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ABSTRACT

Curricula for public library use instruction designed for limited-English-proficient (LEP) students are presented. Lessons are included for each of four instructional levels, and each lesson assumes that the student may have exposure to only one lesson. These basic concepts are covered: (1) information on all subjects is available at the public library; (2) service is free, but requires responsibility; (3) books are borrowed, read, and returned; (4) the library is a comfortable and friendly place for all people; (5) there is no censorship, and all viewpoints are accepted; and (6) librarians are there to help patrons. A suggested instructional schedule includes a preparatory library visit by the teacher, a student survey (provided in English, Spanish, and Vietnamese), a pre-test, vocabulary learning, role-playing, exercises to reinforce materials presented by the teacher, a slide or video program, a librarian visit to the classroom, library staff awareness workshop, a class visit to the library, return of materials to the library, a post-test, and a follow-up librarian visit. The guide contains the four lessons, student surveys, guidelines for a classroom visit by the librarian, suggested reading lists for LEP students, and a teacher's survey. Reproducible visual aids are included. (MSE)

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IMPROVING PUBLIC LIBRARY SERVICES TO ESL STUDENTS
READY TO USE CLASSROOM LESSONS FOR TEACHERS

BY

THE LIBRARY AWARENESS PROJECT:

a one-year federally-funded demonstration project through the Library Services and Construction Act under the supervision of the South Bay Cooperative Library System. The participating libraries are from two jurisdictions, the San Jose Public Library and the Santa Clara County Library.

1986

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ACKNOWLEDGMENTS

This book is a primary result of more than a year of close cooperation among English-as-a-Second-Language (ESL) directors and teachers, Library Awareness Project (LAP) staff members and librarians from those five libraries in Santa Clara County which have participated in the LAP.

LAP came into existence in October 1984. It is a project made possible by funding from the Federal Library Services and Construction Act granted by the California State Library. The main purpose of the project is to increase awareness and use of libraries and their services by limited English speaking people.

As a result of this project more than 2000 ESL students have been exposed to public library services. Libraries participating in the grant have also increased their collections of materials suitable for ESL students and staff members have been sensitized to the special problems and needs of these new patrons.

This unit is the culmination of a year of practical experience in the field of teaching ESL. It is impossible to acknowledge everyone who contributed their time, energy, and talents to this effort. The following people, however, have been especially helpful in its compilation:

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PREFACE

Libraries have always tried to serve their entire communities. This has become increasingly difficult, especially in those parts of the country which have been impacted recently with new Americans. Many of these people strive to become integral parts of their communities by taking ESL courses. This presents an ideal opportunity for libraries to reach out to these groups.

Coordination and cooperation between libraries and ESL teachers are necessary to maximize the integration of new Americans. Libraries are in an ideal position to provide resources so badly needed by these groups to help them learn English. The ESL classes, because they are already organized, represent a natural focal point for a library's outreach in the community.

This book has been written to make it easier for ESL instructors to teach their students about the library. Curriculum is included for four levels of ESL classes: pre-beginning, beginning, intermediate and advanced. It is understood that not all areas have this structure. Also, there is often no fine line between levels. The curriculum at each level has been developed with the approach that a student may have only that one class. We feel that this is more realistic than to believe that a student will progress from pre-beginning through advanced. Teachers are encouraged to add or delete material from any of the levels that would best serve their students.

An attempt has been made at each level to present the following basic concepts of American public library service:

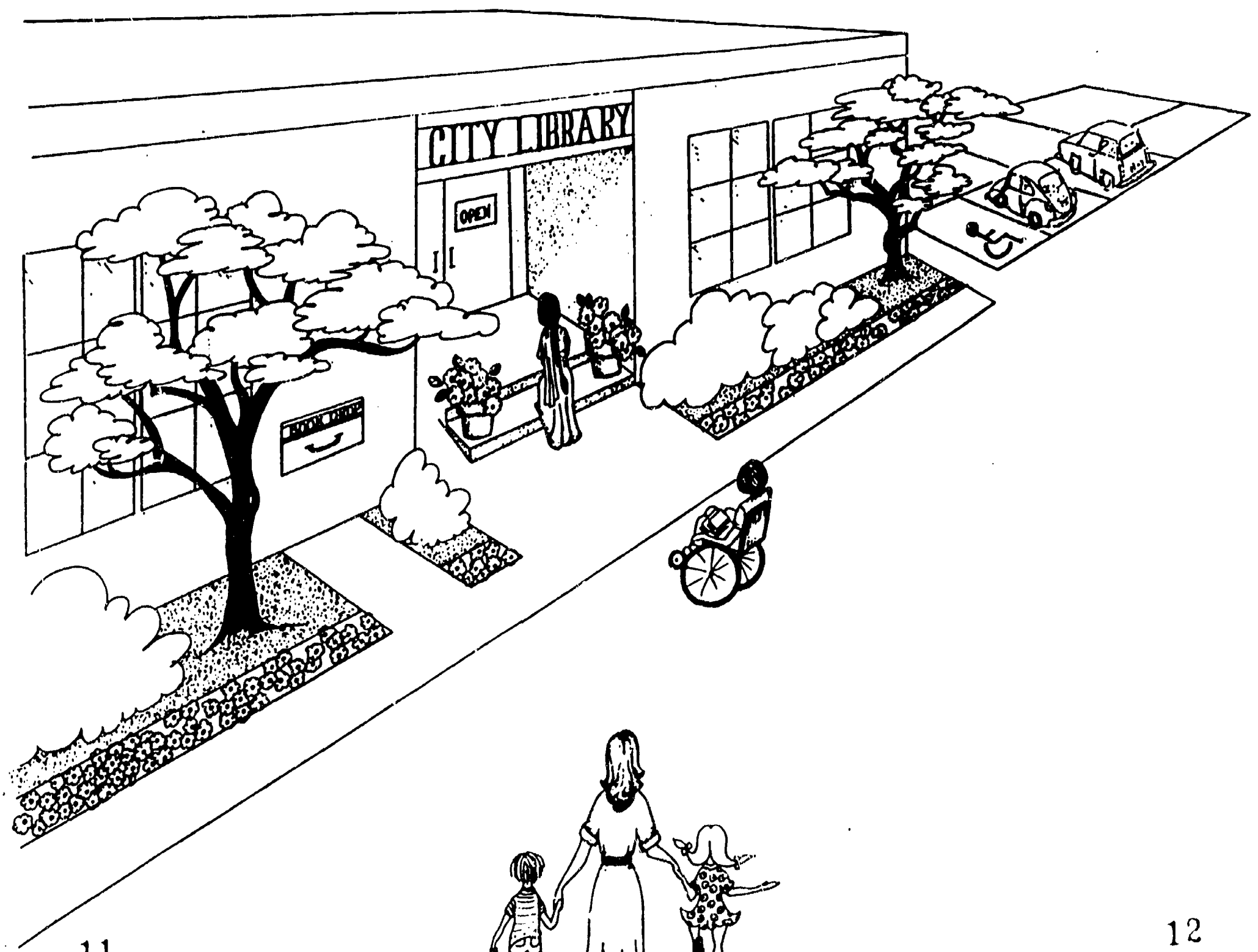
1. Information on all subjects is available at the public library.
2. Library service is free, but requires responsibility.
3. Concept of borrow-read-return.
4. Library is a comfortable and friendly place to go as a family or alone. There are materials and services for people of all ages.
5. The library strives to express all different points of view and represents different cultures in its collection and programs. There is no censorship.
6. Librarians are there to help patrons find the books or information they need. Don't hesitate to ask for help.

The following schedule is suggested:

1. Teacher visits the local library to get acquainted with the librarian and services and policies of that particular library, makes arrangements for preparation of library cards for students and sets dates for librarian's visit and for class tour of library.
2. Student Survey (provided by project in three languages).
3. Pre-test
4. Teach new words the students will need to know when using the library.
5. Role-playing
6. Exercises to reinforce material presented by teacher
7. Slide show and/or video, if available

NOTE: All of the above steps are to be geared to the level being taught.

8. Librarian visits classes
 - A. Brings packet for each student
 - B. Librarian adjusts content and speed of presentation according to level of the class
 - C. Librarian presents sample materials from collection and talks about services and policies
9. Staff awareness --- workshop or some other means of making library staff aware of ESL students and their needs
10. Class visits library
 - A. Library tour
 - B. Exercises to work on in library
 - C. Students check-out materials
11. Students return materials they have borrowed --- teacher devises some means of recognition for those students who borrow and return books on time; for example, certificates for those who have borrowed and returned on time a certain number of books
12. Survey and post-test
13. Follow-up librarian visit
 - A. Book talks
 - B. Hand out ESL reading lists



11

12



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PIC . 1

LEVEL I

TO THE TEACHER:

Considering the fact that some pre-beginning students may not be literate in their own language most of this unit will be taught with pictures, simple spoken English and single written words to familiarize the students with signs they may see at the library. The three points that this unit will focus on are:

1. To present the library as a welcome place for the whole family to read and relax.
2. To present an overview of the materials and benefits (both language-learning and social) available at the library with an emphasis on non-reading, foreign language and simple English materials.
3. To teach the concepts of responsibility for books borrowed and the procedures for obtaining a library card. Included will be the basic precepts in Section I entitled Basic Philosophies of American Libraries.

Because so many of the concepts will need to be presented in picture form, pictures will accompany the unit. It is strongly recommended that a slide presentation, if available, of no more than 15 minutes per session be used along with

actual samples of library materials discussed; the idea being that one picture (and a hands-on article) is worth a thousand words at this level. Also the teacher may let the students look through the materials after the presentation of each section.

The suggested total time for this unit is approximately eight hours with no more than one hour per class meeting to be donated to this library unit in order to prevent fatigue. The teacher may find it advisable to combine Numbers 2 and 3. The eight lessons are divided here as follows:

1. Pre-test, survey and short general introductory part of slide production or photographs of a library and some interesting materials from the library e.g. an art print, a record, etc.
2. Simple presentation of vocabulary, concepts and materials for the Foreign Language Section of the library and a slide show on this section.*
3. Presentation of materials, vocabulary and concepts involving the Adult Section again with parts of the slide presentation or pictures to apply.
4. Vocabulary, procedures, etc. for Check-out Section of the library including instructions for filling out a library card application.

* May not be available at all libraries.

5. The above for the Children's Section: (Materials, vocabulary, etc.) plus photographs or a slide presentation. Pictures are included to accompany all lessons where needed to convey meaning.
6. The librarian's visit.
7. A class trip to the library to check-out something.
8. Post-test and discussion of what was checked-out.

. It is suggested that the teacher visit the library to discover what particular resources the library offers for pre-beginning students so that she can fit additional areas of discussion into the various sections of the unit. At this time, she can obtain a blank application form to be photocopied and used later, as well as samples of materials to be shown to the class. The idea is to present the materials and information more than once throughout the unit to facilitate comprehension.

FIRST HOUR

Time: One hour

Objective: To get some general information as to students' familiarity with American libraries.

Materials: One or two records, a record player, some children's nonfiction books, pre-test answer sheets, surveys.

I. Student Survey to be done by the students in their own language. NOTE: This can be sent home to be done at home.

II. Records and Books: Presentation

A. Teacher can play short excerpts from one or two records she has borrowed from the library. This can be music she enjoys or thinks her students would enjoy.

---she can name the music and state that she borrowed it from the library.

B. Teacher can show the pictures from several children's large nonfiction picture books e.g. airplanes, animals, science, art and ask "Do you like

_____ ? The library has books about many
(Subject)
things that you can understand."

III. Pre/Post Test:

- A. Before beginning this test, the teacher may want to introduce the students to the concept of circling answers. She can begin by asking what a circle is or by drawing a circle on the chalkboard and asking students what it is called. Then she can write two pairs of the words "yes" and "no" on the board and draw a circle around the answers to the questions she asks. The question for the yes answer can be "Is today (name the correct day of the week)?" Then ask "Is today (name tomorrow's day)?"
- B. Give the students numbered sheets with "yes" and "no" written next to each number (H-1). Tell them that you will read them some sentences. You will say each sentence 2-3 times. Tell them to circle their answer to each sentence.
- C. Sentences:
- N 1. The library has books only.
- N 2. You must pay to go to the library.
- Y 3. Children can go to the library.
- Y 4. You can enjoy the library if you can't read.
- N 5. You must pay for a library card.
- Y 6. The librarian can answer your questions.
- Y 7. You must take back all books you get from the library.
- N 8. You can park anywhere outside the library.
- Y 9. The library has chairs.
- Y 10. The library has books to help you learn English.

ANSWER SHEET (H-1)

Name: _____

Date: _____

1. Yes No

6. Yes No

2. Yes No

7. Yes No

3. Yes No

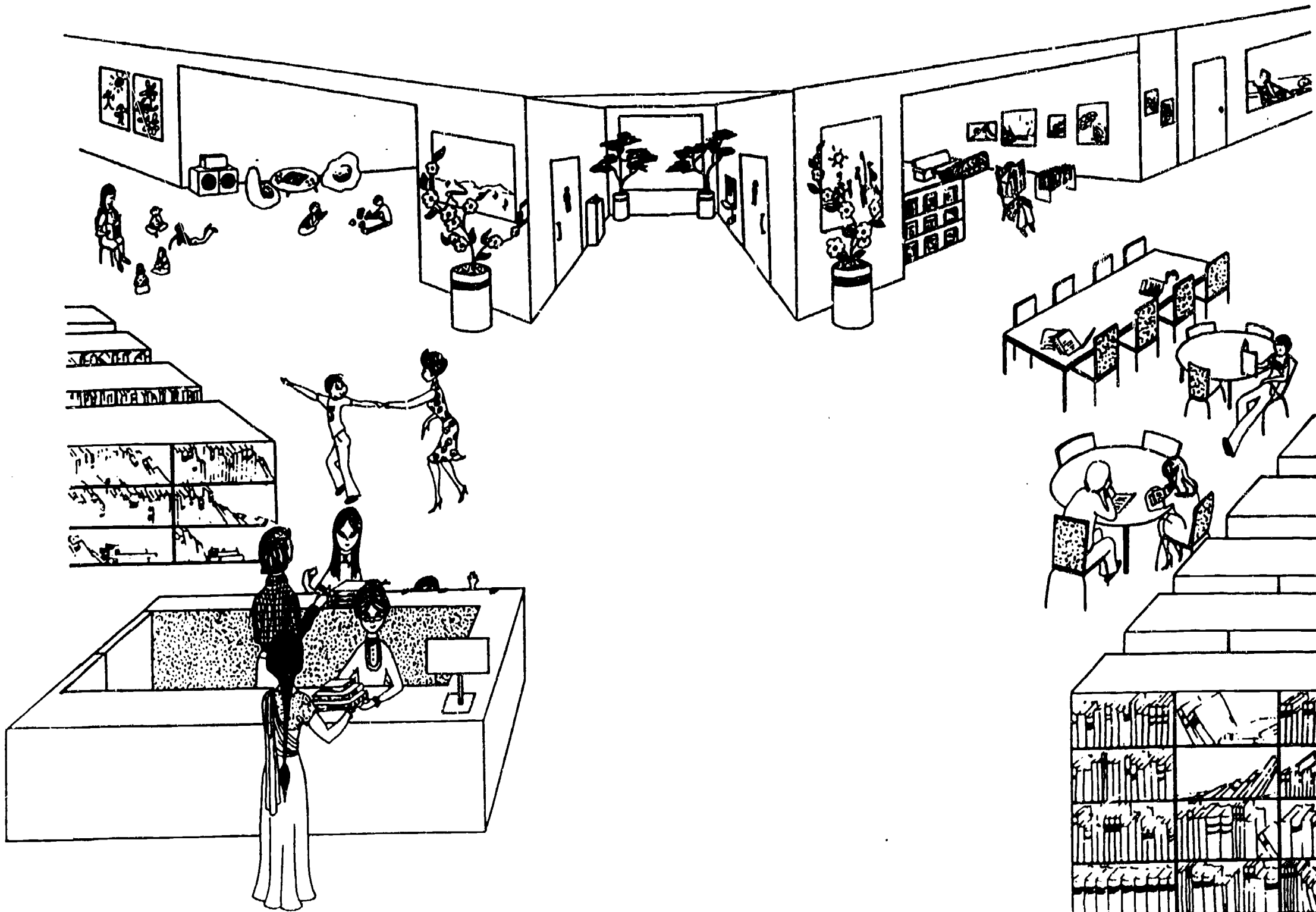
8. Yes No

4. Yes No

9. Yes No

5. Yes No

10. Yes No



SECOND HOUR: FOREIGN LANGUAGE SECTION --- ESL

Time: One hour

Objective: To present the library as a relaxing place to read and to welcome non-English readers.

Materials: A large picture of the interior of a library reading area showing people reading in comfortable chairs (PIC-2). Some drivers' education manuals, several books of each foreign language, citizenship manuals and cookbooks.

Content:

- I. The library has materials for you if you're learning to read English
 - A. ESL books and tape/text combinations
 - B. Books (in main languages of your area)
 - C. Newspapers (in main languages of your area) --- some weekly, some daily
 - D. Information on many subjects is available
 1. Citizenship Manuals --- to help students prepare for the citizenship test
 2. Drivers' Education Material --- to help students get a driver's license (i.e. identification)
 3. Health information materials in a foreign language, if available
- II. The library is a place to come and read and relax
 - A. It has tables and chairs
 - B. It is quiet

VOCABULARY

foreign language

citizenship

pamphlet

drivers' education

cookbooks

library

magazines

newspapers

VOCABULARY LESSON

Example --- Each word can be taught similarly.

Say the word pamphlet (or picture). Have students repeat after you all together, then in groups, then individually. Say "What is this?" and have students answer as a class, in small groups, and individually. Have the students then select the library material that the teacher names from a selection of books, pamphlets, magazines, etc. The teacher can then print in large letters the word on the board and draw a simple cartoon---like a picture of the object next to it, which students can copy into their notebooks.

