



## SCANS PLANS PORTFOLIO



### Applications

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Level: Low level to Multi-level

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#### Performance Outcomes:

1. Students will recognize application vocabulary by matching pictures or examples and words.
2. Students will fill out simple application forms completely and correctly.
3. Students will work with others in pairs or small groups to negotiate and come to agreement in matching application language with meanings.

Communication teaching points: Reading words, linking pictures (or examples) and words

#### SCANS Competencies:

Interpersonal skills: teaching others, working well with people from culturally diverse backgrounds

Systems: monitoring and correcting performance

Basic Skills: reading, speaking, listening

Thinking Skills: knowing how to learn

Personal Qualities: individual responsibility, sociability

Classroom configurations: Class, pairs or small groups

Materials: picture and word cards, simple personal information and application forms

#### Procedure:

1. Show large pictures of items that relate to personal information, transparencies on an overhead projector, or realia to the class. Have students verbalize the meaning of each item orally. For example, a picture of a phone with a blank space on the front should elicit *phone number*. If your students can read numbers, 977-3245 should also elicit *phone number*. (Sources of ideas for pictures or examples: WorkStyles manual, Chalk Talks in the "Basic Facts-Vital Statistics" section of the book and English for Adult Competency Book 1 do a nice job of illustrating personal information concepts. See attached examples.) The initial list of words might include *SS#, address, name, country, zip code, telephone number, city, state, area code*.
2. Write the word for each item or concept on a flip chart or chalk board. Read the words aloud and hold up the pictures (or examples) that correspond. Pass out the pictures. Have students come up to the board to match the large picture with the appropriate word. Gradually add to this list each day so that key application words such as *first name, last name, residence, social security number, date available, felony conviction*, etc. are very familiar to the students.
3. Divide the class into small groups of three or four students. Provide each group with six to ten pairs of picture and word cards. Put the pictures on cards of one color and the words on cards of another color. Have students work together to match the cards. Increase the number of cards or difficulty of vocabulary for more advanced students or as students learn more words.

You can give small groups a set of application language picture and word cards to match, even on the first day of class. It gives people a chance to work together and can be used as a diagnostic activity to show what they do and don't know.

Recycle these pictures and words in a variety of ways:

- Write the words on flip chart pages and draw pictures as reminders or write the students' definitions in their own words (a la Language Experience). Post these sheets around the room so they become a wall of dictionary pages which reinforce the students' knowledge and surround them with the written word. Students can review the words whenever they have a little time to spare.
- Play fish and concentration with the cards.
- Practice the same words and meanings with word search sheets, matching exercises, or crossword puzzles. (See attached examples.)
- Use computer games such as wheel of fortune, hangman, and crossword puzzles with the same words and definitions or examples.

4. If your students are illiterate, work on the formation of numbers and letters to write the words and numbers they will need for application forms. Have all students practice writing personal information. Start with their own names, add the city and state, then their address and phone number.

5. Give students simplified forms which ask for information in a different order, which utilize different formats such as boxes, and which are written in capital letters, italics, or in other scripts. Have them write their own personal information in the appropriate blanks (See attached examples).

Gradually move to more complex forms. Add words they may not know but can begin to guess because of their position or placement on a form (such as residence for address, family name for last name, etc.). The principal is to move from the known to the unknown, from the simple to the complex.

