

Level 3

# Communications

## STUDENT WORKSHEETS

### Sample!





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**SERVED MON TO SAT  
12 NOON TO 2.30 PM**

**NEW  
MENU**

# CAROLINE'S MENU

## *Light Lunch Menu*

- Caroline's Special €10 (Vintage cheddar, home-roast ham, chutney, salad and bread)
- Chef's Soup of the Day €6
- Smoked Salmon and Prawn Plate €9 (with dill, creme fraiche, capers)
- Grilled Goat's Cheese €8  
(with toasted hazelnuts, pickled girolles)
- Deluxe Beef Burger €14 (with thyme and garlic fries, tomato relish)
- Marinate Mozzarella and Sundried Tomato Panini €8 (with homemade coleslaw, crisps)
- Choice of Traditional Sandwiches €8 (white or wholemeal, served with fresh salad)

**Contact: 00349714**  
**Email: [carolinelunch@email.com](mailto:carolinelunch@email.com)**



3. Read about skimming.

**This reading technique is used for getting the gist or general idea of the whole text lead.**

**With this technique, you read quickly to get the main points and skip over the detail. It is We generally useful in getting a preview of a text before reading it in detail. You can use this technique when reading a newspaper or magazine. You may wish to read those articles that interest you.**

4. Skim read the text over the page. It should only take a few seconds.

a) Without reading every word of the text, what are the main ideas of the text?

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b) What kind of text is this?

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c) Name 2 key features of this kind of text.

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1. Read the poster again, more carefully this time. Using your own words, write 3 things you can do to mind your mental health.



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TOP TIPS FOR MINDING YOUR

# MENTAL HEALTH

*Life can be challenging.....  
and you must mind yourself!*

**Have a mindful cup of tea.  
Get in touch with nature.  
Take time out from your daily routines  
and stresses.  
Do things you enjoy.  
Have fun!  
Keep in touch with others.  
Eat healthy.  
Be active.  
Be kind to yourself.**

PosterMyWall.com



## C. Reading Techniques – Detailed Reading

1. Read about detailed reading.

**This technique is used for extracting information accurately from the whole text. Using this technique, you read every word for understanding the meaning of the text. This is careful reading. You can skim the text first to get a general idea and then go back to read it in detail. You can use a dictionary to find the meaning of every unfamiliar word.**

2. Use detailed reading to read this text:

### How to make Lavender Essential Oil



Lavender is the most sought-after essential oil for aromatherapy. This essence has been used for centuries as a purifying, calming botanical ingredient. There are several ways to create a Lavender-based oil, tincture or extract at home but the lavender flowers and buds you use must be organic, meaning grown without

pesticides, herbicides or fertilisers. If you grow your own lavender, which is good for bees, and good for your garden, spend a few hours gently stripping the flowers off the stems between thumbnail and index finger nail. The stalks do contain the same oil, but not as much. Then you will need to dry the buds and flowers. Do not place them in direct sunlight—in the shade or in a darkened room is best.

To make a true essential oil: Making what is technically a true essential oil is also known as steam distilling. To make an essential oil, you must distil the lavender buds, capture the steam, and condense the steam into a liquid. This requires heat, pressure, equipment, skill and patience.

Home-distilling can be challenging. Always follow all health and safety procedures so that there are no explosions! Generations of moonshiners used expensive copper kettles and copper coils to make their moonshine, but if you choose to distil when making lavender essential oil, you may...





## H. Text Features of a Curriculum Vitae

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I. Read the information.

A Curriculum Vitae often includes the following:

- Your details, e.g. name, address, phone numbers, email address, nationality, driving licence status, etc.
- Your personal statement
- Your work experience - including the company names, locations, websites, dates of your employment, your responsibilities and achievements in each role, etc.
- Your education - academic and professional qualifications
- Your skills – Examples: communication, project management, team-working, attention to detail and examples of how you used the skills
- Your hobbies and interests (optional)
- References



A Curriculum Vitae should have:

- A clear and simple layout
- Short, sharp paragraphs; no waffling!
- Information relevant to the job you're applying for
- Clean, clear fonts
- Formal language, with no text speak!



