

Literacy Foundation: Activities and Skills Portfolio

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Literacy Foundation: Activities and Skills Portfolio

By Michael Carolan

DELIVER Educational Consulting (978-1-925172-36-2)

Available for VCAL and Applied Learning

- Literacy - Foundation 2ed (2019)
- Literacy - Intermediate 4ed (2019)
- Literacy - Senior 2ed (2019)
- Numeracy - Foundation 2ed (2019)
- Numeracy - Intermediate 2ed (2019)
- Numeracy - Senior 2ed (2019)
- Personal Development - Foundation (2018)
- Personal Development - Intermediate 3ed (2016)
- Personal Development - Senior 2ed (2016)
- Work Related Skills - Foundation (2014)
- Work Related Skills - Intermediate 3ed (2016)
- Work Related Skills - Senior 2ed (2014)

Available for Careers, Pathways and Work Education & VCAL

- Career Pathways 2ed (2016)
- Work Placement Journal (2015)
- Work Experience Journal (2014)
- Personal Development Planner - Introductory (2015)
- Personal Development Planner - Advanced (2015)

Available for industry-specific work education

- Retail Trade Industry - Foundation (2014)
- Retail Trade Industry - Intermediate (2014)
- Community Services - Foundation (2014)
- Community Services - Intermediate (2014)

Available for Industry & Enterprise

- I&E Unit 1: Workplace Participation 4ed (2019)
- I&E Unit 1: Workplace Participation - e-version (2019)
- I&E Units 1&2: Towards an Enterprising You 5ed (2019)
- I&E Units 3&4: Towards an Enterprising Australia 4ed (2019)

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Contact: www.deliverededucation.com.au michael@deliverededucation.com.au (03) 9939 1229

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Attention: VCAL and Applied Learning, Careers, Pathways, and Work Education Co-ordinators and teachers.

New editions of VCAL Work Related Skills and Personal Development Skills titles for 2020 and beyond.

All new releases for 2020 now available, more details on the next page.

- ✓ PDS - Foundation 2ed, PDS Intermediate 4ed, and PDS Senior 3ed.
- ✓ WRS - Foundation 2ed, WRS Intermediate 4ed, and WRS Senior 3ed.
- ✓ PDS Activity Planner - Foundation, PDS Activity & Project Planner - Intermediate, and PDS Project Planner - Senior.

In 2019 new editions of VCAL Numeracy and Literacy titles were released.

- ✓ Numeracy - Foundation 2ed, Numeracy Intermediate 2ed (units 1&2), Numeracy Senior 2ed (units 1&2).
- ✓ Literacy - Foundation 2ed, Literacy Intermediate 4ed, Literacy Senior 2ed.

In 2019 new editions of VCE Industry and Enterprise for 2019 were released.

- ✓ I&E Unit 1: Workplace Participation 4ed, I&E Units 1&2: Towards an Enterprising You 5ed, and I&E Units 3&4: Towards an Enterprising Australia 4ed.

Look for more information about these new resources, and others, online or through the emails.

Note: If you receive this flyer without receiving an email then you are not on the email list.

Send a brief email to michael@deliverededucation.com.au to join the email list and to add relevant staff.

For VCAL, Career Pathways, Applied Learning and Work Education/Work Studies.

All resources below are available as printed books or as master e-versions.

- ☐ Career Pathways 2ed
- ☐ Work Placement Journal & Work Experience Journal
- ☐ Personal Development Activity Planner: Foundation; Personal Development Activity & Project Planner: Intermediate; and Personal Development Project Planner: Senior
- ☐ Community Services Foundation & Intermediate
- ☐ Retail Foundation & Retail Intermediate

For WACE Career and Enterprise; and very useful for any Workplace Learning program:

The full suite of WACE Career and Enterprise Resources (each with choice of e-version master):

- ☐ Career and Enterprise: Foundation 11
- ☐ Career and Enterprise: Foundation 12
- ☐ Career and Enterprise: CAE - General 11
- ☐ Career and Enterprise: CAE - General 12/ATAR11
- ☐ Career and Enterprise: ATAR 12

Current resource list: 2020 (* = new)

VCAL and Applied Learning (Master sets also available)

- ⇒ *Personal Development - Foundation Workbook/text 2ed & Activities booklet (2020)
- ⇒ *Personal Development - Intermediate 4ed Workbook/text & Activities booklet (2020)
- ⇒ *Personal Development- Senior 4ed Workbook/text & Activities booklet (2020)
- ⇒ *Work Related Skills - Foundation Workbook/text 2ed & Activities booklet (2020)
- ⇒ *Work Related Skills - Intermediate 4ed Workbook/text & Activities booklet (2020)
- ⇒ *Work Related Skills - Senior 3ed Workbook/text & Activities booklet (2020)
- ⇒ Literacy - Foundation Workbook/text 2ed & Activities skills booklet. *Lit-Foundation also available as an e-version (2019)*
- ⇒ Literacy - Intermediate Workbook/text 4ed & Activities skills booklet. *Lit-Intermediate also available as an e-version (2019)*
- ⇒ Literacy - Senior Workbook/text 2ed & Activities skills booklet *Lit-Senior also available as an e-version (2019)*
- ⇒ Numeracy - Foundation Workbook/text 2ed & Skills Development Booklet (2019)
- ⇒ Numeracy - Intermediate Workbook/text 2ed (for units 1&2) & Activities booklet (2019)
- ⇒ Numeracy - Senior Workbook/text 2ed (for units 1&2)

& Activities booklet (2019)

Industry and Enterprise

- > I&E Unit 1: Workplace Participation 4ed (& e-version) (2019)
- > I&E 1&2: Towards an Enterprising You 5ed (2019)
- > I&E 3&4: Towards an Enterprising Australia 4ed (2019)

Career pathways, work education and personal development (PDF e-versions also available)

- > Career Pathways 2ed
- > Work Experience Journal
- > Work Placement Journal
- > *Personal Development Activity Planner: Foundation (2020)
- > *Personal Development Activity & Project Planner: Intermediate (2020)
- > *Personal Development Project Planner: Senior (2020)

Industry-specific resources (PDF e-versions also available)

- > Community Services Foundation
- > Community Services Intermediate
- > Retail Foundation
- > Retail Intermediate

WACE Career and Enterprise (PDF e-versions also available)

- > Career and Enterprise General 11
- > Career and Enterprise General 12/ATAR 11
- > Career and Enterprise ATAR 12
- > Career and Enterprise Foundation 12
- > Career and Enterprise Foundation 11

View PDF samples on the website. Any questions please feel free to contact me.

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Order form: Prices for Semester 1, 2020 (Note: All prices are GST inc.)