PRESENTATION

1. After practicing the vocabulary words with the pictures, the students should know the names of the objects by sight. The teacher can hold them up and ask "What is this?" for each object. An answer like "citizenship book" is acceptable.
2. Next, the teacher can have the students name some familiar objects in the room e.g. desk, chalkboard, clock, flag, door, etc. While students listen, the teacher can model these sentences "Our classroom has a desk," "Our

- classroom has a chalkboard, etc." and point to each object. Do this 2-3 times. The students can repeat if they want to.
3. The teacher says, "The library has tables, chairs, books, etc." Teacher asks students "What does our classroom have?" and point to the object. A one-word answer is acceptable. The teacher can quiz the class, then small groups and individually.
 4. On the board the teacher writes "I can read English." She can ask several readers to read it. Then say "_____ can read English. _____ can read English. But Wang can't read English." Teacher shakes her head no to emphasize can't. Teacher asks "Can Wang read English?" The students answer "No."
 5. The teacher asks "Wang can't read English. What does the library have for Wang?" Teacher can point to or hold up materials mentioned and students can call out the names of things. The teacher can add "The library has foreign language books and newspapers (teacher can name the languages that apply to her students).
 6. Teacher asks "What else does the library have?" Teacher answers: "The library has chairs." Teacher can point to the chairs in the picture (PIC-2). Students repeat: "Chairs." Teacher asks: "What does the library have?" Students: "Chairs." Teach restrooms, quiet and drinking fountains, magazines and newspapers in the same way.
 7. Teacher: "At the library you can read and relax."

Teacher pantomimes "read and relax." Students repeat "read and relax." Teacher "What can you do at the library?" Students: "Read and relax."

At this point, the teacher can begin passing around the materials in the various languages represented for her students to look at or she can call them up to look at things on a table at the front of the room. There should be plenty of time for students to browse through materials. Teacher can circulate.

Teacher: "Tomorrow we will talk about other things to be found at the library."

THIRD HOUR: ADULT SECTION

Time: One hour

Objective: To present the non-literary resources of the Adult Section of the library, as a means of creating interest in exploring the library.

Materials: Portions of the slide presentation or large photographs showing the areas shown in this unit, an art print, bus schedules, cookbooks, pictures of a photocopier and typewriter. H-2 used to reinforce the unit.

Content:

- I. The library has more than just books
 - A. It has typewriters * (to be used at the library)
 - B. It has photocopiers (you must pay for each copy)
 - C. It has art prints *
 1. To be checked-out for _____.
 2. You must take good care of them
 - D. Information
 1. Bus Schedules
 2. Tax Forms
 3. Pamphlets
 - E. Records/Tapes
 - F. Videos *

* May not be available at all libraries.

- II. The library is a friendly place to go to read, work and look for materials
- A. It has good lighting, chairs and tables
 - B. It has friendly, helpful librarians
 - C. It has clean restrooms

VOCABULARY

records

art prints *

librarian

adult

typewriters *

photocopiers

information

VOCABULARY LESSON

Here, as in the previous lesson, the teacher needs to have materials from the library to hold up or a picture. The vocabulary is taught the same way as in the previous lesson. (See Vocabulary Lesson on page 11).

PRESENTATION

Ending with the passing around of materials.

DIALOG:

Can be taped in three parts: students 1) listen to entire dialog; 2) listen and repeat student's part; 3) say student's part.

Student: Excuse me, can you help me?

Librarian: Yes.

Student: What does the library have for me? I can't read.

Librarian: What language do you speak?

Student: Vietnamese. (Can be varied to apply to student).

* May not be available at all libraries.

Librarian: The library has art prints, records and tapes.
(Show the student examples of the three items.)

Student: Thank you.

Librarian: You're welcome.

The dialog can be played on tape first or read by the teacher, then the teacher can read it and explain each line or convey the meaning with pictures or pantomime. The students can repeat the student's part (as a class, in small groups or individually) then say student's part as a class, in small groups or individually. The teacher can check comprehension by asking questions like the following:

1. Where is the student?
2. Can he read English?
3. Are there things in the library for him?
4. What kinds of things are in the library for him?

The dialog can be printed in large letters with a felt pen and taped to the board for groups to read. The students can role-play it. NOTE: Many students like to copy the dialog from the board or a printed chart after presentation. If they learn better this way, it should be encouraged.

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VOCABULARY EXERCISE: FOREIGN LANGUAGE AND ADULT SECTIONS

(NOTE: This can be given at the end of the Third Hour or at the beginning of the Fourth Hour.)

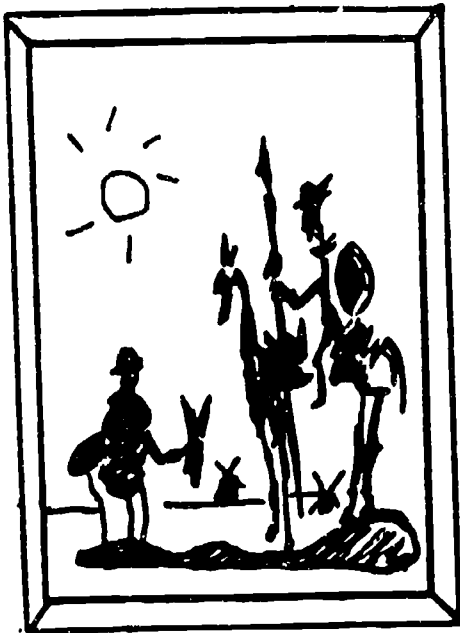
The teacher reads the words below from a list after instructing the students to circle the correct word and picture (H-2).

With this exercise the students can identify the picture with the spoken word and get a review of the previous material and the teacher can walk around and observe which students are responding correctly to the spoken words. Students can also learn or relearn the words as they circle the pictures and words.

Teacher: "The library has: ---"

1. cookbooks
2. records
3. drivers' education manuals
4. art prints*
5. typewriters*
6. librarians

* May not be available at all libraries.



ART PRINT



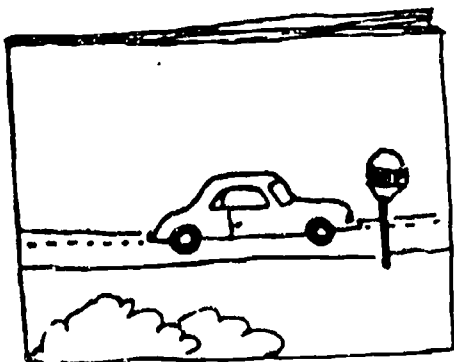
RECORD



TYPEWRITER

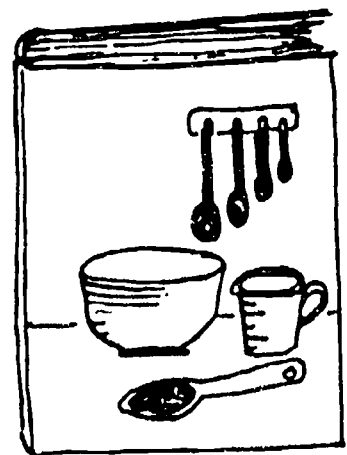


LIBRARIAN



DRIVER'S EDUCATION
MANUAL

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COOKBOOK

FOR NEW LIBRARY CARD-PLEASE FILL OUT IN BLOCK
LETTERS AND GIVE TO CLERK WITH IDENTIFICATION
SHOWING YOUR NAME AND CURRENT ADDRESS.

NAME _____
 first initial last

ADDRESS _____

CITY _____ ZIP CODE _____

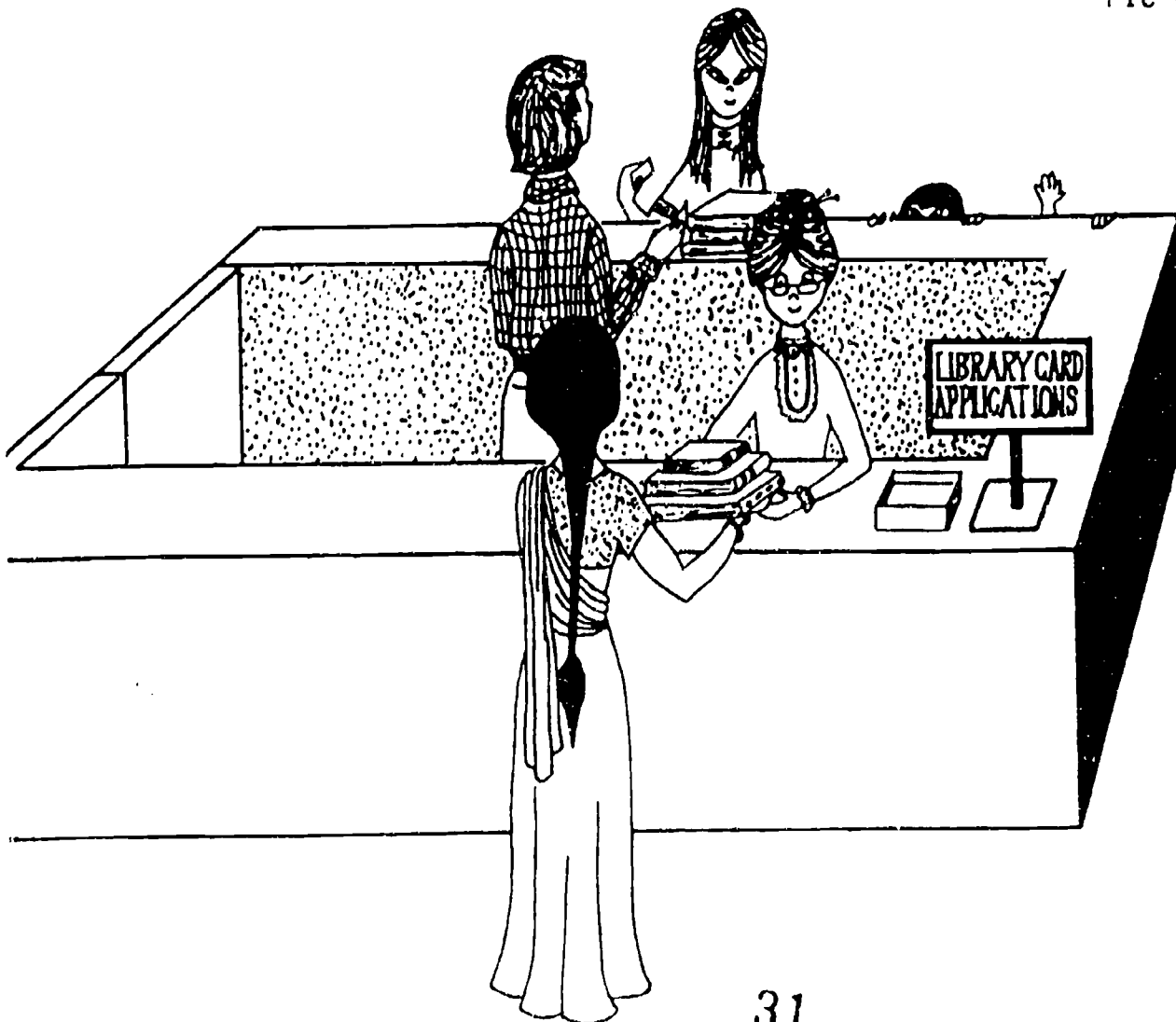
PHONE # _____

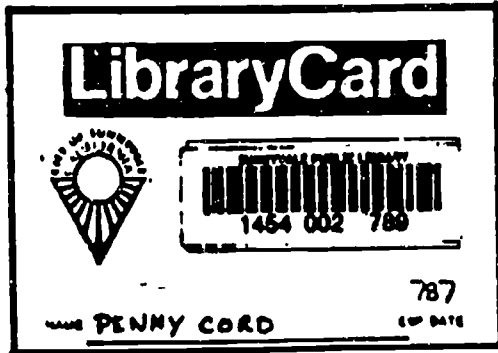
BIRTHDATE _____

IF UNDER 18 YEARS OF AGE, YOUR PARENTS FIRST
AND LAST NAME

THANK YOU

PIC - 3





FOR NEW LIBRARY CARD-PLEASE FILL OUT IN BLOCK LETTERS AND GIVE TO CLERK WITH IDENTIFICATION SHOWING YOUR NAME AND CURRENT ADDRESS.

NAME _____
first initial last

ADDRESS _____

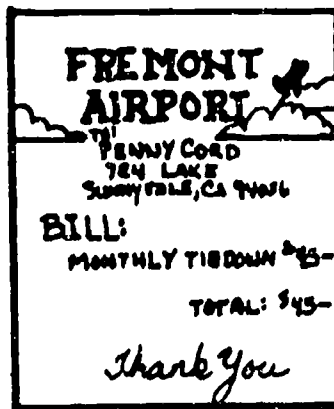
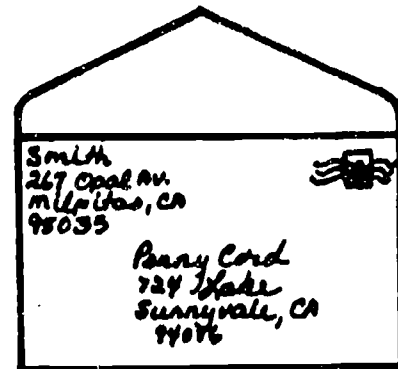
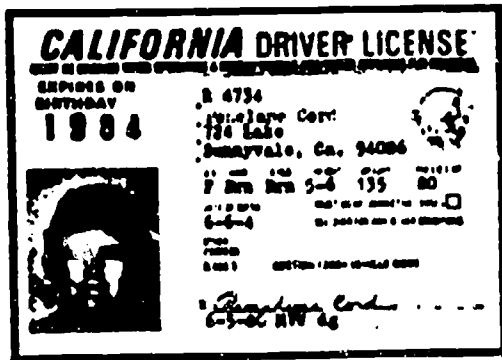
CITY _____ ZIP CODE _____

PHONE # _____

BIRTHDATE _____

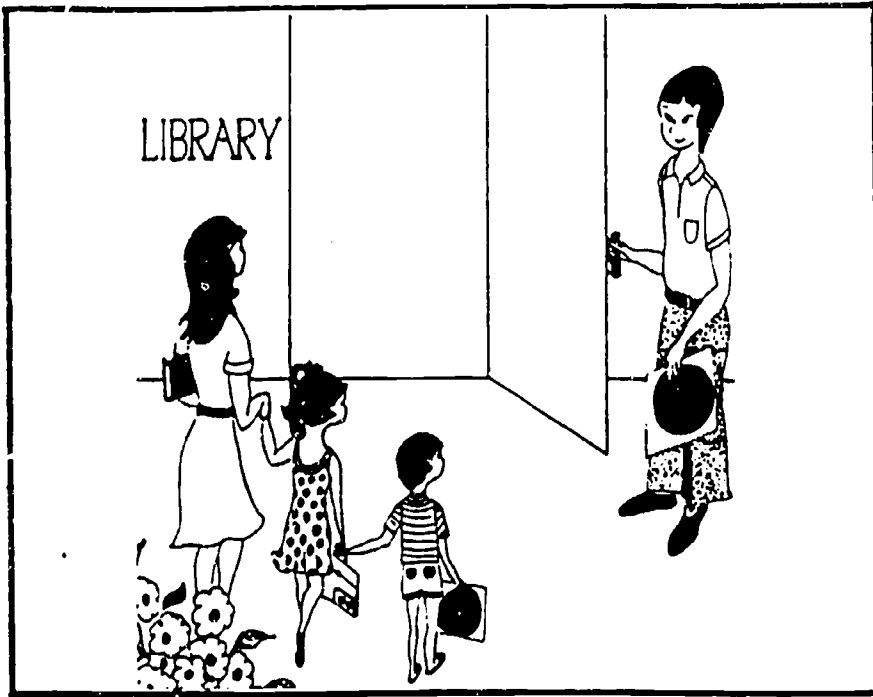
IF UNDER 18 YEARS OF AGE, YOUR PARENTS FIRST AND LAST NAME _____

THANK YOU _____



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PIC - 5

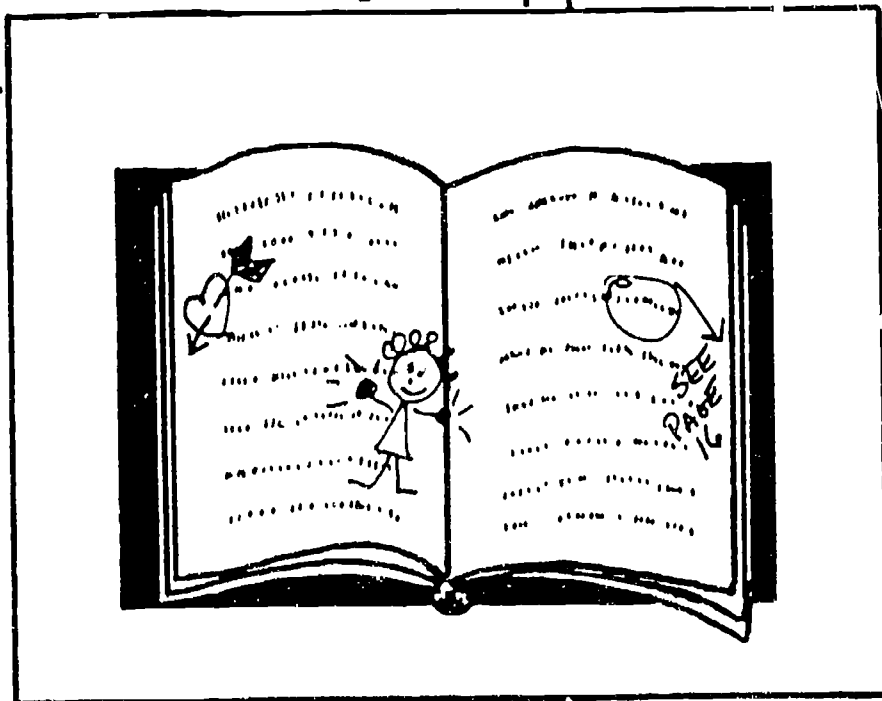


PIC - 6

PIC - 7



PIC - 8



FOURTH HOUR: CHECK-OUT SECTION

Time: One hour

Objective: To teach requirements for a library card and the process of borrowing and returning library materials. To give practice in applying for a library card.

Materials: Copies of a picture of an application form (H-3), picture of a person applying for a card at Check-out Desk and people checking-out books (PIC-3), proof of address picture (PIC-4), and library consideration pictures (PIC-5-8).

Content:

- I. You can check-out (take out) books and the other things mentioned before for 2-4 weeks but:
 - A. You must return them at that time or pay a fee (_____ cents a day for books/borrow-read-return)
 - B. You must have a library card to check-out books
 1. A library card is free
 2. You must fill out a form
 3. You must have proof of address
 - a. A driver's license
 - b. A bill or letter with your name and address
- II. Library considerations: (pictorial signs can be shown to the students for each statement).
 - A. Rules of the Library:
 1. You must have a library card to check-out books and records.

2. Return everything you take from the library on time (PIC-5).
3. Put books in the book drop if the library is closed (PIC-6).
4. Do not put records or cassette tapes in the book drop. Return them to the Check-out Desk.