## 2. Read the Curriculum Vitae and answer the questions.

### Jackie Peters

15 Murphy Street  
View Top Hill  
Phone: (04) 909 000  
Mobile: 029 567 2341  
Email: jackie.peters@email.com



#### Personal statement

I currently work as a shop assistant at a clothing shop but am looking to further develop my sales and management skills. I am passionate about keeping up to date with the latest fashions and dedicated to working in the clothing retail industry.

#### Work history

**Shop Assistant**, Mo's Fashions, View Top Hill

June 2011 – Present

My role involves working as a team of five staff in a modern clothing shop, advising and assisting customers. As well as being an active member of the team, I am involved in stock-taking, ordering fashion pieces and taking care of all customer queries, on the phone and via email.

Strengths include: Assisting in fashion planning, customer service, clothing sales, using social media to promote the shop and creating window displays

#### Education

- Online course in Basic Fashion Design (in progress, started 2015)
- Leaving Cert (2011)

#### Interests and hobbies

I am a very active person and I am a member of the Walking Club and the Town Committee. I have recently taken up running and am currently in training for my first half-marathon. I am a huge fan of all things related to fashion, so I visit many fashion shows across the country.

#### Referee

**Michael Drew**, Manager, Mo's Fashions

Phone: (09) 382 78544

Mobile: 020626341

Email: michael.drew@email.com





## N. Reading Different Texts – Invitation

I. Read this text intensively. Your teacher/teacher will give you a few seconds of intense reading!



YOU ARE INVITED TO ATTEND

*A Grand Opening*

AND BE AMONG THE FIRST TO PREVIEW  
*clothes designed by*

**SARAH BETH**

ENJOY A 40% DISCOUNT ON THE NIGHT

**SASSY BOUTIQUE** 

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APRIL <b>17</b>	SUITE 5 HOLLY HILLS HOTEL — DUBLIN	ONE <b>PM</b> UNTIL LATE
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*APPETISERS AND COCKTAILS WILL BE SERVED*

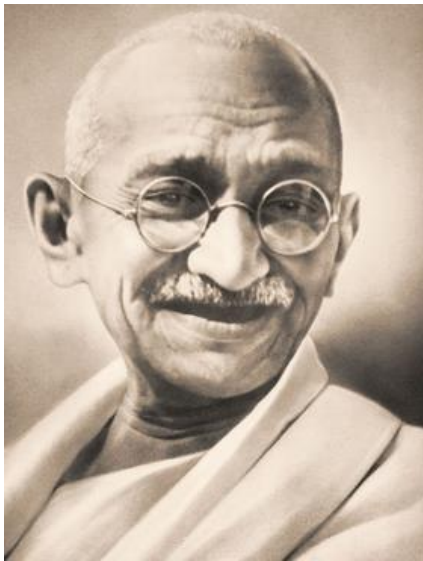


## D. Everyday Writing Tasks - Proofreading

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I. Proofread the following text. (also available separately in Word)  
Make marks on the text or if using it on the computer, carry out a Spellcheck. (See examples of marking symbols)

### Gandhi



Gandhi was one of India's most popular leaders. He was a lawyer who left his job to fight for his people's rights against their British rulers. Gandhi was strongly committed to nonviolence and he was determined to win India's freedom by avoiding confrontation.

Gandhi developed a code of action known today as civil disobedience. His code called for nonviolent non-cooperation to achieve independence. Whenever armed British soldiers came to enforce the occupation government's laws, Gandhi urged his people not to fight. Instead, they stood still, refusing to move back or forward and refusing to give into the soldiers.





7. Now, use another type of social media. Examples of things you could do:

- Post a message on Facebook.
- Tweet a message.
- Take part in instant chat.
- Comment on a blog
- Send a text message



**\*Teacher Verification**

2. Print evidence of your interaction/s. Include in your portfolio.

3. Which social media tool/s did you use?

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4. Look at and discuss the diagram below.