WACE: Career and Enterprise	Printed text	e-version master	Total
Career and Enterprise Foundation 11 (2017)	_____ @ \$49.50	_____ @ \$595	_____
Career and Enterprise Foundation 12 (2016)	_____ @ \$49.50	_____ @ \$595	_____
Career and Enterprise General 11 (2016)	_____ @ \$55	_____ @ \$660	_____
Career and Enterprise General 12/ATAR 11 (2016)	_____ @ \$59.50	_____ @ \$660	_____
Career and Enterprise ATAR 12 (Jan 2017)	_____ @ \$59.50	_____ @ \$770	_____

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Work Experience Journal 2015	_____ @ \$22	_____ @ \$165	_____
Work Placement Journal 2015	_____ @ \$29.50	_____ @ \$220	_____
Personal Development Activity Planner: Foundation 2020	_____ @ \$29.50	_____ @ \$220	_____
Personal Development Activity/Project Planner: Intermediate 2020	_____ @ \$29.50	_____ @ \$220	_____
Personal Development Project Planner: Senior 2020	_____ @ \$29.50	_____ @ \$220	_____

Industry-Specific Resources	Printed text	e-version master	Total
Retail - Foundation 2014	_____ @ \$33	_____ @ \$165	_____
Retail - Intermediate 2014	_____ @ \$33	_____ @ \$165	_____
Community Services - Foundation 2015	_____ @ \$33	_____ @ \$165	_____
Community Services - Intermediate 2015	_____ @ \$33	_____ @ \$165	_____

Industry and Enterprise (New editions 2019)	Printed text	e-version master	Total
I&E Unit 1: Workplace Participation 4ed. 2019	_____ @ \$35	_____ @ \$550	_____
I&E Units 1&2: Towards an Enterprising You 5ed. 2019	_____ @ \$49.50	na	_____
I&E Units 3&4: Towards an Enterprising Australia 4ed. 2019	_____ @ \$66	na	_____

VCAL/ Applied Learning Resource Sets		Printed text/workbook	Printed activities book	Master text/workbook	Master activities book	Combined master sets	or license with master e-version
Literacy Foundation 2ed. 2019		_____ @ \$42.50	_____ @ \$27.50	_____ @ \$275	_____ @ \$99	or _____ @ \$330	or _____ @ \$440
Literacy Intermediate 4ed. 2019		_____ @ \$42.50	_____ @ \$27.50	_____ @ \$275	_____ @ \$99	or _____ @ \$330	or _____ @ \$440
Literacy Senior 2ed. 2019		_____ @ \$42.50	_____ @ \$27.50	_____ @ \$275	_____ @ \$99	or _____ @ \$330	or _____ @ \$440
Numeracy Foundation 2ed. 2019		_____ @ \$49.50	_____ @ \$27.50	_____ @ \$275	_____ @ \$99	or _____ @ \$330	na
Numeracy Intermediate 2ed. 2019		_____ @ \$49.50	_____ @ \$27.50	_____ @ \$275	_____ @ \$99	or _____ @ \$330	na
Numeracy Senior 2ed. 2019		_____ @ \$49.50	_____ @ \$27.50	_____ @ \$275	_____ @ \$99	or _____ @ \$330	na
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*PDS Intermediate 4ed. (Updated 2020)		_____ @ \$42.50	_____ @ \$27.50	_____ @ \$275	_____ @ \$99	or _____ @ \$330	na
*PDS Senior 3ed. (Updated 2020)		_____ @ \$42.50	_____ @ \$27.50	_____ @ \$275	_____ @ \$99	or _____ @ \$330	na
*WRS Foundation 2ed. (Updated 2020)		_____ @ \$42.50	_____ @ \$27.50	_____ @ \$275	_____ @ \$99	or _____ @ \$330	na
*WRS Intermediate 4ed. (Updated 2020)		_____ @ \$42.50	_____ @ \$27.50	_____ @ \$275	_____ @ \$99	or _____ @ \$330	na
*WRS Senior 3ed. (Updated 2020)		_____ @ \$42.50	_____ @ \$27.50	_____ @ \$275	_____ @ \$99	or _____ @ \$330	na
Totals		_____	_____	_____	_____	_____	_____

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Writing & Reading For Knowledge (LO 3&7) (and LO2: Oral Communication)			Writing & Reading For Public Debate (LO 4&8) (and LO4: Oral Communication)		
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1. Skills Development



Here are some commonly misspelled words. Write what you believe is the correct spelling. Then look these up to see how correct you were. How'd you go out of 20?

Misspelling	Your spelling	Correct spelling
where-ever		
Wendsday		
Feburary		
ryme		
untill		
buisness		
rythim		
restraunt		
freind		
beeing		
registar		
expearence		
definitly		
accross		
tickel		
truely		
basicly		
embarass		
coupey		
calender		

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SE2 Spellbound

1. Skills Development



These words are often misspelled, sometimes through human error and sometimes because we let auto-correct control our destiny. These types of **homonyms** are called **homophones** and your computer often can't tell between them. Can you?

Discuss what makes them different.

Not the same	What is the different meaning of each?
their/there/ they're	
your/you're	
here/hear	
no/know	
tyre/tire	
fair/fare	
see/sea	
to/too/two	
by/buy/bye	
stationary/ stationery	
break/brake	
piece/peace	
whole/hole	
stare/stair	
coarse/course	
compliment/ complement	

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2. Applied



- a. In these sentences, circle the correct word to suit the context in which it is meant to be used.



Your/you're a very caring person with a big heart and your/you're very fare/fair. I would also like to compliment/complement you on the way you are able to clearly see/sea things. I never tyre/tire of hearing your/you're stories - they often make me brake/break up laughing. You are to/too/two cool!

- b. Now you know what you are doing, let's put it to the test.

Quickly type out the passage above with your correct word choices using auto-correct. Note how many times the auto-correct tried to do its job and almost led to a misspelling.

- c. Use one word of the following pairs correctly in your own sentences.

Stare/stair

Complement/compliment

Coarse/course

Whole/hole

Role/roll

Piece/peace

Stationary/stationery

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Read your sentences to another student and ask them to correctly spell the right version of your word.

SE3 Is Right Is Wrong

1. Skills Development



Some words may be spelt the same, sound the same but have different meanings. This makes it confusing for both reading and writing! These are called **homonyms**.

Same sound/ different meaning	Meaning	Use in a sentence
kind	You're so generous!	
kind	What type are you?	
lie	Time for a nap!	
lie	That's not true!	
rose	Smells nice!	
rose	Go up!	
mean	No time!	
mean	Understand?	
match	Him and her!	
match	Light me up!	
can	It holds my drink!	
can	Am able to!	
just	Only a little!	
just	True and fair!	

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2. Skills Development



Words may be spelt the same, but when spoken sound different and therefore have different meanings. This is apparent when saying the words out loud. These are called **homographs**.

