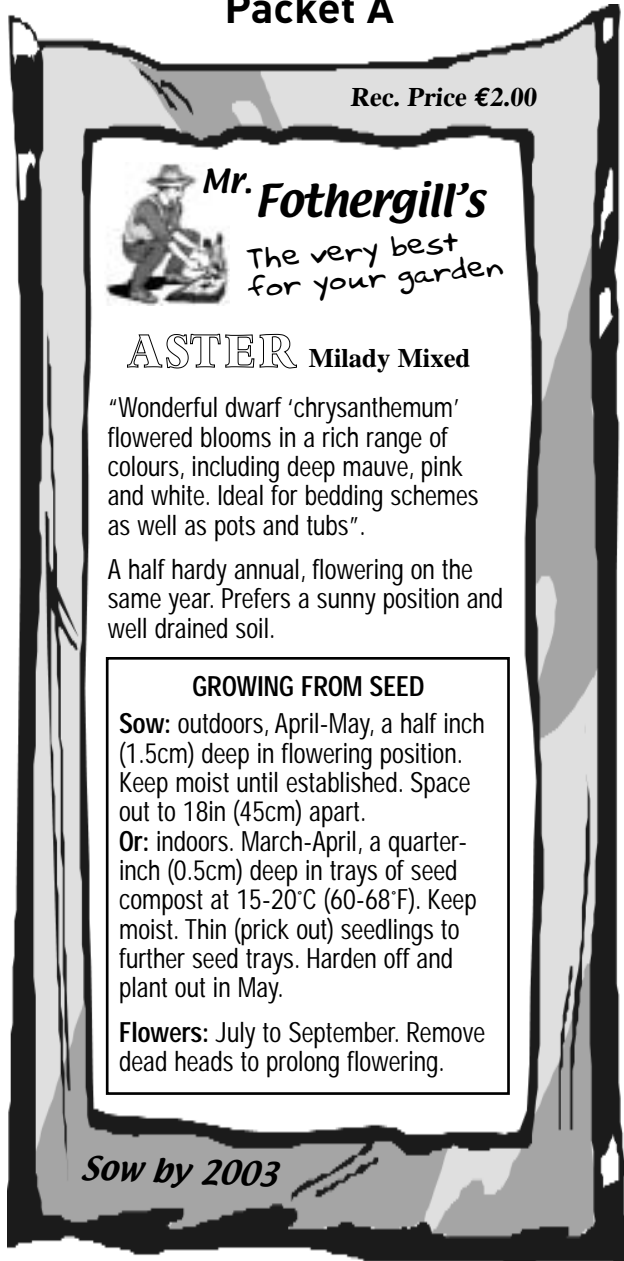
Sample of an integrated lesson plan

Task No.1	Specific Learning Outcome	Criteria	Literacy Activity	Literacy Outcome
	Obtain information from a seed packet	<ul style="list-style-type: none"> ● identify the planting depths. ● identify the method. 	<ul style="list-style-type: none"> ● Give a verbal list of the instructions on the packet. ● Explain the instructions and how they can be related to your work. ● Match the measurement exercises. ● Marking out specific measurements. ● Using a calendar 	<ul style="list-style-type: none"> ● Oral – the ability to give clear verbal instruction ● Increased vocabulary ● Can read and understand common words on seed packets. ● Can read and understand the calendar. ● Can take and record the measurement of depths.

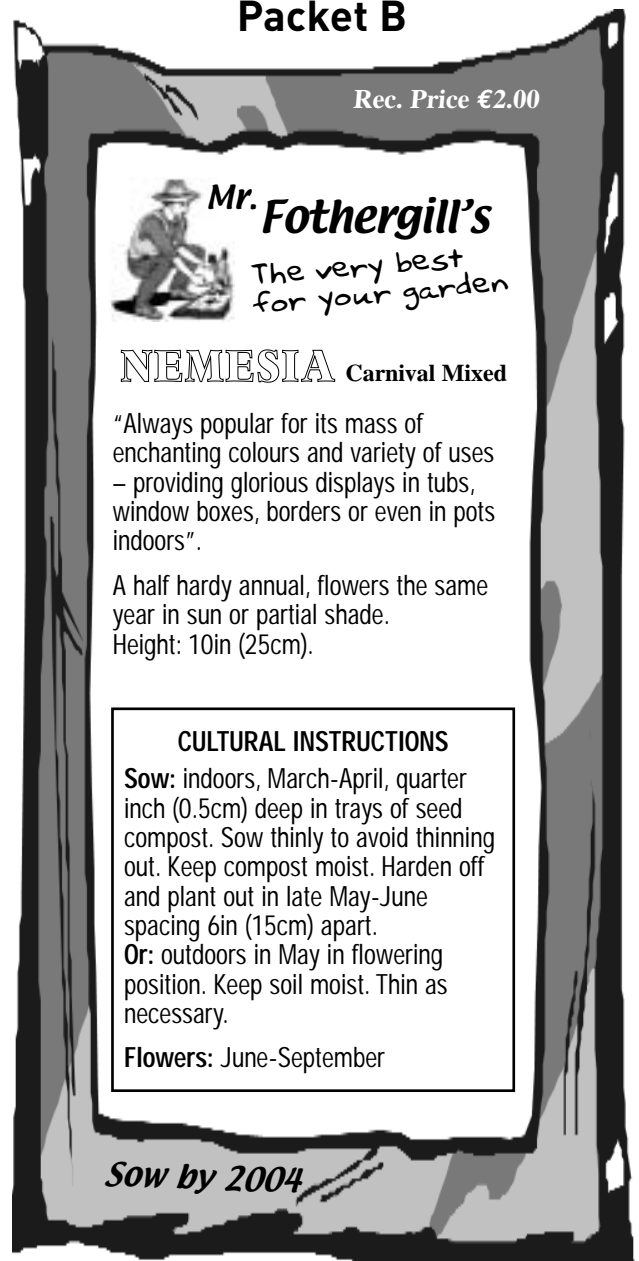
Seed Packets

In pairs read the instructions on one of the seed packets.
Take turns to tell each other how to sow the seeds.

Packet A



Packet B



Reading instructions

The instructions on a seed packet give us information on the height the flower will grow to. They tell us how deep to sow the seeds. They also tell us how wide to space the flowers when planting outdoors.

1. Look at the seed packets on page 3 and underline the different measurements.
2. The measurements on the seed packets are given in both inches (in) and centimetres (cm). For example:
Plant out in late May-June, spacing 6in. (15cm) apart.

Match the measurements using the information on the seed packets.
The first one is done for you.

inches	centimetres
half-inch	0.5 cm
18 in	15 cm
12 in	45 cm
10 in	30 cm
quarter inch	25 cm
6 in	1.5cm

Sowing Calendar

Using Packet A shade in on the chart when the different activities should take place.

Activities	Jan	Feb	Mar	April	May	June	July	Aug	Sep	Oct	Nov	Dec
Sowing indoors												
Sowing Outdoors												
Planting Outdoors												
Flowers												

Using Packet B shade in on the chart when the different activities should take place.

Activities	Jan	Feb	Mar	April	May	June	July	Aug	Sep	Oct	Nov	Dec
Sowing indoors												
Sowing Outdoors												
Planting Outdoors												
Flowers												

Find the words in the wordsearch.

TIP The words go across and down the page

label	water	sieve	tamper
sand	seed	compost	pencil

p	l	a	b	e	l	s	p
c	o	m	p	o	s	t	e
s	i	e	v	e	r	a	p
s	g	r	h	s	a	m	e
a	w	a	t	e	r	p	n
n	c	o	x	n	h	e	c
d	s	m	u	p	v	r	i
r	s	e	e	d	a	r	l

Find the words in the wordsearch.

label	water	sieve	tamper	clingfilm	dibber
sand	seed	compost	pencil	watering can	seedtray

o	p	l	c	l	i	u	t	f	p	r	m
p	c	u	w	a	t	e	r	e	w	l	i
l	l	q	a	i	e	w	s	a	a	o	p
d	i	b	b	e	r	g	r	d	t	w	m
t	n	w	c	g	i	f	e	s	e	e	d
a	g	b	e	s	e	e	d	t	r	a	y
m	f	s	c	e	n	v	e	o	i	e	l
p	i	y	s	i	e	v	e	o	n	f	e
e	l	b	e	f	c	h	x	d	g	l	t
r	m	e	r	m	v	m	t	q	c	a	n
c	o	m	p	o	s	t	l	e	a	b	g
t	i	c	p	s	e	u	i	t	n	e	b
s	s	a	n	d	p	e	n	c	i	l	n

Fill in the missing words in the sentences below.