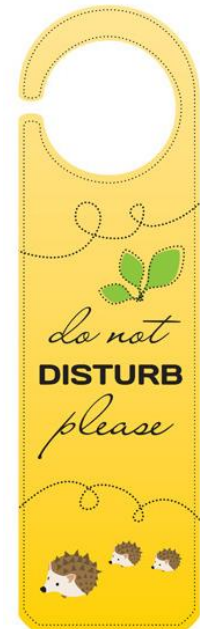


1. You are staying at a hotel which has these facilities.



Write yes, no or don't know.

- a) There is a café and a restaurant. \_\_\_\_\_
- b) The rooms have power showers. \_\_\_\_\_
- c) The hotel has a late bar. \_\_\_\_\_
- d) There is a taxi service available. \_\_\_\_\_
- e) The rooms have Wi-Fi. \_\_\_\_\_
- f) Your luggage will be taken to your room. \_\_\_\_\_
- g) Single and double rooms are available. \_\_\_\_\_
- h) There is a bus service nearby. \_\_\_\_\_
- i) You can order room service. \_\_\_\_\_
- j) The hotel has conference facilities. \_\_\_\_\_
- k) You can work out at the gym. \_\_\_\_\_
- l) The rooms are serviced. \_\_\_\_\_
- m) Parking for guests is free. \_\_\_\_\_
- n) Guests may avail of the swimming pool. \_\_\_\_\_
- o) Children under 5 stay free. \_\_\_\_\_
- p) You use a key card to access your room. \_\_\_\_\_





1. In pairs, practise the perfect handshake!
  - Keep good posture.
  - Make eye contact.
  - Hold your right hand out.
  - Give a good firm shake.
  - Follow the two second rule.
  - Smile!
  - Greet the other person and repeat their name.

2. Get your 'handshake partner' to highlight the applicable phrases.

HANDSHAKE RUBRIC			
	Poor 3 pts	Fair 7 pts	Good 10 pts
<b>Hands</b>	<b>Poor</b> Thumb webs do not touch Fingers limp and not together	<b>Fair</b> Fingers loose Thumb webs touch	<b>Good</b> Keeps fingers together Hand slides into other person so thumb webs touch
<b>Timing</b>	<b>Poor</b> Under 3 seconds or over 5 seconds	<b>Fair</b> Close to 3 seconds Almost perfect timing	<b>Good</b> Lasts about 3 Seconds
<b>Eye contact</b>	<b>Poor</b> No eye contact Looks away immediately	<b>Fair</b> Some eye contact made Looks away briefly	<b>Good</b> Good eye contact made Does not look away
<b>Firmness</b>	<b>Poor</b> Not limp, but not firm either	<b>Fair</b> Very limp	<b>Good</b> Firm, but not bone crushing



5. Take part in Listening 4. Listen to the teacher read the article. Fill in the missing words as you listen. \*Teachers: Appendix 5

Title of the text: **VENOMOUS HOT CHILLI SAUCE**



Attention Spice \_\_\_\_\_! Do you find that even the hottest sauces only tickle your taste \_\_\_\_\_? Is a Carolina Reaper just like \_\_\_\_\_ sauce to you? As for chillies, can you chomp on them \_\_\_\_\_ popcorn?

If you're the sort of person who loves \_\_\_\_\_ hot stuff, there's a new \_\_\_\_\_ sauce which is bound to be a challenge. Its \_\_\_\_\_? 'Scientific Steve's \_\_\_\_\_ Chilli Sauce'.

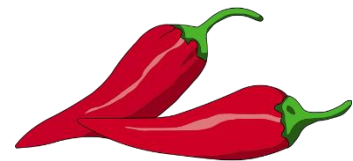
This new hot sauce has \_\_\_\_\_ developed so that eating it has the same reaction as \_\_\_\_\_ a bite from a venomous spider. \_\_\_\_\_ venom is not used though!