Same word/ different sound	Meaning	Use in a sentence
wind	This blows!	
wind	To coil up.	
close	Very near.	
close	To shut.	
minute	An amount of time.	
minute	Very small.	
lead	A mineral.	
lead	To show the way.	
object	An item.	
object	To disagree.	
present	A gift.	
present	To give.	
tear	From crying.	
tear	To rip.	

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SE4 Is Right Is Wrong II

1. Skills Development



Some words sound the same but have different meanings. This can be confusing when listening to someone speak. When writing you have to spell the correct one, otherwise your true meaning could change. These are called **homophones**.

Same sound/ different spelling	Meaning	Use in a sentence
read	Consume the book!	
reed	A water grass.	
rain	It's wet outside!	
rein	Guide your horse!	
bean	A healthy food!	
been	was there!	
for	I am not you!	
four	One-two-three...	
licker	A friendly dog!	
liquor	For over 18s only!	
jeans	Denim!	
genes	Hereditary!	
wrap	For a present!	
rap	Hip-hop-poem!	

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2. Applied



a. Write sentences that use the correct words from topics SE3 & SE4.

i. A sentence about a horse in wet weather.

ii. A sentence about bringing down the washing line because of heavy winds.

iii. A sentence about coming because someone had torn up your lotto ticket.

iv. A sentence about a now very nice person who was nice in the past; and who now is very near to a mine that contains a new mineral.

b. There's plenty of other homonyms, homographs and homophones. Suggest possible examples for these and state if they are 'nyms, 'graphs or 'phones!

i. a colour/ a fight

ii. type of transport/ to teach

iii. power a bicycle/ sell wares from door-to-door

iv. to allow/ a government or special payment

v. that bloke/ sung in church

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SE5 Expand and Contract

1. Skills Development



The apostrophe is a hard-working punctuation mark. It is used to show that a word has been shortened (contraction). It is also used to show possession. But for all its work, the apostrophe is often misunderstood and treated casually.

Let's help the apostrophe regain its self-respect by obeying its rules.

- a. Apostrophes used for **contraction**. These apostrophes kindly fill in for missing letters. *e.g. Should've = should have.*

Write the full form of these contractions. Then write these in a sentence.

Contraction	Full form	Sentence
I'll		
Won't		
It's		
Can't		
They'll		
Who's		
Don't		

- b. Now write the contraction for these full words. *e.g. What is = what's.*

Full form	Contraction	Sentence
He would		
Is not		
Did not		
They are		
That is		
Would have		
She had		

2. Applied



Apostrophes are also used to show **possession** or ownership. These apostrophes can catch all of us out at times - especially when using auto-correct!

This happens because they are really tricky and you need to first work out whether the noun is singular or plural.

For a **singular noun** you write the **apostrophe followed by the s**. e.g.

✓ *The phone of my friend = my friend's phone.*

✓ *The rights of the customer = the customer's rights.*

For a **plural noun** you write the **apostrophe after the s**. e.g.

✓ *The phones of my friends = my friends' phones.*

✓ *The rights of the customers = the customers' rights.*

Note: *Its* only ever has an apostrophe if it means it is, otherwise it is always just plain *its*. e.g.

✓ *It's raining cats and dogs.*

✓ *The dog made its way to its owner's feet.*

Punctuate the following

- a. Stevens drawing was supposed to be of a tree but its trunk was the pictures worst aspect Stevens friend drawing were all a lot more successful.
- b. The lovers vow was very emotional. What's more its message was posted via the workplaces Facebook page.
- c. Its very funny to see a person whos lost their glasses and who can't see they're about to walk into a glass door.
- d. My energys all gone now Ive been for a run. Charles stamina is better than mine.
- e. The governments of the three countries argued over whose territory it was. Its consequence was tension for the citizens of all of the countries.
- f. Whenever you see a dog chasing its tail, its a funny sight to watch.
- g. Rens new car was the first time hed owned a manual with its gearstick on the floor.
- h. The film wasnt all it was cracked up to be. Its plot was rather lame.
- i. Peoples attitudes toward privacy have become very relaxed over time. Most of my colleagues posts show too much about their lives.

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SE6 Lazy Words



1. Skills Development

People get lazy when they are talking and writing. This often leads to us shrinking our vocabulary to a small range of overused words.

As a result we end up with a narrow repertoire (look it up) of repetitive words and phrases that aren't very precise, and which could, at times, be meaningless.

a. How often do you use the following?

- ⇒ 100 percent! _____
- ⇒ literally _____
- ⇒ virtually _____
- ⇒ like _____
- ⇒ actually _____
- ⇒ basically _____
- ⇒ cool _____
- ⇒ awesome _____

b. Look up the literal/actual meanings of these words and have a discussion about when, and how often, you use them.

Word	Meaning
100 percent!	
literally	
virtually	
like	
actually	
basically	
cool	
awesome	

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2. Applied



- a. Spruce up your communication act. Make a list of your own personal overused words and phrases.

- i. _____
- ii. _____
- iii. _____
- iv. _____
- v. _____
- vi. _____

- b. Look up and write their real meanings.

- i. _____
- ii. _____
- iii. _____
- iv. _____
- v. _____
- vi. _____

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- c. Now look up some suitable synonyms that you could try instead.

- i. _____
- ii. _____
- iii. _____
- iv. _____
- v. _____
- vi. _____

- d. Make yourself a poster for your fridge or wall to remind you of this alternative vocabulary.

SE7 Talking to Writing

1. Skills Development



A mistake we often make is to think that our verbal language can translate directly into writing. So not!



Language needs to undergo changes to make it suitable for writing, especially in a more formal context.

Some basic rules for writing are as follows.

⇒ Eliminate slang.

e.g. The 'dude' instead 'The young man'.

⇒ Write whole words rather than abbreviations.

e.g. 'gov' instead 'the government'.

⇒ Avoid expressions that are current now but are likely to disappear soon.

e.g. 'totes amazeballs' instead 'completely astonishing'.

⇒ Write complete ideas.

e.g. 'Desserts etc.' instead 'Desserts and other sweet food'.

Change the following spoken sentences into suitable written sentences.

- i. "Dunno what I'm doing tonight. S'posed to go to Matty' to play some games but not sure"

- ii. "OMG! That is soooo awesome! Whom did you get it?"

- iii. "Had to pack up clothes etc. cuz we're moving house".

- iv. "Meet yez at Maccas. Text me, man".

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2. Applied



- a. What do you think could be improved in the following written passage? Write it out in a more formal way, taking out all the slang, abbreviations and other informal elements.

Dezzie's tracky daks were full of holes after slogging in the yard all morning. She decided that is was totes pointless to change though cuz she was gunna work on her car in the arvo and she would get scuzzy anyways.