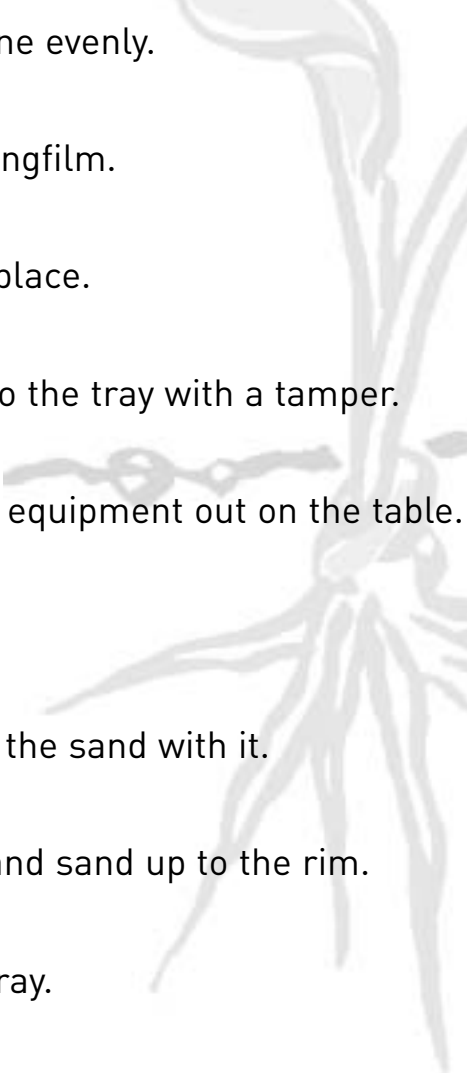
1. Organise all your tools and equipment out on the table.
2. Sieve the compost and mix the sand with it.
3. Fill the tray with compost and sand up to the rim.
4. Firm the compost down into the tray with a tamper.
5. Sow seeds spacing each one evenly.
6. Cover seeds with compost, firming down again.
7. Water the seed tray.
8. Write a label for the seed tray.
9. Cover the seed tray with clingfilm.
10. Place the seed tray in a warm place.

Fill in the missing words in the sentences below.

1. Organise all your tools and _____ out on the table.
2. Sieve the _____ and mix the sand with it.
3. Fill the tray with _____ and sand up to the rim.
4. Firm the compost down into the tray with a _____.
5. Sow _____ spacing each one evenly.
6. Cover seeds with compost, _____ down again.
7. Water the _____ tray.
8. Write a _____ for the seed tray.
9. Cover the seed tray with _____.
10. Place the seed tray in a _____ place.

The instructions have been mixed up.

Number them in the correct order.

- 
- Sow seeds, spacing each one evenly.
 - Cover the seed tray with clingfilm.
 - Place seed tray in a warm place.
 - Firm the compost down into the tray with a tamper.
 - Organise all your tools and equipment out on the table.
 - Water the seed tray.
 - Sieve the compost and mix the sand with it.
 - Fill the tray with compost and sand up to the rim.
 - Write a label for the seed tray.
 - Cover seeds with compost, firming down again.

(Speaking)

In pairs or small groups talk about:

Something new I learned about sowing seeds was.....

Something that surprised me was.....

I would like to know more about.....

Put a tick in the correct box, true or false.

	True	False
A flat container for sowing seeds in is called a seed tray.		
The seed tray is filled with sand.		
Spacing seeds correctly is important.		
The tray is left uncovered after sowing.		
After sowing the compost is watered.		
The seed tray is kept in a cool place after sowing.		
The tool for firming the compost is called a tamper.		



Planting a standard tree

Instructions

- 1.** When planting a standard tree you will require a spade, fork, secateurs and sledgehammer. You will also require a wooden stake and some tree ties.
- 2.** Start by digging a hole wide enough to accommodate the root system of the tree. The hole needs to be a little deeper than the size of the rootball.
- 3.** To prepare the tree for planting remove the broken branches and trim any broken roots, using a secateurs.
- 4.** Fork the bottom of the hole to loosen up the soil, before placing the tree with the stake in the hole. The stake should be placed very carefully between the roots so as not to cause damage. Hammer home the stake using a sledgehammer.
- 5.** Then add fertiliser to the excavated soil and start to backfill the hole. Stop at least three times as you fill the hole, to firm the soil gently with your foot. This makes sure there are no air bubbles around the roots and that the roots are well-supported in the ground.
- 6.** Secure the tree to the stake using one or more tree ties.
- 7.** Finally, water the tree generously.



Read the instructions on page 11 and find the words that mean the same as :

need (Paragraph 1)

get ready (Paragraph 3)

dug out (Paragraph 5)

hold (Paragraph 2)

continue (Paragraph 5)

fasten (Paragraph 6)

Write out in your own words the steps involved in planting a tree.

Step 1

Step 2

Step 3

Step 4

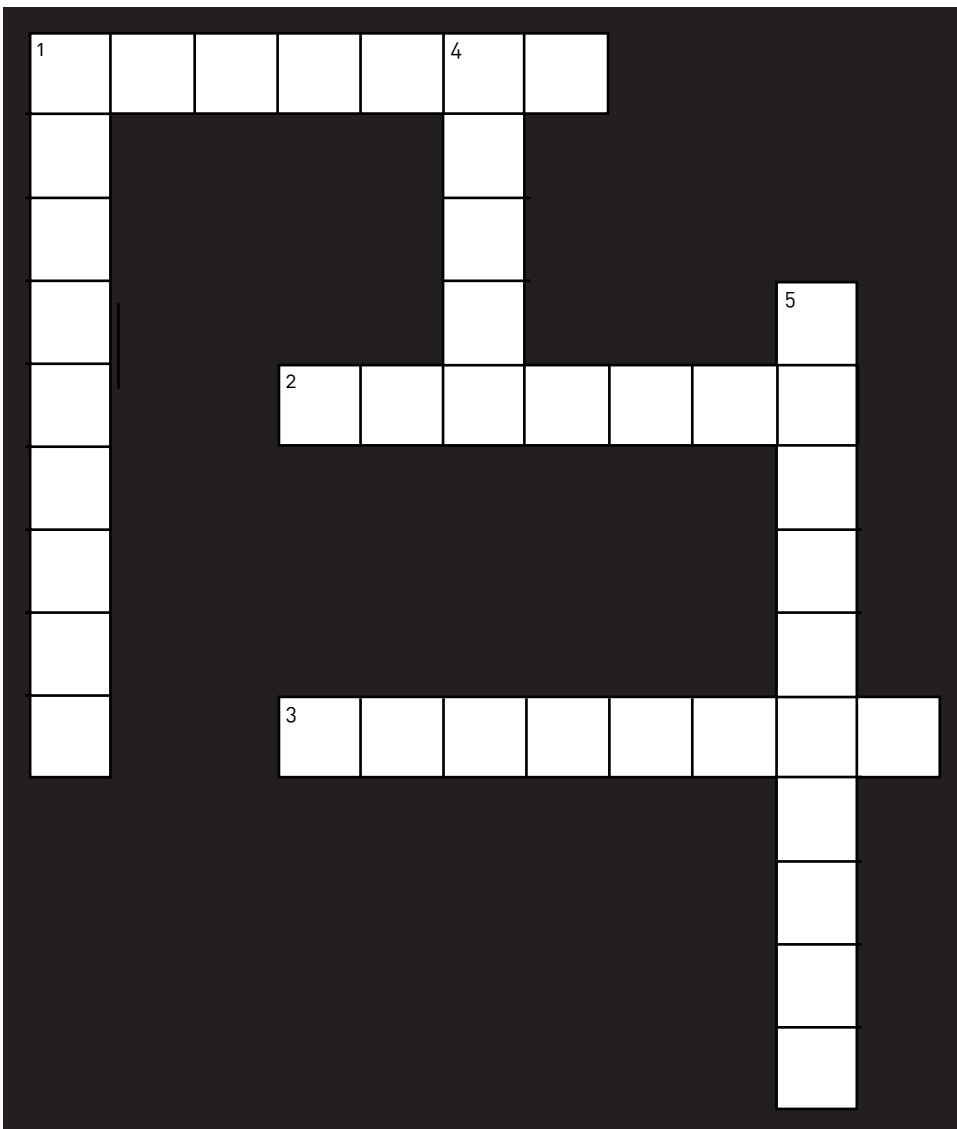
Step 5

Step 6

Step 7

Fill in the crossword by reading the clues and matching them to the words in the box.

fertiliser	stake	rootball
tree tie	compost	container



Across

- 1. Natural food for a tree (7)
- 2. The tree is secured to the stake with this (4,3)
- 3. The shape of roots in a container (8)

Down

- 1. The tree comes in this (9)
- 4. Tie the tree to this to keep it safe from wind damage (5)
- 5. Pellet food for the tree (10)

Introduction

The following materials aim to help learners

- get to know and understand key terms in painting;
- develop art appreciation.

