

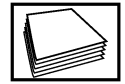
Life Skills Literacy

Things to Know About Personal Paperwork

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To the Teacher

Things to Know About Personal Paperwork is another title in the growing *Life Skills Literacy* series from J. Weston Walch, Publisher. *Things to Know* books are reproducible and thematic compilations of information aimed at youth and adult English language learners, including ESL students new to American or Canadian culture. *Things to Know* books are intended to help build vocabulary, expand culturally-based knowledge, and develop real-life and survival skills. *Things to Know* books include interactive, authentic, cooperative, and idiomatic materials and activities. *Things to Know* books lead to success in the language and success in the classroom, the family, and the community.

This book is appropriate for ESL learners at intermediate levels and for native learners reading at the fourth-grade level and higher. The vocabulary lists inside include more than 330 words and phrases, most of them specifically related to personal paperwork. Illustrative and contextual clues offer assistance with lexical development. Verb forms are generally simple, and the use of passive voice is limited.

The pages of *Things to Know About Personal Paperwork* and its companion books can help individual students build reading and writing proficiencies. They can help full classes and small groups of students develop speaking and listening competencies as well. They can help all learners understand personal paperwork and explore related subjects like taxation.

Their brevity and focus make *Things to Know* titles excellent resources for tutors working with individual students, whether the books are also used in the classroom or not. The basic level of both content and writing style makes these books suitable for a wide range of circum-

stances and student abilities. The controlled language and high-interest topics give *Things to Know* books appeal for students as well as teachers.

Like the other books in the series, this one contains 24 three-page lessons. The first page of each lesson is for teachers. It provides information and suggestions ranging from general concept considerations to specific Internet sites you and your students might visit. The second and third pages are reproducible, for student use. The second page presents topic information and a dialogue, story, or student challenge relating to it. The third includes a word list plus writing and discussion activities for individual, small group, and full class use.

This book cannot cover all the vocabulary and topics related to personal paperwork students might face. Nor can it be designed to be exactly at the level of each and every student. But it is very flexible, covering the basics at a consistently low reading level, and then offering numerous ideas for moving beyond the text. Many extension activities are provided to meet a wide range of classroom and personal needs. General ideas for materials use and adaptation appear on the following page of Teaching Suggestions. More specific suggestions can be found on the teacher page provided with each lesson.

We believe you will find the Walch *Life Skills Literacy* series and its individual *Things to Know* books useful with many different students in many different settings. We'll be pleased to hear how well it works for you, to know what other titles you think should be added, and—as always—to learn what more this company can do to serve you and your students.

—J. Weston Walch, Publisher

Teaching Suggestions

You can use *Things to Know About Personal Paperwork* basically as is, having learners work through the two reproducible pages of each topic in one or two class sessions. Or, you can make this book the core of a broader approach to paperwork issues by following the many suggestions in the topical Teacher Pages and expanding each lesson to cover several sessions.

The first step in deciding how to use these pages is, of course, assessing the needs, interests, and abilities of your learners. The second step is considering the characteristics of your own students and community. Wherever you teach, you'll find that your classes benefit most when knowledge of personal needs and local conditions is added to the *Things to Know* mix.

The "Preparation possibilities" on each teacher page provide some ideas about what you might wish to do in advance to enrich your classes, particularly if you are presenting a lesson over several class sessions. However, the student pages are designed for immediate use, and you need not spend hours preparing for their presentation. If you think local information will be helpful to your groups, follow the suggestions on the teacher pages and assign students to do the research. They will become true learners (and enjoy themselves as well) when they discover the practical value of outside projects. You can also invite outsiders to join the class and talk about such complex matters as legal papers.

Some of the "Technology resources" suggested on the teacher pages assume an Internet connection and use of a search engine like Yahoo! to look for information and suggested Web pages.

Each word list contains between 12 and 15 terms. Those about paperwork such as tax forms avoid the highly technical and should interest all learners with personal paperwork goals. The more general terms are all important to the passages in which they occur. They have been selected with reference to readability levels and vocabulary frequency-use studies. In some cases, you may want to adjust the lists to help meet the needs and interests of your own students. You can underline the words you wish to stress, tape over those you don't want, and add others you find useful. However, be careful not to eliminate terms required for the fill-in sentences that follow.