The reactions \_\_\_\_\_ the symptoms you would have if you were bitten by the Trinidad Chevron tarantula's \_\_\_\_\_, to include "muscle spasms and \_\_\_\_\_pain"!

The research company, Venomtech, is behind the invention, with managing director and \_\_\_\_\_ Steven Trim.

So, if the \_\_\_\_\_ of this sauce is making you drool in anticipation, you'll be pleased to know that it's available and \_\_\_\_\_ €10.

CHECK YOUR ANSWERS!



Original story: By Zahra Mulroy, Social Audience Editor, [www.mirror.co.uk](http://www.mirror.co.uk)



10. Write a conversation between Dave and his doctor.

Doctor: Dave, your cholesterol is high. You need to eat healthy foods with little fat.

Dave: But I like to eat chocolate croissants, hamburgers, and chips!

Doctor:

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Dave:

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Doctor:

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Dave:

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Doctor:

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Dave:

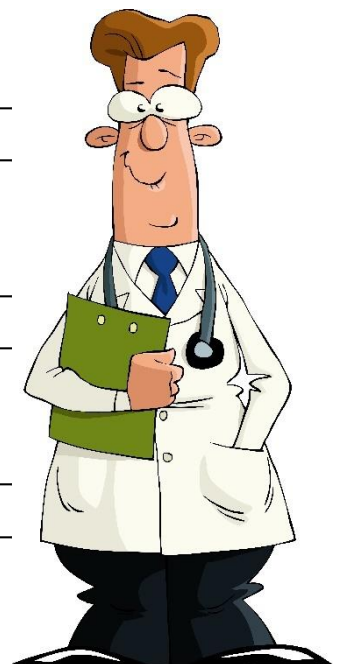
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Doctor:

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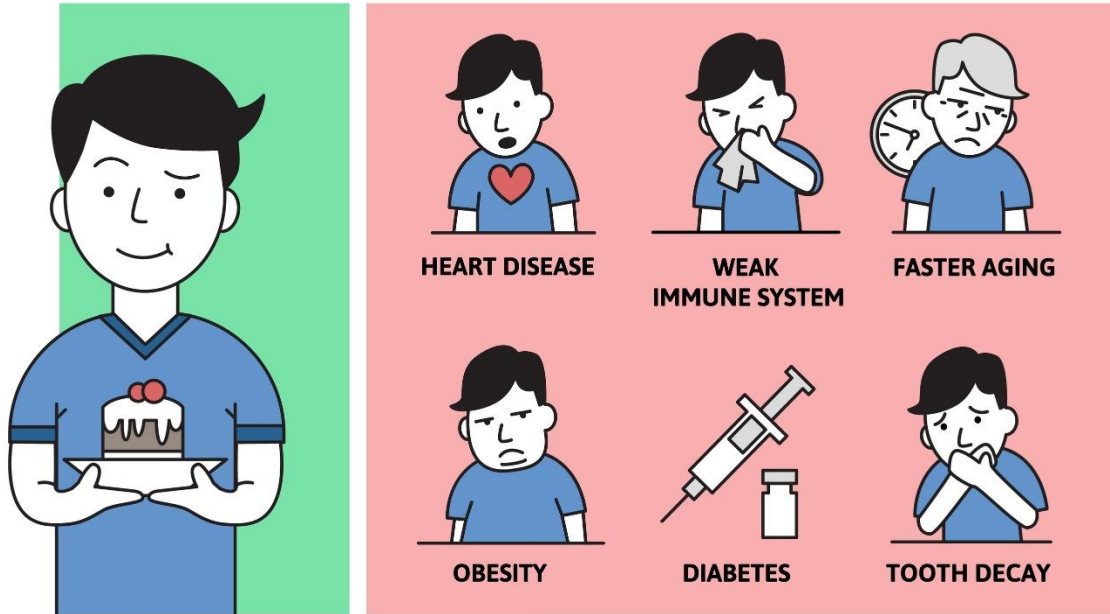
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11. In pairs, role-play a conversation between a health official and patient about sugar. **\*Teacher Verification**