Key words include:

line

pattern

composition

painting

tone

texture

sketch

colour


form

drawing

This section is based on original material by Edwina Knight Moylan.


See beginning of the pack for tutor notes on methods and materials and for learning

Line



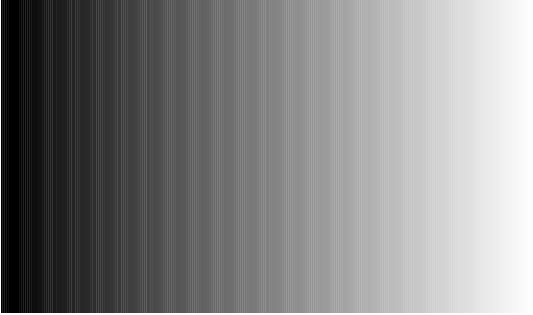
A long narrow mark on the surface
A direction, course or track

Pattern



An arrangement of lines, shapes or colours

Tone




A tint or shade of colour

Texture




How the surface or an object looks and feels

Colour



Pigment, paint or dye

Form



The shape of something

Composition



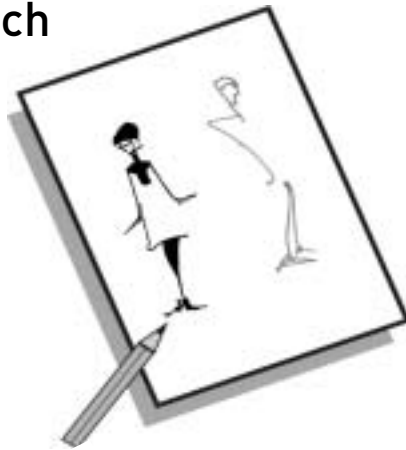
The arrangement of parts of a picture

Painting



A painted picture

Sketch



A rough drawing or painting

Drawing



Producing a picture or diagram by making marks on a surface

Word Wall

Now try this:

Your tutor has pinned the keywords on the noticeboard. You are given one word to work on. In pairs or small groups write a definition of the keyword and place it on the keyword wall.

(adapted from Between the Lines)

Find the words in the wordsearch.

TIP The words go across and down the page

line
colour

pattern
sketch

form
tone

s	k	e	t	c	h	p	c
g	c	n	i	w	s	a	p
t	o	n	e	n	y	t	t
b	l	i	h	e	b	t	l
r	o	l	i	n	e	e	y
e	u	t	x	f	o	r	m
c	r	s	n	u	p	n	h

Find the words in the wordsearch.

line colour	pattern sketch	form tone	texture painting	drawing composition
----------------	-------------------	--------------	---------------------	------------------------

s	p	l	c	o	d	p	y	h	m	c	i
c	o	l	o	u	r	k	f	o	r	m	i
u	c	s	i	d	a	p	l	a	t	e	p
p	o	g	r	b	w	g	t	d	r	s	s
s	m	w	p	a	i	n	t	i	n	g	k
p	p	p	e	x	n	h	j	w	m	s	e
o	o	k	k	n	g	v	e	s	t	o	t
o	s	y	n	o	l	e	p	g	o	c	c
n	i	b	e	f	c	h	x	l	n	f	h
g	t	e	t	e	x	t	u	r	e	p	n
f	i	e	h	r	n	b	l	s	s	o	x
s	o	n	i	p	a	t	t	e	r	n	b
c	n	l	i	n	e	p	l	a	o	n	c

Put a tick in the correct box, true or false.

	True	False
The shape of something is called its form.	<input type="checkbox"/>	<input type="checkbox"/>
Texture is how something smells.	<input type="checkbox"/>	<input type="checkbox"/>
An artist must draw a rough sketch before a painting.	<input type="checkbox"/>	<input type="checkbox"/>
Tone is about shades of colour.	<input type="checkbox"/>	<input type="checkbox"/>
You can look at paintings in a supermarket.	<input type="checkbox"/>	<input type="checkbox"/>
Composition is how a picture is arranged.	<input type="checkbox"/>	<input type="checkbox"/>
The National Gallery of Ireland is in Cork.	<input type="checkbox"/>	<input type="checkbox"/>
To draw is to make marks on a surface.	<input type="checkbox"/>	<input type="checkbox"/>



Fill in the blanks in the following passage by using words from the box below.

lines	colours	texture	composition
form	draw	sketches	painting

When an artist starts a painting he must first _____ the shape of what he is looking at.

Every object has a shape. In art this is called its _____.

The artist decides how the painting is going to be arranged. This is called the _____.

The arrangement of lines, shapes and _____ form a pattern.

The painter does some rough drawings. These are called _____.

If I touch the painting it has a rough _____.

The artist draws thin and curved _____ to give the effect of movement in the _____.

Artwords Quiz

Look at this list of art words, to help you find the answers to the quiz.
Write the answer in the blank space beside each clue.

line**composition****form****colour****draw****painting****sketch****tone****pattern****texture**

This word means how the parts of the picture are arranged.	
It has paint on it.	
I do this with a pencil.	
You can make a straight one with a ruler.	
This word means how dark or light something is.	
It is not flat, it has _____.	
Red, green & yellow are examples of this.	
This word means the way a surface looks and feels.	
This is a rough drawing or painting.	
This means the way lines, shapes and colours are arranged by the artist.	

Vincent Van Gogh

Vincent van Gogh was born in 1853. He was a Dutch artist who moved to Paris where he became interested in what the Impressionist artists were doing.

He produced over 800 paintings in the last ten years of his life.

His paintings were full of colour and activity.

His most famous painting is “Twelve sunflowers in a vase”.

In 1889 after a fight with French painter Paul Gauguin, Van Gogh took a razor and cut off part of his own right ear.

In 1890 Van Gogh killed himself.

He only sold one painting during his lifetime.

Today his paintings each sell for millions of dollars.



Vincent Van Gogh

Vincent Van Gogh was born in 1853.

He was a Dutch painter.

He met and worked with the Impressionist painters in Paris.

He painted outdoors.

His paintings were full of colour and life.

Most people know his painting "12 Sunflowers in a vase"

He used very thick paint in his work.

He cut off his ear after a fight with another artist.

In 1890 Van Gogh killed himself.

He only sold one painting in his lifetime.

Today his paintings sell for millions of dollars.

He was a very important artist.





A visit to an Art Gallery

1. What is the name of this gallery?

2. What exhibitions are on show?

3. Choose a piece of work you like.

Artist's name:

Title of the work:

Materials used:

Size:

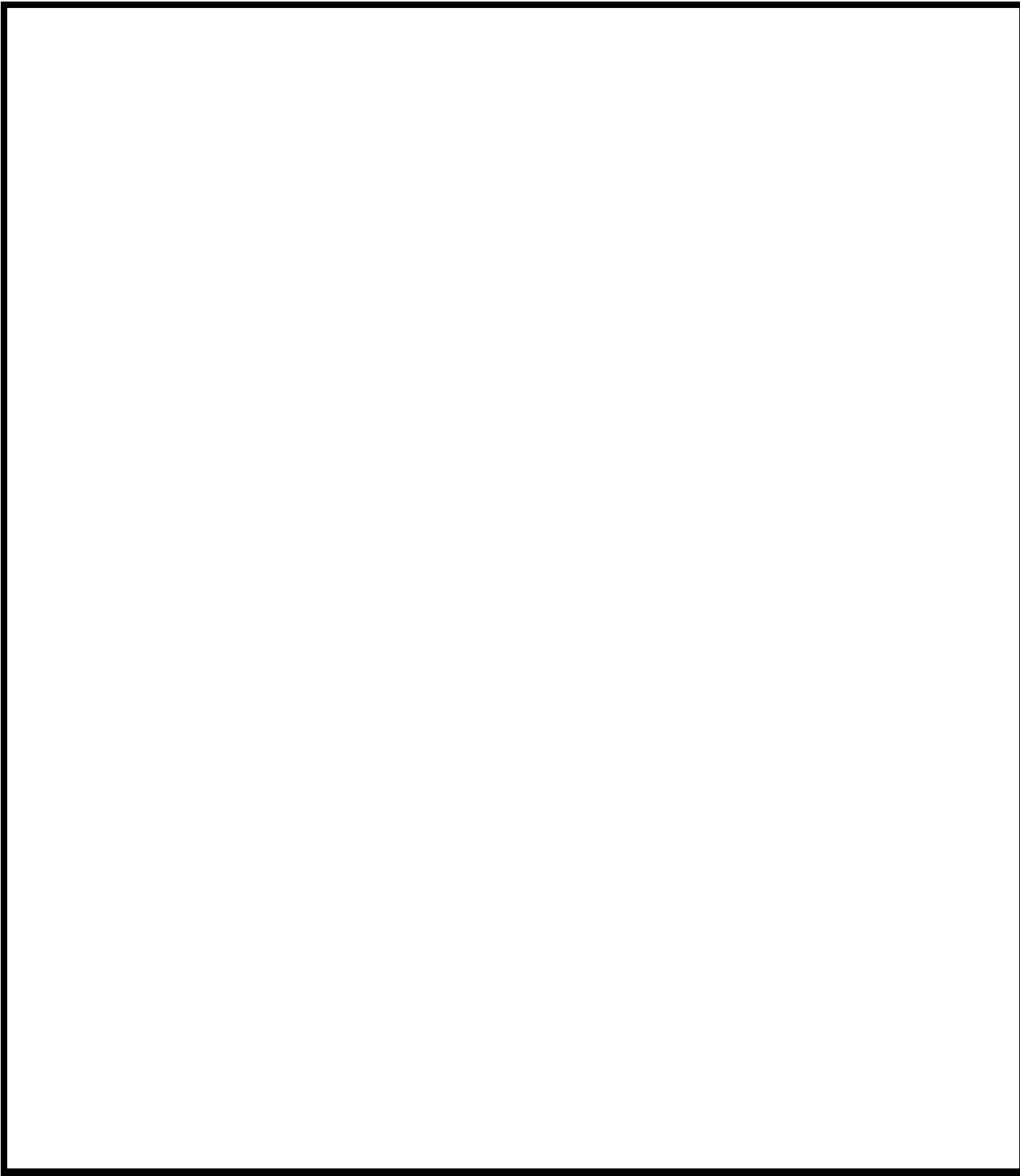
4. Why did you choose this piece of work? Give two reasons.

5. What idea or message do you think the artist was trying to get across?

6. How does the artist use line, tone, colour, composition **or** pattern in this piece of work?

7. Can you find out any more information about the work? If so where?

8. Do a quick sketch of the piece (use this page, or a page from your sketch pad).





Learning Journal

A visit to an art gallery

Name: _____ Date: _____

Name of Gallery: _____

Two things that I learned were _____

This is what I liked about the visit: _____

I would like to know more about _____

Ideas I have after the visit, for my own art work back at the centre:

Write here anything else you would like to say about the visit.

Put these words into alphabetical order.

lines
form

colours
draw

texture
sketches

composition
painting

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

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

Introduction

These materials focus on the FETAC Music module (Foundation). In particular they deal with the learning outcomes related to knowing the instruments of the Orchestra. As part of what is needed for accreditation in this module, learners must show evidence that they recognise the different instruments when played and that they know which family of instruments they belong to.

In putting together the FETAC music portfolio, learners will find it useful to be able to read and write

- the names of the main 'families' of instruments in the orchestra
- the names of the individual instruments within each family.

The following worksheets are based on original material by
Deirdre Gardiner

See beginning of the pack for tutor notes on methods and materials and for learning

Instruments are broken up into five main families:

string	woodwind	percussion	electronic	brass
--------	----------	------------	------------	-------

Fill in the blanks using the words in the box.

The _____ family



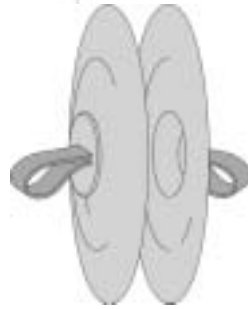
The _____ family



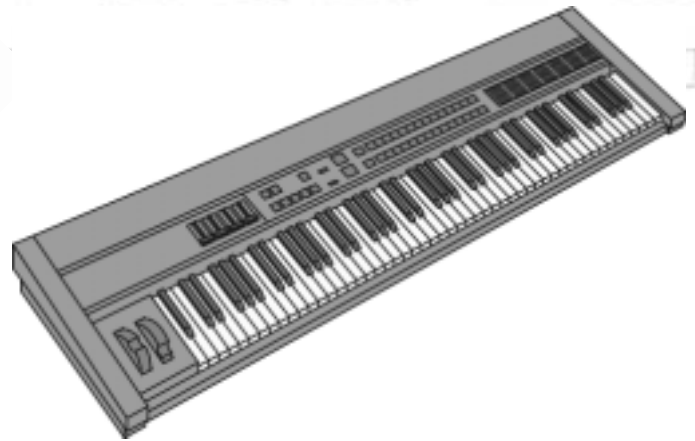
The _____ family



The _____
family



The _____
family



Fill in the missing letters to make the names of the five families of instruments.



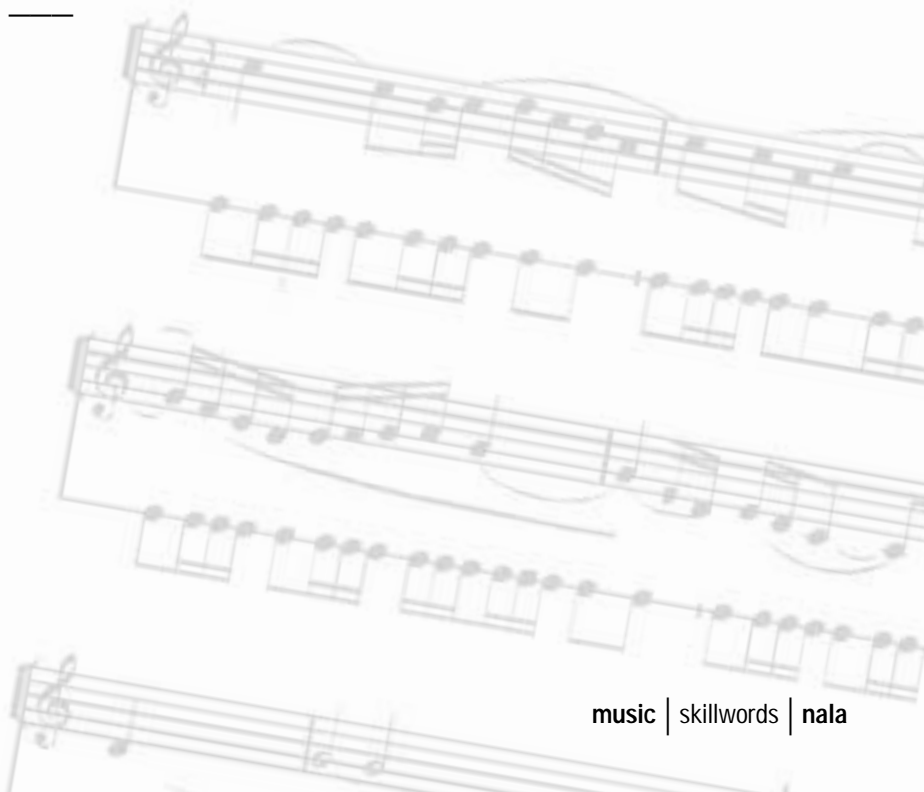
I
n
s _ _ _ _
t

p _ r _ _ _ i _ n



u
m
e l _ _ _ _ _ c

w _ _ _ _ n _
t
s





The **violin** is the smallest instrument in the string family.

The **viola** is the second smallest instrument in the string family.

The **cello** is bigger than the viola.

The **double bass** is the biggest instrument of the string family

The **cello** and **double bass** are too large to hold, so they have to be placed on the ground.

Write the following instruments in order of size, starting with the smallest one.

Viola Double bass Violin Cello

- 1. _____
- 2. _____
- 3. _____
- 4. _____

Unscramble the names of the instruments.

- olvniiin _____
- sbas obudel _____
- lleco _____
- oliva _____

Fill in the gaps with a word from the box below.

viola	smallest	cello	double bass
large	violin	string	

1. The _____ family includes the violin, viola, cello and double bass.
2. The violin is the _____ instrument in the string family.
3. The _____ is the second smallest instrument in the string family.
4. The _____ is bigger than the viola.
5. The cello is too _____ to hold so it is placed on the ground.
6. The _____ is the biggest instrument of the string family.

Wordplay with instruments

Use these clues to find the 4 words hidden in the word instruments.

instruments

1. The violin is an instrument _ _ the string section of the orchestra. (2 letters) _____.
2. One way to play a guitar (5 letters) _____.
3. An alcoholic drink (3 letters) _____.
4. People (3 letters) _____.



Look at the word instruments again.

