Library

Joining the library

To apply for a library card please fill in these forms. Did you bring photo ID and a letter with your address in the letterhead?

Thank you.

Here’s your library card. You can borrow up to __ books and keep them for up to __ weeks.

Thank you.

What’s on at the library

Justice of the Peace Service
When: 10am - 12:30pm
Every week on Friday.
Where: Ground Floor, City Library.

Looking for something to read?

Computers & Coffee
Chinese book chat
Homework resources

www.englishlanguage.org.nz  TEACH ENGLISH – TUTOR RESOURCES

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Library – ideas for using the sequence story

Note for Tutors: Activities referred to in Ideas for using the sequence story are related to the suggested Vocabulary and text which you can find on page 11 of this document.

Warm up
Before looking at the picture, discuss whether your learner has been to the library. What services have they used? You can also discuss libraries in their home country. Brainstorm any vocabulary associated with the topic.

Focus on key vocabulary (See page 11 for suggested vocabulary)
Either provide the learner with a list of target vocabulary and ask them to match the words to what they can see in the picture (Lower level) or brainstorm words with the learner (Higher level)

Question stories (See page 13 for suggested questions)
Ask a series of questions relating to the sequence. The learner’s answers can guide them to retell or write the story of sequence. You could then compare the learner’s version with the original text.

Alternatively encourage the learner to ask you some questions about the story. Learners often get more practice answering than asking questions.

Jumbled sentences – reading (See page 15 for photocopiable text)
Cut up the text into strips. Each strip relates to one of the pictures. Jumble up the strips.
Look at the picture story and ask the learner to match the appropriate sentence to the right picture.

Point of view:
Rewrite the text from one person’s point of view (for example one of the Meetu’s children; or the librarian.

Gapped text
Gap out some words in the text on page 12 after reading it with your learner. The learner completes the text by referring to the pictures.

Depending on your learner’s needs, you can focus on particular words: e.g.

• content words from the target vocabulary in the picture (this helps with revision)
She goes to the library with her family and asks how to _____ at the Help Desk. The librarian tells her she needs to ____ in a form and checks that she has brought photo ____ and ____ of her address. Meetu fills in the _____ and shows her ID and proof of address to the librarian.

- “grammar” words: e.g. prepositions
  She goes to the library _____ her family and asks how to join ____ the Help Desk. The librarian tells her she needs to fill ____ a form and checks that she has brought photo ID and proof ____ her address. Meetu fills ____ the form and shows her ID and proof of address _____ the librarian.

- articles
  She goes to ____ library with her family and asks how to join at ____ Help Desk. The librarian tells her she needs to fill in ____ form and checks that she has brought photo ID and proof of her address. Meetu fills in ____ form and shows her ID and proof of address to ____ librarian.

Kim’s game (speaking or writing class game)
The learners look at the pictures for a set period of time. In pairs they discuss what they can see. The pair turns over the picture and collaboratively try and recall the pictures in the sequence and what was happening (they can do this orally or in writing). They then turn the picture back over and discuss what they left out.

Listening practice: True/false
Say some sentences about the picture, some true, some false: e.g. Meetu is putting a book in the bag (False) The baby is in a pushchair (True)

There are three possible activities here:
  - The learner simply says true for the true ones and false for the false ones.
  - The learner repeats the true sentences and stays silent for the false ones (So it’s a kind of drill, but the learner has to process the meaning as well as repeat)
  - The learner says true for the true ones and corrects the false ones: e.g. no, she’s not putting a book in the bag, she’s putting a DVD in the bag.

In a higher level class the learners can work in pairs. One learner can say a true/false sentence and the other responds. Then they swap roles.

Dialogues
  - Imagine Meetu is telling her partner/husband about the trip. Write a dialogue. (Useful for including the husband’s listening and reacting noises like: Really? That’s great! What books did you get?)
Extension activities

Form Filling

Practise filling in the library form with your learner. This is a good first form as most of the questions are general.

| **First Name:** |  |
| **Middle Name(s):** |  |
| **Last / Family Name:** |  |
| **Gender:** | Please Select …  |
| **Birth date:** |  |

**Postal Address**

| **House No. and Street:** |  |
| **Suburb:** |  |
| **City/Town:** |  |
| **Postcode:** | NZ Post Postcode Finder  |

Is your street address different from above?  Yes  No  

**Contact Details**

| **Telephone (Primary):** |  |
| **Telephone (Secondary):** |  |

Email: Leave this blank if you do not wish to receive email from the library about overdue items and requests ready for pickup. Email is the fastest way to receive notices from the library. We will send you an email to confirm this address. If you do not wish to receive promotional email from the library, please mention this when you get your library card.

