








Working at the Garage





Name _____ Date _____

If you work in a garage you may have to use these tools.

hammer		You use this to knock things like nails down hard. 
spanner		You can use this to tighten nuts  and bolts. 
wrench		You fasten nuts hard with one of these. You can adjust how wide it goes.
nut		This fits onto a bolt and screws down hard.









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<p>bolt</p>		<p>This fits into a nut and screws down hard.</p>
<p>tyre</p>		<p>There are four of these on your car. They are made of rubber.</p>
<p>screwdriver</p>		<p>You can use this to tighten screws into place. </p>
<p>screw</p>		<p>You use a screwdriver to push this into a hole.</p>






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Practise writing these words.		1st try	2nd try
	hammer		
	spanner		
	wrench		
	nut		
	bolt		
	tyre		
	screwdriver		
	screw		

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Fold over. Then spell the words.	1st try	2nd try
hammer		
spanner		
wrench		
nut		
bolt		
tyre		
screwdriver		
screw		

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Look at your tools below. How many do you have?

hammer	
spanner	
wrench	
tyre	
nut	
bolt	
screw	
screwdriver	

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Look at the screws you have been given. Sort them in to different piles.

How have you sorted them?

By size?

By length?

By colour?

Why? Write your reasons for sorting the screws.

Write down the results of your sorting.

Example: *6 big screws, 8 little screws OR 10 silver screws ,4 gold screws.*

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A customer brings in their broken car. Can you fix it?

1) The car has two tyres which are flat. The car needs 5 good tyres altogether. How many new tyres does the car need?

Write down your working out.

2) To change a flat tyre you need one wrench, six nuts and six bolts.

How many things do you need altogether?

Write down your working out.

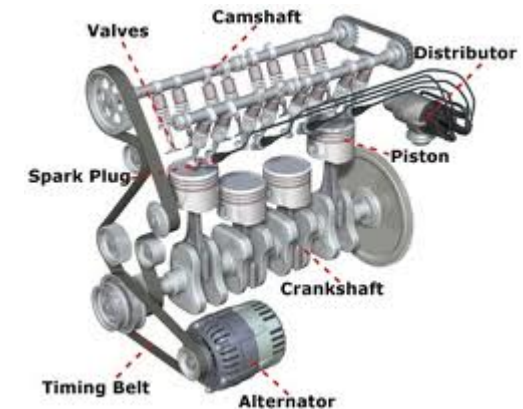


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3) You have a bag of ten nuts.
You use six of the nuts.
How many nuts do you have left?
Write down your working out.

4) You need to fix the engine.
You need one screwdriver, seven screws and a wrench.
How many tools do you need altogether?
Write down your working out.



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5) You only use three of the seven screws.
How many screws do you have left?
Write down your working out.

6) You need to paint the car red. You have
3 tins of red paint.
The car needs 4 more tins of paint. How
many tins of paint does it need altogether?
Write down your working out.



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Use the booking sheet to help you with questions 7-16.

You look at the week's work booked in for the garage.

Day	Jobs
Monday	Mrs Ali - car service / Mr Jones - oil change / Miss Watson - 2 new brake pads
Tuesday	Mrs Saddique - 2 new tyres / Mr Phillips - car service / Mrs Akhtar - 1 new tyre
Wednesday	Miss Hodgson - oil change / Mr Smith - car service / Mrs Ruso - 4 new tyres
Thursday	Miss Bi - oil change / Mr Kamali - paint van red / Mr Horvath - 3 new brake pads
Friday	Mr Ottack - oil change / Mrs Parkin - paint car blue / Mrs Sherlock - 1 new brake pad
Saturday	Mr McDermott - oil change / Mr Wood - 4 new tyres
Sunday	Closed

7) What is the total number of customers the garage has all week?

Show your working out.

8) How many new tyres do you need to order for the week?

Show your working out.

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9) The garage needs to order 2 litres of oil for each oil change customer. How many litres of oil should you order altogether?

Show your working out

10) Mrs Parkin's car needs to be painted blue. You need 27 litres of blue paint to do this job. You already have 19 litres of blue paint. How many more litres of blue paint do you need to order?

Show your working out.

11) Mr Kamali's van needs to be painted red. You already have 57 litres of red paint. You need 83 litres of red paint to do this job. How many more litres of red paint do you need to order? Show your working out.

Paint Order

12) You need to telephone the paint shop with your order. Write down your order for both cars.

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Look at the price list.

Job	Price
car service	£ 37
oil change	£ 54
tyres	£ 19 each

13) On Tuesday how much will Mrs Saddique pay for her tyres? Show your working out.

14) How much money will the garage take on Tuesday altogether? Show your working out.

15) On Wednesday how much money will Mrs Ruso pay for her tyres? Show your working out.

16) How much money will the garage take on Wednesday altogether? Show your working out.

Functional Skills Mathematics mapping – coverage and range statements

This resource is ideal for underpinning many Functional Maths coverage and range statements – particularly at Entry Levels 1 and 2 (see ticked statements below). However, in Functional Maths exams **it is the process skills that are assessed; these are key to successful Functional Maths teaching and learning and must always be developed and stressed during teaching (see next page).**

Coverage and range statements provide an indication of the type of mathematical content candidates are expected to apply in functional contexts. Relevant content can also be drawn from equivalent National Curriculum levels and the Adult Numeracy standards.

✓ indicates the main coverage and range skills covered in this resource, although these will vary with the student group and how the resource is used by the teacher.