You can take some of its letters and use them to make new words.

For example, the letters i, t, n can be used to make these 5 words:
tin, it, nit, in, i.

List the words you can make using the letters in instruments on a blank page.

TIP 1 Start by making a list of two-letter words that you find; then three-letter words and so on.

TIP 2 Start by making all the words you can that begin with the letter i; then make words beginning with n, and so on until you have gone through all the letters in 'instruments'.

Circle the five main families of instruments.

woodwind percussion string brass electronic

Introduction

The following materials were developed as part of integrating literacy into a skills development programme which would meet the requirements of the FETAC Craft Module (Foundation).

The examples given in this pack relate to:

- using a range of craft processes
- knowing the names and uses of craft equipment.

Key words include:

grogged	extruded	leather hard
slip	temperatures	process
needle	rolling pin	strip tool
sponge	cutting wire	knife
battens	polythene	ruler
	modelling tools	

The materials include one format that can be used to help develop an integrated lesson plan.

The lesson plan and worksheets are based on original material by Tony Furlong

See beginning of the pack for tutor notes on methods and materials and for learning

Integrated Lesson Plan

Task No.1	Vocational Learning Outcome	Criteria	Literacy Activities	Literacy Learning Outcome
	<p>Know and understand pottery terms associated with craft processes.</p> <p>Identify the hand tools required to build the castle and understand their uses.</p>	<p>Terms correctly identified and explained.</p> <p>Tools identified and used correctly.</p>	<p>Use a glossary of terms. List the pottery terms used in "Description of process" and the explanation of each term.</p> <p>Use wordsearch puzzle to identify and list the pottery terms.</p> <p>Use the word blending exercises in order to write the pottery terms.</p> <p>Read list of hand tools and use the list to fill in the crossword.</p> <p>Use wordsearch to identify and list the hand tools.</p>	<ul style="list-style-type: none"> ● Able to use a glossary ● Expanded vocabulary ● Practice <ul style="list-style-type: none"> - Reading - Writing ● Word identification skills ● Improve spelling ● Improve reading and spelling ● Word identification ● Reinforce the learning achieved in previous activities

These are the words you need to know.

extruded

grogged

leather hard

slip

temperature

Glossary

extruded

clay that has been forced through a die to form a coil.

grogged

clay that has crushed fired pot added which helps to reduce shrinkage and warping.

leather hard

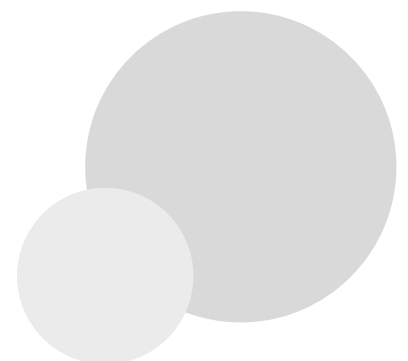
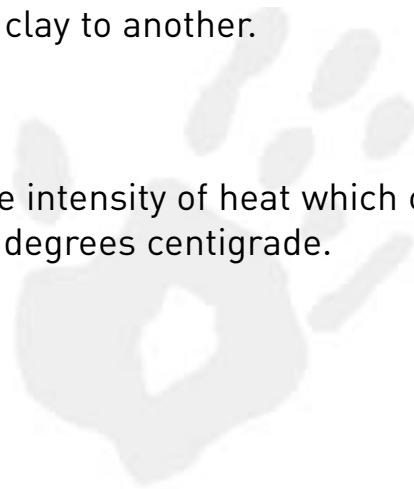
partially dried clay which has stiffened.

slip

mucky clay which is used to cement one piece of clay to another.

temperature

the intensity of heat which can be measured in degrees centigrade.



This piece describes some of the processes used when making a clay model – in this case a castle.

Read the text and discuss it with your trainer to help make sure you understand the keywords and processes.

Description of process

We used medium grogged stoneware clay. Various tools and methods were used to cut and shape the clay.

We worked with extruded clay coils. The coils were cut up into smaller pieces and then pinched into bricks.

We rolled out clay slabs. When the slabs were leather hard we cut them to size. These were used to make the base and roofing for the castle.

We prepared clay slip. The slip was used to cement one piece of clay to another.

We discussed the properties of clay and how it behaves when subjected to different temperatures. We learned about what happens to clay when it is being fired.

Now look at the piece again. This time, scan it to find these words and put a circle around them in the text.

extruded

grogged

leather hard

slip

temperatures

What is being talked about?

Partially dried clay which has stiffened.

Clay that has been forced through a die to form a coil.

Mucky clay which is used to cement one piece of clay to another.

Clay that has crushed fired pot added which helps to reduce shrinkage and warping.

The intensity of heat which can be measured in degrees centigrade or farenheit



Find the words in the wordsearch.

extruded

grogged

leather hard

slip

temperatures

o	p	l	t	o	t	l	s	h	m	c	i
l	e	a	t	h	e	r	h	a	r	d	m
l	x	o	a	b	m	w	s	a	e	a	p
l	t	a	t	f	p	g	h	a	f	s	f
q	r	w	y	n	e	n	e	l	u	z	a
s	u	p	e	x	r	s	l	i	p	i	y
a	d	s	l	e	a	v	p	o	b	e	l
o	e	y	g	r	t	i	g	e	d	f	n
l	d	b	e	f	u	h	x	d	r	u	t
w	i	e	r	g	r	o	g	g	e	d	n
r	p	u	h	e	e	i	l	e	u	v	g
l	i	c	p	s	s	u	o	t	n	b	b
a	u	m	r	m	v	s	t	m	e	l	r

Fill in the missing letters.

h a r d

__ a r d

h __ r d

h a __ d

h a r __

l e a t h e r

__ e a t h e r

l __ __ t h e r

l e a __ __ e r

l e a t h __ __

g r o g g e d

__ r o g g e d

g __ __ g g e d

g r o __ __ e d

g r o g g __ __

e x t r u d e d

__ __ t r u d e d

e x t r u d __ __

e x __ __ __ __ e d

Fill in the missing letters.

t e m p e r a t u r e s

__ __ __ p e r a t u r e s

t e m __ __ __ a t u r e s

t e m p e r __ t u r e s

t e m p e r a __ __ __ __ s

t e m p e r a t u r e __

s l i p

__ l i p

__ __ i p

s l __ p

s l i __

Wordquiz

extruded slip temperature

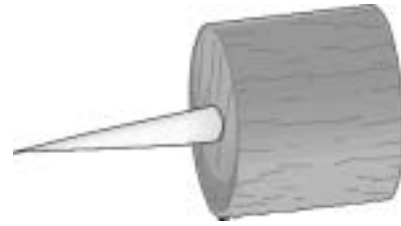
The answers to the questions can be found in the words above.

1. A part of the face? _____
2. You would describe some one as having one of these if they get angry quickly. What is it? _____
3. This word describes a person who is not polite. _____

Wordquiz Answers 1. slip 2. temperature 3. extruded

needle:

used for making holes and scoring edges when joining pieces together with slip.



rolling pin:

used to roll out pieces of clay.



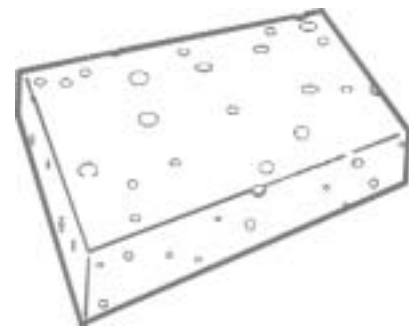
strip tool:

used to cut away clay when shaping or modelling.



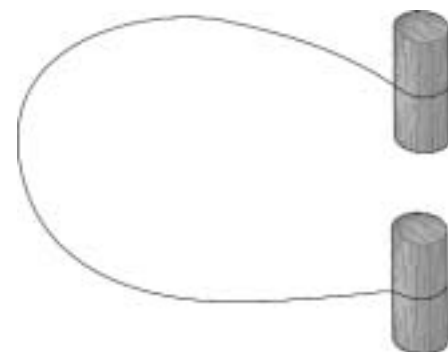
sponge:

used for keeping clay damp.



cutting wire:

used for cutting clay sections.



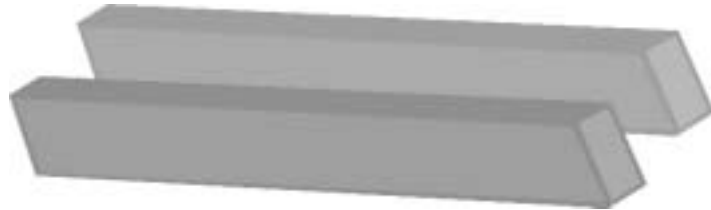
knife:

for cutting clay.



battens:

used for making flat, even slabs of clay.



polythene:

sheeting for covering damp clay.



modelling tools:

used for modelling clay.