Preview

- b. Pair with another student. Ask them to tell you what they did on the weekend. Write their response exactly as they say it. You may need to record this to help you.

- c. 'Translate' their response to take out all the lazy words and slang, correct for poor spoken grammar, and punctuate to create a more cohesive written account of their weekend.

Draft Sample:

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SE8 Good Relationships

1. Skills Development



When we talk and write, we know what we are trying to say and how the ideas link together. But people can't read our minds, so we have to show how our ideas are logically related to one another by using signpost words and phrases.

You've come across examples before such as: *first, next, in addition, therefore, furthermore, meanwhile, as a result, for example, in contrast, to conclude.*

There are plenty more examples and they are used to show order of information, comparison, addition, time, contrast, cause and effect, and much more.

If we don't use these linking words and phrases, it can be very confusing to know what the relationship between ideas is. This can be frustrating for the speaker/writer and listener/reader.

When the relationships are clear, we can say that you have created cohesion.

Help Taran-Tula create some good relationships from the chaos below. Re-order the steps into a logical cohesive sequence and add some signpost words or phrases.

Preview
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Chocolate crackles can be made in a number of ways. You can buy copha and other ingredients and mix them together. You can use generic puffed rice cereal. Get a bowl. You need sugar and chocolate. Put the copha in a pan and melt it. You have to get rice bubbles. Set the mixture in cupcake cases.

2. Applied



- a. For the following sentences decide on the type of signpost word you need and choose a suitable one to fit the space.

- ⇒ Addition: and, as well as, also, in addition.
 - ⇒ Order or sequence: first(ly), second(ly), after that, next, before, to begin with.
 - ⇒ Comparison: like, similar to, similarly.
 - ⇒ Contrast: different, different from, in contrast, unlike, however, on the other hand, but.
 - ⇒ Example: for instance, to illustrate, such as, an illustration/example of this is.
 - ⇒ Direction: up, down, here, there, over/above, under, on top of, left, right.
 - ⇒ Emphasis: indeed, in fact, it is true that, to restate.
- i. Earth has some features in common with other planets _____ it shares a solar system with 7 (or 8) other planets.

- ii. Chocolate is delicious _____ kale is disgusting.

- iii. My head is aching, _____ I think it is about to explode.

- iv. _____ you go shopping, you should make sure you've got enough money.

- v. The secret club is _____ the ladies enter behind the dumpster.

- vi. Not only is Tim good at making Lego Star Wars scenes, he is _____ a convincing Storm Trooper when in costume.

- vii. Although Trevor and Tina are identical twins, they have very _____ personalities.

- b. Choose 3 kinds of signpost words or phrases and write sentences below showing them being used correctly.

- i. _____

- ii. _____

- iii. _____

SE9 My Self-Expression Journal



Complete this journal to reflect on your study of the units of **Literacy for Self-Expression**.



Journal of: _____ Entry no. _____ Date: _____



1. What did I do/experience during these units as part of my school studies?

Writing	Reading	Oral Communication

Preview

2. How did I use what I learned as part of my personal and social activities?

Draft Sample:

3. Which people did I most influence in a positive way during this unit and how so?

Do Not

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4. Which people had a positive influence on me during this unit and how so?

5. What major skills and/or competencies did I develop and why?

6. What might be the important things for me to focus on in the next unit and why?

7. How would I summarise my experiences, or what's my motto for the unit?

Skills Development & Applied



- Write your biodata the exact way it should be written on a form.
- Discuss the sorts of forms that might ask for this biodata; and in which situations your biodata should be kept private and personal.

Biodata	What precautions should you take?
Surname:	
First name:	
Middle name:	
Gender:	
Ethnicity:	
Religion:	
Height & weight:	
Hair colour & eye colour:	
Known allergies:	
Address:	
State/Postcode:	
Mobile:	
Home phone:	
Date of Birth: DDMMYYYY	
Place of birth:	
email:	
School:	
School address:	
School phone & fax:	
School email:	
Qualifications achieved 1:	
Tax file number:	
Employer/work details:	
Supervisor's name and phone:	
Next of kin/Emergency contact person:	
Relationship:	
Emergency contact number:	
Car details & registration:	
License/learner's permit number:	

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PP2 Numbers and Words

1. Skills Development



One very important practical literacy skill is Numerical Literacy. This involves communicating, understanding, writing and interpreting numbers as words and vice versa.

a. Write the following numbers as words.

i. 56 _____

ii. 274 _____

iii. 1,350 _____

iv. 10,522 _____

v. 125,500 _____

vi. 1,500,000 _____

vii. 10,750,000 _____

viii. -15.75 _____

b. Write the following words as numbers.

i. Eighty-two	ii. One hundred and eleven	iii. Seven hundred and fifty-three
iv. Seventy-four point 5	v. Two hundred thousand	vi. Six thousand nine hundred and twenty-four

**Preview
Draft Sample:
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Copy**

2. Applied



- a. Pair up with someone in your class. They will read one of these lists of numbers aloud in full sentences. You have to write the numbers down in numerical form. Cover the list they are reading from and write your answers in the box below.

i. 76 iv. 27,550
ii. 485 v. 116,420
iii. 1,200 vi. 2,580,000

i. 52 iv. 44,315
ii. 327 v. 124,050
iii. 1,600 vi. 1,917,400

i. _____
ii. _____
iii. _____
iv. _____
v. _____
vi. _____

i. _____
ii. _____
iii. _____
iv. _____
v. _____

- b. Do the same for these numbers expressed in words. This time write the words as you hear them and write the numbers.

i. fifty-seven
ii. six hundred and twenty-two
iii. three thousand four hundred and eighty
iv. one hundred and thirty-six thousand four hundred and seventeen

i. eighty-one
ii. two hundred and forty-six
iii. five thousand nine hundred and thirty
iv. four hundred and seventy-one thousand two hundred and thirteen

i. _____
ii. _____

iii. _____

iv. _____

i. _____
ii. _____

iii. _____

iv. _____

Preview
Draft Sample:
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PP3 Confusion Reigns

1. Skills Development



There are some terms used in English, especially Australian English, whereby people don't apply the literal meaning of the term. The common understanding of the term differs slightly from its literal meaning. This can make things confusing when communicating.

a. So what possible confusion might happen with these terms?

i. 'This...' vs 'Next...'

This Sunday, this weekend, this week, this month, etc. vs

Next Sunday, next weekend, next week, next month, etc..

So what's the problem?

ii. What does 'between' really mean?

'Between' comes before something and after something else. But what about booking a holiday between the dates of 17th Feb and 20th of Feb? How many days is the holiday?

So what's the problem?

iii. Is 'bad' good?

You might ask a local how they are feeling and they could reply, "Not bad". Next day? "Not too bad." The day after? "Not bad at all." Then the following day. "Bad!"

So what's the problem?

iv. 'Yeah', 'nah'.