The following optional information will assist us to develop our collections and services:

| **Reading Language:** | English  |
| **Ethnicity:** | Please Select …  |

I agree to the following conditions:

- I agree that the information that I have provided on this form is correct.
- I agree to notify Auckland Libraries of any change to the above details.
- I agree to notify the library immediately if my card is lost or stolen.
- I accept responsibility for all items issued and charges incurred against this registration.
- I have read and accept the terms and conditions of membership.
- I understand that the services of a debt collection agency may be used to recover outstanding debts and related costs.

☐ I Agree
Using the library

Make sure the learner knows specific vocabulary such as “borrow,” “check out,” “fee,” “patron,” “address,” “resources,” “password/PIN number,” “resident,” “library card,” and “proof.”

Help your learner understand how to use the library and the rules for being a patron, such as:

- how to take a book out, using the self-issue if appropriate.
- the dollar amounts for late fees or specific checkouts.
- how to search on the internet for the website for the library.
- which page on the library website to visit to log into their own account.
- what their library card allows them to check out (books, audio materials, DVDs. children’s puzzles).

Help them with common questions such as:
1. How many items can I borrow?
2. How long can I have an item (times might vary for books, CDs, DVDs, magazines etc)
3. How can I renew an item
4. How can I order an item?
5. What are the costs?
6. What fine must I pay if I return an item late?
7. What happens if I lose an item?

You can rehearse the questions with them, and then accompany them as they ask a librarian; alternatively you might use the questions as a reading exercise for the website or an information leaflet.

If learners are not familiar with libraries from their own countries, you may need to discuss the importance of caring for a borrowed item, keeping track of due dates, storing them somewhere safe, not writing in borrowed books, and returning them in good condition.
Graded readers

*Graded readers* or *readers* are books that have had the language level simplified to help second language learners read them. In some cases they are simplified versions of well-known books; others are especially written for ESOL learners.

They are available at a range of levels from beginner to advanced and are usually stored under “Adult Literacy Readers”.

**Why use graded readers?** For most language learners, reading a book in English is a daunting task, with too many unknown words and language beyond their level. If learners start with graded readers, they won’t have to stop and look up lots of unknown words in the dictionary, or struggle with complex sentence structure. Research has shown that learners who read extensively in their target language improve in every area of language learning at a faster rate than learners who don’t read.

**How to choose the right level.** It’s best to start with a book that is easy for your learner so that they experience pleasure and success with their reading. To check if a book is too hard, ask your learner to read a page and tell you when they come across a word that they do not know. If there are more than five unknown words on a page, the book is too hard.

**Activities with graded readers**

Learners can simply read for pleasure; this is the primary purpose. However you may wish to incorporate some activities in the lesson. You can cover the questions in the lesson and leave the learner to do the actual reading in their own time.

Most readers have ready-made activities – you can usually find these at the front and back of the book. Some readers also have a built-in dictionary.

**Pre-reading activities to prepare to understand**

- *Guess the story from the cover.* Show the cover to the learner and brainstorm as much vocabulary as you can. The learner then guesses the story and writes a short summary of the imaginary plot. When they have read it, you can discuss if they were right.
• **Guess the story from the blurb / illustrations.** Read the blurb at the back. If the reader has pictures or photos, use these to familiarise the learner with the main characters. The learner can write some questions that they would like answered as they read.

• **Jumbled chapter titles.** Give strips of paper with the chapter titles to the learner. They decide the best order for the chapters and think about the possible story. Look in the book to see what the order is. Then predict the story.

• **Find out about the author.** Ask learner what they know about the author. Ask learner to write some questions about the author that they would like to know the answers to. Then use the internet to search for the answers to the questions. You could also try the site [www.biography.com](http://www.biography.com) which has over 250,000 concise and clear biographies.

**Activities to do during reading**

• **Comprehension questions.** These can be ones provided in the book, or ones that you have composed yourself. The learner can also write comprehension questions for the tutor. Remember that questions should not be a test; if the learner can’t find the answer got to the appropriate section in the book and help them to understand.

• **Comic strips.** Choose a suitable chapter or chapters that can be broken down into chunks to make a comic strip (stick pictures are fine). Encourage learner to be creative with the characters and give them examples of the type of language to put in the speech bubbles. This can also be done when you have finished reading the book.