The idioms and slang and the "fascinating facts" given on the teacher pages are presented as fun and informative extras for some classes. If you use the idioms and slang, consider asking students to try them in sentences and to share other terms they know. You can consider treating the word lists in the same way, asking students to build sentences around them and to supply related vocabulary that interests them.

All materials on the activity pages have been prepared with references to varied thinking skills, learning styles, and the several intelligences proposed by Howard Gardner and others. But no mix can be perfect for every class, and these also can and should be adjusted to meet the needs of your own groups. The role plays based on dialogues, stories, and challenges offer a useful example: Some students with very limited language skills will benefit from working in pairs and reading dialogues aloud to each other. More advanced students will enjoy and benefit from more creative approaches in which they make up their own parts and decide what might happen next to the characters in the story.

Lesson 14: Papers for Jobs



What have you done? What can you do? That's what **employers** want to know when you look for a job. You can tell them with a **résumé**. You can write a **résumé** before you apply for work. It should give basic facts about you—like where you live. It should tell where you have worked and when. It should also include your education. Where have you gone to school? What **degrees** do you have? Take your **résumé** on job hunts. It will help your **interviewer** know who you are. It will also help you remember important things like dates.



Story: The Job Hunt

Maya went to see her friend Lenny. He was digging through some big boxes. Papers were all around him.

"What are you doing?" asked Maya.

"Looking for a job."

"In that box? What kind of job is that?"

"I mean I'm looking for job papers. I had an interview yesterday, and it was terrible. I talked to the **manager** of **human resources** in a large company. I couldn't answer half her questions."

"Like what?"

"Like dates of my **previous** jobs. And the names and addresses of **references** who can **recommend** me and say I'm a good worker."

"Was she angry?"

"No, she was nice. She gave me an application form and said to come back later. She wants to see my high school **transcript** so she knows what courses I took. And any other papers I want to bring in."

"You need a **résumé**," said Maya. Then you'll have your information in one spot. You won't have to turn every job hunt into a big paper hunt."

"But, how do I write a **résumé**?"

"I'm going to the library tonight. You can come, too. I bet we can find some samples."

"Okay," said Lenny. "I'm on."

A few days later, Lenny called Maya. "I got the job," he said.

"Great. Did the **résumé** help?"

"That and all the other paperwork. I have lots of good **experience**, and I could prove it. I took in a **certificate** of **appreciation** I got in my last job. That really helped."

"You must have **impressed** the manager."

"Not just that. I impressed me. I decided I was a really good worker, and I told her so."

"Your **confidence** probably helped."

"That and the paperwork. They helped so much she offered me a dollar an hour more than the pay for beginners."

"Wow. Do they have any more openings over there?"



Lesson 14: Papers for Jobs



Word List

employer(s)	manager	reference(s)	experience	impress(ed)
degree(s)	human resource(s)	recommend	certificate	confidence
interviewer	previous	transcript	appreciation	

Increasing Your Understanding

1. Look at the word list in the box above. If you don't know a word, find out what it means. Try to figure it out from the way it is used on page 41. Or, look it up in a dictionary.
2. Supply each missing word using the word list above. Write the word in the answer blank.
 - (a) In the story on page 41, Maya thinks Lenny has _____ the manager.
 - (b) Lenny needs to find the names and addresses of _____ to recommend him.
 - (c) Early in the story, he says he talked to the _____ of _____ in a large company.
 - (d) A résumé can tell what _____ you have, says the paragraph at the top of page 41.
 - (e) Your résumé will help your _____ know who you are.

Questions to Discuss

1. Why does Lenny get offered extra pay in the story on page 41?
2. What kinds of things should a résumé have in it? Brainstorm your answers.
3. How can you get experience? Some companies say you need experience to get a job. But, you can't get experience until you get a job. What can you do? What can your résumé say to help you get the first job?

Things to Write About

1. What kind of jobs are you good at? Write a paragraph about that.
2. Can you get a job? Choose something you might like to sell. Then write a letter to a

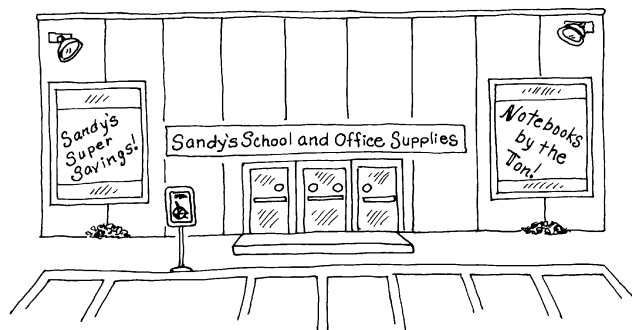
company that sells it. Say why you could be a good salesperson.