Sometimes you ask someone a question and they answer with "yeah, nah...."

So what do they mean? Yes or no? e.g. "Do you need a hand?" "Yeah, nah!"

So what's the problem?

**Preview
Draft Sample:
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Copy**

2. Applied



a. Consider this exchange between Roger and the baker.

Roger on Monday: *"I need the cake delivered next Friday."*

Baker on Monday: *"No problems, it will be ready."*

Roger on Friday: *"What's wrong with you mate, why did you deliver the cake?
I said next Friday! "You are a week early, the cake will go off."*

Baker: *"But you said next Friday."*

Roger: *"Yeh that's right, I said next Friday, not this Friday!"*

Baker: *"But the next Friday, is this Friday!"*

Roger: *"Don't get smart with me mate. I'm not paying for that cake you know!"*

What would you do if you were Roger?

What would you do if you were the baker?

So who is in the right? Why so?

**Preview
Draft Sample:
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b. So how can you get around these problems? Develop alternatives to stop confusion from happening.

PP4 Aussie As

1. Skills Development



When you are out and about in the world you are likely to have to deal with some Australianisms. These might be used by Aussies who come from all walks of life, and who originate from many different nationalities.

Aussie	Meaning	Rewrite
I'll have a crack.		
She's right mate.		
Nah, all good.		
She's right mate had a sanger at the servo.		
Nah, just gonna' drop in on the rellos (or rellies).		
Can't be faggot. Gonna' chud the sickie.		
Just a coupla' snags will do.		
Oh no, me' scungies are riding up!		
No way mate, that's too exxy for me!		
That's a deadly song, bro!		
Gonna' be a slammin bush-doof; and takin' me' missus!		
Pull your head in mate.		
Geez, that bloke's budgie smugglers are a bit light on!		
I was heaps spewin' when me Valiant carked it!		

Preview
Draft Sample:
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Copy

2. Applied



Your cousin Jethro Jones is arriving from the outback and staying at your place for a while. Problem is, he's 'Aussie as'! So you are going to have to translate what he says to different people. Have a go at making Jethro sound more suitable for each of these situations.

i. You're visiting your grandparents.

Them: "Nice to meet you Jethro, would you like something to eat?"

Jethro: "She's right mate had a sanger at the servo."

Your Translation:

ii. You drop in for a coffee at a cafe.

Hipster waiter: I s'pose you want some billy tea then!"

Jethro: "Pull your head in mate, I aint' no Outback Jack."

Your Translation:

iii. You're visiting your boss.

Boss: "Well Jethro, would you like to try working the Cragnon Machine?"

Jethro: "No wuckers, I'll have a daag."

Your Translation:

iv. You go out to a restaurant.

Waiter: "I would recommend the filet mignon tonight."

Jethro: "No way mate, that's too exxy for me!"

Your Translation:

v. You go to a beach.

Angry bather: "Hey you guys, you're blocking my shade."

Jethro: "Geez mate, I reckon your budgie smugglers are strangling your brain!"

Your Translation:

**Preview
Draft Sample:
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Copy**

PP5 Evolution

1. Skills Development



Language is evolving all the time. We really experience this when talking informally with friends and when posting online. But you also need to know more formal alternative examples to replace these terms, so that you can communicate better in different practical situations.

Word/term	Meaning	More formal alternative
OMG		
btw		
ROFL		
chill		
dude		
bro		
fwiw		
epic fail		
totes		
deets		
jus sayin		
IMHO		
RTM		
TL;DR		
just chillin		
keep it real		
sup		
sick mate		
you punks		
hit me up		
low key		

Preview
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2. Applied



Your mate Biggie B, hip hop wannabe, posted this account of his weekend on social media. But now he has to turn this into a normal piece of writing for Literacy. Help him out by re-writing it!

Iz be tellin yas las weekend woz a keep it realscapade after me peeps smashd our gig

on sundy fundy was jus chllin with me homies and FWIW this big dude all chains and the blingblangclangalang comes up and like ses sup, give us ya deets - like now.

i was all like - just chill and all bro btw who makes you bossman to demand - just sayin

he was like all hit me up and btw IMHO you is sick mate

I caught your set and you punks are the real deal. i am like totes keeping it real here so just on the low key hit me up

we was like ROFL coz he was talking all sick and like but he was real old and gone - over 30 anyways so he gives me his card and mlling it, DR

I tellin yas all he needs to RTM or somefin for fwiw this bro was an epic fail swanning round in a got up sick mate boyzinahood tude

Biggie Z don't stop 'chillin' for no dude - and wizzit with name Golden Era Records? My boyz and moi aint no Bingo Shatra!

**Preview
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PP6 You're Asking For It

1. Skills Development & Applied



Sometime you have to approach total strangers so as to get help with something. Who you choose, and how you ask for assistance, can go a long way toward getting you the help you need.

Complete these scenarios. Add 1 of your own.

i. In a shopping centre, you want to find out the time.

Who do you approach?

Why them?

What do you say?

What else do you add?

Preview

ii. It's night time, in the city. You want to find the nearest toilet.

Who do you approach?

Why them?

What do you say?

What else do you add?

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iii. You're in a foreign country at the train station and you want to get to the city.

Who do you approach?

Why them?

What do you say?

What else do you add?



iv. You need to get some driving hours up for your Ls. Your regular instructor (whoever that is) is not around for 2 weeks.

Who do you approach?

Why them?

What do you say?

What else do you add?

v. You're at a crowded beach on a very hot day, but you've forgotten your sunscreen.

Who do you approach?

Why them?

What do you say?

What else do you add?

**Preview
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Copy**

vi.

Who do you approach?

Why them?

What do you say?

What else do you add?

PP7 Orders and Directives

1. Skills Development



Orders and directives are used for telling people what to do, or for giving instructions. These are often used when a manager or senior person tells a less experienced or lower-level worker or person what they need to do.

Successful communication of orders and directives does not mean that these need to be 'barked' at people (unless safety is at immediate risk), nor communicated aggressively. Rather, orders and directives need to be clear, concise and communicated assertively.

- a. For each of these situations explain what you would say and how you might say this. Then give a follow-up that might reinforce or explain why you spoke in this way. Add an example of your own.

Situation	Order/directive	Follow-up
e.g. At the traffic lights a pedestrian with earphones starts to cross as soon the lights turn green. You see that a car is still coming through against the red. What do you say and do?	"STOP!" ...very loudly; and also	"I'm sorry for yelling, and for grabbing you, but I didn't think you had seen that car still coming through."
You are babysitting and a 4-year-old is just about to stick a knife in the toaster.		
You're on registers in the supermarket. You see a kid about 5 metres away trying to pull a box of Pepsi from the bottom of the stack.		
You have a new worker on site today and he keeps handling the metal sheets without work safety gloves.		
You're playing soccer, and you see an opponent sprinting down to take a pass; your teammate is only 10 metres away from this.		