B. Things to remember

1. Talk in a low voice (PIC-7).
2. Try to keep library books clean (PIC-8).

VOCABULARY

| | |
|----------------|--------------|
| Check-out Desk | fine |
| borrow | library card |
| return | due date |
| application | book drop |

VOCABULARY LESSON

Check-out Desk can be shown in a picture and the teacher can explain simply that you must go to the Check-out Desk to take out a book or other things. Borrow --- the teacher can ask a student "Can I borrow your pencil?" The student gives it to the teacher and she writes with it and returns it to the student. This can be done several times emphasizing "I'm borrowing this." "Now I'm returning this."

PRESENTATION

Teacher: (Has a book from the library, a nonfiction children's book). "I want to borrow this book" (points to the book). "I go to the Check-out Desk" (points to PIC-3) "I need a library card. I don't have a library card." Teacher holds up empty hands. "How can I get a library card? I can write on this form at the desk." Teacher holds up an application form "And I need a driver's license or a letter or bill with my name and address on it." Show large picture with pictures of required items for a library card (PIC-4). Repeat information simply for the students. Have them repeat and ask if they understand. Teacher can re-explain to those who don't. Teacher produces the required items from her

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purse and holds them up. The teacher pretends to fill out the form and then holds up her library card. Teacher: "Now I have a library card. I give it to the librarian. She checks-out my book and now I can take it home for four weeks. (Show on calendar). But then on _____ I must bring it back. All this can be pantomined. The text just given can be re-said by the teacher several times while various students pantomime just as the teacher has done. Teacher writes a date on the board. Then below it a date two days later. Teacher: "My book is due _____ . But I cannot take it to the library until _____. So I must pay a fee-- 5 cents a day. How much must I pay?" Students answer "10 cents."

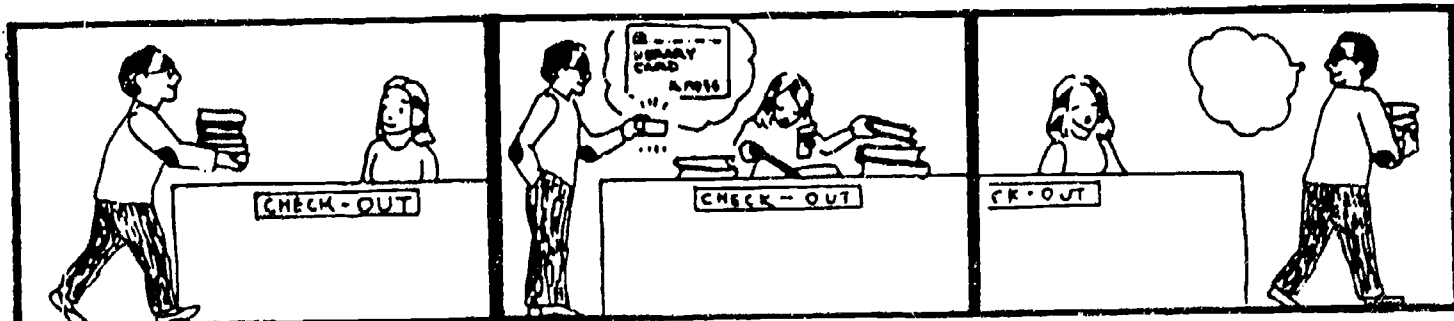
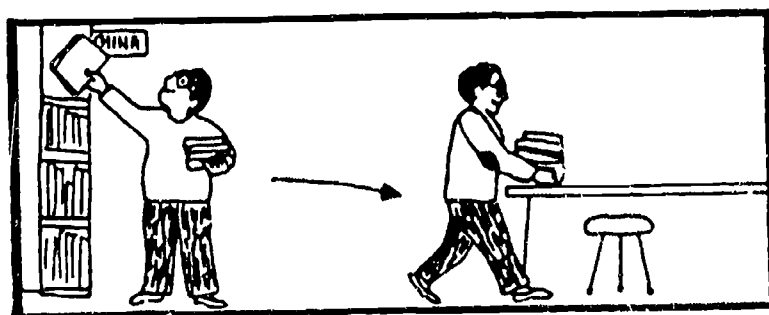
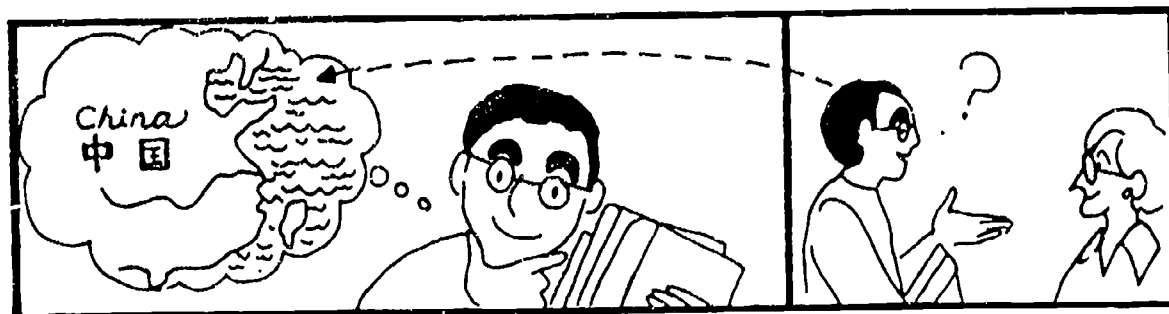
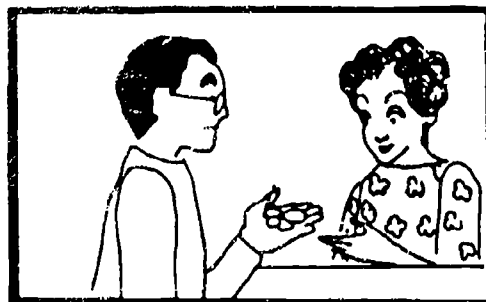
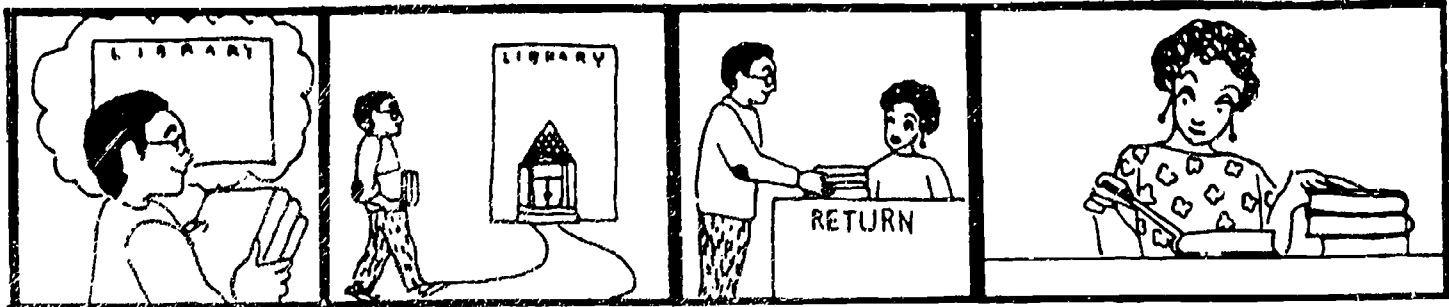
Teacher: "Now let's fill out an application form." The teacher can explain the form and go over it with the students with a felt pen. The teacher passes out copies of the application forms and helps students go through it step by step, checking around the room after every step (H-3). Students should be encouraged to stay with the group or they will probably make a mistake and the form should be filled out correctly. By this time most pre-beginning students should have had some experience with simple forms, name, address, telephone number, etc.

After this is done and correct to the teacher's satisfaction, the students can fill out the real forms with the teacher's supervision and these can be given to the librarian

right away so that she can bring new library cards for each of the students when she visits.

Teacher: "There are rules for inside the library. Here's what we do inside the library."

1. "Return everything you take from the library (PIC-5)."
2. "Put books in the book drop if the library is closed (PIC-6). Do not put records or cassette tapes in the book drop. Return them to the Check-out Desk."
3. "Speak in a low voice in the library (PIC-7)." Teacher can demonstrate a low voice.
4. "Keep books clean for others to use (PIC-8)." The teacher can show two books, one clean and the other written in, workbooks would be ideal as these are found at libraries and need to be kept free of filled in spaces.



EXERCISE: CHECK-OUT SECTION

This exercise can be used to introduce the material in the Check-out Section. It is suggested that the sequential pictures (H-4) be presented to the students in this way:

1. Have the students number each picture in the space under the picture. This is an orientation activity. Because the presentation should involve listening and speaking skills only for most of the lesson, the written sentences should not be given out until the end of the lesson. (The verbs in each picture will be presented in the imperative form using the Total Physical Response approach.)
2. The teacher can refer the students to each picture in turn and go over the nouns involved in each picture e.g. books, library (H-4).
3. The teacher can introduce the word verb as "a word that tells what we do. Let's practice some commands. Stand up, turn to the left, turn to the right, sit down. Now I will make each picture into a command e.g. remember the books; go to the library; and return the books."
4. The teacher goes over each picture again for review.
Teacher: "Remember what?" Students: "Remember the book or books." Teacher: "Yes, remember the books."
5. Teacher goes over each picture again after calling up two students: one to act as a patron and the other to act as the librarian. The teacher gives the command and

the students act out the process. This should be done 2-3 times for reinforcement.

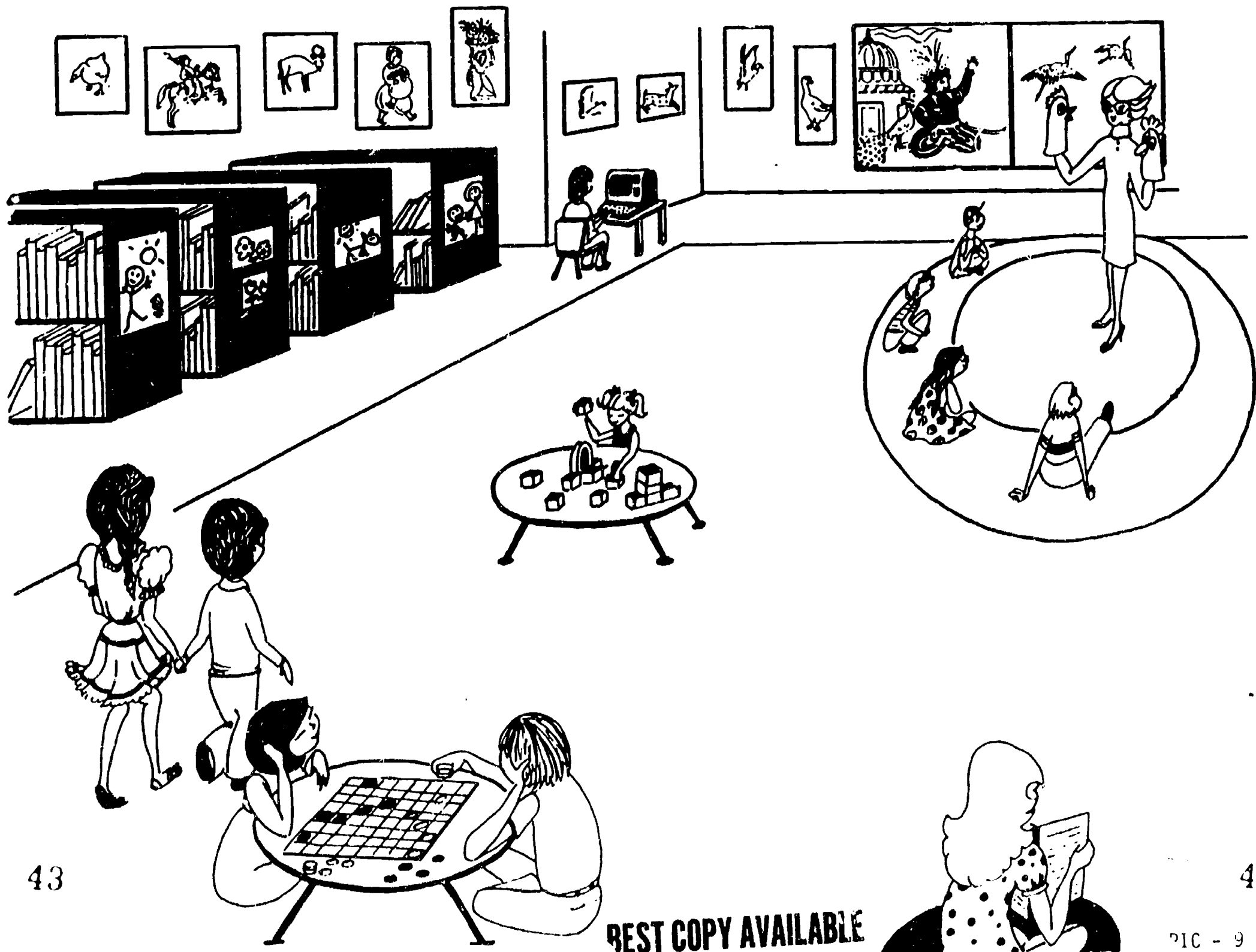
6. The teacher asks the students to just name the verb for each picture e.g. Teacher: Picture 1. Students: Remember.

By this time, the students will have not only the basic concepts of borrow-read-return on time or pay a small fine, but they will be able to understand and reproduce library vocabulary.

7. Finally, the teacher can pass out the list of written commands the students have been reproducing and ask them to take them home and study the verbs. If she wishes, the students can be asked the next day to write or say the sentences looking only at the pictures.

AT THE LIBRARY (H-5)

1. Remember the books.
2. Go to the library.
3. Return the overdue books.
4. Wait for the librarian to check.
5. The books are two days late!
6. Pay the overdue fine. It is not much.
7. Look for some more books to borrow.
8. Think about what you want.
9. Choose some books.
10. Think about cookbooks.
11. Ask the librarian.
12. Find the books and take them to the table.
13. Look at the books.
14. Take them to the Check-out Desk.
15. Show your library card.
16. Thank the librarian.



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FIFTH HOUR: CHILDREN'S SECTION

Time: One hour

Objective: To present the Children's Section and its materials as being for both children and adults.

Materials: Several children's books, both fiction and non-fiction, sections of the slide presentation, if available, showing sections of the Children's Section. Picture of the interior of the library (PIC-2) and the Children's Section (PIC-9).

Concepts:

- I. The Children's Section of the library is a place where you can bring your children to read, play quietly, listen to stories and watch puppet shows.
- II. It has books of special interest to children but which can be read by adults also.
 - A. They are about many things
 - B. They are easy to read

VOCABULARY

children

play

listen to stories

section

watch puppet shows

Point to parts of the picture and say the words (PIC-9).

Students repeat as a class, in small groups and individually.

PRESENTATION

Show PIC-2. Teacher: "This is the Children's Section in the library. You can bring your children here and stay with them." Gesture. Speak slowly, repeat and use pictures and pantomime whenever possible. Pick up the children's books (nonfiction) you have checked-out. "These are books for children, but you can check them out, too. Do you like plants? (Any interesting subject will do). Show a book on plants with colored pictures and a few words. "The Children's Section has many books with easy words." Show several books, then pass them around and several more for students to see.

Then the teacher says: "Your children can do many things while you're at the library." Point to activities in PIC-9. "The library has story hours, puppet shows, movies and puzzles for young children."

Follow-up: The teacher can call up a student to the front of the class and say "Point to the Check-out Desk. Point to the Children's Section, etc." (PIC-2)

SIXTH HOUR: LIBRARIAN'S VISIT

Time: One hour

Objective: To reinforce previous material presented and acquaint the students with the librarian and local library policies.

Materials: Library materials to be shown to the class.

Content: See Appendix 2: Librarian's Visit.

PROCEDURES

Prepare the students the day before the librarian's visit to think of a question to ask the librarian at the end of the talk. If there is none, have some simple ones of your own to ask her and gently quiz them about the answer to test comprehension.

Sample Questions

1. When is the library open?
2. What are the library rules?
3. Can you help me learn to read better?
4. Do you have a new newspaper everyday in my language?
5. Can you speak my language?

SEVENTH HOUR: CLASS VISIT TO THE LIBRARY

Time: One hour

Objective: To help the students apply the knowledge they have acquired from the unit.

Materials: Floor plan of the library to be filled out after the library tour.

The class can meet at the library at the appointed hour. They have discussed (after the librarian's visit) that their purpose is: 1) to find the sections of the library by using a copy of the floor plan and then check it out on the floor plan; 2) to see the library and its location; and 3) to choose materials to check-out. Ask the students to bring their materials to class the next day.

EIGHTH HOUR: POST-TEST AND DISCUSSION OF WHAT WAS CHECKED-
OUT OF THE LIBRARY

Time: One hour

Objective: To assess what was learned and to give students a
chance to share materials.

Materials: Pre/Post-test (H-1) and students' own checked-out
materials.

PROCEDURE

I. Give the Pre/Post-test that was given at the beginning
of the unit.

---Give the same explanation, and the same handout to
students (H-1). This will serve as the post-test to
help assess comprehension of the concepts taught.

II. Ask students to share one at a time what they checked-
out of the library. They can tell after the teacher
asks them:

A. What item they checked-out

B. What the name (title) is

C. How many pages it has

D. What it's about (i.e. birds, cooking, etc.)

III. Teacher can prepare a chart with each students name and
next to it the name of the material checked-out. The
teacher can put a star or sticker next to the student's
name when he returns the checked-out material to the
library on time!

LEVEL II

TO THE TEACHER:

Level II is geared to the student whose communication in English is limited. The student may or may not be pre-literate in his native language.

The primary objective in teaching this unit is for the student to become aware of the library and its basic functions. The teacher should have examples of the kinds of materials available at the local library. If the students can see and handle books, newspapers and magazines, they will learn about them much faster. If this is not possible, the teacher should at least have pictures to show the class. This will also help the student become familiar with what is available when the class visits the library.

It is also very important for the teacher to incorporate a lot of repetition into the presentation. If the student is pre-literate in his own language, it is not a matter of merely learning the vocabulary; the student is learning a whole new concept.

At this level the emphasis should be on the development of the student's ability to comprehend new concepts orally and visually. Work on paper should be secondary.

The teacher should feel free to be creative in her teaching methods. Do not be afraid to present the same idea several times in different ways.

The curriculum is designed to be presented in 10 one-hour sessions that will introduce students to:

1. The concept of a free public library.
2. The materials and services available at the library
- 3-6. The sections of the library.
7. Obtaining a library card.
8. A visit from a librarian.
9. A visit to the library.
10. A follow-up on the library visit.

