

# ENGLISH

## Improving library skills

It is not necessary to carry out all the activities contained in this unit.

Please see *Teachers' Notes* for explanations, additional activities, and tips and suggestions.

<b>Theme</b>	<b>Improving library skills.</b>
<b>Level</b>	<b>A1 – B1</b>
<b>Language focus</b>	Key vocabulary, word identification, grammar, use of student's own language.
<b>Learning focus</b>	Using English textbooks and accessing curriculum content and learning activities.
<b>Activity types</b>	Matching, word identification, structuring sentences and text, cloze, multiple choice, reading comprehension, categorising vocabulary, recording learning, developing a learning resource.
<b>Acknowledgement</b>	<i><b>Extracts from Exam Start Ordinary Level Junior Cert English. Frances ROCKS. Gill &amp; Macmillan.</b></i>  We gratefully acknowledge Gill & Macmillan for the right to reproduce text in some of these activities.
<b>Learning Record</b>	A copy of the Learning Record should be distributed to each student.  Students should: <ol style="list-style-type: none"> <li>1. Write the subject and topic on the record.</li> <li>2. Tick off/date the different statements as they complete activities.</li> <li>3. Keep the record in their files along with the work produced for this unit.</li> <li>4. Use this material to support mainstream subject learning.</li> </ol>

## Making the best use of these units

- **At the beginning of the class**, make sure that students understand **what** they are doing and **why**. *'We are doing the exercise on page (12) to help you to remember key words / to help your writing skills / to help with grammar'* etc.
- You can create your **personal teaching resource** by printing these units in full and filing them by subject in a large ring binder.
- **Encourage students to:**
  - Bring the relevant **subject textbooks** to language support class. It does not matter if they have different textbooks as the activities in these units refer to vocabulary and other items that will be found in all subject textbooks. These units are based on curriculum materials.
  - Take some **responsibility for their own learning** programmes by:



Developing a **personal dictionary** for different subjects, topics, and other categories of language, on an on-going basis. This prompt is a reminder.

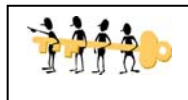


Recording what they have learnt on the **Learning Record**, which should be distributed at the start of each unit.



Keeping their own **files** with good examples of the work produced in language support for different subjects and topics. This file will be an invaluable **learning resource** in supporting mainstream learning.

- Don't forget that many of the activities in these units are suitable as **homework** tasks, for **self-study**, or for use in the **subject classroom** with the agreement of the subject teacher.



Indicates that answers may be found at the end of the unit.

## Keywords

The list of keywords for this unit is as follows:

### Nouns

book  
borrowers  
catalogue  
CDs/CD-ROMs  
children  
collection  
community  
compact disk (CD)  
computers  
computer access  
content  
council  
debate  
desk  
DVDs  
events  
fiction  
group  
hype  
idea  
index  
information  
Internet  
library  
librarian  
media  
meeting  
movie

page  
public  
public library  
publisher  
readers  
reader's card  
reference  
repository  
resource  
school library  
services  
shelf/shelves  
silence  
stack  
start  
table  
titles  
visit (noun)  
volumes  
words  
works  
young readers

### Verbs

to access  
to answer  
to begin  
to borrow  
to bring back

to catalogue  
to classify  
to explore  
to find  
to help  
to identify  
to improve  
to order  
to read  
to return  
to search  
to sit down  
to take out  
to visit

### Adjectives

borrowed  
common  
essential  
fictional  
lost  
overdue  
personal  
proper  
public  
silent

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
ENGLISH: Improving library skills

## Vocabulary file 1

This activity may be done in language support class or in the mainstream subject classroom.

Word	Meaning	Word in my language
to borrow		
catalogue		
collection		
compact disk		
content		
index		
idea		



Get your teacher to check this, then file it in your folder so you can use it in the future.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
ENGLISH: Improving library skills

### Vocabulary file 2

This activity may be done in language support class or in the mainstream subject classroom.

Word	Meaning	Word in my language
media		
library		
librarian		
public		
reference		
resource		
services		



Get your teacher to check this, then file it in your folder so you can use it in the future.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
ENGLISH: Improving library skills

### Vocabulary file 3

This activity may be done in language support class or in the mainstream subject classroom.

Word	Meaning	Word in my language
to access		
to answer		
to return (a book)		
to find		
to search		
essential		
fictional		



Get your teacher to check this, then file it in your folder so you can use it in the future.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

ENGLISH: Improving library skills

**Level:** all  
**Type of activity:** whole class

**Focus:** vocabulary, spelling,  
dictionary  
**Suggested time:** 10 minutes

### Activating students' existing knowledge

Use a spidergram to activate students' ideas and knowledge on the key points in this chapter. See **Teachers' Notes** for suggestions.