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2. Applied



Trina works as a casual at Hungry Donalds, a local take-away with three of her school friends. She has just been promoted to team leader and is now responsible for giving orders and directives to her workmates. But all is not going as well as could be hoped for Trina in her new role.

i. The team is in the tearoom just about to start their shift. Trina says to Monty, *"So when you're ready please empty the bins."* ...Trina comes back 20 minutes later and Monty is still on his phone checking Gripebook.

Trina: "What are you doing? I thought I asked you to empty the bins."

Monty: "You said when I'm ready, I'm not ready yet!"

So what's the problem?

What would you advise Trina to help her deal with this?

Preview

ii. Trina approaches Gert and says, *"Can you check the stock of burgers and fill out an order requisition?"* 30 minutes have gone by and Trina approaches Gert when she finds her serving the customers in the queue.

Trina: "I thought I asked you to check the burgers and see what we needed?"

Gert: "You asked if I can, well I can. You didn't ask me to do it!"

So what's the problem?

What would you advise Trina to help her deal with this?

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iii. After a busy lunch Trina sees Remy and says, *"I reckon it's time for the toilets to have a clean."* ...Not long after Trina sees Remy out the back having a nap.

Trina: "What are you doing! What about the toilets I asked you to clean?"

Gert: "What about the toilets, I thought you were just sharing?"

So what's the problem?

What would you advise Trina to help her deal with this?

PP8 My Practical Purposes Journal



Complete this journal to reflect on your study of the units of **Literacy for Practical Purposes**.



Journal of: _____ Entry no. _____ Date: _____



1. What did I do/experience during these units as part of my school studies?

Writing	Reading	Oral Communication

Preview

2. How did I use what I learned as part of my personal and social activities?

Draft Sample:

3. Which people did I most influence in a positive way during this unit and how so?

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4. Which people had a positive influence on me during this unit and how so?

5. What major skills and/or competencies did I develop and why?

6. What might be the important things for me to focus on in the next unit and why?

7. How would I summarise my experiences, or what's my motto for the unit?

1. Skills Development & Applied



List 4 things or facts that you've always wanted to know, or weren't sure about or perhaps have doubted. Pair up with a classmate who is interested in similar sorts of facts, and together research this information to find out the truth.

Make sure to check your sources and then report back to the class on what you find out.



I want to find out...	The sources were...	What I found out was...
<div>Preview</div> <div>Draft Sample:</div> <div>Do Not</div> <div>Copy</div>		

KN2 It's A Fact Jack

1. Skills Development



Facts are great. This means that you know stuff. But facts must have a context otherwise they are just snippets of info. Facts and contexts combine to 'say' why something is important. This leads to knowledge.

Kelvin goes to a party, armed with these facts, and hopes to meet new people. But in what context are these facts relevant? At the party, in which circumstances would you share this information, and with whom?

Fact	Context	Why important?	Sharing - When & Whom?
The BOM says it's going to be 41° tomorrow.			
M&Ms were developed during WWII for US soldiers.			
There are more video of cats on the internet than there are of dogs.			
It is recommended that you walk 10,000 steps a day.			
Rooftop solar power systems can help the environment.			
Cakes, cheese, and biscuits often contain lots of dairy.			
More men than women usually cook on BBQs.			
Australia no longer manufactures motor vehicles.			

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2. Applied



So what do you know? And when might be the most appropriate times to turn these facts into knowledge by supplying a context to make the fact important?



Complete this table by supplying facts you know related to each of these topics.

Facts related to:	Context	Why important?	When should I share/with whom?
Movies			
TV series			
Music			
Transport			
Hobbies			
Nature			
Animals			
Sports/games			
Geography			
History			
Other			
Other			

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KN3 Common Sense



1. Skills Development

In life we do many things on a daily basis. Essentially we just do them without thinking about how they happen. So we can say that many of these are things that we just take for granted.

Ziggblit has just arrived from Mars. Although his race is quite advanced, they consume knowledge and use technology in vastly different ways. Help him out by explaining these common things that he experiences in the morning while staying with you.

The situation	The explanation
How does the shower know the difference between hot and cold water?	<div>Preview</div> <div>Draft Sample:</div> <div>Do Not</div> <div>Copy</div>
How does the toaster know when your toast is ready?	
How does the kettle know when the water is boiled?	
How does the milk get from the cow into that carton?	
How does the phone know the temperature?	
How does the electronic key know which car to open?	
How does the car know that R = Reverse?	
How do the traffic lights know when to change colour?	

2. Applied



How would you go about dealing with these common tasks? And would you be able to help others deal with these situations?



Complete this table for each of these situations. They require a bit of knowledge, an understanding of process and some common sense! Add 2 of your own.

The common sense part comes before you start doing the task! Then you have to briefly describe the process and anything you need to know, have or do.

The situation	Before you start doing...	What would you do?
How to fix a leaking tap.		
How to prepare a baby's bath?		
How to change a car tyre.		
How to catch a dog (not yours) that's got out of a yard and is roaming the streets.		
How to help an elderly person who seems lost and disoriented.		

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KN4 Words of Wisdom

1. Skills Development



We often hear a lot of sayings (or idioms) that have evolved as conventional wisdom over time. You might come across these when dealing with people in your personal life, at work and when reading both online and in print.

But how true, accurate and useful are these sayings? Should we follow this advice?

Consider each of these sayings and explain what they mean. Reflect on how this 'advice' could help you in life.

The saying	What does this mean?	How can this help you?
A stitch in time saves nine.		
Where there is smoke there is fire.		
Don't count your chickens before the eggs have hatched.		
I heard it straight from the horse's mouth.		
A bird in the hand is worth two in the bush.		
A chain is only as strong as its weakest link.		
A fool and his money are soon parted.		
A little knowledge is a dangerous thing.		

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2. Applied



People often drop these sayings into conversations as a way of giving authority to their opinion. Sometimes these may be older, experienced people offering advice based on their wisdom. But at other times, it might be just people who are most happy being 'spoilers' or 'naysayers'.

Match each of these advice statements to the most appropriate saying. Explain whether you agree with the advice/caution/criticism the person is offering.

Advice/comment...	Which saying?	Do you agree? Explain.
"Do you honestly believe that?"		
"I think you should be happy with what you've got, rather than going off chasing a new job."		
"So he's had his license for just one week and now he's the expert?"		
"He might have been to one seminar on Bitcoin investing, but just wait and see!"		
"I'd get that looked at by a doctor now before it grows into something worse."		
"I don't have any proof at the moment but things will come out."		
"You might be able to beat Richwood but your backline isn't tall enough for Collingmond."		
"Even though you think you'll get a pay rise I wouldn't go planning your next holiday yet!"		