DAY 1: INTRODUCTION OF THE CONCEPT OF A FREE PUBLIC LIBRARY

I. Introduction

With pictures and questions find out how much students know about American libraries and what their attitudes are towards the library.

A. Pass out the library picture showing the inside of a library (FIC-2) to students.

B. Ask a series of questions designed to determine knowledge and attitudes.

1. What is this?
2. What do people do here?
3. Where is the library?
4. What's the name of your local library?
5. Do you go to the library?
6. Do you like to go to the library?
7. How much does it cost to go to the library?

II. Administer the PRE/POST-TEST (H-6)

Read directions and statements aloud. Students read silently and circle "yes" or "no" to agree or disagree with the statement.

III. Have students complete the STUDENT SURVEY (Appendix 1).

This can be done in the students' own languages in class or at home.

PRE/POST-TEST (H-6)

Circle YES or NO to these statements about the library.

- | | | | |
|-----|--|-----|----|
| 1. | The library has only books. | YES | NO |
| 2. | You must pay to go to the library. | YES | NO |
| 3. | Children can go to the library. | YES | NO |
| 4. | You can enjoy the library if you cannot read. | YES | NO |
| 5. | You must pay for a library card. | YES | NO |
| 6. | The library is a place to study and read. | YES | NO |
| 7. | The library has books in other languages. | YES | NO |
| 8. | The librarian can answer your questions. | YES | NO |
| 9. | You can keep a library book for one year. | YES | NO |
| 10. | The library has books to help you learn English. | YES | NO |
| 11. | The library has records and tapes. | YES | NO |
| 12. | The library sells newspapers. | YES | NO |
| 13. | You can find information in the library. | YES | NO |
| 14. | All people may go to the library. | YES | NO |

DAY 2: MATERIALS AND SERVICES AVAILABLE AT THE LIBRARY

SET-UP

1. Bring in samples of materials available at your local library, such as: fiction and nonfiction books, records, tapes, foreign language books, pictures, films and videos, dictionaries, encyclopedias, magazines, newspapers, pamphlets, local college catalogs, cook-books, telephone books, etc.
 2. Realia or pictures of typewriter, computer, copy machine, etc.
 3. Brochures and announcements for classes and services, children's story time, meetings, etc. from local library.
- I. Practice the unfamiliar vocabulary items using the objects or pictures.
 - A. Ask "Yes/No" and "What is this?" questions to make sure students know the vocabulary.
 - B. Have students do MATCHING EXERCISE (H-7).
 - II. Jazz Chant: YOU CAN FIND IT AT THE LIBRARY (H-8)

Jazz chants use rhythm and repetition to teach concepts.

 - A. Teacher reads --- students repeat
Go through to establish vocabulary and rhythm.
 - B. Divide the class into two halves.
 1. One side to read: "I want a _____.
Where can I find it?"
 2. Other side to answer: "You can find it at the library!"

3. Once mastered, switch sides.

C. Variations

1. Round Robin --- Have one student ask, second student answer, going around the room.

2. Men - women split

3. Teacher - student split

D. Ask students to make up their-own verses using other materials, services, etc. or other verbs showing what they can find or do at the library.

MATCHING EXERCISE I (H-7)

Draw a line from the picture to the correct word



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YOU CAN FIND IT AT THE LIBRARY (H-8)

I want a story record. Where can I find it?

You can find it at the library!

I want a music tape. Where can I find it?

You can find it at the library!

I want a picture book. Where can I find it?

You can find it at the library!

I want a dictionary. Where can I find it?

You can find it at the library!

I want an encyclopedia. Where can I find it?

You can find it at the library!

I want a magazine. Where can I find it?

You can find it at the library!

I want a newspaper. Where can I find it?

You can find it at the library!

I want a college catalog. Where can I find it?

You can find it at the library!

I want a cookbook. Where can I find it?

You can find it at the library!

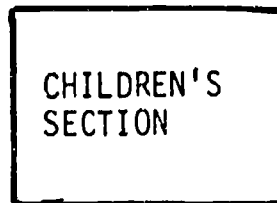
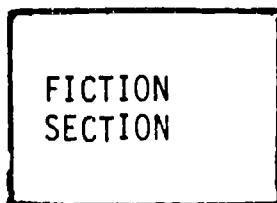
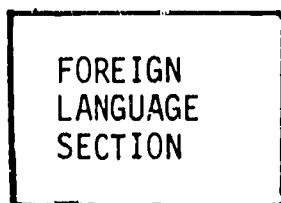
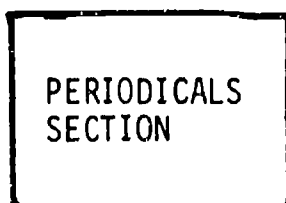
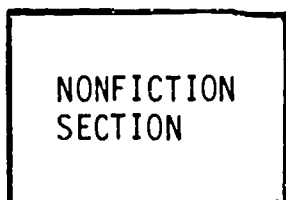
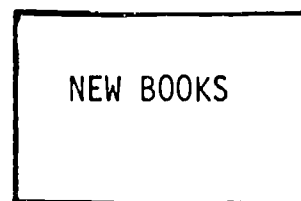
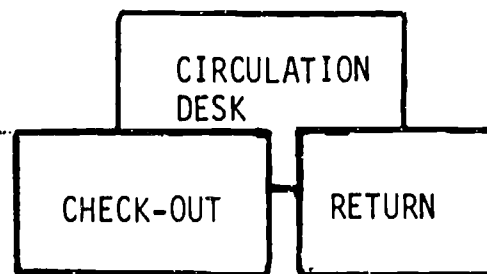
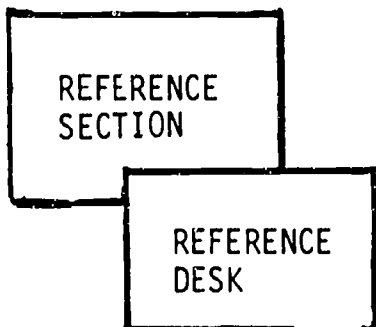
I want a Chinese story. Where can I find it?

You can find it at the library!

I want a Spanish book. Where can I find it?

You can find it at the library!

CLASSROOM LIBRARY FLOOR PLAN (PIC-10)



DAYS 3, 4, 5, 6, & 7: SECTIONS OF THE LIBRARY

SET-UP: A Classroom Library --- for all 5 days

(NOTE: See CLASSROOM LIBRARY FLOOR PLAN (PIC-10) for suggestions.)

1. Use all materials from DAY 2.
2. Make signs for library sections
 - a. Reference Section
 - b. Foreign Language Section
 - c. Nonfiction Section
 - d. Card Catalog (box of index cards with your materials listed on them)
 - e. Children's Section
 - f. Periodicals Section
 - g. Fiction Section
 - h. Cassette Tapes
 - i. Records
 - j. Video Tapes & Films
 - k. New Books
 - l. Reference Desk
 - m. Circulation Desk
 - Check-out
 - Return
3. Use different desks or stations to set up your library. Place appropriate materials with each sign to illustrate the concepts.

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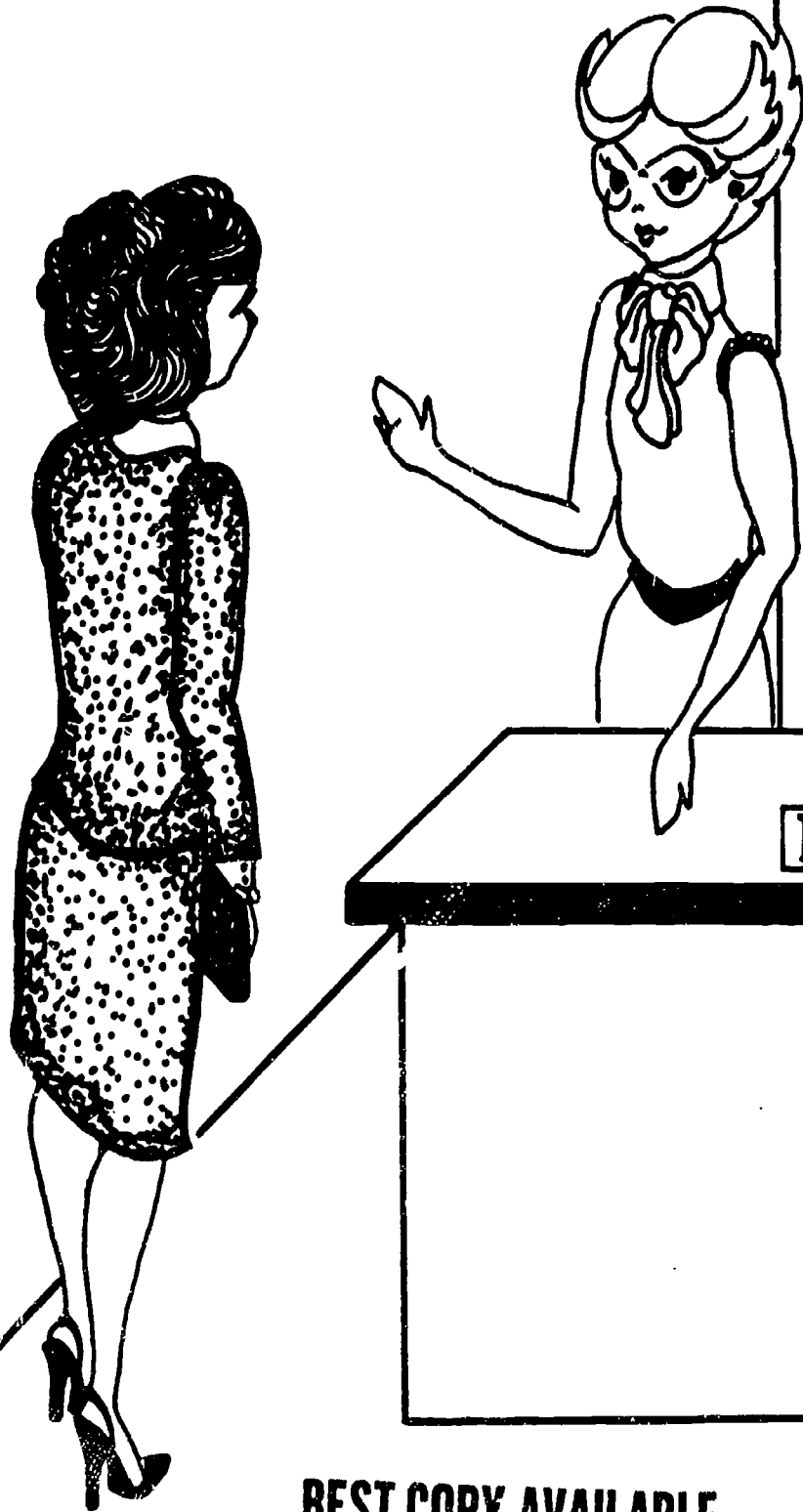


LIBRARY

OPEN

HOURS:





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REFERENCE

DAY 3: FINDING A BOOK AT THE LIBRARY

- I. Use the library set up to review materials and introduce new vocabulary. Walk students through your "library," stopping at each section to briefly review and/or introduce vocabulary.
- II. Go to Reference Section and Reference Desk of the library last. These sections will be emphasized today. Review vocabulary using your materials.
- III. MARIA NEEDS A DICTIONARY (H-9)
 - A. Read story aloud to students using pictures.
 1. Maria at school (PIC-11).
 2. Maria at library entrance (PIC-12).
 3. Maria asking librarian for directions (PIC-13).
 4. Maria in Reference Section reaching for dictionary (PIC-14).
 5. Maria talking to Reference Librarian (PIC-15).
 - B. Students repeat after teacher reading the story.
 - C. Question students using pictures (PIC-11-15). EXERCISE ONE (H-10) can be used for written work, if desired.
 - D. Work with students to produce a dialog between Maria and the librarian. Write it on chalkboard and practice it.
 - E. Have students role-play Maria and the librarian in your classroom library. Have others role-play other

situations about finding a book or locating specific information.

MARIA NEEDS A DICTIONARY (H-9)

Today Maria is going to the library. Maria is a student. She is studying English at Adult School. Maria's teacher wants her to learn some new words. He wants her to find the new words in a dictionary. Maria wants to use a Spanish-English dictionary. She does not have one at home, so she is going to the library. They have bilingual books at the library.

At the library Maria sees many books. She does not know where the dictionaries are. What can she do? She can ask the librarian! The librarian tells her to go to the Reference Section. She can find dictionaries, encyclopedias and other books of information there. She can also talk to the reference librarian at the Reference Desk. She can help Maria find a lot of information.

EXERCISE ONE: MARIA NEEDS A DICTIONARY (H-10)

Answer these questions.

FIC-11:

1. Where is Maria going?

2. What is Maria?

3. What is she studying?

4. Where is she studying?

5. What does her teacher want her to learn?

6. Where does her teacher want her to find new words?

7. What does Maria want to use?

8. Why is Maria going to the library?

9. Is a Spanish-English dictionary a bilingual book?

PIC-13:

10. What can she ask the librarian?

11. Does Maria know where the dictionaries are?

12. Where does the librarian tell Maria to go?

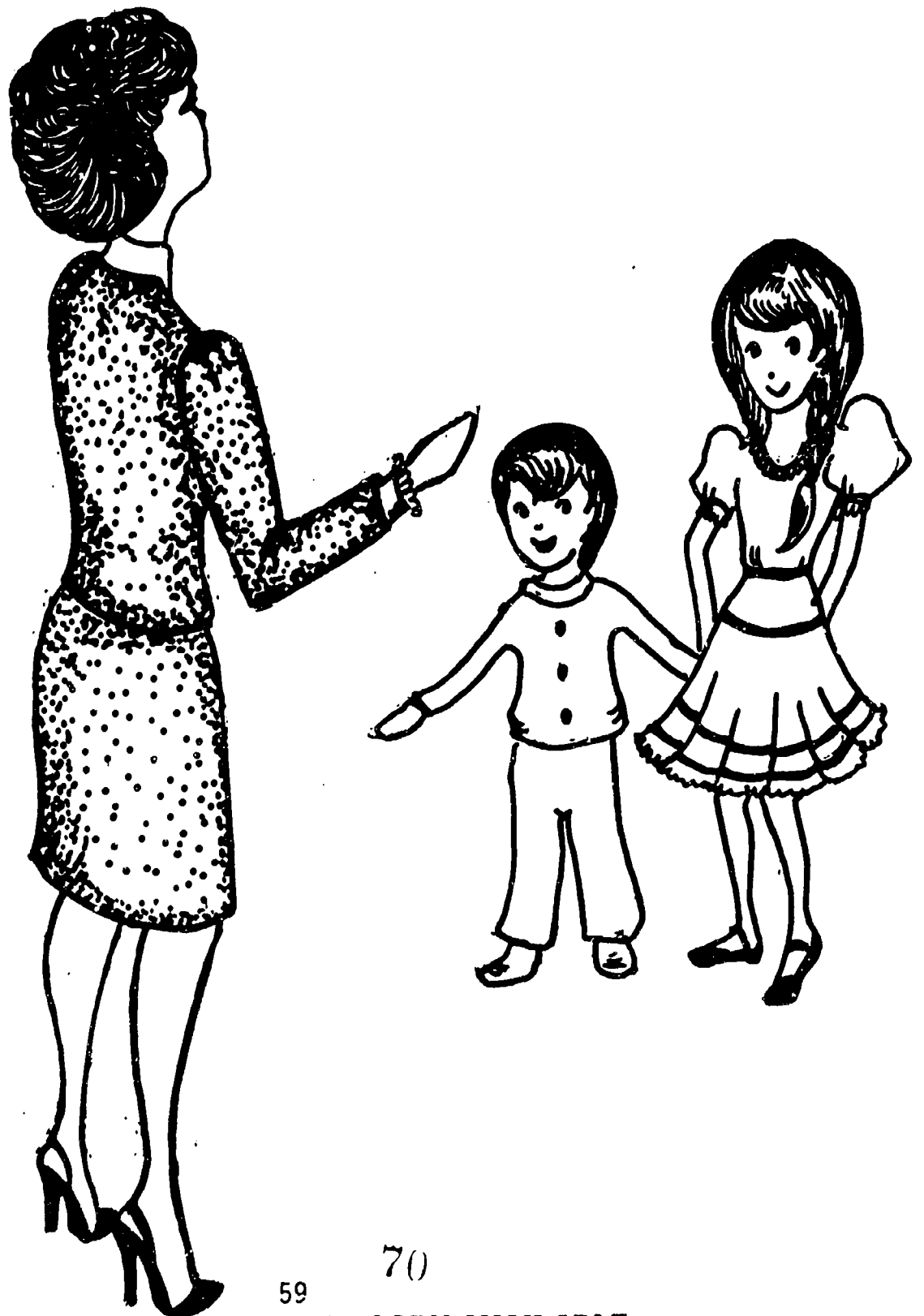
PIC-14:

13. What can Maria find in the Reference Section?

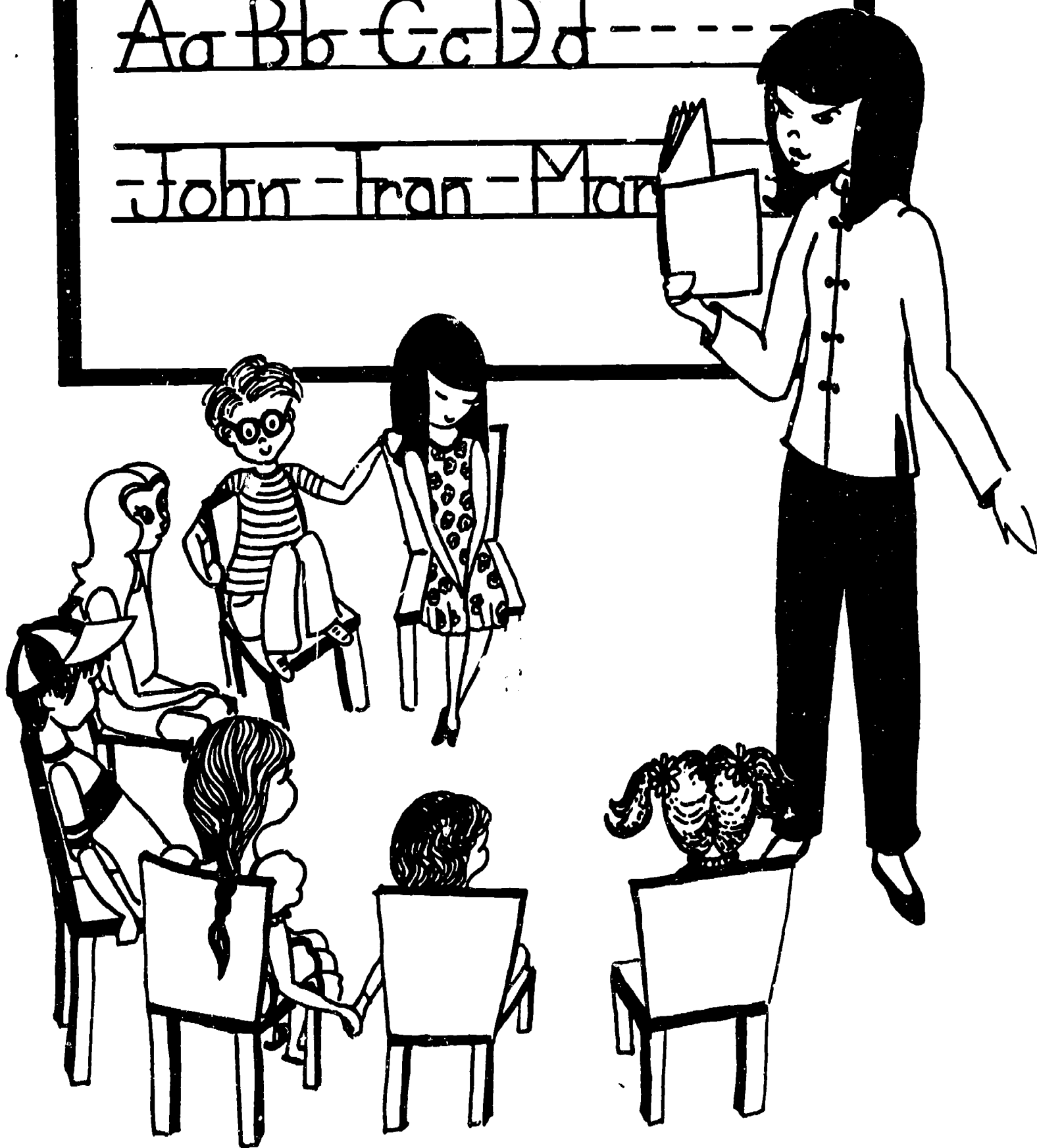
PIC-15:

14. Where can she find the reference librarian?

15. What can the reference librarian help Maria find?



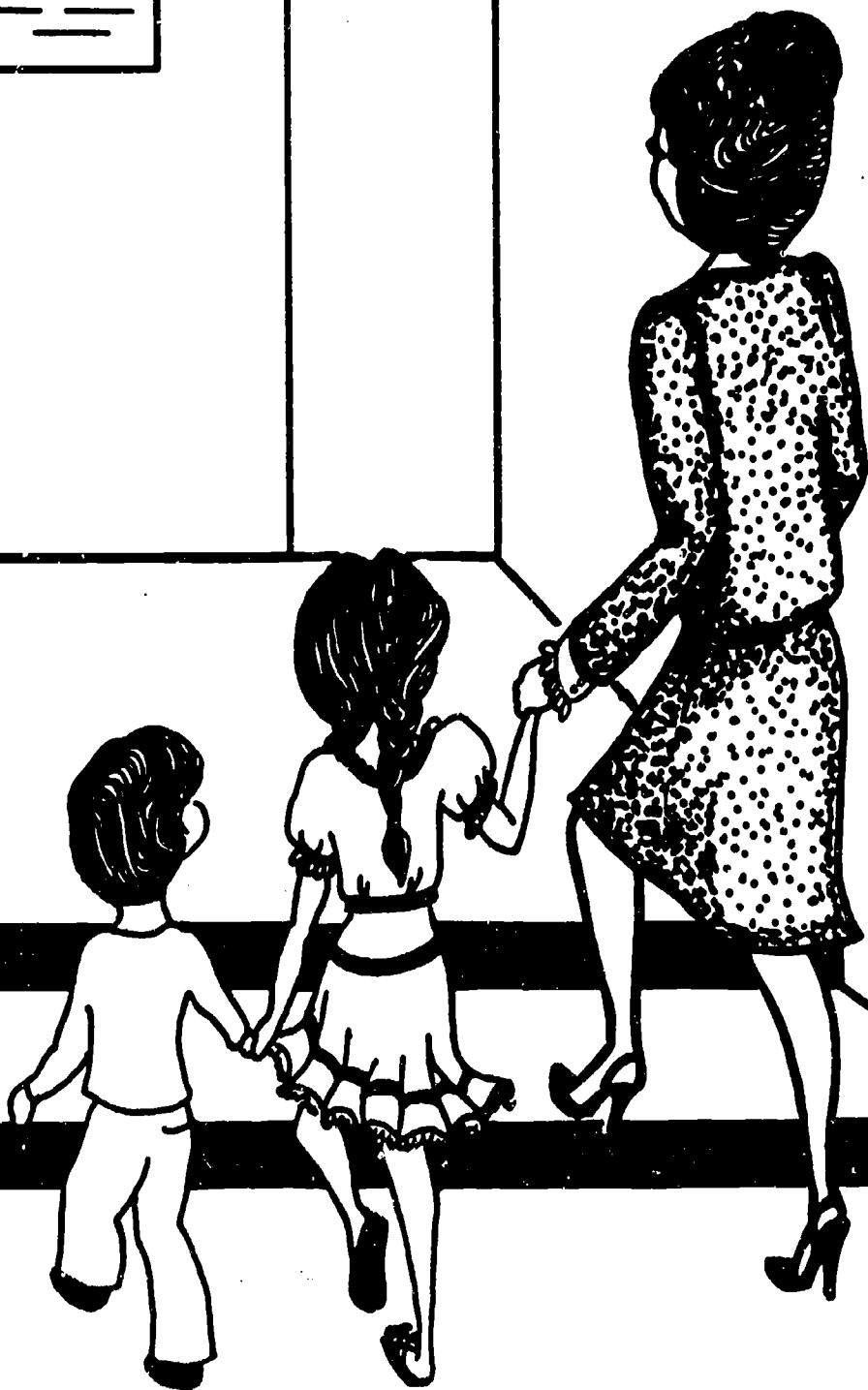
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Aa Bb Cc Dd -----
John - Fran - Mar



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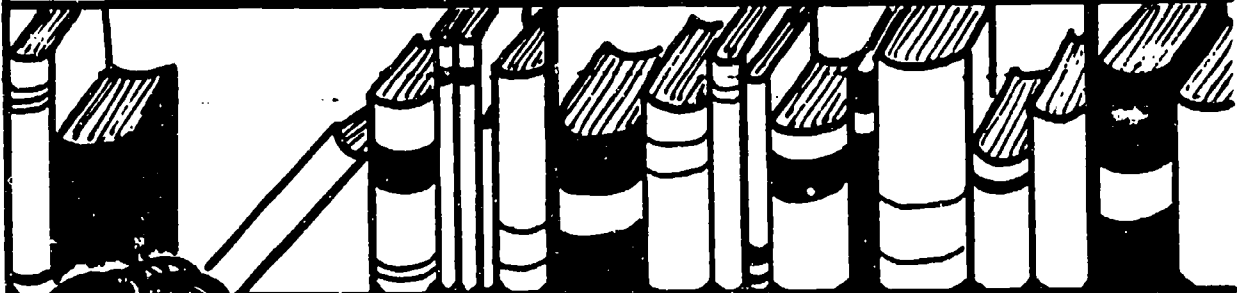
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DICTIONARIES



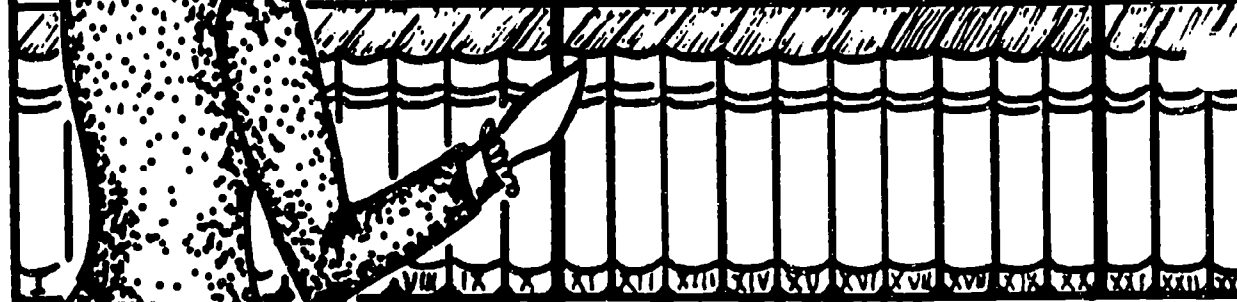
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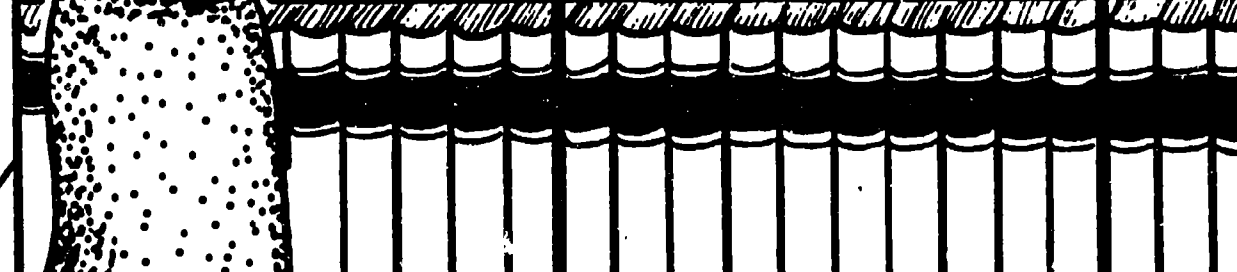
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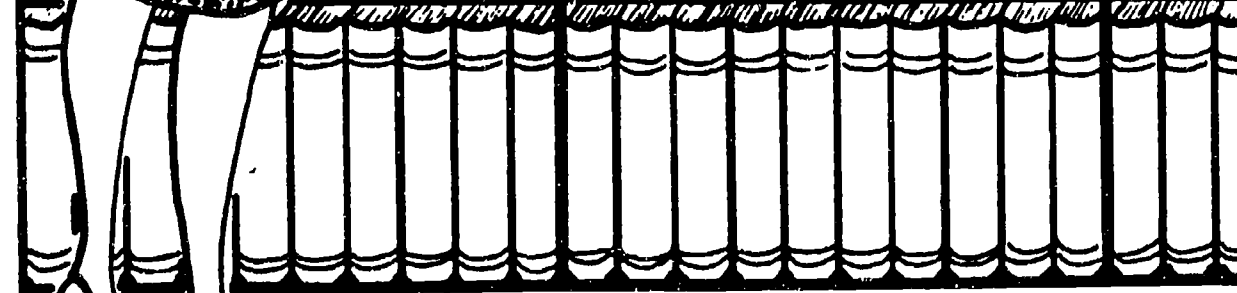
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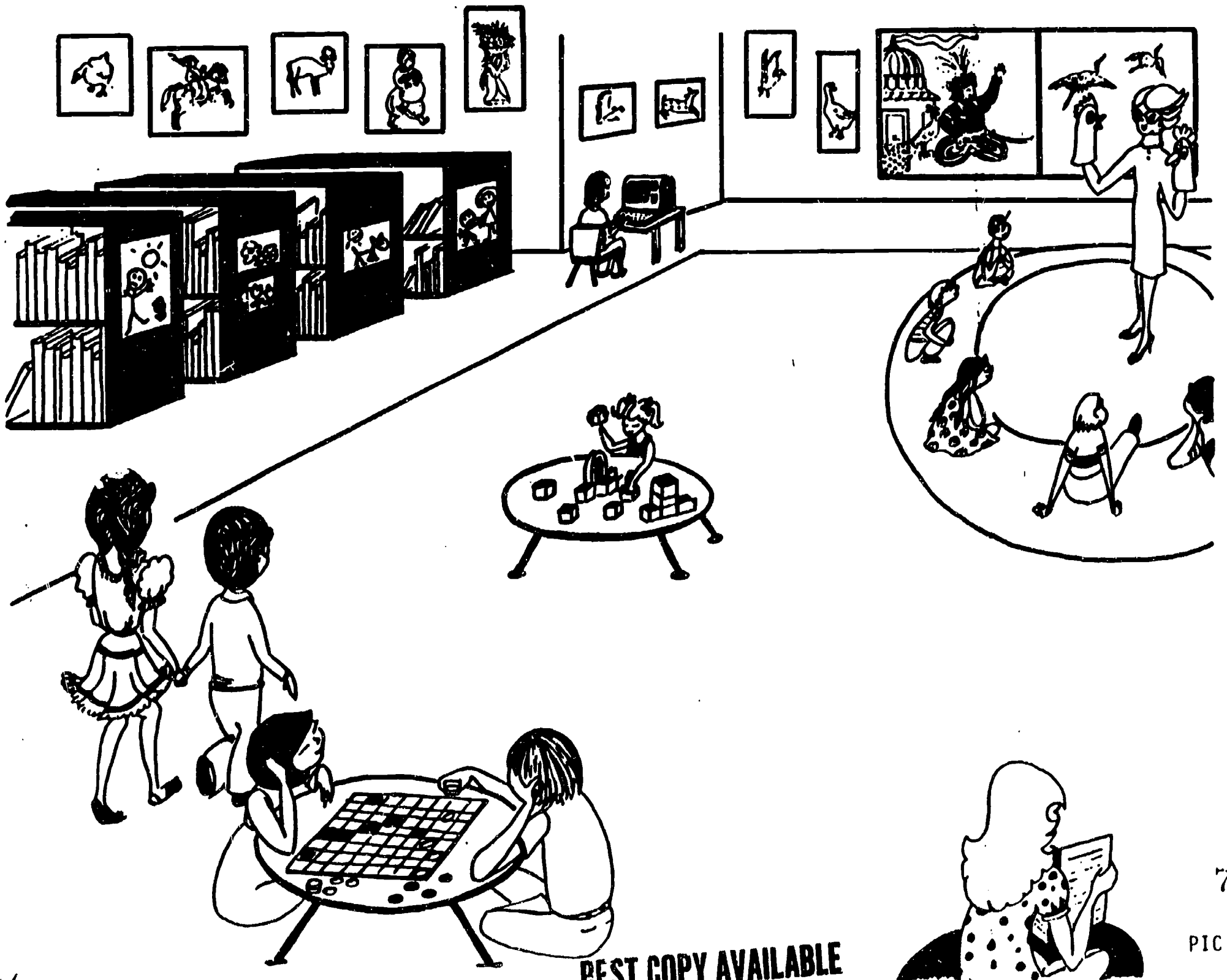
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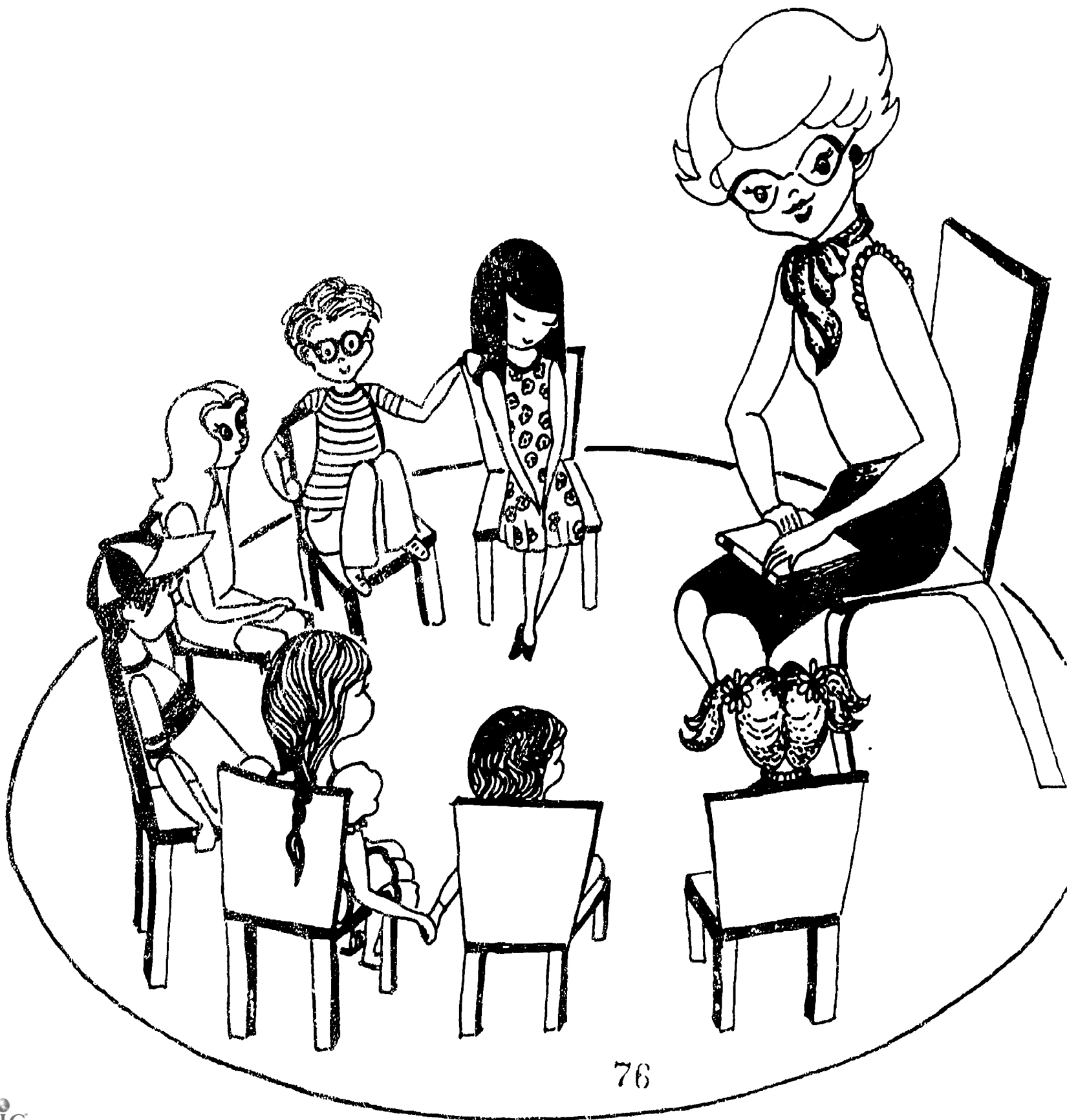


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DAY 4: CHILDREN'S BOOKS AND STORY TIME

- I. Quickly walk through the classroom library again, this time finishing at the Children's Section. Have a poster on the wall with the announcement of the Children's Story Time on it. Use real information about this from your local library.