• **Predicting.** At the end of each chapter, the learner predicts what will happen next, then reads on to see if you were right. Alternatively, they write some questions that they would like answered and read on to find the answers. Predicting is an important skill in efficient reading.

• **Video parallels.** If the reader you are using has a film version, you could locate some stills from the film and ask the learner where they fit in the book version. Alternatively you could play a scene and discuss any parallels or differences.
After reading

- **Responding.** Encourage your learner to respond to the book. Get learner to give the book a star rating from one to five. Discuss what they liked ad disliked about the book. What do they think of the plot? The characters? The setting? There are some interesting questions and approaches on the Hebling Readers website.

- **Write a book report.** WikiHow has some good ideas on what to include in a book report and how to structure it.

- **Language work.** Encourage your learner to keep notes of any new vocabulary or structures they have encountered while reading. Put the new vocabulary into sentences about the book.

**Activities with the CD**

Some readers also have accompanying audio CDs (some have CD Roms with activities).

- **Listening/reading.** Learners can choose different ways of doing this depending on which skill (listening or reading) they find easiest.
  - Read and then listen – they already know the story, have looked up any unfamiliar vocabulary and therefore will find it easier to understand when they listen.
  - Read and listen at the same time, providing help with the reading process.
  - Listen and then read to check whether they understood.
  - Read aloud with the recording to practice pronunciation.

- **Shadowing.** Learners can take reading aloud one step further by using the shadowing technique. In this situation, the learner listens to a sentence seven or more times. Encourage them to pay attention to pronunciation, intonation and pitch, stress, the way the reader pauses and “chunks” the sentence. After listening a few times, the learner tries saying the sentence after the reader until they can match their speed. Then they are ready to say it with the reader, trying to imitate them as closely as possible. This is an activity that learners can do independently for self-study.
Downloadable materials

Most publishers of graded readers have materials on their websites to accompany the books. Check out the sites for some ready-made downloadable material.

- Macmillan
- Cambridge University Press
- Penguin Readers
- Oxford bookworms

Activities for children

Most libraries offer music and stories for babies and toddlers. Find out what is on, and offer to take your learner and her child.

Teach your learner some nursery rhymes and Kiwi songs to use with her children; it is often easier to pronounce words when singing them than saying them.

Google “Kiwi Kids Songs” on YouTube for a playlist; alternatively libraries often have CDs of children’s songs and books of nursery rhymes.

If you want songs for adults, most ELP libraries will have a copy of Nicky Riddiford’s Song Talk, written in conjunction with ELP specifically for ESOL learners.

Other services

Classes: Many libraries run computers classes for the community; sometimes even in community languages in larger centres such as Auckland.

Community languages: Some libraries have collections including adult fiction, non-fiction, junior fiction, non-fiction, music CDs, DVDs, magazines and access to online newspapers in community languages. If your learner has a child, they may be able to obtain books to share with their children and therefore reinforce the home language.
**Events:** Many libraries celebrate diverse events such as Lunar New Year, Matariki, Diwali etc. There are also exhibitions showcasing items from collections.

**Groups:** Libraries often host groups for coffee and chat; crafts, book clubs (sometimes in community languages).

**Homework:** Encourage your learner’s family to see the library as a rich resource, to help with homework and find out about the world. Librarians are only too happy to help.

Children can also use the library to log on to the New Zealand resource Any Questions for online help from a librarian.

**JP services:** Learner may not be familiar with the concept of a JP: more information on this website, in some community languages.

### Activities around reading

Your learner might be a keen reader in their own language. Here are some questions you can use for discussion.

- ESL discussions
- Conversation Questions for the ESL Classroom.
- ESL conversation questions

Breaking news English has this story about reading which you could use to start a conversation about the benefits of reading.

ESL news has listening exercises on the pleasures of reading, and on public libraries.
Library – Suggested vocabulary and text

Note for Tutors: For ideas about how to use this suggested vocabulary and text, refer to Ideas for using the sequence story on page 2 of this document.