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Draft Sample:
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KN5 Share Your Knowledge

1. Skills Development



Sometimes tasks that we are good at are easy for us, because they match our interests, suit our abilities, or we have training and experience in doing these.

This means that you might make a good trainer, coach or mentor in helping other people do these tasks. However, good 'teaching' isn't about knowing. Good teaching is about being able to **communicate** that knowledge to help others.

Ok so what can you do well? Complete these summaries for 2 tasks that you feel you are very competent at doing, and that you could 'teach' others.

ii. _____

Your ability out of 10.

How did you learn this?

What are the 3 main things you would need to communicate to help someone else learn how to do this?

i.

ii.

iii.

What would you do if they were still unable to learn this?

ii. _____

Your ability out of 10.

How did you learn this?

What are the 3 main things you would need to communicate to help someone else learn how to do this?

i.

ii.

iii.

What would you do if they were still unable to learn this?

Preview
Draft Sample:
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2. Applied



Find class members who are good at tasks at which you are weaker. Of course, class members are going to seek you out to help them as well.



- Participate in 2 short training session, one as the **trainer** and one as the **trainee**.
- Make notes based on what your trainer communicates to you.
- Have a go at doing the task they are communicating (but only if it is practical and safe to do so).
- Feed back to your trainer on how effectively they communicated.
- Evaluate how things went! So what do you reckon? Am I a good trainer, a good trainee, both, neither, why, why not?

As trainee - what was the task?

What methods did my trainer use?

What were the 3 main things I learned about how to do the task?

i.

ii.

iii.

Did I learn? Why/why not? How effective was my trainer? Explain.

As trainer - what was the task?

What methods did I use to train?

What were the 3 main things I taught about how to do the task?

i.

ii.

iii.

Did my trainee learn? Why/why not? How effective was my training? Explain.

KN6 The Thing

1. Skills Development



Sometimes we can all get a bit lazy and overuse the word *'thing'*, or its cousins.

"Just get that thing over there and put it on the thingo, do that thingimy you do with the sauce and make sure the thingimijig is turned on."

This is Ok if the person knows what you are talking about or if you can use physical gestures to guide them. However, most of the time we should avoid using *'thing'* and other similar words as a way of communicating knowledge.

People who work in specific jobs, industries, trades and professions normally use a professional and/or technical vocabulary to communicate. Many items of tools, equipment, machinery and software have specific names because they perform specific tasks.

Find out the **specific names** for each of these 'things' used in these situations. Add one more of your own for each. Add a job of your own.

Chef to apprentice	<i>"Pass me that sharp thing to cut the vegetables."</i>	<i>"Hand me that big thing to chop the meat."</i>
	<i>"Put the chips in that hot thing full of oil."</i>	
Doctor (or vet) to nurse	<i>"Hand me that thing to listen to a patient's vitals."</i>	<i>"Bring those things that help me look down their throat."</i>
	<i>"Hand me those things so I can do an injection"</i>	
Carpenter to apprentice	<i>"Hand me that heavy thing to knock a few nails in."</i>	<i>"Get me that star-end thing to do those screws."</i>
	<i>"Find me the toothed thing to cut some timber with."</i>	
Your choice		

Preview
Draft Sample:
Do Not
Copy

2. Applied



- a. Consider this exchange between Isanna and her driving instructor at her very first lesson. Rewrite this so it makes more sense.

Now adjust your thing so that you can see comfortably. Make sure you have your thingie on. Adjust those things so that you can see behind you.

Hold the thingimy at about ten and two. Turn that thing so that the thing starts up. Check your things for things that might be thinging around.

Put that thinimijig into drive and slowly release the thingostick that's stopping the car from moving. But make sure your thing is still on the thing that also stops the care from thinging.

Now check your things again to look for things out there, and turn your head to also look for things that may have thingoed when you weren't thinging. Slowly...

Isanna thinks she's going to be in for a painful lesson! Help her out by translating.

**Preview
Draft Sample:
Do Not
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- b. List the top 10 'things' (ha!) a learner driver should be most cautious of!

i.

vi.

ii.

vii.

iii.

viii.

iv.

ix.

v.

x.

KN7 My Knowledge Journal



Complete this journal to reflect on your study of the units of **Literacy for Knowledge**.



Journal of: _____ Entry no. _____ Date: _____



1. What did I do/experience during these units as part of my school studies?

Writing	Reading	Oral Communication

Preview

2. How did I use what I learned as part of my personal and social activities?

Draft Sample:

3. Which people did I most influence in a positive way during this unit and how so?

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4. Which people had a positive influence on me during this unit and how so?

5. What major skills and/or competencies did I develop and why?

6. What might be the important things for me to focus on in the next unit and why?

7. How would I summarise my experiences, or what's my motto for the unit?

Skills Development and Applied



- Take a look at the persuasive examples below. Have you ever heard any of these before and in what situations? Add one more to each.
- Develop responses to help you out if you get 'dealt' any of these persuasive techniques. Add a scenario of your own.

Sales person	<i>"It is THE big fashion in Europe this season."</i>	<i>"The small print, bah...just some boring T&Cs!"</i>
	<i>"This is a once-only opportunity."</i>	
Arguer/ troll	<i>"You'd have to be a fool to disagree."</i>	<i>"I've studied this in uni so I would know."</i>
	<i>"Any reasonable person would support this."</i>	
Fitness expert	<i>"This is the best way to get rock hard abs!"</i>	<i>"In just 12 minutes a day you will transform your body."</i>
	<i>"A clinically-proven method to lose weight fast!"</i>	
Money shark	<i>"So you're happy with your money sitting in a bank earning pittance."</i>	<i>"You'll miss out if you don't jump in now!"</i>
	<i>"Need a loan fast - it's quick and easy, just RabbitWizard it!"</i>	

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PD2 The Persuaders



1. Skills Development and Applied

People use all types of emotive language and dirty tricks to get us to do things, buy stuff or even just to agree with them. Just watch commercial TV for one night and pay attention to what the ads say! And we won't even start on online ads! So you need to be on the lookout for these tactics.

- a. For each of these examples add a potential 'who/what' that a 'manipulative person' might use to try and persuade you. Add a scenario of your own.
- b. Complete the final 'would/wouldn't' column by describing an example of the type of language that they might use to try and persuade you.

Emotive language	Who/What?	Would/wouldn't
e.g. A true	friend	... would support me in giving up school.
	Australian	... wouldn't want to live with people who don't have our values!
A true...	friend	
If you cared about your...	health, then you...	
If you want to be...	taken seriously, you...	
If you want people...	to see how cool you really are, you	
If you really...	cared about me, then you	

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2. Skills Development and Applied



Sometimes we need to use persuasive language to help others to learn, to get them to think about what they are doing (or not doing) and to encourage them to question and even stop their harmful behaviour.