Possible key terms for the spidergram:

**a library**

**research**

- Invite students to provide key words in their own languages.
- Encourage dictionary use.
- Encourage students to organise their vocabulary into relevant categories (e.g. meaning, nouns, keywords, verbs etc.).



Students should record vocabulary and terms from the spidergram in their personal dictionaries.

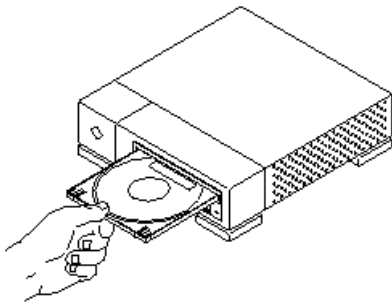
**Level:** A1  
**Type of activity:** pairs or individual

**Focus:** vocabulary, spelling, dictionary  
**Suggested time:** 30 minutes



## Working with words

### 1. Tick the correct answer



- a) a borrower
- b) a CD or a DVD
- c) a catalogue
- d) a council



- a) a book
- b) a meeting
- c) a computer
- d) a shelf

### 2. Find these words in your textbook.

Write your own explanation for these words. Then write the word in your own language. Use your dictionary if necessary.

Word	Page in textbook	Explanation	In my language
book			
borrowers			
librarian			
volumes			

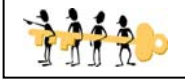


Check that these key words are in your personal dictionary.



**Level:** A1  
**Type of activity:** pairs or individual

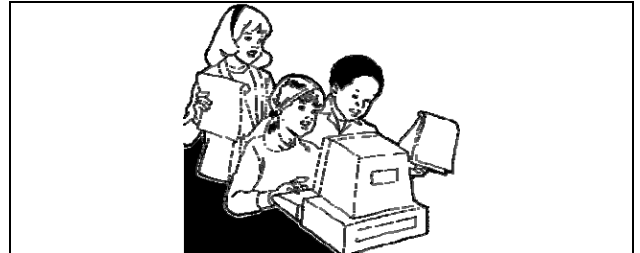
**Focus:** vocabulary, basic sentence structure  
**Suggested time:** 30 minutes



## Picture Sentences

### 1. Tick the correct answer

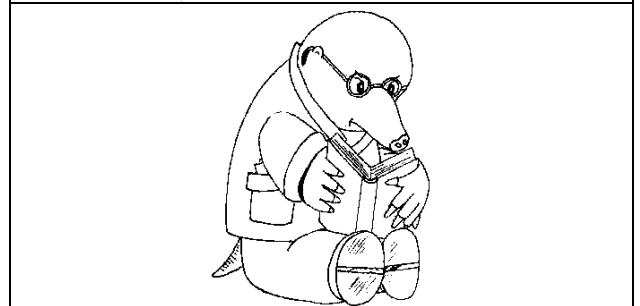
- a) This is a reader's card.
- b) This is using the internet.
- c) This is a shopping bag.



- a) This is a library.
- b) This is a speaker.
- c) This is a page.



- a) This is a desk.
- b) This is a table.
- c) This is a reader.



### 2. Put these words in the correct order to form sentences.

library your visit!

---

have any about you books cookery?

---

love I reading fiction crime

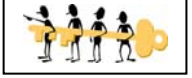
---

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
ENGLISH: Improving library skills

**Level:** A1 / A2  
**Type of activity:** pairs or individual

**Focus:** word identification, vocabulary  
**Suggested time:** 20 minutes

### Odd One Out



1. Circle the word which does not fit with the other words in each line.

*Example:*    *apple*    *orange*    *banana*    **taxi**

titles      alphabetical      cat      books

write      exercise      rewriting      bird

car      consider      remember      imagine

pay      computer      visit      library

2. Find these words in your textbook. Then put them in short sentences in your own words. Use a dictionary if necessary.

to borrow \_\_\_\_\_

to order \_\_\_\_\_

catalogue \_\_\_\_\_

to classify \_\_\_\_\_

reference book \_\_\_\_\_



Check that these key words are in your personal dictionary.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**ENGLISH: Improving library skills**

**Level:** A2 / B1  
**Type of activity:** individual

**Focus:** key vocabulary, writing descriptive text  
**Suggested time:** 20 minutes



## English Keywords

1. Fill in the missing letters of the keywords listed below.  
On the line beside each word, write whether the word is a noun, an adjective or a verb.