Key Vocabulary (See page 2 for instructions)

join, local, apply, online, website, registration form, services, search, Help Desk, collect, library card, librarian, fill in, (photo) ID, proof of address, letterhead, borrow, section, graded reader, adult literacy, ‘wriggle and rhyme’, songs, nursery rhymes, stories, community, hire, DVD, issue, self-issue, Justice of the Peace (JP), witness, documents, certify, Chinese book chat, readers, homework, resources, type
Basic Story for Lower Levels

Joining the library
Meetu has decided to join her local library. She searches online and finds the Library website. She clicks on ‘Join the Library’. She fills in the registration form online. Later, she goes to her local library to collect her library card. She goes to the Help Desk and tells the librarian that she would like to collect her library card. She has to show her ID then the librarian gets her card. Meetu is happy that she has joined the library.

OR
Meetu has decided to join her local library. She goes to the library with her family and asks how to join at the Help Desk. The librarian tells her she needs to fill in a form and checks that she has brought photo ID and proof of her address. Meetu fills in the form and shows her ID and proof of address to the librarian. The librarian gives Meetu her library card and tells her how many books she can borrow and for how long. Meetu and her family are happy that they have joined the library.

Enjoying the library
Today Meetu is enjoying the library. She finds a graded reader at the adult literacy section which she would like to read. She takes her children to ‘Wriggle & Rhyme’ where they listen to stories, dance and sing songs and nursery rhymes. She reads a Hindi book with her children. They decide to hire a DVD. She uses the computer in the library to self-issue her books. Meetu and her children are very happy when they leave. They have enjoyed their time at the library.

What’s on at the library
There are many things you can do at the library. Libraries usually offer a Justice of the Peace (JP) service. JPs can witness documents and certify copies for you. There is sometimes a ‘Computers & Coffee’ meeting where people can have a cup of coffee with other people while getting help with using a computer. Chinese readers may like to go to ‘Chinese book chat’ where they can meet other people, talk about Chinese books and learn some English. Librarians can help school children to find homework resources.
Questions for “Question stories” (See page 2 for instructions)

Joining the library

Joining online
What website can you see?
What does Meetu want to do?
What other things can you do on this website?

Later
Where is Meetu?
Why is she here?
Who is she talking to?
What does the librarian ask for?

Joining at the library

Pic 1  Who is in the picture?
Where are they?
What does Meetu want to do?
What does the librarian tell her to do?
What does the librarian check she has brought with her?

Pic 2  Who is in the picture?
What is the librarian giving to Meetu?
How many books do you think she can borrow?
How many weeks do you think she can borrow them for?
How do Meetu and her family feel?
Do you have a library card?

Enjoying the library

Pic 1  What section of the library is Meetu at?
What is she doing?

Pic 2  What section are Meetu and her children at now?
What is the librarian doing?
What are the children doing?
Are they having fun?

Pic 3  What are Meetu and her children doing now?
What kind of book are they reading?

Pic 4  What section of the library are Meetu and her children at?
What is her child doing?
What is the baby doing?
Can they borrow DVDs for free? How do you know?
Pic 5  What is Meetu doing?
    Do you think she needs her library card to do this?

Pic 6  What are they doing?
    How do they feel?

What’s on at the library

Pic 1  What kind of service is being offered?
    How often is this service?
    What day and time is the service offered?
    Where do you need to go?
    Why would you use this service?

Pic 2  How many people can you see in the picture?
    What do the people need help with?
    What are they drinking?

Pic 3  What can you see in the picture?
    What kind of people would go to Chinese book chat?
    What do you think they would do during Chinese book chat?

Pic 4  How many people can you see in the picture?
    What does the boy need?
    Who is helping him?
    What is the boy doing?
| Description                                                                                                                                   |
|----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| Meetu applies to join the library online.                                         |                                                                                                                                             |
| Meetu collects her library card.                                                 |                                                                                                                                             |
| Meetu applies for a library card at the library.                                |                                                                                                                                             |
| The librarian gives Meetu her library card and tells Meetu about borrowing books. |                                                                                                                                             |
| Meetu finds a book she would like to borrow.                                     |                                                                                                                                             |
| Meetu takes her children to Wriggle & Rhyme.                                    |                                                                                                                                             |
| Meetu’s child finds a DVD she would like to watch.                              |                                                                                                                                             |
| Meetu reads a Hindi book to her children.                                        |                                                                                                                                             |
| Meetu self-issues her books on the computer.                                    |                                                                                                                                             |
| Meetu and her children leave the library.                                       |                                                                                                                                             |
| There is a JP service every Friday in the library.                              |                                                                                                                                             |
| There is a Computers & Coffee group at the library.                             |                                                                                                                                             |
| There is a Chinese book chat group at the library.                              |                                                                                                                                             |
| You can find homework resources at the library.                                 |                                                                                                                                             |