- This time you are required to work with exactly the same information. But use persuasive language for good! Once again, add one more scenario of your own.
- Discuss whether you've ever had to rethink what you have done, or questioned the way you have acted or thought, in situations like these.

Emotive language	Who/What?	Would/wouldn't
e.g. A true...	friend	...wouldn't ditch me because the cool gang didn't like what I wore!
	Australian	...wouldn't exclude people simply just because they are different.
A true...	friend	
If you cared about your...	health, then you...	
If you want to be...	taken seriously, you...	
If you want people...	to see how cool you really are, you	
If you really...	cared about me, then you	

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PD3 Persuade Away



1. Skills Development and Applied

There's not really anything controversial about some 'issues'. In fact some 'issues' are supported by a series of widely accepted facts. Yet people still need a bit of persuading to 'do the right thing'.

Complete each of these case studies by giving 4 clear-cut facts in support of the 'issue' in contention. Try to avoid using persuasive language as much as possible.

i. It is widely accepted that nearly all Australians (but not all) have access to one of the cleanest and healthiest sources of tap water in the world and that they do not need to consume bottled water.

Describe 4 facts that support this.

1.

2.

3.

4.

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ii. In order for people to enjoy a healthier life they should eat more fresh vegetables and fruit. And these should be consumed as food and not blended down into a pulp drink in a 'Nutra Nuke' or similar trendy processor.

Describe 4 facts that support this.

1.

2.

3.

4.

2. Skills Development and Applied



Now repeat these tasks, this time using persuasive language to help make a stronger case. Discuss whether the use of persuasive language resulted in a more, or less, convincing argument; and why this was the case.

i. It is widely accepted that nearly all Australians (but not all) have access to one of the cleanest and healthiest sources of tap water in the world and that they do not need to consume bottled water.

Describe 3 key facts that support this by making use of persuasive language.

1.

2.

3.

Anticipate 1 counter-argument to this contention. Use persuasive language (based on fact) to refute this counter-argument.

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ii. In order for people to enjoy a healthier life they should eat more fresh vegetables and fruit. And these should be consumed as food and not blended down into a pulp drink in a 'nutra milk' or similar trendy processor.

Describe 3 key facts that support this by making use of persuasive language.

1.

2.

3.

Anticipate 1 counter-argument to this contention. Use persuasive language (based on fact) to refute this counter-argument.

PD4 Not Open/Open To Debate

1. Skills Development and Applied



We all have our own knowledge, beliefs, attitudes and values which means that certain topics are not open to debate. However, how did we come to form these positions and how do we know that what we ‘think’ or ‘believe’ is true and correct?

- a. List ‘things’ that **you feel** are not open to debate for each of these categories. Add 1 more example.
- b. Explain why not.
- c. Then outline how/why/when you developed this point-of-view.

Not open to debate!	Why not?	My point-of-view - How/Why/When?
e.g. An item of knowledge: Climate change	<i>I agree that climate change is real. I accept the overwhelming scientific evidence from experts in the field.</i>	<i>I had no idea when I was a little kid. But as I have grown through my teen years we have learned a lot in school about this. And I have heard many reputable scientists in the news give evidence.</i>
An item of knowledge:	<div>Preview</div> <div>Draft Sample:</div> <div>Do Not</div> <div>Copy</div>	
Another item of knowledge:		
A belief that I hold:		
A value I strongly believe in:		
An attitude I have:		

2. Skills Development and Applied



When it comes to our knowledge, beliefs, attitudes and values how do we know that what we 'think' or 'believe' is true and correct? Perhaps we should consider that it is only natural that our knowledge and values should be tested as we grow, mature, meet different people and learn and experience new things.

- a. List and explain 3 'things' that you have **changed your mind** on as you have 'grown up'. Explain why, how and when (as relevant to your examples).

Open to debate	What was the change?	Why I changed & How/When?
<i>An item of knowledge:</i>		
<i>A value:</i>		

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Throughout your studies this year you have been invited to investigate issues so as to develop a more well-rounded and informed understanding.

- b. Acquiring more knowledge might lead you to alter your beliefs, attitudes and/or values. So list and explain 2 'things' that you are no longer sure about, and about which you want to find out more.

Open to debate	Why might I change my view?	What else do I need to find out, how and from which source(s)?
<i>An item of knowledge:</i>		

PD5 Do It Yourself

1. Skills Development and Applied



There is a growing global movement to help empower people to take more control over the products, equipment and devices they own. This is centred around giving people the ‘right to repair’ items.

One key website, **www.ifixit.com** has their slogan as ‘Exercise Your Right to Repair’. Check it out!



The movement argues that corporations do not encourage, and in some cases, do not even ‘allow’ you to repair items, particularly technology devices.

- a. Complete this table by listing the benefits that come from repairing, restoring and re-purposing items rather than throwing them away.
- b. Give examples of how these might be relevant in your own life.

General benefits	Specific benefits	Relevance for my own life
Encourages recycling and reusing	<div>Preview</div> <div>Draft Sample:</div> <div>Do Not</div> <div>Copy</div>	
Reduces waste		
Saves money		
Builds skills		
Create a feeling of community		
Creates ‘local’ jobs		

2. Skills Development and Applied



- a. Visit the **www.ifixit.com** site and take some time to look around to see what you can learn.
- b. Choose a product or item that you want to learn about. Summarise the steps involved in repairing the item. Pay very close attention to safety issues.



Product/item:

Tools and equipment needed:

Key safety issues:


Main steps:


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


Other information:

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PD6 My Public Debate Journal

 Complete this journal to reflect on your study of the units of **Literacy for Public Debate**.

 Journal of: _____ Entry no. _____ Date: _____

 1. What did I do/experience during these units as part of my school studies?

Writing	Reading	Oral Communication

2. How did I use what I learned as part of my personal and social activities?

Draft Sample:
3. Which people did I most influence in a positive way during this unit and how so?

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4. Which people had a positive influence on me during this unit and how so?

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5. What major skills and/or competencies did I develop and why?
6. What might be the important things for me to focus on in the next unit and why?
7. How would I summarise my experiences, or what’s my motto for the unit?

Required Activities - Summary

Student: _____

Date: _____

LO	Element	As part of the learning outcome I need to complete these listed activities from this book.	
1	Self Expression - Writing		Oral Communication
5	Self Expression - Reading		Oral Communication
2	Practical Purposes - Writing		Oral Communication
6	Practical Purposes - Reading		Oral Communication
3	Knowledge - Writing		Oral Communication
7	Knowledge - Reading		Oral Communication
4	Public Debate - Writing		Oral Communication
8	Public Debate - Reading		Oral Communication

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Additional Information:

Teacher: _____

Date: _____

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