alp\_\_betic\_l \_\_\_\_\_

r\_me\_\_er \_\_\_\_\_

cons\_\_er \_\_\_\_\_

lib\_\_ry \_\_\_\_\_

2. Write as many words as possible related to **libraries**. You have 3 minutes!

---

---

---

---

---

---

---

---

---

---



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**ENGLISH: Improving library skills**

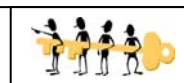
**Level:** A2 / B1

**Type of activity:** pairs or individual

**Focus:** reading comprehension, extracting meaning from text, vocabulary

**Suggested time:** 30 minutes

**Completing text**



**1. Fill in the blanks in these sentences. Use words from the Word Box below.**

In a library every book is classified and \_\_\_\_\_ so that it is easy to find. For example, 000-099 is General works, reference, \_\_\_\_\_, English dictionaries. 500-599 is Science (maths, botany, astronomy, computers, \_\_\_\_\_, geology, chemistry, zoology). 900-999 is History. Geography, travel, biography, history of every continent in different sections, travel books from all over the world, lives of \_\_\_\_\_ people.

**Word Box:**

biology encyclopaedia numbered famous

**2. There are many public libraries in Ireland. They provide books and computers. What other services are provided in public libraries? Look at these words and circle the things that you will find in a library.**

books	cats	internet	tables	groups
computers	lunch	catalogues	clouds	MP3s
mountains	forms	chairs	beds	websites
snow	soldiers	DVDs	languages	cars
information	houses	ships	music	newspapers



Have you visited your public library? You could get a reader's card.

Level: A2/B1  
Type of activity: individual

Focus: key vocabulary, reading  
comprehension  
Suggested time: 20 minutes

## Multiple choice



*Read the text below and choose the best answers*

Fiction

In the world of fiction things happen just like events in the real world. There are good characters and bad characters, they fight and argue, fall in love, rob and steal, build new communities.

The events are arranged into a plot. This is the order of events in the story. The events are arranged so that the reader will become interested, particularly in the people in the story, as well as what happens next. The people in the story are called characters. The reader wants to know why a character behaved in a certain way, because the reader has become involved in the life of the character of the story.

The people are put into a setting. This is where and when the story takes place, the world of the story.

In the real world we don't have control over everything that happens to us. In fiction, the writer has control, so problems can be sorted out, with either a happy or an unhappy ending. This is the conclusion of the piece of fiction.

1. When we talk about fiction, how do we refer to the people?

- |            |               |
|------------|---------------|
| a) writers | b) characters |
| c) actors  | d) robbers    |

2. What do we call the order of events in the story?

- |              |                 |
|--------------|-----------------|
| a) the film  | b) the interest |
| c) the novel | d) the plot     |

3. What is the world of the story called?

- |                |                   |
|----------------|-------------------|
| a) the setting | b) the plot       |
| c) the film    | d) the real world |

4. Does all fiction have a happy ending?

- |        |       |
|--------|-------|
| a) Yes | b) No |
|--------|-------|

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**ENGLISH: Improving library skills**

**Level:** A2 / B1  
**Type of activity:** pairs

**Focus:** vocabulary, writing instructions  
**Suggested time:** 40 minutes

**You are going to write instructions for a friend who is visiting the local public library for the first time. You must explain:**

- The purpose of the library
- What you can find when you go into the library
- How to find a particular book
- How to borrow a book
- Returning a book

You should try to use all these words in your instructions:

resource	community	collection	silence
shelves	catalogue	readers	librarian
overdue			

**Plan your instructions. Make notes here.**

Purpose:

---

---

What you will find there:

---

---

Finding a book:

---

---

Borrowing:

---

---

Returning:

---

---





**Level:** all  
**Type of activity:** pair and individual

**Focus:** subject words, categorisation, dictionary work,  
**Suggested time:** 20-30 minutes

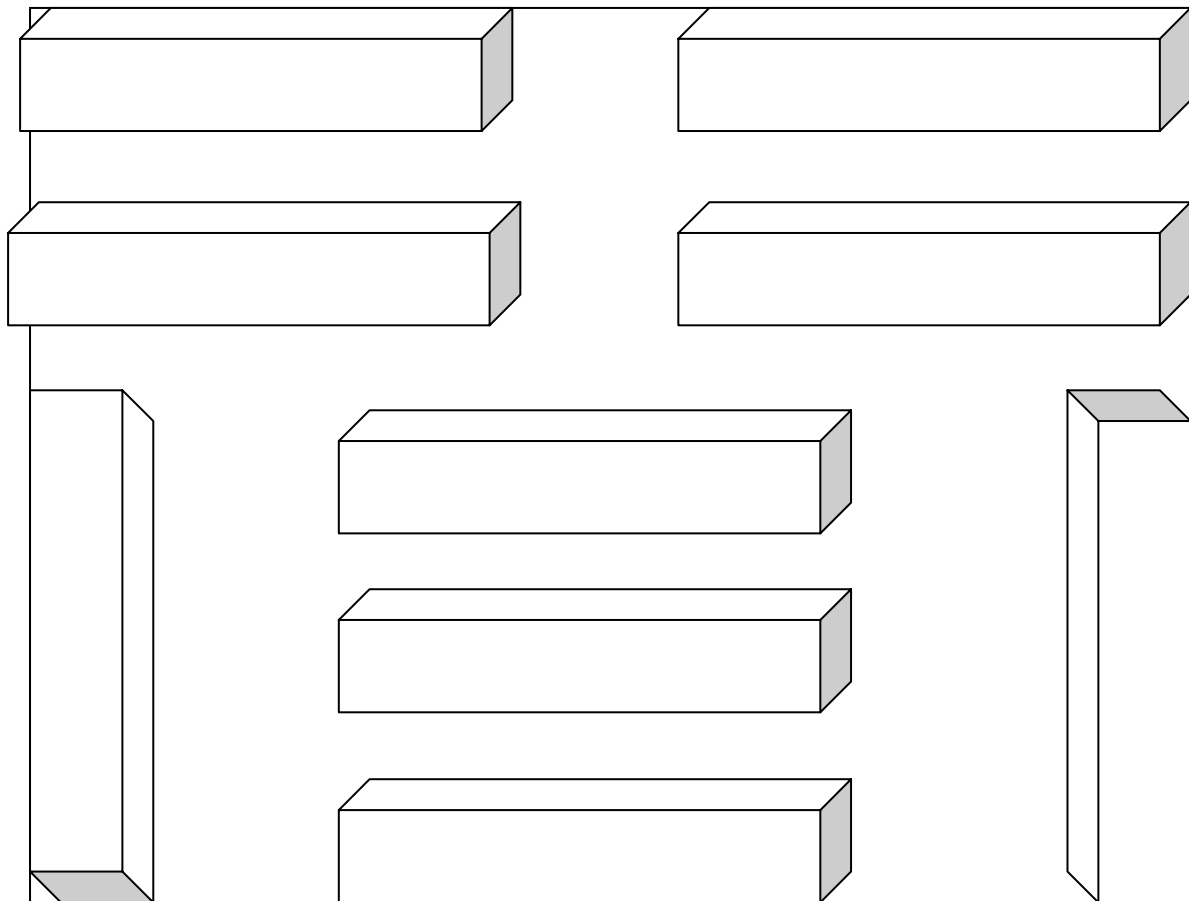


## Vocabulary

Books in libraries are divided into different sections. They are usually organised either by the type of book (for example, *dictionaries*) or by the topic (for example, *History*).

This is a public library. People use this library to find many different types of books. Label the bookshelves to show what books may be found there.

Think about all the different things that people like to do - hobbies, study, interests and so on.



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**ENGLISH: Improving library skills**

**Level:** all  
**Type of activity:** pair / Individual

**Focus:** language awareness, word identification  
**Suggested time:** 20 minutes



**Word building**

When we want to describe what a person **does** we can often use the verb and add \_\_\_\_\_ **er** or \_\_\_\_\_ **or**.

For example: **to drive** ..... **driver**

1. Fill the gaps in this table by putting in either the action (verb) or the person (noun).

Action (verb)	Person (noun)
to write	
	reader
to explore	
	borrower
	collector
to publish	
to visit (be careful with spelling!)	

2. Fill in the gaps using words from the box.

- We find many \_\_\_\_\_ in a library.
- \_\_\_\_\_ is important in a library so that people can read.
- If you can't find the book you want, you should look in the \_\_\_\_\_.
- You can get internet \_\_\_\_\_ in the public library.
- Sometimes a long book may be in several \_\_\_\_\_.
- Different community \_\_\_\_\_ use the library for their meetings.

access	groups
shelves	catalogue
volumes	silence

## Alphaboxes

**Levels: A1 / A2**

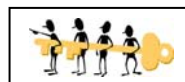
Using your textbook, find **one** word beginning with each of the letters of the alphabet. Write the word in the relevant box. You could also write the word in your own language.

a	b	c
d	e	f
g	h	i
j	k	l
m	n	o
p	q	r
s	t	u
v	w	xyz

Do you understand all these words?



Get your teacher to check this, then file it in your folder so you can use it in the future.