NAME

ADDRESS

ZIP CODE

PHONE  
NUMBER

SOCIAL  
SECURITY  
NUMBER

COUNTRY

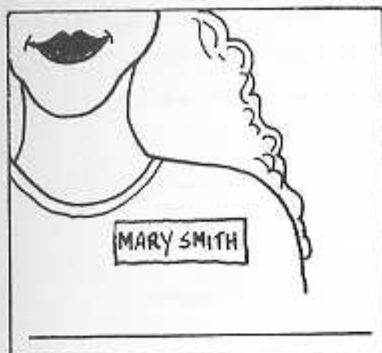
DATE OF  
BIRTH

MARITAL  
STATUS

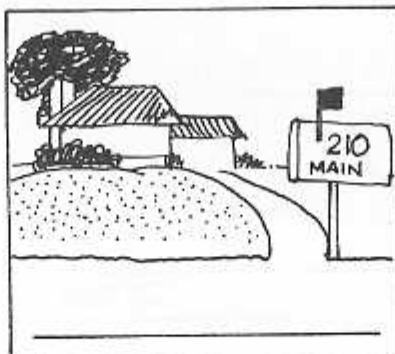
OCCUPATION

## PERSONAL INFORMATION

1



2



3



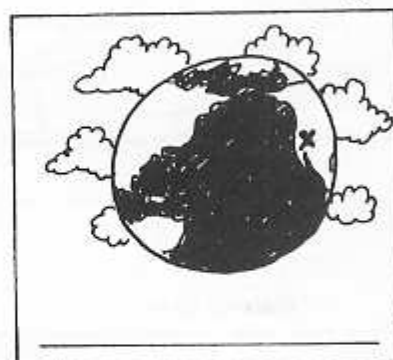
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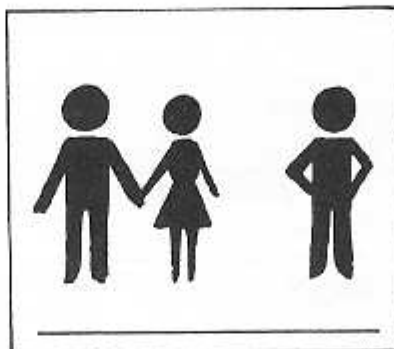
6



7



8



9



First Name \_\_\_\_\_

Middle Name \_\_\_\_\_

Last Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_

Zip Code \_\_\_\_\_

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Phone \_\_\_\_\_

Address \_\_\_\_\_

Last Name \_\_\_\_\_

Zip Code \_\_\_\_\_

First Name \_\_\_\_\_

City \_\_\_\_\_

Middle Name \_\_\_\_\_

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Full Name \_\_\_\_\_

Zip Code \_\_\_\_\_

State \_\_\_\_\_

First Name \_\_\_\_\_

Last Name \_\_\_\_\_

City \_\_\_\_\_

Phone \_\_\_\_\_

Address \_\_\_\_\_

First Name *Middle Name* Last Name

ADDRESS CITY

Social Security Number

FULL NAME: First Name Middle Name LAST NAME

Address: Address City State Zip Code

Emergency Phone No.: AGE:

TELEPHONE NO.:

Social Security No.:

NAME: Last First Middle


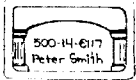









Address: ADDRESS City State Zip





Social Security No.:

TELEPHONE NO.:

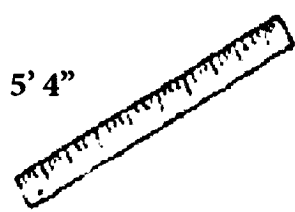

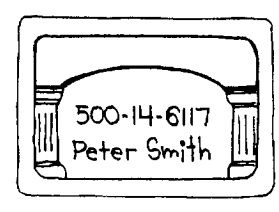




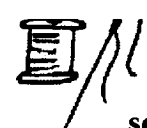
## Application Language #1

Write the correct word on the left in front of the letter on the right.

- |                         |   |
|-------------------------|---|
| 1. benefits             | ___ a. more than 40 hours in a week   |
| 2. residence            | <u>height</u> b. 5' 4"    |
| 3. salary range         | ___ c. 000-00-0000    |
| 4. marital status       | ___ d. 1st - regular - days<br>2nd - swing - evenings<br>3rd - graveyard - nights   |
| 5. date available       | ___ e.  bad eyes, bad ears, back trouble   |
| 6. temporary job        | ___ f. sewing school, OJT assembly class, ESL   |
| 7. veteran              | ___ g. \$5.00 to \$7.50 per hour  |
| 8. physical limitations | ___ h. teacher, brother, job counselor, boss  |
| 9. relationship         | ___ i. June, July, and August (short time)  |
| 10. SS #                | ___ j. solderin  sewing                 |
| 11. height              | ___ k.                                    |
| 12. punctual            | ___ l. 3131 W. Mexico Ave, Apt. #A-90   |
| 13. citizenship         | ___ m. 1986, 1987, 1988, 1989 - a long time   |
| 14. felony conviction   | ___ n. paid vacations, sick leave, insurance  |
| 15. overtime            | ___ o. Vietnamese, Lao, Afghan  |
| 16. permanent job       | ___ p.  on time, not late  |
| 17. alien               | ___ q. not an American  |
| 18. training            | ___ r.   married, single, divorced, widow |
| 19. shift               | ___ s. When you can start work (for example, A.S.A.P.)  |
| 20. skill               | ___ t.  soldier, marine, pilot   |

	<b>overtime</b>	<b>height</b>
	<b>Social Security Number</b>	<b>shift</b>
	<b>physical limitation</b>	<b>training</b>
	<b>salary range</b>	<b>relationship</b>
	<b>temporary job</b>	<b>skill</b>



<p>more than 40 hours in a week</p>	<p>5' 4"</p> 
<p> </p>	<p>1st - regular - days 2nd - swing - evenings 3rd - graveyard - nights</p>
<p>  bad eyes, bad ears, back trouble</p>	<p>sewing school, OJT assembly class, ESL</p>
<p> \$5.00 to \$7.50 per hour</p>	<p>teacher, brother, job counselor, boss</p>
<p> June, July, and August (short time)</p>	<p> soldering, sewing driving a car</p> 