CHILDREN'S
STORY TIME
EVERY WEDNESDAY
EVENING
7 - 8 P.M.

- II. Copy, fill out and discuss the CHILDREN'S BOOKS SURVEY (H-11).
- III. TERESA AND JUAN AT STORY TIME (H-12).
- A. Read story using pictures.
1. Maria, Teresa and Juan (PIC-16).
 2. Teresa and Juan at Pre-school listening to the teacher read a story, with the children in a circle (PIC-17).
 3. Maria, Teresa and Juan coming into the library (PIC-18).
 4. Maria in Reference Section (PIC-19).
 5. Teresa and Juan going to the Children's Section (PIC-20).
 6. Librarian with books and children sitting in circle, waiting (PIC-21).

7. Teresa and Juan in circle with children, enjoying the story told by the librarian (PIC-22).
- B. Students read story.
 - C. Ask and answer questions in EXERCISE TWO (H-13) using the pictures.
 - D. Write answers to questions.

CHILDREN'S SURVEY (H-11)

1. I have _____ children.
2. I have _____ pre-school children (2-5 years old).
3. I have _____ elementary school children (6-12 years old).
4. I have _____ junior high school children (13-14 years old).
5. My children come to the library for story time. YES NO
6. My children come to the library to do homework. YES NO
7. My children like to come to the library. YES NO

TERESA AND JUAN AT STORY TIME (H-12)

Maria has two children. She has a girl, Teresa, and a boy, Juan. Teresa is five years old and Juan is three years old. Teresa and Juan go to pre-school. They love school. They are learning English. They like stories. They like to hear their teacher tell stories in English.

Maria, Teresa and Juan are at the library. Maria is looking for a dictionary. Teresa and Juan are going to the Children's Section of the library. They like to look at the books there. It is 6:55 p.m. They see many children sitting in a circle on the floor. They see the librarian sitting on a chair. She is holding a book. At 7 o'clock she is going to tell a story. Tonight is Story Time at the library. Teresa and Juan sit in the circle. This is fun! They can sing songs and help the librarian tell stories. They like the library. They like to hear their librarian tell stories!

EXERCISE TWO: TERESA AND JUAN AT STORY TIME (H-13)

Answer the questions.

PIC-16:

1. Who are Teresa and Juan?

2. How many children does Maria have?

3. How old is Teresa?

4. How old is Juan?

PIC-17:

5. Where do Teresa and Juan go?

6. Do they love school?

7. What are they learning?

8. What do they like to hear?

PIC-19:

9. What is Maria looking for?

PIC-20:

10. Where are Teresa and Juan going?

11. What do they like to look at?

PIC-21:

12. What do they see?

13. Where is the librarian?

14. What is she holding?

15. What is she going to do at 7 o'clock?

16. What is at the library tonight?

PIC-22:

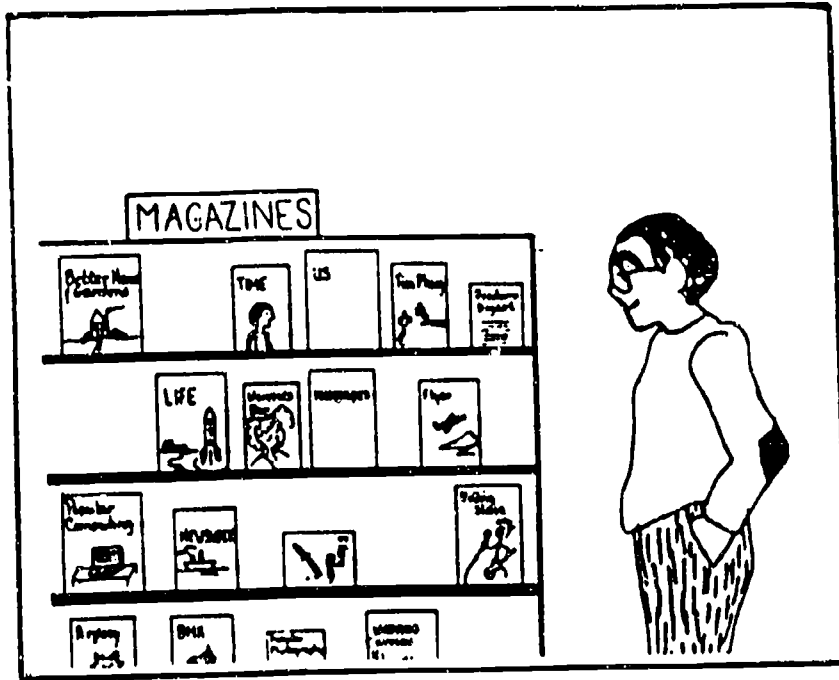
17. Who sits in the circle?

18. What can the children do?

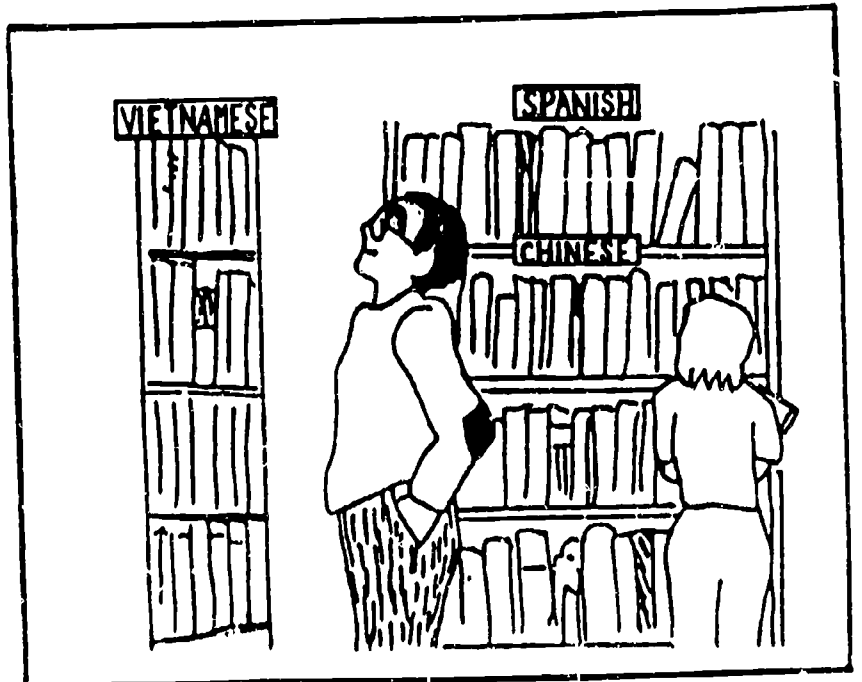
19. Do Teresa and Juan like the library?

20. What do Teresa and Juan like to hear?

PIC - 23



PIC - 24



PIC - 25



DAY 5: FOREIGN LANGUAGE SECTION AND PERIODICALS SECTION

- I. Again, quickly review library sections and materials, this time ending at Periodicals Section. Discuss the things found there. Point out foreign language books next to periodicals.
- II. Pass out TRAN LIKES TO READ (H-14). Read with pictures.
 - A. Tran at Foreign Language section (PIC-23).
 - B. Tran at periodicals (PIC-24).
 - C. Tran's mother looking puzzled (PIC-25).
- III. Have students look around "library" for things for Tran's mother.

Guide students to suggest:

- A. Children's books
- B. Picture books
- C. Films and videos
- D. Tapes
- E. ESL and bilingual materials
- F. Foreign language books (each class decides if "cannot read" means "at all" or "in English" --- answers may vary with needs and experience of students.

Write students' answers on the board to complete the story. Have students copy story completion onto their papers.

- IV. Ask Yes/No and/or Wh___ questions about the story.
- V. Have students write questions for these answers.
- A. He is from Vietnam.
 - B. Yes, he likes to read.
 - C. He reads Vietnamese books.
 - D. They are in the Foreign Language Section.
 - E. They are in the Periodicals Section.

TRAN LIKES TO READ (H-14)

Tran is from Vietnam. He likes to read. He likes to read books in Vietnamese. Can he find books at the library? Yes, he can! The library has many books in other languages. Tran can find a book in the Foreign Language Section of the library. He may also find magazines, newspapers and pamphlets in foreign languages in the Periodicals Section.

Tran's mother cannot read. Can she find anything at the library? Yes, she can too. What do you think she can find?

DAY 6: CHECKING-OUT A BOOK

- I. Write this pair of words on the chalkboard: Give/Take. Illustrate meanings if unclear to the students. Now write second pair of words and explanation: Lend/Borrow. Lend is to give for some time; borrow is to take for some time.

Illustrate the concepts by borrowing:

- A. A pencil to write with
- B. A quarter or two dimes for a phone call --- return tomorrow
- C. A chair to sit on to fix your shoe
- D. A book to show a picture in, etc.

Be sure to give items back. Each time you borrow something say:

I am borrowing a _____ from _____.

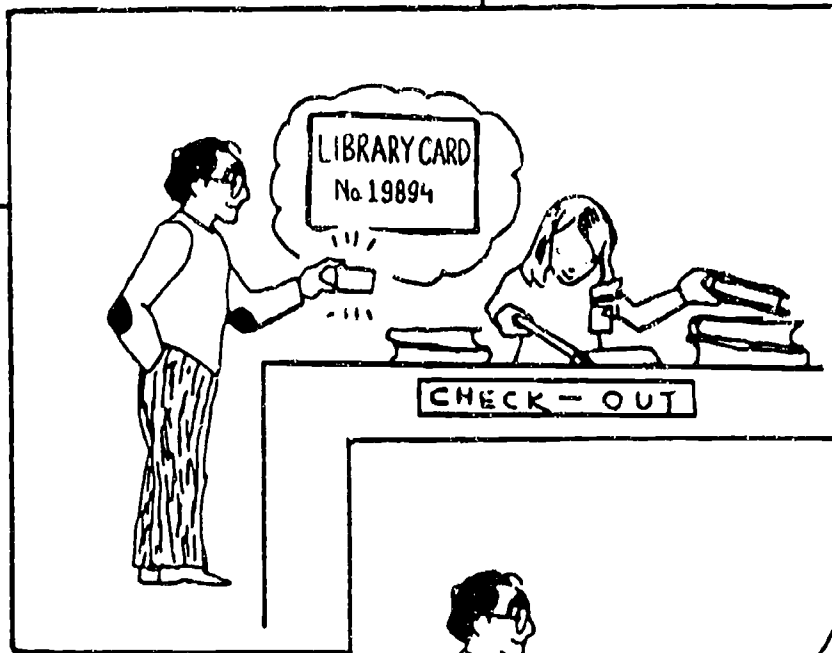
He/She is lending me a _____.

II. Statement:

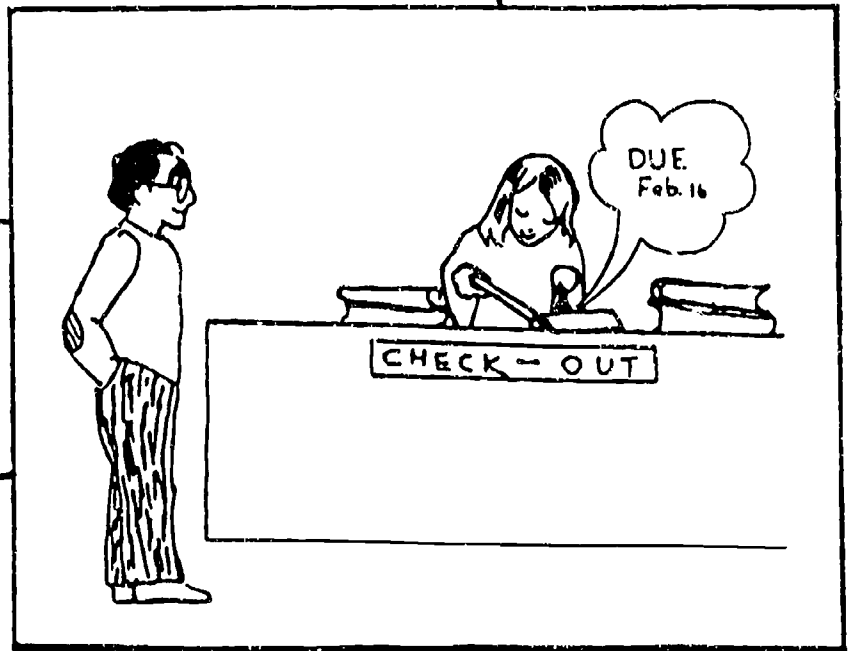
A library lends books. A library is free. You can borrow books for _____ weeks. You must return the books.



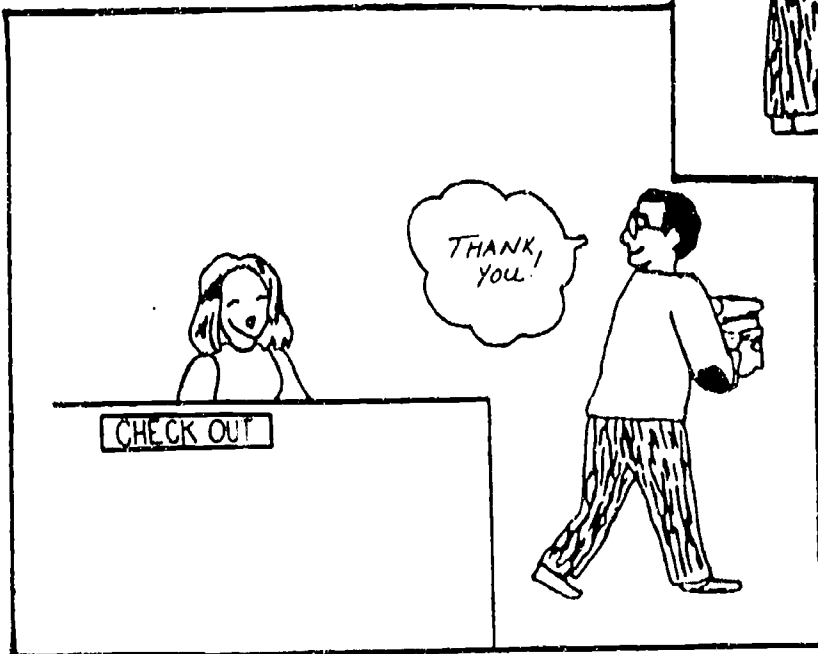
PIC - 26



PIC - 27



PIC - 28



PIC - 29

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III. TRAN CHECKS-OUT A BOOK (H-15)

A. Read the story using pictures.

1. Tran at Circulation Desk, in front of Check-out Counter (PIC-26).
2. Tran gives the library clerk his card and book (PIC-27).
3. Library clerk stamps the book with the due date (PIC-28).
4. Tran leaves the library smiling with books under his arm (PIC-29).

B. MATCHING EXERCISE TWO (H-16)

C. EXERCISE THREE (H-17)*.

1. While students listen and watch, teacher pantomimes and says each command. Repeat.
2. Act and say each command with students repeating words and actions. Continue until most students know most of the commands and actions.
3. Teacher says --- students do.
4. Student 1 says --- student 2 does.
5. Students all say and do.
6. One student says and does.
7. Have individuals walk through your classroom library while one or all students give commands.

E. Have students bring some identification (driver's license, ID Card, a bill, etc. with current address) to class for next lesson.

* This exercise is designed to be a Total Physical Response exercise based on Ascher.

TRAN CHECKS-OUT A BOOK (H-15)

Tran wants to take his book home. He goes to the Circulation Desk. He goes to the Check-out Counter. He gives the library clerk his library card and his book. The library clerk checks-out the book. Tran can borrow the book for three weeks. He must return the book on the due date. After the due date the book is late. There is a fine for late books. The fine is _____ cents for each book every day it is late. Tran takes his book home to read. He is happy the library lends books.

MATCHING EXERCISE TWO (H-16)

Match the words on the left with the meanings on the right.

Write the correct word on the line in front of its meaning.

- | | | | |
|-------------------|-------|-----|----------------------------------|
| borrow | _____ | 1. | not on time, after the due date |
| check-out | _____ | 2. | to give for some time |
| return | _____ | 3. | to take from the library |
| due date | _____ | 4. | the date the book is due |
| late | _____ | 5. | to take back |
| fine | _____ | 6. | does not cost anything |
| free | _____ | 7. | magazines and newspapers |
| lend | _____ | 8. | to take for some time |
| periodicals | _____ | 9. | where you can find information |
| Reference Section | _____ | 10. | the money you pay for late books |

EXERCISE THREE: CHECK-OUT A BOOK (H-17)

1. Go into the library.
2. Look for a book.
3. Find a good book!
4. Take out your library card.
5. Give the library clerk your book and card.
6. Check the due date.
7. Go home and read your book.

DAY 2: OBTAINING A LIBRARY CARD

- I. Keep your library set up, at least the Circulation Desk section. Stock the desk with blank library card forms. Have sign posted with some library charges on it (check with local library for information).

LIBRARY CHARGES:

| | |
|---------------------|------|
| 1. LIBRARY CARD | FREE |
| 2. REPLACEMENT CARD | ---- |
| 3. LATE RETURN | ---- |
| 4. DAMAGED MATERIAL | ---- |
| 5. LOST MATERIAL | ---- |

Go over this sign carefully, emphasizing that the library is free until the privilege is abused. Then there will be fines and penalties.

- II. Make a chart, overhead transparency, or prepare a replica of a library card application form (see sample application form H-3). Go over the vocabulary on the form. Fill out information for sample student. Have everyone present ID, check to see if it's suitable.
- III. Work on DIALOG ONE: I WANT TO GET A LIBRARY CARD (H-18). Practice in pairs until learned.
- IV. Have the teacher or a student play the part of library clerk at the desk. Have students go to the desk one at a time to do the following:
 1. Obtain an application.
 2. Fill out the application (at seat).

3. Return the application and present ID.
 4. Receive "card" and leave.
- V. When students have finished obtaining their "cards" have them work on the crossword puzzle THE LIBRARY (H-19).

I WANT TO GET A LIBRARY CARD (H-18)

Student: Excuse me, I want to get a library card.

Library Clerk: OK, do you have an ID?

Student: Yes, I have _____.

- a. a driver's license
- b. an ID card
- c. a phone bill
- d. a gas bill
- e. a rent receipt
- f. a MediCal card

Library Clerk: That's fine. Please fill out this form and return it to me. Show me your ID when you give me the form.

Student: Thank you.