Entry Level 1

- | | |
|---|---|
| a) Understand and use numbers with one significant figure in practical contexts ✓ | c) Describe position |
| b) Describe the properties of size and measure, including length, width, height and weight, and make simple comparisons ✓ | d) Recognise and select coins and notes |
| | e) Recognise and name common 2D and 3D shapes |
| | f) Sort and classify objects practically using a single criterion ✓ |

Entry Level 2

- | | |
|--|---|
| a) understand and use whole numbers with up to two significant figures ✓ | e) recognise sequences of numbers, including odd and even numbers |
| b) understand and use addition/subtraction in practical situations ✓ | f) use simple scales and measure to the nearest labelled division |
| c) use doubling and halving in practical situations | g) know properties of simple 2D and 3D shapes |
| d) recognise and use familiar measures, including time and money ✓ | h) extract information from simple lists ✓ |

Entry Level 3

- | | |
|---|---|
| a) add and subtract using three-digit numbers | g) recognise and describe number patterns |
| b) solve practical problems involving multiplication and division by 2, 3, 4, 5, 10 ✓ | h) complete simple calculations involving money and measures ✓ |
| c) round to the nearest 10 or 100 | i) recognise and name simple 2D and 3D shapes and their properties |
| d) understand and use simple fractions | j) use metric units in everyday situations |
| e) understand, estimate, measure and compare length, capacity, weight and temperature | k) extract, use and compare information from lists, tables, simple charts and simple graphs ✓ |
| f) understand decimals to two decimal places in practical contexts | |

Functional English Coverage

This resource also covers aspects of the Functional English reading and writing criteria including the following coverage and range statements

Entry 1

- Read and understand simple regular words and sentences ✓
- Use written words and phrases to present information ✓
- Spell correctly some personal or very familiar words ✓


Entry 2

- Read and understand high frequency words and words with common spelling patterns ✓
- Read and understand simple instructions and directions ✓
- Use written words and phrases to record and present information ✓
- Spell correctly all high frequency words and words with common spelling patterns ✓

Reference: Ofqual (2009), *Functional Skills criteria for English, Mathematics and ICT*

<http://www.ofqual.gov.uk/qualification-and-assessment-framework/89-articles/238-functional-skills-criteria>

Also covers many **adult numeracy and literacy** curriculum elements. <http://www.excellencegateway.org.uk/sflcurriculum>

FUNCTIONAL MATHEMATICS PROCESS SKILLS and SKILL STANDARDS (SS)				 Skillsworkshop tips ✓ = tip that works particularly well with this resource To develop this skill, encourage learners to:
Process Skills (all levels)	Entry 1 SS	Entry 2 SS	Entry 3 SS	
Representing <i>Selecting the mathematics and information to model a situation</i>				Represent <ul style="list-style-type: none"> Highlight information they need and/or cross out unneeded information. ✓ Arrange or reorganise given or selected information as needed e.g. in a table or list. Show all their working out. ✓ Note that calculators are permitted at all levels of Functional Maths assessment but learners should get into the habit of recording all their working out – whether or not a calculator is used.
<ul style="list-style-type: none"> Recognise that a situation has aspects that can be represented using mathematics Make an initial model of a situation using suitable forms of representation Decide on the methods, operations and tools, including ICT, to use in a situation Select the mathematical information to use 	<ul style="list-style-type: none"> Understand simple mathematical information in familiar contexts and situations 	<ul style="list-style-type: none"> Understand simple practical problems in familiar contexts and situations Select basic mathematics to obtain answers 	<ul style="list-style-type: none"> Understand practical problems in familiar contexts and situations Begin to develop own strategies for solving simple problems Select mathematics to obtain answers to simple given practical problems that are clear and routine 	
Analysing <i>Processing and using mathematics</i>				
<ul style="list-style-type: none"> Use appropriate mathematical procedures Examine patterns and relationships Change values and assumptions or adjust relationships to see the effects on answers in models Find results and solutions 	<ul style="list-style-type: none"> Use mathematics to obtain answers to simple given practical problems that are clear and routine Generate results that make sense for a specified task 	<ul style="list-style-type: none"> Use basic mathematics to obtain answers to simple given practical problems that are clear and routine Generate results to a given level of accuracy use given checking procedures 	<ul style="list-style-type: none"> Apply mathematics to obtain answers to simple given practical problems that are clear and routine Use simple checking procedures 	Analyse <ul style="list-style-type: none"> Check all their calculations or procedures and show proof that they have done so. ✓ Investigate other options / situations (e.g. research related topics or items on the web). Create new questions about given information and try them out on others. ✓ Mark each other's work. ✓
Interpreting <i>Interpreting and communicating the results of the analysis</i>				
<ul style="list-style-type: none"> Interpret results and solutions Draw conclusions in light of situations Consider the appropriateness and accuracy of results and conclusions Choose appropriate language and forms of presentation to communicate results and solutions 	<ul style="list-style-type: none"> Provide solutions to simple given practical problems in familiar contexts and situations 	<ul style="list-style-type: none"> Describe solutions to simple given practical problems in familiar contexts and situations 	<ul style="list-style-type: none"> Interpret and communicate solutions to practical problems in familiar contexts and situations 	Interpret <ul style="list-style-type: none"> Draw conclusions Discuss and justify their choice of method and their answer. Explain their answers and conclusions to others – verbally ✓ and in writing.

Notes: Pages 1-2 can be used as a hand-out or cut up and used as matching cards. Learners should be shown how to use 'Look, Say, Cover, Write, Check' for Page 4. Page 5 can be completed by simple counting or with a tally. You will need a selection of screws for page 6. Pages 1-9 aimed at E1-E2. Pages 10-12 aimed at E2-E3.