## Word Search

Level: All levels

Find the words below. When you have found all the words, write each word in your own language.

O P  
 X D  
 L I Q T  
 D X W L  
 T I T L E S  
 G J A S G F  
 V I S I T P U B L I C L I B R A R Y S I  
 R E S O U R C E W P U B L I S H E R I F  
 B F S C H O O L L I B R A R Y U K Q  
 V S U H W P O E I N T E R N E T  
 M M S E R V I C E S B U A H  
 S T A C K E W H Y E F Y  
 M S C J L F W M E D I A A J  
 U L V Y S T L F Q J E W R V  
 E S H E L V E S I L E N C E Z R  
 Q Y G P M T F R E A D E R S  
 D W G V V J J P Y C W E W Q  
 D G F I W P A G E B  
 A E Z D B K P I  
 Q E W X

INTERNET	SCHOOL LIBRARY	VOLUMES
MEDIA	SERVICES	
PAGE	SHELVES	
PUBLIC LIBRARY	SILENCE	
PUBLISHER	STACK	
READERS	TITLES	
RESOURCE	VISIT	

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
ENGLISH: Improving library skills

### Play Snap

Make Snap cards with 2 sets of the same keywords. See *Notes for teachers* for ideas about how to use the cards.



<b>borrower</b>	<b>borrower</b>
<b>catalogue</b>	<b>catalogue</b>
<b>collection</b>	<b>collection</b>

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

ENGLISH: Improving library skills

**computers**

**computers**

**fiction**

**fiction**

**index**

**index**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**ENGLISH: Improving library skills**

**library**

**library**

**librarian**

**librarian**

**media**

**media**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

ENGLISH: Improving library skills

**reader**

**reader**

**reference**

**reference**

**shelf**

**shelf**



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

ENGLISH: Improving library skills

**silence**

**silence**

**volume**

**volume**

**information**

**information**

**events**

**events**

## Answer key

### Working with words, page 8

1. b, b

### Picture Sentences, page 9

1. b, a, c.

2. Visit your library!

Have you any books about cookery?

I love reading crime fiction.

### Odd one out, page 10

Cat, bird, car, pay

### English keywords, page 11

alphabetical, adjective, remember, verb, consumer, noun, library, noun

### Unscramble the letters, page 12

Library, fiction, rewriting, find out

Secret code: the library is fun!

### Completing text, page 13

In a library every book is classified and **numbered** so that it is easy to find. For example, 000-099 is *General works, reference, encyclopaedia, English dictionaries*. 500-599 is *Science (maths, botany, astronomy, computers, biology, geology, chemistry, zoology)*. 900-999 is *History. Geography, travel, biography, history of every continent in different sections, travel books from all over the world, lives of famous people*.

**Things you will find in a library:** books, internet, tables, groups, computers, catalogues, MP3s, forms, chairs, websites, DVDs, languages, information, music, newspapers

### Multiple choice, page 14

1b, 2d, 3a, 4b.

### Vocabulary, page 17

Possible answers include:

Fiction	Art	History	Travel
Novels	Cooking	Gardening	Sports

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

## ENGLISH: Improving library skills

Crafts            Photography            Woodwork            Geography  
Film/Movies            Biography            Computers            Literature  
Foreign language            Music

### Word Building, page 18

Action (verb)	Person (noun)
to write	<b>writer</b>
<b>to read</b>	reader
to explore	<b>explorer</b>
<b>to borrow</b>	borrower
<b>to collect</b>	collector
to publish	<b>publisher</b>
to visit (be careful with spelling!)	<b>visitor</b>

- We find many **shelves** in a library.
- **Silence** is important in a library so that people can read.
- If you can't find the book you want, you should look in the **catalogue**.
- You can get internet **access** in the public library.
- Sometimes a long book may be in several **volumes**.
- Different community **groups** use the library for their meetings.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
ENGLISH: Improving library skills

Word Search, page  
20

O P  
X D  
L I Q T  
D X W L  
T I T L E S  
G J A S G F  
V I S I T P U B L I C L I B R A R Y S I  
R E S O U R C E W P U B L I S H E R I F  
B F S C H O O L L I B R A R Y U K Q  
V S U H W P O E I N T E R N E T  
M M S E R V I C E S B U A H  
S T A C K E W H Y E F Y  
M S C J L F W M E D I A A J  
U L V Y S T L F Q J E W R V  
E S H E L V E S I L E N C E Z R  
Q Y G P M T F R E A D E R S  
D W G V V J J P Y C W E W Q  
D G F I W P A G E B  
A E Z D B K P I  
Q E W X