Things to Do

1. With a partner, role-play the parts of the two friends in the story on page 41. Use your own names and words if you want. See if you think Lenny is lucky or not.
2. What kinds of papers can help you get jobs? Make a list of at least six.
3. Start your own résumé. Write your basic facts on paper. Arrange them in a way that looks nice.
4. Where can you find out more about résumés? Look in school books and libraries. Share what you find with the class.



Lesson 19: Tools for School Paperwork



School means paperwork for most learners. You might study art or music or cooking. You might go to a **vocational** school or a **technical** school. But, you still use paper, so you need good paperwork tools. Those can be simple or difficult, expensive or cheap. You can get good buys on most of them. That's because so many stores sell them. Where should you look? Try an office supply store, or a drugstore, or a discount store. Go when they have good sales. Remember: Grades don't depend on how much you pay for tools. They depend on how you use them.

Dialogue: Shopping for School Supplies

First Friend: I'm going to Sandy's for school supplies. Want to go?

Second Friend: That place that sells notebooks by the ton? I guess so. But I don't need a ton of notebooks.

FF: Don't be so **literal**. I'm sure they'll sell you just a few. I'm getting four, one for each course.

SF: Maybe I'll get a dozen. I want some extras.

FF: And **pencils**. I need four or five of those.

SF: I guess I'll get two dozen wood ones and three or four **mechanical** ones. Plus a bunch of **ballpoint pens**. How about some **highlighters**, too? I use those to mark some books. And some **portfolio** folders. I need at least two dozen of those.

FF: Two dozen? Twenty-four? Are you kidding?

SF: I'm taking Mrs. Effron's **life skills** course this year. She makes you go out and get all sorts of papers about this and papers about that. Like taxes and stuff. Then you have to save it all year. I'll end up with tons of stuff.

FF: That **reminds** me. I need a **three-ring binder** for English. And 100 sheets of paper or so.

SF: A hundred sheets? I'm getting two reams, at least.

FF: Two **reams**? That's a thousand sheets.

SF: I know. You can never have too much paper. Anyway, let's not forget the most important paperwork tool of all.

FF: What's that?

SF: **Erasers**. I'll buy a whole box. I bet I'll have to use them on every one of those thousand sheets.

FF: Speaking of tons, you want tons of stuff. And if you get it all, you're going to spend tons of money.

SF: That's okay. I hit it rich last week.

FF: How?

SF: I saved eight hundred dollars. I decided not to buy a **laptop** computer for school this year.



Lesson 19: Tools for School Paperwork



Word List

vocational	pencil(s)	highlighter(s)	remind(s)	eraser(s)
technical	mechanical	portfolio	three-ring binder	laptop
literal	ballpoint pen(s)	life skills	ream(s)	

Increasing Your Understanding

1. Look at the word list in the box above. If you don't know a word, find out what it means. Try to figure it out from the way it is used on page 56. Or, look it up in a dictionary.
2. Supply each missing word using the word list above. Write the word in the answer blank.
 - (a) In the story on page 56, the first friend tells the second friend not to be so _____.
 - (b) "I decided not to buy a _____ computer for school," says the second friend.
 - (c) The first friend needs a _____ for English class.
 - (d) The second friend uses _____ to mark some books.
 - (e) The paragraph at the top of page 56 talks about _____ and _____ schools.

Questions to Discuss

1. Does the second friend in the story on page 56 use common sense?
2. What can you do with a computer that you can't do with a pencil?
3. Could a school work without paper? What would happen if it tried?

Things to Write About

1. What kinds of paperwork do you do for school? Give your answer in a paragraph. Think about forms you have to fill out, not just homework.
2. What does a pencil look like? Describe one in writing.

Things to Do

1. With a partner, role-play the story on page 56. Use your own names and words if you want. What do you think the first friend will say next?
2. What paperwork tools do you use most? List at least five.
3. Can you sell pencils? Plan a TV ad with two or three other students. Make up a name for a pencil company, and make your pencils sound great. Share your ad with the class.
4. Where can you find a good deal on pencils? Look around your area and find a good price. Share what you learn with your class.