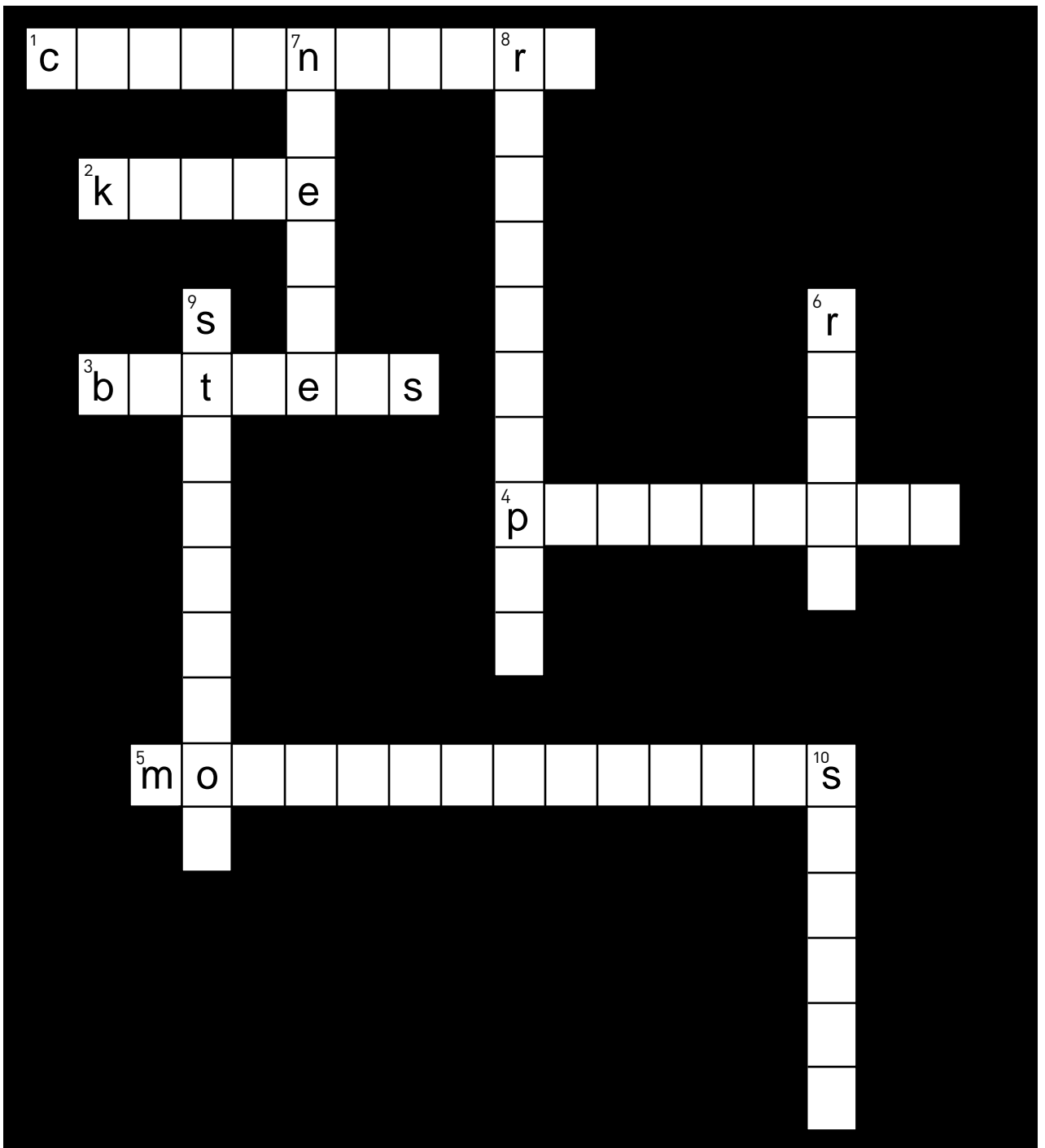


ruler:

used for measuring clay section.



Fill in the crossword by answering the following clues.



Across

1. Tool used for cutting clay sections (7,4)
2. Tool used to cut clay (5)
3. Tools used for making flat even slabs of clay (7)
4. Sheeting for covering damp clay (9)
5. Tools used for modelling clay (9,5)

Down

6. This is used to measure clay sections (5)
7. Tool used for making holes and scoring edges when joining pieces together with slip (6)
8. Used to roll out sheets of clay (7,3)
9. Tool used to cut away clay when shaping or modelling (5)
10. Used to keep clay damp (6)

Put these words into alphabetical order.

extruded	grogged	battens	slip
temperature	needle	process	sponge

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____

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

Introduction

This section focuses on words learners need to know and understand as part of an introduction to basic computer literacy.

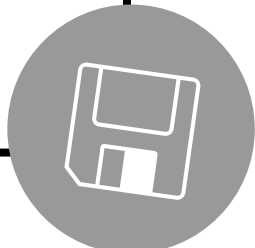
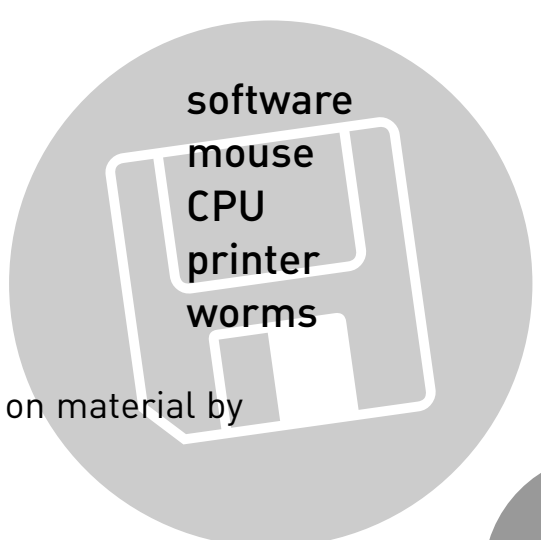
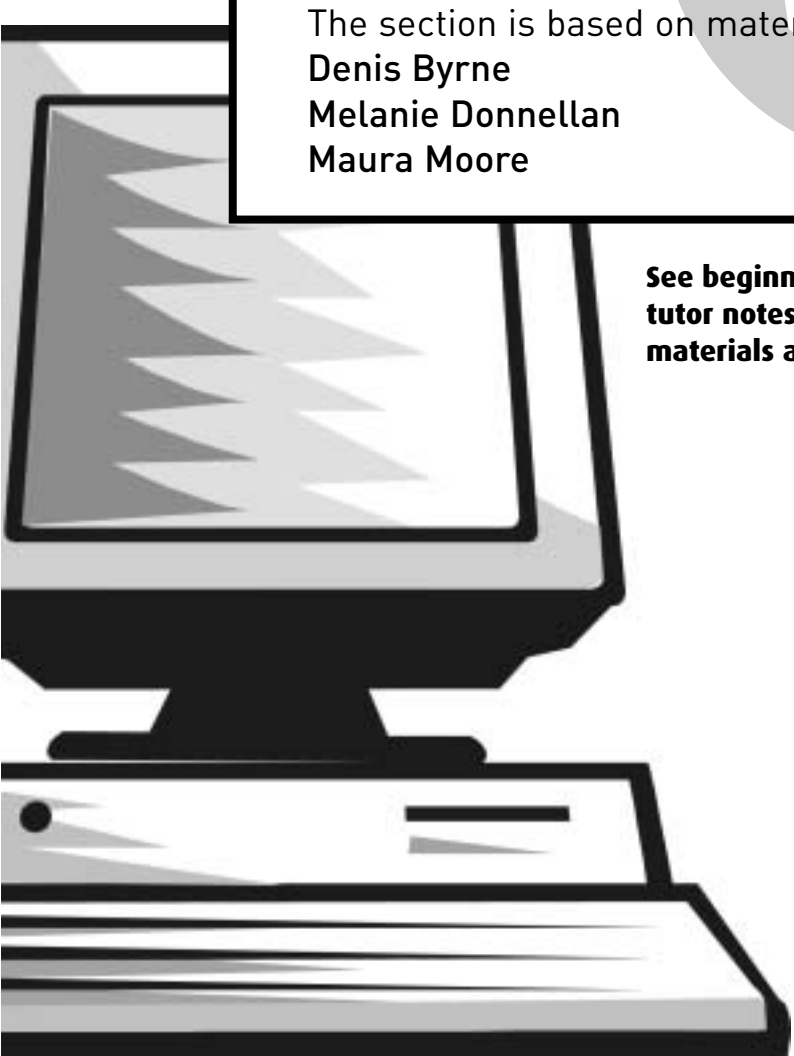
Key words include:

hardware
computer
keyboard
monitor
solitaire

software
mouse
CPU
printer
worms

The section is based on material by
Denis Byrne
Melanie Donnellan
Maura Moore

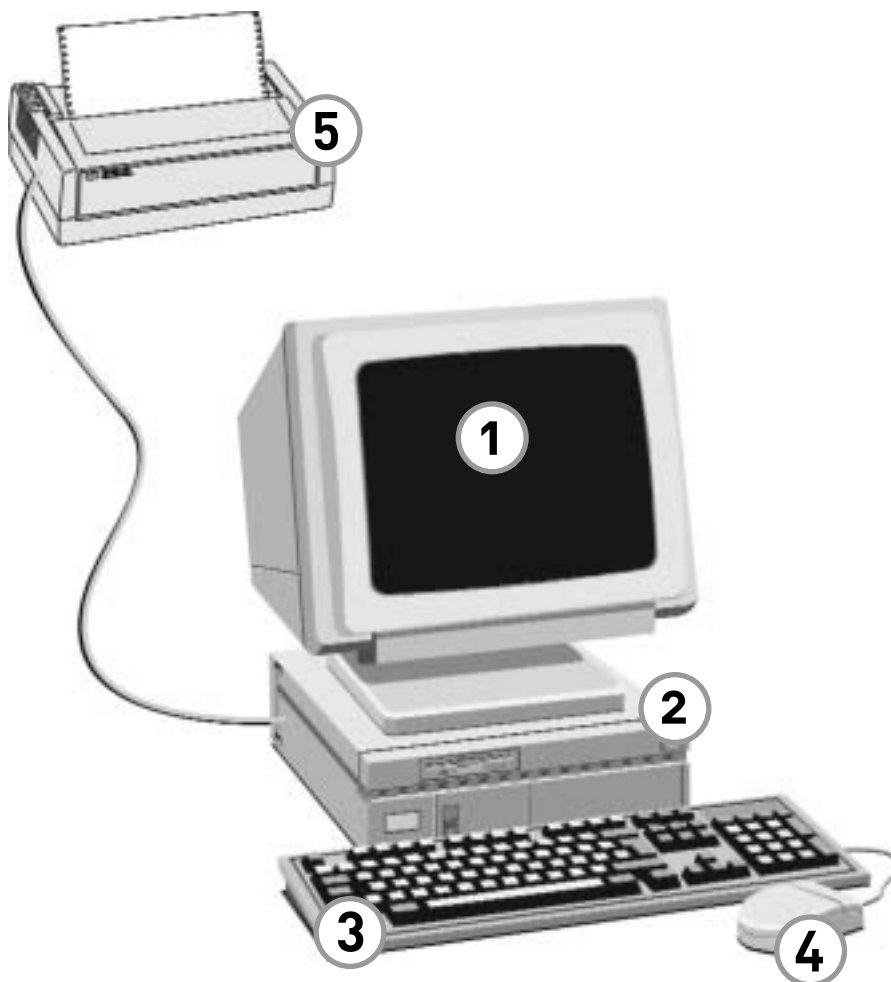
See beginning of the pack for
tutor notes on methods and
materials and for learning journal





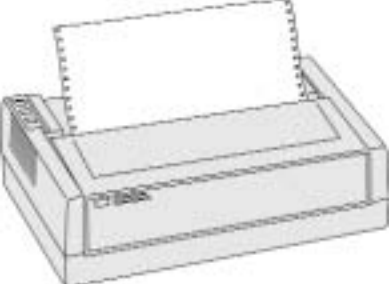


Computer hardware is the part of the computer that you can see and touch. It is the actual machinery and its components.

The 5 main items of hardware are:

1. The monitor or screen
2. The Central Processing Unit (CPU)
3. The keyboard
4. The mouse
5. The printer

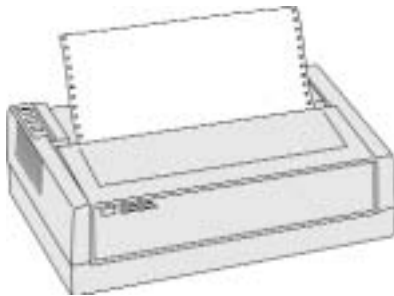


<p>The monitor or screen looks like the TV part of the computer.</p>	
<p>The Central Processing Unit (CPU) is the brain of the computer where all the instructions are carried out.</p>	
<p>The keyboard is like a typewriter keyboard. It allows you to type information into the computer.</p>	
<p>The mouse allows you to select a programme by pointing at the programme on the monitor and clicking the mouse.</p>	
<p>The printer allows you to print paper copies of work.</p>	

Match the names to the correct picture.



the keyboard



the mouse



the CPU

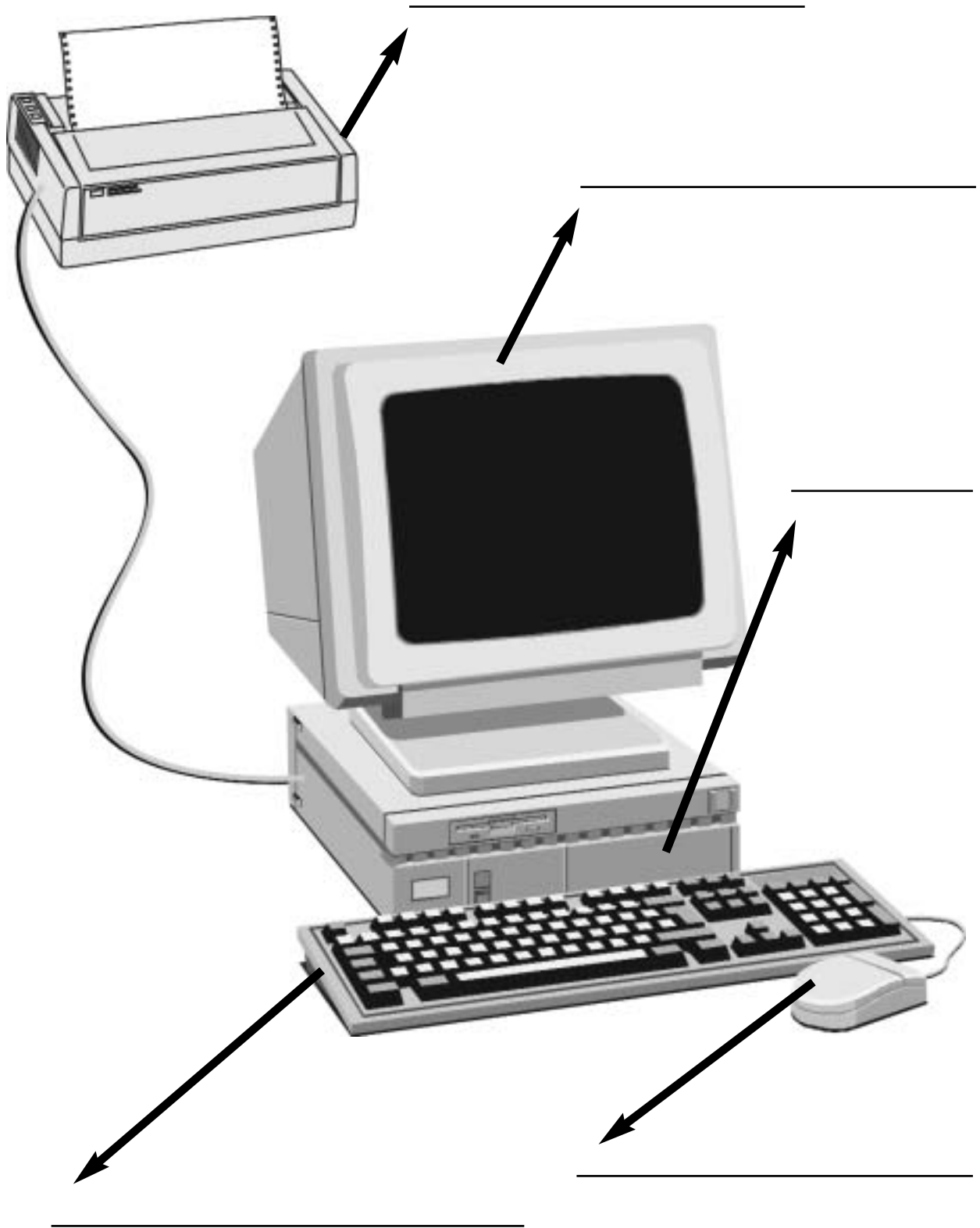


the screen



the printer

Name the computer hardware parts.



