



## Foundation Skills

### Core Skills Workbook



## Core Skills for Work - Interact With Others

### Communicate for Work

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## Acknowledgements

Each activity in this booklet has been aligned to the Australian Core Skills Framework (ACSF) \* so that they are at the levels appropriate to the delivery of language, literacy and numeracy skills underpinning the Core Skills.

- \*The “Title to and Intellectual Property rights in relations to the Australian Core Skills Framework are owned by the Commonwealth of Australia”.

**The Core Skills Workbook sets out the minimum required levels of reading, writing, numeracy, oral communication and learning skills from Stage 1-3 of the Core Skills**

Workbook Title	ACSF Reading Skills Level	ACSF Writing Skills Level	ACSF Oral Communication Skills Level	ACSF Numeracy Skills Level	ACSF Learning Skills Level
<b>Navigate the world of work</b> - Manage career and work life	3	3	2	3	3
<b>Navigate the world of work</b> -Work with roles, rights and protocols	3	3	3	3	3
<b>Interact with others</b> - Connect and work with others	3	3	3	3	3
<b>Interact with others</b> -Communicate for work	3	3	3	3	3
<b>Interact with others</b> - Recognise and utilise diverse perspectives	3	3	3	3	3
<b>Get the work done</b> -Identify and solve problems	3	3	3	3	3
<b>Get the work done</b> -Create and innovate	3	3	3	3	3
<b>Get the work done</b> -Work in a digital world	3	3	3	3	3
<b>Get the work done</b> -Plan and organise	3	3	3	3	3
<b>Get the work done</b> -Make decisions	3	3	3	3	3

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## Core Skills Descriptors of Performance Levels

Each performance level is listed per Activity

Stage 1 A Novice performer:	Stage 2 An Advanced Beginner:	Stage 3 A Capable performer:
Has little or no practical experience of the Skill Area on which to base actions.  Is highly reliant on explicit 'rules' (e.g. instructions, processes, procedures, models), guidance and support and priorities determined by others, to guide activities.	Has some practical experience of the Skill Area and is beginning to recognise patterns ( <i>e.g. routines, regular responses, links and connections</i> ) that help understanding and influence action.  Is still reliant on explicit 'rules' and on assistance to identify priorities, but can apply these more autonomously in familiar, routine situations.	Has sufficient practical experience of the Skill Area to identify patterns and organising principles and establish priorities for action.  Can comfortably apply the explicit and implicit 'rules' associated with familiar situations.  Adopts a systematic, analytical approach to tasks, especially in unfamiliar situations

Core Skills Performance Stages/ACSF Skills	1	2	3
<b>Reading Skills</b>	Recognise very short explicit pictorial text Locates and matches pieces of information	Reads short relevant texts	Reads informative text and gets general idea Discusses images of company
<b>Writing Skills</b>	Writes personal details Writes 1 or 2 sentences following a model	Writes a list of tasks  Writes a short description	Writes a recount  Writes simple instructions
<b>Oral Communication Skills</b>	Gives simple instructions of 1-2 steps	Participates in face to face oral exchange Gives simple oral directions	Participates in oral exchange requiring some negotiation
<b>Numeracy Skills</b>	Uses everyday language for oral descriptions Estimates Reads symbols	Compares and contrasts the value of two items Calculates change	Collects information by survey and states ratio
<b>Learning Skills</b>	Indicates preferred tools to facilitate learning	Uses street directory to draw map Gathers and sorts information Writes a checklist	Identifies factors involved in making decisions

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7. Notice
8. Perceptions
9. Safety gear
10. Buying clothes
11. What is personal hygiene?
12. Dress to suit your job
13. Directions please
14. You're the boss
15. Hygiene instructions
16. Dress codes
17. Telephone conversation
18. Magazine article
19. Knowledge of safety
20. What would you do?

Contact details and order information – refer last page.

## Activity 1 Nice to meet you

There are many things that we notice when we first meet someone

**CLOTHING**



**BODY LANGUAGE**



**FACIAL EXPRESSIONS**



**ACCESSORIES**

**EYE CONTACT**



**HAIR**

When you first meet someone, what do you notice about them?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

Before they even open their mouth you have an opinion of them.

## Activity 2 A snapshot of yourself



Tell us a little about you. Complete the following:

Name

---

Address

---

Mobile Number

---

Signature

---

How tall are you?

---

Use one word to describe yourself

---

What is the main colour you are wearing?

---

Where were you born (city and country)

---

**We all have our own identity - that is  
why we are known as individuals.**

### Activity 3 Safety signs

What would you tell a new worker about the following signs?



---

---



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You need to ALWAYS follow safety signs.



#### Activity 4 What will I wear?

*Choose the words from the box that match what you would wear*

### Hiking

I would wear joggers when hiking.

Swimmers

Shirt

Shorts

### Skiing

Trainers/Joggers

Glasses

### At the beach

Dress

Uniform

Hat

### At work

Tracksuit

T-shirt

**Dress to suit your circumstances.**



## Activity 5 Dress standards

Each person dresses to suit their occupation.

Match up the words from the box on what these people wear?

<b>black pants</b>	<b>boots</b>	<b>hard hat</b>	<b>suit</b>
<b>white coat</b>	<b>overalls</b>	<b>tie</b>	<b>safety gear</b>
<b>sandals</b>	<b>shorts</b>	<b>gloves</b>	<b>white shirt</b>
	<b>dress</b>		



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# Core Skills for Work

## Language Activities Manual

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