THE LIBRARY (H-19)

| | | | | | | | | | | |
|-----------|---|---|---|---|---|---|--|---|--|---|
| library | 1 | | 2 | | | 3 | | | | |
| librarian | | | | | | | | | | |
| card | | | | | | | | 4 | | 5 |
| borrow | | | | | | | | | | |
| lend | | | | | 6 | | | | | |
| check-out | | | | | | | | | | |
| return | | | | | | | | | | |
| due date | | | | | | | | | | |
| fine | | | | | | | | | | |
| bilingual | | | | 7 | | | | | | |
| | | | 8 | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | 9 | | | | | | | | |

Across

Down

- | | |
|--|--|
| <p>1. A place to borrow books and magazines is _____.</p> <p>6. The day you must return books to the library is the _____.</p> <p>8. Books, magazines or people that use two languages are called _____.</p> <p>9. When you use your card to take a book from the library; you _____ a book.</p> | <p>1. A person working at a library is a _____.</p> <p>2. When you take a book from the library for some time you _____ it.</p> <p>3. To bring a book back to the library is to _____ it.</p> <p>4. You must have a library _____ to check-out books.</p> <p>5. Libraries _____ books to people.</p> <p>7. When you are late returning books, you pay a _____.</p> |
|--|--|

DAY 8: LIBRARIAN'S VISIT*

- I. Prepare the students the day before the librarian's visit to think of questions to ask the librarian at the end of the talk. If there is none, have some simple ones of your own to ask her and gently quiz them about the answer to test comprehension.

Sample Questions:

1. When is the library open?
 2. What are the library rules?
 3. Can you help me learn to read better?
 4. Do you have a new newspaper everyday in my language?
 5. Can you speak my language?
- II. Teacher turns in library card forms.

* Adapted from SIXTH HCUR in Level I.

DAY 9: CLASS VISIT TO THE LIBRARY*

- I. The class can meet at the appointed hour. They have discussed (after the librarian's visit) that their purpose is: 1) to find the sections of the library by using a copy of a floor plan and then checking it out on the floor plan; 2) to see the library and its location; and 3) to choose materials to check-out. Ask the students to bring their materials to class the next day.
- II. Be sure to schedule it so students have ~~ce~~ or will get them at the visit.

*Adapted from SEVENTH HOUR in Level I.

DAY 10: FOLLOW-UP ON LIBRARY VISIT

- I. Discuss the library floor plan.
- II. Share materials checked-out and where they were found.
- III. Discuss again the due date and consequences for late, damaged, or lost materials. Post a sign with due date somewhere in the room as a reminder.
- IV. Readminister the PRE/POST-TEST (K-6) and discuss.

LEVEL III

TO THE TEACHER:

This level is divided into five one-hour lesson plans. Explain to the students that this is "Library Week," we will be learning how to use the library, a librarian will visit the class and the class will make a visit to the library. A typed agenda of the week's activities might be given to the students.

Discuss the beneficial role the library can play in the lives of your students. Point out that information on employment and vocational training is available. Tell them that many libraries have English lessons in cassette and book form which can supplement their ESL class. Also, many libraries carry general-interest books, newspapers and magazines in several languages. Above all, encourage them to bring their families. Explain that there is an area in the library for everyone, children have a play area and teens have a special area. Explain that the library offers a comfortable environment for elder members of the family, where they can read and listen to music.

Equally important, point out that you don't have to have a library card to enter the library. A card is only necessary to take books home. Reassure those students who have

fled repressive regimes that no one will tell them what they can read, or inform the authorities about the choice of their reading matter.

You might consider turning the classroom into a library for the week. This does not have to entail a lot of extra work. Paint a sign which says "Library" or just print "Library Week" in large letters on the chalkboard. Place simple signs around the room: Check-out Desk on your desk, Fiction, Nonfiction, ESL and Adult Basic Education (more recent features in some libraries), Reference, Young People, and Juvenile. These signs could be on tables and chairs. Each represents a section of the library. Go to the library that your class will visit and borrow at least five books in each category. Ask what the library policy is for obtaining library cards. You may have to add your own reference books, taping an "R" to them. Place them in their correct categories. Make a simple card catalog using the books' correct numbers. Have students take a card and locate the book. Ask which section it is in and why. Do the reverse. Give the students names of authors and subjects and have them find them in the card catalogs and then find the books.

Role-play: The dialogs in the lessons are meant to be role-played.

Before presenting, pronounce and explain the vocabulary in each lesson. Model each word several times and have students practice pronouncing the words before you begin each lesson.

PRE/POST-TEST (H-20)

1. What street is the public library on in your community?

2. Do you need a library card to take books home?

3. If you don't have a library card, can you still go into the library and read the books? -----

4. Can you take young children to the library?

5. Does the government of the United States decide what books you can read in the library? -----
6. Does a library card cost money? -----
7. Is a fiction book about an imaginary story?

8. What is the opposite of fiction? -----
9. If you write a book about yourself is it a biography or an autobiography? -----
10. An encyclopedia is an example of what kind of book?

11. If you want to look at a map of your country, what book do you look in? -----
12. Can you check-out reference books? -----
13. Are nonfiction books filed by number or alphabet?

14. Where do you look for the number of a book?

LESSON ONE: THE PHILOSOPHY OF THE PUBLIC LIBRARY; GETTING A
LIBRARY CARD (H-21)

Minh: Hi, Vuong. Hi, Maria. I'm going to the library. Would you like to come?

Vuong: What are you going to do there?

Minh: I'm going to check-out some ESL books and tapes.

Vuong: Whew! That must be expensive.

Minh: No, it's free. I go to the library about once a week. I find books in Vietnamese to read. Last month I had to write a science report in English for my class, too. I found all the information in the library.

Maria: I check-out English lessons and books in Spanish, too. Sometimes I read the newspaper and magazines. The library is really a community center. I learn about cultural and other events in my community by looking at the information on the bulletin board. But sometimes I go to the library just to be by myself.

Vuong: Can anyone go to the library?

Maria: Sure. The library is for everyone. You'll see. I like it because it's comfortable and friendly. There are activities for children, and for the whole family, too.

Minh: You know, at the library there is no political censorship. You can read books which agree with

national and local government policy. And you can read books which strongly disagree with the government.

Vuong: Do they tell anybody what books you read? I'd like to read about the government, but I'm afraid.

Maria: The librarian will never tell anyone what you read.

Vuong: Can I get some books to read?

Minh: Sure. But first you have to get a library card. Let's go!

At the library

Minh: Hi, Mrs. Smith. These are my friends Vuong Tran and Maria Gonzalez. Vuong has never been to the library. He wants to get a library card.

Mrs. Smith: Hello, Vuong. Do you have some identification with your address on it, perhaps a driver's license or a California Department of Motor Vehicle ID card?

Vuong: No, I'm sorry. I don't.

Mrs. Smith: Well, a telephone or electric bill with your name and address on it will be okay. Or a letter you have received through the mail.

Vuong: I've got a telephone bill. How long can I keep these books?

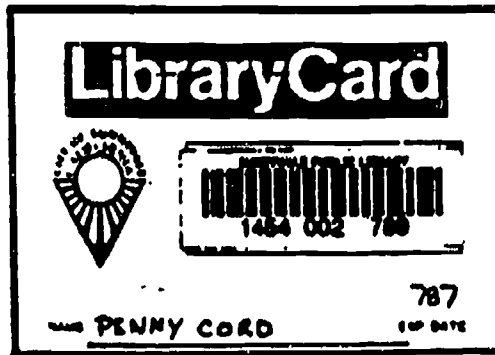
Mrs. Smith: Three weeks. If you need to keep them longer,

then you must come to the library and renew them. But if you don't return the books by the due date, you must pay a fine. If you lose the book, you must pay the price of the book.

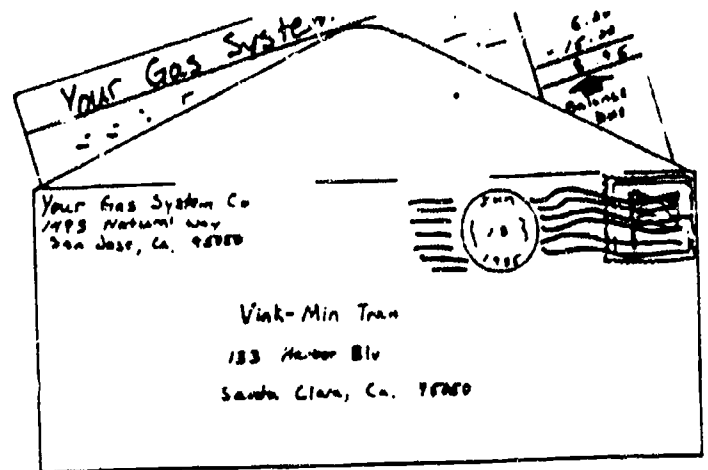
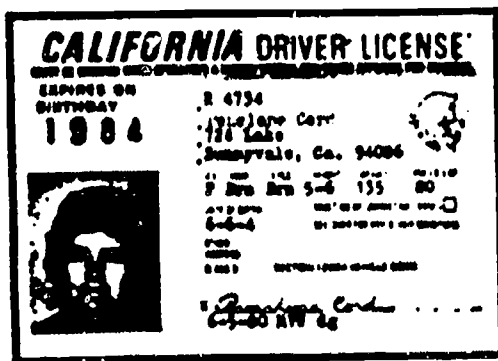
Maria: You can look at books in the library if you don't have the proper identification to get a card. Isn't this right, Mrs. Smith?

Mrs. Smith: That's right, Maria. Okay, Vuong. Here's your library card. Now it's time to take you on a tour of the library.

SAMPLE LIBRARY CARD



SAMPLE IDENTIFICATIONS



LESSON ONE: EXERCISES (H-22)

Answer the questions.

1. What does Vuong need to check-out books from the library? -----
2. What does he need to apply for a library card? -----
3. What does he show for proof of address? -----
4. When are the books due? -----
5. What can Vuong do if he doesn't finish reading the books within three weeks? -----
6. What happens if the books are overdue? -----
7. What happens if he loses a book? -----

Complete the sentences below using words from the following list:

to check-out

fine

identification

library card

due

return

renew

1. Vuong must show the librarian _____ with his address on it before he can get a _____.
2. He must _____ library books before he takes them home.
3. If Vuong does not return books by the _____ date, he will have to pay a _____.
4. If he wants to take out the same books again, he must _____ them to the library and _____ them.

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LESSON TWO: WHAT KINDS OF BOOKS ARE IN THE LIBRARY? (H-23)

Vuong: What a lot of books!

Mrs. Smith: Yes, we have _____ books in this library. It looks confusing, I know, but it won't be after I explain our system.

All libraries have three large divisions: a general book collection, a Periodical Section and a Reference Section. The general book division contains fiction and nonfiction books. Do you know what fiction and nonfiction books are?

Vuong: I'm not sure.

Mrs. Smith: Well, fiction books are stories which are imaginary. These are novels, science fiction, short stories, mysteries and westerns.

Maria: I know what nonfiction books are. They are about real life. Science, math and history are examples of nonfiction. Biographies and autobiographies are nonfiction too.

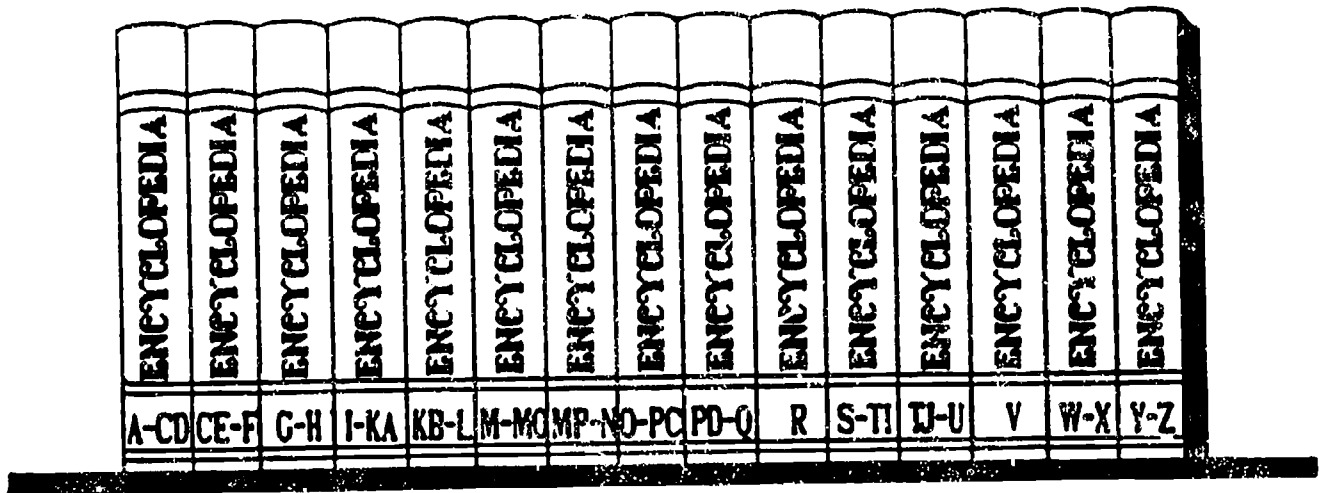
Vuong: What are biographies and autobiographies?

Mrs. Smith: A biography is the story of a person's life which is written by someone else. An autobiography is the life story which the person writes about himself.

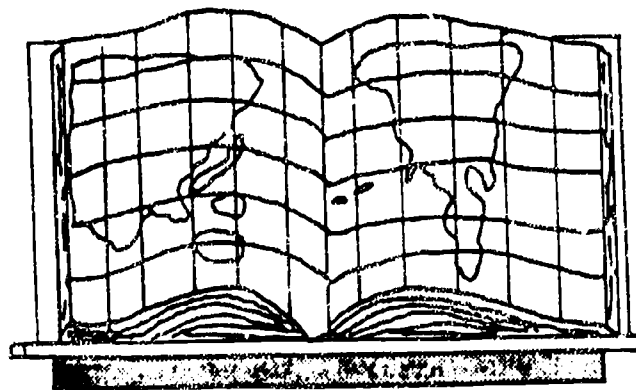
Minh: Reference books are also nonfiction. Encyclopedias, dictionaries, atlases and almanacs are four examples of reference books. Encyclopedias

contain information about almost every subject. There are many books in a set of encyclopedias. You look for the subject alphabetically. Dictionaries give the meaning of the word in alphabetical order. An atlas is a book of maps. Almanacs give brief information on many subjects. Reference books must be used in the library.

ENCYCLOPEDIAS



ATLAS



LESSON TWO: EXERCISES (H-24)

Answer the questions.

1. All libraries have three large divisions. What are they? _____

2. Are fiction books about real events? _____

3. What are two examples of nonfiction books?

4. What is a biography? _____

5. What is an autobiography? _____

6. Is a short story fiction or nonfiction?

7. Name three examples of reference books.

8. Can you check-out reference books? _____

LESSON THREE: HOW TO FIND BOOKS IN THE LIBRARY (H-25)

Mrs. Smith: It's easy to find the books you want, but first you have to learn how. In addition to the three main divisions, there are separate areas in the library. Do you remember what they are Minh?

Minh: The Check-out Desk, Reference Section, Adult Basic Education and ESL Section (in some libraries), Young People's Section, Children's Section and the Periodical Section.

Mrs. Smith: Very good!

Maria: The Circulation Desk is where you check-out and return books.

Vuong: I know where it is!

Mrs. Smith: The Reference Section is over there. This is where the dictionaries and encyclopedias are.

Maria: Here is the Adult Basic Education and ESL Section. Minh has found some ESL tapes. You can find books in English to help adults learn math, reading and other subjects.

Minh: Also, you can find ESL books and tapes and books in many languages.

Mrs. Smith: The Adult Section contains fiction and nonfiction books. Do you remember the difference?

Vuong: Yes. nonfiction stories are factual. Fiction stories are imaginary.

Mrs. Smith: That's right! Teenagers have their own area over there. It's the Young People's Section.

It's just like the Adult Section with fiction and nonfiction books and magazines.

Maria: And here is the Children's Section. Small children can play with toys and look at picture books. The library has a story time every week when the librarian tells stories to pre-school-age children. Story times can be for the whole family. My little sisters love to come here.

Minh: The Periodical Section is where the newspapers and magazines are.

Mrs. Smith: You know Vuong, the library has an Audio-Visual Section where you can find records and tapes of all types of music. And did you know that the library has bus schedules, city maps, tax information and information about events in your community? Most libraries have a typewriter and some have computers.

Vuong: What a lot to remember!

Mrs. Smith: If you need help, always ask the librarian. That's what we're here for.

PICTURE OF LIBRARY INTERIOR

to be inserted here

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LESSON THREE: EXERCISES (H-26)

Complete the sentences.

1. Name six areas of the library.
 - a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____
 - f. _____
2. You check-out and return books at the _____
_____.
3. Dictionaries, encyclopedias and atlases are in the _____
_____ Section.
4. If you want a book or tape to help you learn English,
look in the _____ Section.
5. Adults should look in the _____ Section
for fiction and nonfiction books.
6. Your children will like to look at the books in the _____
_____ Section.
7. Teenagers have a section too. It's called the _____
_____ Section.
8. Newspapers and magazines are in the _____
_____ Section.
9. Name four types of civic information that the library
offers.
 - a. _____
 - b. _____
 - c. _____
 - d. _____
10. Two machines that you can use at the library are:
 - a. _____
 - b. _____
11. If you need help, you ask the _____.

LESSON FOUR: THE DEWEY DECIMAL SYSTEM (H-27)

Vuong: Now I know that the library is separated into different areas. And I know where they are. And I know what is in each area. But there are so many books. How do I find the book I want?

Mrs. Smith: All nonfiction books are numbered. These numbers are called the Dewey Decimal System. There are ten major divisions:

| | |
|-----------|------------------------------|
| 000 - 099 | General Works |
| 100 - 199 | Philosophy |
| 200 - 299 | Religion |
| 300 - 399 | Social Science |
| 400 - 499 | Languages |
| 500 - 599 | Pure Science |
| 600 - 699 | Applied Science (Technology) |
| 700 - 799 | Arts & Leisure |
| 800 - 899 | Literature |
| 900 - 999 | General Geography & History |

If you want to find a book on history then you go to the 900-999 section. If you need a book on art, it is in the 700-799 section. A book on physics would be in the 500-599 section. Do you understand?