Software is another name for computer programmes. Computer games are examples of software.

Other examples are Windows, Word and Paint.

Software tells the **Hardware** what to do and how to do it.

Is it software or hardware?

Put a circle around the correct answer.

1. Worms is a game played on the computer.
Is it **Hardware** or **Software** ?
2. A printer prints out information on to paper.
Is it **Hardware** or **Software** ?
3. The keyboard is used to type letters.
Is it **Hardware** or **Software** ?
4. Windows is a program that tells the computer what to do and how to do it.
Is it **Hardware** or **Software** ?
5. Solitaire is a card game played on the computer.
Is it **Hardware** or **Software** ?
6. The mouse allows you to select a programme.
Is it **Hardware** or **Software** ?

Word Quiz

Read the clues and write the answer using words from the box below.

CPU

keyboard

solitaire

printer

mouse

software

monitor

worms

A computer part that prints your work.	
A piece of software that wiggles.	
This hardware will not squeak.	
This can also be called the screen.	
You can type on this hardware.	
This is short for Central Processing Unit.	
This tells the computer what to do and how to do it.	
A game played on computer.	



Put these words into alphabetical order.

mouse

software

monitor

worms

printer

solitaire

keyboard

computer

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

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

Introduction

The aim of the materials in this section is to help learners acquire

- a basic knowledge and understanding of the simple electronic circuit
- an understanding of key words associated with the simple circuit
- the ability to use, read and write those words.

Key words include:

switch

current

bulb filament

live

two way switch

bulb

circuit

neutral

This section is based on the work of Tom Phelan.

See beginning of the pack for tutor notes on methods and materials and for learning

Find the words in the wordsearch.

live current bulb switch neutral

TIP The words go across and down the page

n	o	i	r	o	p	n	i
s	w	i	t	c	h	e	r
n	i	a	c	u	w	u	c
c	u	r	r	e	n	t	r
m	e	s	w	o	e	r	n
e	l	i	v	e	h	a	w
v	s	l	e	b	u	l	b

Find the words in the wordsearch.

switch	current	bulb filament	live
two way switch	bulb	circuit	neutral

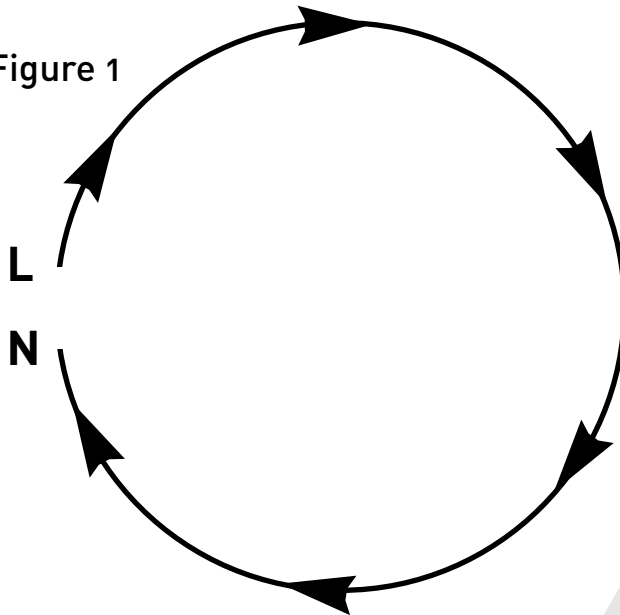
v	s	l	q	n	o	l	s	h	m	c	i
b	u	b	f	s	t	u	t	e	s	l	i
u	b	u	a	c	e	b	s	a	e	a	p
l	m	l	r	n	e	u	t	r	a	l	m
b	m	b	c	u	r	l	e	l	u	l	a
f	t	w	e	x	r	b	j	s	n	i	i
i	r	i	l	i	e	v	e	w	b	v	l
l	h	l	n	o	l	e	p	i	g	e	v
a	t	c	u	r	r	e	n	t	o	u	t
m	l	m	r	m	v	m	t	c	e	l	c
e	o	e	l	r	n	t	l	h	u	v	g
n	i	c	i	r	c	u	i	t	n	b	b
t	w	o	w	a	y	s	w	i	t	c	h

Read this description of the circuit.

When you have read it, discuss it with your trainer or another group member to help make sure you understand what a circuit is.



What is a circuit?

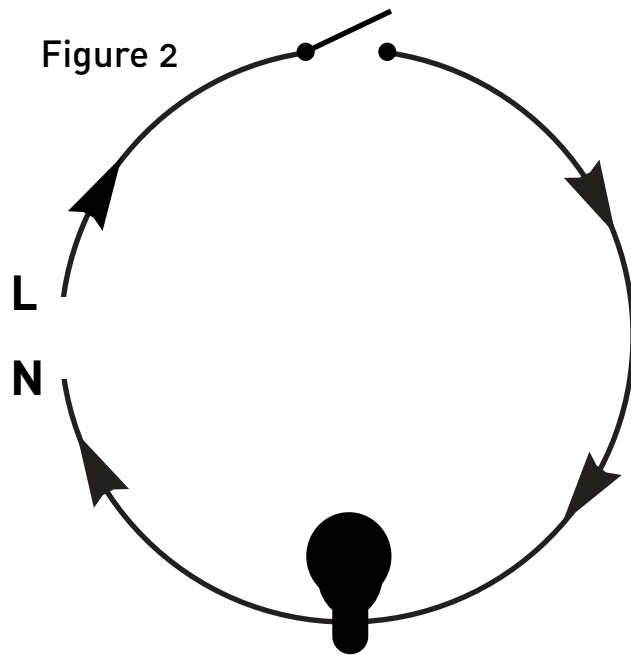
Figure 1



A circuit is almost the same as a circle, although a circuit is not always round. If you start from one point in a circle and follow the outline you will eventually arrive back where you started. This is also true of an electrical circuit. If you take the live as a starting point and work through the circuit, your finishing point will always be neutral.

Look at the circle above (figure 1). If we start at the point of the circle marked L (live) and follow the arrows it will lead us to the point marked N (neutral). We can now say we have completed the circuit.

If we now look at the circuit again (figure 2) we can see that we have added a switch  and a lamp or a bulb  to the circuit. We can now make the lamp light by closing the bridge or switch in the



circuit. This will allow the current to pass through the bulb filament and back to neutral (N).

Circle the words

Now read the piece again. This time, look for these words and put a circle around them in the piece.

switch	current	bulb filament	live
two way switch	bulb	circuit	neutral



Fill in the missing words in the following. The first letter is given.

The Simple Electric Circuit

In the second diagram we can see that a switch and a l_____ or a bulb have been added to the circuit. We can now make the lamp light by closing the bridge or s_____ in the circuit. This will allow the c_____ to pass through the bulb filament and back to neutral.

Switch

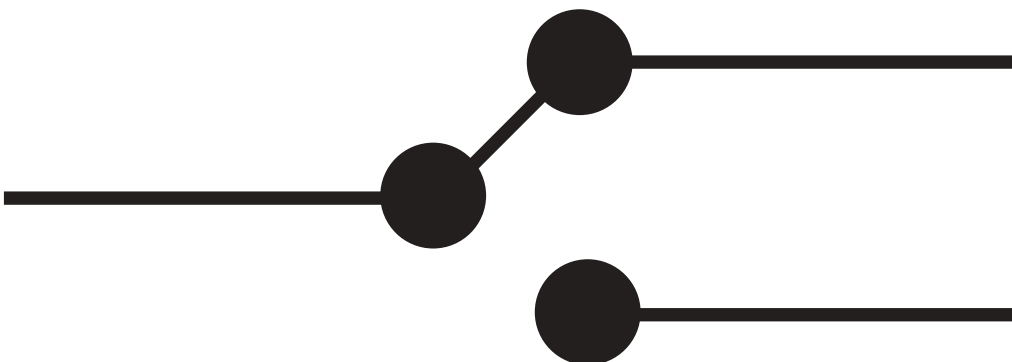
A switch can be compared to a bridge.
It is a means of getting from one point to another.

One way switch



Two-way switch

A two-way switch can be compared to a railway junction.
Both the train and the current can be changed from one line to another.



A two-way switch system makes it possible for a person to turn on a light at one point in a building and turn it off at another point.

Look at the following components and their symbols.

lamp



switch



live



neutral



Draw the correct symbol beside each word

live

switch

neutral

lamp

Draw a simple circuit in the box below

Put these words into alphabetical order.

switch
bulb

current
circuit

filament
neutral

live
electronics

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

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