## WHY SUGAR IS BAD FOR YOU



12. Have a group discussion about the top 10 things we need to live a happy, healthy life! **\*Teacher Verification**







## Learning Outcomes

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Learners will be able to:

### I Reading

I.1 Outline a limited range of reading techniques to include scanning, skimming Pages 13 to 18 (scanning and skimming), Pages 19 to 21 (active reading), Pages 22 to 24 (detailed reading), Pages 25 to 27 (speed reading), Pages 28 to 30 (SQR3 method), Page 31 (text features of a diagram), Pages 32 and 33 (text features of a graph), Pages 34 to 36 (text features of a CV), Pages 37 to 39 (text features of a blog), Pages 40 to 42 (text features of a print ad), Pages 43 to 46 (text features of a nonfiction text), Pages 47 to 53 (text features of a fictional text), Pages 54 to 57 (prediction, genre, characters, visualisation, looking up words), Pages 58 and 59 (intensive reading), Page 63 (making a drawing/map, Page 64 (using images for clues), Page 65 (role-playing / demonstrating), Pages 68 to 70 (text features of formal letter), Pages 71 to 73 (text classification and text features)

I.2 Read a limited range of different texts, including work-related, personal and social or community life material, for a variety of purposes, to include identification of bias, genre, key features, learning context, entertainment Pages 14 to 16 (menu), Pages 17 and 18 (poster – health), Pages 20 and 21 (opinion and advice), Pages 22 to 24 (instructional text), Pages 26 and 27 (factual text), Pages 29 and 30 (health information – table), Page 31 (diagram with labels), Pages 32 and 33 (graphs), Pages 35 and 36 (CV, bias and opinion), Pages 38 and 39 (blog about learning), Pages 41 and 42 (print advert about tea), Page 43 (non-fiction text and book), Pages 45 and 46 (nonfiction book), Pages 47 and 48 (parts of a fictional book), Page 52 (look at books and different genres), Pages 54 to 57 (extract from novel ‘Emma’ by Jane Austen), Pages 58 and 59 (invitation), Pages 60 to 62 (flyers/posters), Page 63 (written instructions), Page 64 (picture instructions), Pages 65 to 67 (recipes), Pages 69 and 70 (formal letter), Pages 71 to 73 (article, form, email, text message, website, notice, advert), Page 77 (instructions)

I.3 Use a limited range of reading techniques to locate specific information in reference materials and short pieces of text, to include scanning, skimming and reading for more detailed understanding Pages 13 to 18 (scanning and skimming), Pages 19 to 21 (active reading), Pages 22 to 24 (detailed reading), Pages 25 to 27 (speed reading), Pages 28 to 30 (SQR3 method), Pages 38 and 39 (scanning a blog), Page 42 (pre-reading strategy), Pages 45 and 46 (finding elements of a nonfiction text), Pages 47 and



48 (browsing through a book to find the parts), Pages 60 to 62 (finding specific information)

1.4 Extract the main facts, ideas and opinions from simple written material, to include media articles, information pamphlets, fiction. Pages 14 to 16 (menu – finding the facts), Pages 17 and 18 (poster – health, finding general idea), Pages 20 and 21 (extracting main opinions), Pages 22 to 24 (extracting information to create instructions), Pages 26 and 27 (extracting the main facts), Pages 29 and 30 (asking questions, using key words), Pages 32 and 33 (extracting information from graphs), Pages 35 and 36 (identifying key features in a CV, bias), Pages 38 and 39 (extracting opinion, bias, main idea of blog), Pages 41 and 42 (finding facts, opinions bias), Pages 54 to 57 (getting the main ideas from a novel extract)

## 2 Writing

2.1 Use drafting, proof reading, spelling and sentence structure that is fit for purpose to include simple instructions, personal and formal correspondence Page 81 (postcards), Pages 82 and 83 (emails), Pages 84 to 87 (proofreading), Pages 90 to 92 (expressive writing), Page 96 (message)

2.2 Write to support learning to include note and message taking, expressive writing, and learning aids such as learning journal or mind-maps Page 24 (making notes from a text), Page 79 (instructions), Page 93 (learning journal), Pages 94 and 95 (diagram/labels, etc.), Pages 128 and 129 (YouTube clips – discussing, making notes)

2.3 Interact with others through a limited range of current electronic and social networking technologies taking appropriate consideration of the benefits and risks of such technologies. Pages 97 to 102 (electronic and social networking technologies)

## 3 Interpersonal Communications

3.1 Interpret common signs, symbols and non-verbal messages to include traffic and road signs, hazard signs, care labels Pages 106 to 113 (signs and symbols)

3.2 Identify the principal factors affecting everyday interpersonal communication, to include effective listening and speaking, body language, social, physical, relational, mood/state of mind, purpose, speech, genre, status Pages 114 to 123 (nonverbal communication), Pages 128 and 129 (YouTube clips – discussing, making notes), Page 132 (effective listening), Page 133 (effective speaking), Page 134 (appropriate body language), Page 135 (audience and purpose), Page 136 (personal mood, state of mind), Page 137 (status), Page 138 (effective listening), Page 139 (listening activities – following instructions, bingo-type game), Page 141 (listening to a news report),



Page 142 (listening to an article), Page 143 (listening to videos/audio), Pages 144 and 145 (listening to novel extract)

3.3 Use non-verbal signals and visual aids to convey different messages Pages 114 to 123 (nonverbal communication, gestures), Pages 124 to 127 (visual aids), Pages 130 and 131 (advertising – visual aids)

3.4 Initiate a conversation in different settings to include active listening skills whilst face to face and on the phone, using small talk or ice-breakers, expressing personal opinions, feelings, facts and disagreement Page 146 (conversations), Page 147 (taking part in conversations), Page 149 (telephone conversation – seeking information), Page 150 (conversation – small talk), Page 152 (speaking about facts – country, group discussion), Pages 154 and 155 (ice-breakers)

3.5 Narrate observations, events, experience, feedback and procedures using appropriate vocabulary within a small group, to include a story or anecdote, arts or media related issue, a situation of enquiry, local event, conflict or personal concern Pages 151 and 152 (group discussion, agreement/disagreement, making notes), Page 152 (speaking about facts – country, group discussion), Page 156 (anecdote), Page 157 (expressing observations/opinions), Page 158 (event feedback – group discussion), Page 158 (expressing concern)

3.6 Use questioning techniques for a range of formal or informal purposes, to include learning, and matters of fact, inference, interpretation and fiction Page 148 (questions), Page 149 (telephone conversation – seeking information/asking questions), Page 159 (asking questions for more information/facts), Page 160 (asking / answering questions – mock job interview), Page 161 (questions in different situations), Page 162 (asking questions – fact, fiction, opinion, interpretation), Page 163 (forming questions)

3.7 Use the vocabulary appropriate to a range of public contexts, to include personal health care, working life, financial transactions. Pages 14 to 16 (menu and prices of meals, menu and personal health), Page 18 (poster on mental health), Pages 22 to 24 (aromatherapy oil), Pages 29 and 30 (healthy eating chart), Pages 34 to 36 (CV and work), Pages 60 to 62 (personal health – entertainment), Pages 65 to 67 (recipe for healthy salad), Pages 69 and 70 (formal letter – work), Page 71 (different work texts), Page 77 (handwashing – health), Pages 88 and 89 (letter – job application), Page 94 (detoxifying juice), Pages 110 and 111 (safety signs – work), Pages 119 and 120 (handshake – work), Page 126 (eco-friendly presentation), Page 127 (work safety sign), Page 159 (job interview), Pages 164 to 172 (personal health care), Pages 173 to 179 (working life), Pages 180 to 191 (financial transactions)