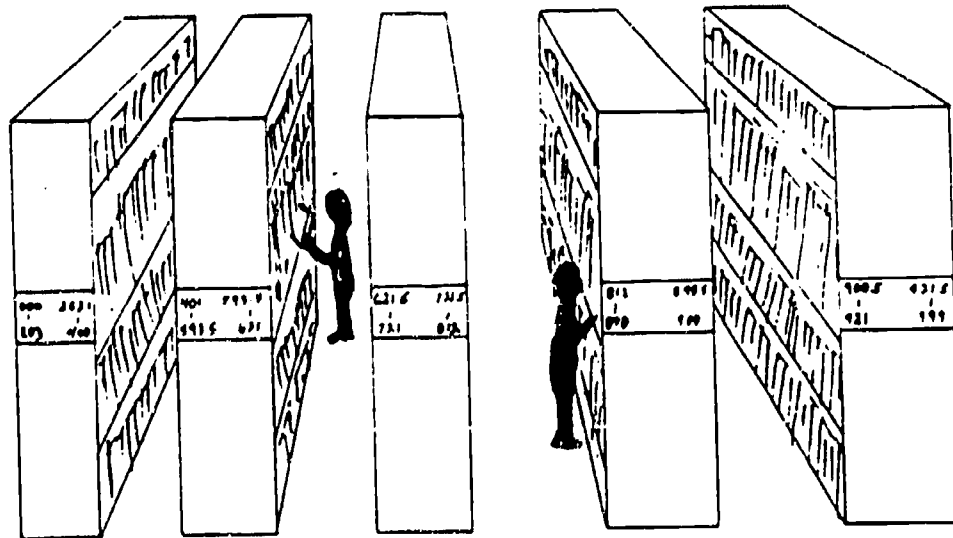
Vuong: I think so. Books that are about the same subject are grouped together.

Mrs. Smith: That's right. And all fiction books are in alphabetical order, according to the author's last name. If you want to find a book by author

Saul Bellow, look for the B's. If Franz Kafka
is the author, look for the K's. For author
John Steinbeck, look for the S's.

Vuong: That doesn't sound nearly as difficult!

NONFICTION SHELVES



BEST COPY AVAILABLE

LESSON FOUR: EXERCISES (H-28)

Answer the questions.

1. What is the name of the numbered classification system which is used in most libraries? _____

2. Are fiction or nonfiction books in this system?

3. What are the Dewey Decimal System numbers for Arts & Leisure? _____
4. What are the numbers of the General Works division?

5. What are the numbers of the Languages division?

6. What subjects are indicated by the following numbers?
100 - 199 _____
200 - 299 _____
800 - 899 _____
600 - 699 _____
300 - 399 _____

Write the following authors' names in alphabetical order, using the last name.

- O. Henry _____
- Leo Tolstoy _____
- Franz Kafka _____
- Saul Bellow _____
- John Steinbeck _____

William Faulkner

Albert Camus

J.D. Salinger

Margaret Mitchell

Aldous Huxley

LESSON FIVE: THE CARD CATALOG OR COMCAT (H-29)

Vuong: Okay. I know the different areas of the library. I know what is in each area. I know how the books are filed, either by the Dewey Decimal System or alphabetically. But there is still something missing. How do I find out the number of the book I want?

Mrs. Smith: Look in the card catalog or the Comcat.

Vuong: What's a Comcat? What's a card catalog?

Mrs. Smith: The card catalog has a card for every book. On each card is a lot of information, but the most important information for you is the number of the book.

Minh: The cards are in alphabetical order in each drawer. On the outside of each drawer you'll see which letters of the alphabet are inside. One more thing you should know. There are three types of card catalogs*: title, author and subject .

Maria: If you know the title of the book, look in the title catalog. If you know the author, look in author catalog. If you don't know the title or the author, but you know the subject, look in the subject catalog.

* In some libraries, all cards are interfiled and there are no separate sections for author, title and subject. Check which method is used at your local library.

Mrs. Smith: The Comcat is the card catalog on film. You sit at a machine and read information about the books on a screen. It is the same information that is in the card catalog.

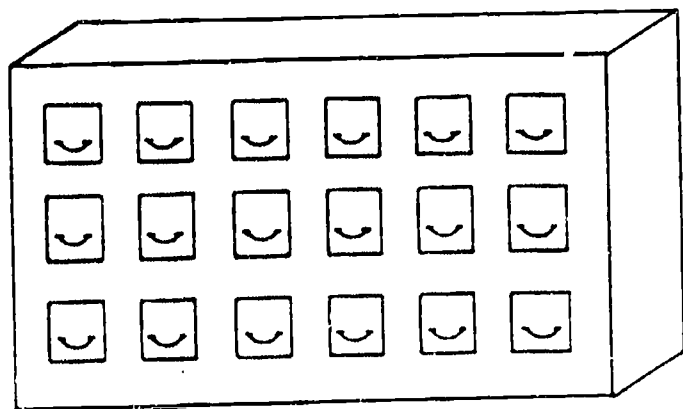
Minh: The Comcat has title, author and subject catalogs just like the card catalog. It's very easy to use.

Mrs. Smith: Well, Vuong, that's the tour. Do you want to look for a book?

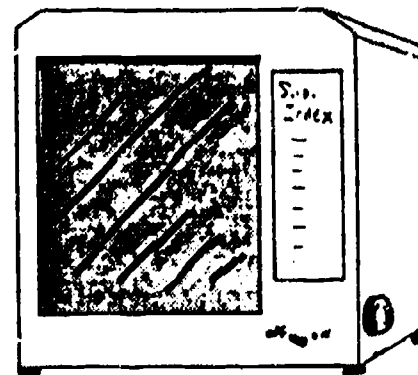
Vuong: I think I'll start with some ESL books. I really need to improve my English.

Mrs. Smith: It takes some practice, but after a while, you'll have no problems. And remember: always ask the librarian when you need help.

CARD CATALOG



COMCAT



LESSON FIVE: EXERCISES (H-30)

You can locate books by author, title and subject. In which catalog would you find the following?

Catalog

1. The Conquest of Mexico -----
2. books about sports -----
3. books by Willa Cather -----
4. My Cousin Rachel -----
5. books about travel -----
6. Crime and Punishment -----
7. books by William Faulkner -----
8. My Antonia -----
9. books about cowboys -----
10. The Best and the Brightest -----

IDEAS FOR ROLE-PLAYS

(NOTE: Students can work on these assignments in pairs and then present their short dialogs to the class.)

1. Student 1 invites Student 2 to go to the library. Student 2 does not know how an American library works and that it is free. Student 1 must explain this.
2. X has just moved to San Jose and is in an ESL class. He asks Y to give him directions to the local library.
3. A has never had a library card. She asks B what she has to do to get one.
4. C is a high school student. He has to write a science report. He asks the librarian about materials he will need.
5. D is very interested in American foreign policy. He wants to read about the current relationship between his country and the U.S. He asks the librarian what is available.
6. Student 1 has never been to an American library. She likes to read novels and short stories, particularly. She goes to the library with Student 2 who explains all the areas (Fiction, Young People's, Foreign Language) in which she can find material.
7. X sees the large collection of reference books, but he does not know what they contain. He asks the librarian in which books he can find geographical information about his country.

CONTACT ASSIGNMENTS

Some of these can be the focus of a group follow-up visit to the library. Students can orally report their findings to small groups or they can write a paragraph about it for the teacher.

1. Go to the local library and obtain a library card.
2. Ask the children's librarian about the scheduled story time for children. If possible, take your child to the story time. Be prepared to tell the class of your experience.
3. Ask for help in finding a 1945 map of your country. Compare it to a current map. Is the name of the country the same? the borders? What kind of book did you find the information in?
4. Choose a famous man or woman whom you would like to learn more about. See if your library has a biography or autobiography of that person.
5. Choose an item that you would like to buy such as a VCR, a car, a suitcase or refrigerator. Find consumer information that tells you about the item. Tell the class what item and what brand you decided to buy based on the information you found.
6. Select an ESL book and cassette and listen to it. Tell the class whether or not you think it's good for them.
7. John Steinbeck was a famous American writer. He was born in Salinas, California and wrote about that area. Find his books in your library. Ask the librarian to

recommend another author for you.

8. Scott O'Dell is a prize-winning author who has written several books. His books are found in the Young People's Section. Find his books in your library. Be prepared to tell the class their titles. Ask the librarian how many of his books are available in your library.
9. Every year a prize called the Newbery Award is given to an excellent book for children. Often these books are excellent reading for adults, too. Ask your children's librarian the name of the most recent Newbery Award winner. Ask him what the book is about.
10. Find the Foreign Language Section of your library. In how many foreign languages are newspapers available? Ask the librarian if you cannot tell the difference in the writing systems.
11. Find the Periodical (or magazine) Section in your library. How many magazines can you find that deal with one of the following subjects: cars, fashions, current world news, travel, subjects of interest to women, or computers. Report the number and titles of these magazines to your group.

WORD SEARCH (H-31)

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

books

dictionaries

newspapers

magazines

borrow

return

free

Reference

librarian

library card

language books

Young People

sections

subjects

fiction

nonfiction

videos

Adult

card catalog

LEVEL IV

TO THE TEACHER:

The public library offers numerous educational opportunities to our students who are using this valuable community resource in increasing numbers. It is our hope that library use will increase even more as a result of this curriculum unit. The public library of today is making a conscious effort to make available materials that attract ESL students ---ESL books, tapes and records; foreign language books and magazines; driver's license manuals and citizenship books printed in various languages. Some libraries also offer art prints, video cassettes and free computer time. We believe that as more of our students are introduced to a library system that is aware of their needs, students will show ever-increasing interest in library usage.

This section of the curriculum unit was written for use in Advanced level ESL classes. We have attempted to present both "theory" and "practice." The "theory" includes the principles on which the free library system works. The "practical" presents suggested dialogs, role-plays, exercises both written and oral, a pretest and post-test, and a few rhymes or jazz chants. The reading segments may be used

first by the teacher as the basis of mini-lectures and then given to the students as reading assignments.

Questions following these sections could be presented orally and/or in written form.

The unit presumes a visit from a librarian launching the project and a visit to the library as the culmination of the unit with appropriate follow-up class activities after the library visit.

The time involved to present the material would naturally depend on circumstances, but approximately one hour per day for five days should accomplish the goals outlined here.

Objectives

Upon completion of this unit students will demonstrate the ability to use the necessary language (oral or written) to function in the following situations:

1. Applying for a library card.
2. Using the Dewey Decimal System.
3. Using the card catalog or Comcat to locate books.

Multiple Choice

1. You're looking for a magazine article on recent developments in the Middle East. Where do you start?
 - A. Use the card catalog.
 - B. Use the magazine index.
 - C. Ask the librarian.
 - D. All of the above.

2. You want to try Chinese cooking. You need a good cookbook but you don't know any. You----
 - A. Use the title catalog.
 - B. Use the author catalog.
 - C. Use the subject catalog.
 - D. None of the above.

3. In the Dewey Decimal System books on science may be found on shelves marked
 - A. 500-599
 - B. 300-399
 - C. 900-999
 - D. 200-299

4. Fiction books are shelved alphabetically according to
 - A. the author's last name.
 - B. the first word of the title.
 - C. the subject.
 - D. color of the cover.

5. Reference books might include
- A. a novel.
 - B. a science fiction book.
 - C. an encyclopedia.
 - D. a romance.

True-False Questions

1. Library cards are expensive.
2. There are toys and games available in many libraries.
3. It is possible to check-out magazines from the library.
4. You may suggest titles of books and magazines for the library to order.
5. A book supporting a political leader might be found on the same shelf as a book attacking that same politician.
6. If you lose a book you will have to pay for it.
7. Driver's manuals in languages other than English are available in many libraries.
8. You may check-out English-as-a-Second-Language cassette tapes.
9. Autobiographies are fiction books.
10. Nonfiction books are listed and shelved alphabetically according to the author's last name.
11. Call numbers are found in the upper lefthand corner of the catalog card.
12. The call number on the catalog card is the same as the number on the spine of the book.
13. Encyclopedias are a series of volumes with general information on many subjects, arranged alphabetically.

THE LIBRARY OF TODAY (H-33)

TO THE STUDENT:

(NOTE: For definition of words, use vocabulary list below.)

There's been a big change in libraries. Have you noticed? It used to be that people used the library exclusively for study and research and for a source of borrowing books. A person could talk, but only in a very low whisper. Many libraries were large buildings with thousands of books, but with very few people. Generally libraries were very, very quiet.

Nowadays the library has become a much busier place. You can still find books, of course---in fact more books than ever. Sometimes libraries provide special "Quiet Rooms" just for study. There are also pleasant reading rooms where you can sit back and relax with a good magazine or newspaper. Materials introduce different viewpoints on many subjects. You can borrow books and magazines, video tapes, records, cassette tapes, publications in languages other than English, and in some libraries you may even borrow art prints.

In the Children's Section of the library boys and girls can find toys, games and puzzles in addition to beautiful illustrated books. Regularly scheduled story times introduce the young reader to the best of children's literature. Many libraries even hold special holiday parties for children.

Did you know that people needing to rent typewriter time or to use a computer can do so? And some libraries are now

featuring story times for the entire family and are sponsoring evening seminars for adults.

In short, public libraries are becoming much like community centers---centers where the public can gather for learning, for study and for relaxation in a warm and friendly atmosphere.

The public library belongs to all of us and every one of us can use it. There's a library near you ready to welcome you. Do you know where it is? Have you been there? If not, it's time to get acquainted!

VOCABULARY

| | |
|-----------------------------|--|
| whisper | very low voice |
| nowadays | these days |
| pleasant | nice |
| illustrated books | books with pictures |
| seminars | small study groups |
| it's time to get acquainted | it's time to get to know your local library |

DIALOG ONE: FAMILY NIGHT (H-34)

(NOTE: Definitions of underlined words or phrases appear below.)

Jane: Guess what!

There's a family story time tonight at the library. Can we go? Please?

Mother: A story time? But Jane, you're ten years old. You're too old.

Jane: No, Mom, some libraries have evening story times for the whole family.

Mom: Well, that's a new one on me. All right. I guess we can go.

Jane: Great! Tonight they're reading "Charlotte's Web."

Marty: Mom, I'll go with you and Jane. I have a report due tomorrow and I can use the public typewriter at the library. Our typewriter is shot. Oh, and I can get that new Bruce Springsteen hit!

Dad: Well, as long as you're all going, maybe I'll go along and see about borrowing a few videotapes for the weekend. They have some great classics and documentaries. How would you like to see "The Sound of Music" again?

All: Sounds great!

Dad: Now, what's for dinner?

VOCABULARY

Guess what!

That's a new one on me.

Charlotte's Web

a hit

Our typewriter is shot.

go along

see about

Guess what news I have.

That's something new to me.

a well-known children's story

a top-selling recording

Our typewriter doesn't work
well at all.

go with you

look into, investigate, find
out about

DIALOG TWO: GETTING A LIBRARY CARD (H-35)

Juana goes to the library to take out a book, but she doesn't have a library card. Let's see what happens.

Juana: I want to check this book out, please.

Library Clerk: Do you have your library card?

Juana: No, I don't have one.

Library Clerk: I'm sorry. You need a card before you can check books out.

Juana: How do I get one? Does it cost anything?

Library Clerk: No it's free, but you need some identification with your name and address on it. A driver's license would be okay. An envelope addressed to you with a cancelled stamp will do.

Juana: Here's my license.

Library Clerk: Please fill out this short application form. You may take out two books today.

Juana: Thank you! How long can I keep the books?

Library Clerk: The books are due in _____.

Juana: What if I'm not through with them in _____?

Library Clerk: If you're not finished by then you can renew them.

Juana: That sounds good.

Library Clerk: Remember to return your books on time, otherwise you must pay a fine. Overdue fines are

-----.

Juana: Don't worry. I'll remember! Thank you and
goodbye!

EXERCISE ONE (H-36)

Match the words in column A with the definitions in column B.
Write the letter of the definition in the blanks.

| A | B |
|------------------------------|---|
| _____ 1. to check-out a book | _____ a. it will be good enough |
| _____ 2. identification | _____ b. if not |
| _____ 3. overdue | _____ c. returned late |
| _____ 4. to renew | _____ d. to be finished with |
| _____ 5. to return | _____ e. to get an extension of time |
| _____ 6. on time | _____ f. promptly |
| _____ 7. otherwise | _____ g. to borrow |
| _____ 8. a fine | _____ h. money for late books |
| _____ 9. to be through with | _____ i. to bring back |
| _____ 10. it will do | _____ j. proof who you are and where you live |

HOW TO FIND A BOOK = PART ONE: HOW BOOKS ARE SHELVED (H-37)

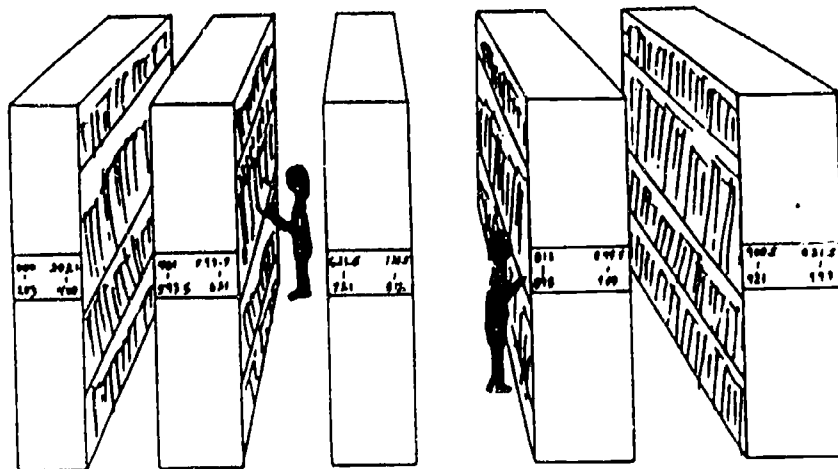
You can find books on almost any subject in the library. The book section is divided into two main groupings---fiction and nonfiction.

Fiction books are stories which are imaginary. These books are shelved alphabetically according to the author's last name.

Nonfiction books---books that are factual---are shelved through the use of the Dewey Decimal System. Although the name may sound threatening, the system is really quite simple. There are ten major divisions in the Dewey Decimal System.

| | |
|-----------|------------------------------|
| 000 - 099 | General Works |
| 100 - 199 | Philosophy |
| 200 - 299 | Religion |
| 300 - 399 | Social Science |
| 400 - 499 | Languages |
| 500 - 599 | Pure Science |
| 600 - 699 | Applied Science (Technology) |
| 700 - 799 | Arts & Leisure |
| 800 - 899 | Literature |
| 900 - 999 | General Geography & History |

NONFICTION SHELVES



FINDING A BOOK IN THE LIBRARY (H-38)

The Dewey Decimal System is explained in the drawings below. For example, books in the 400's tell about language. History books are numbered between 900 and 999.

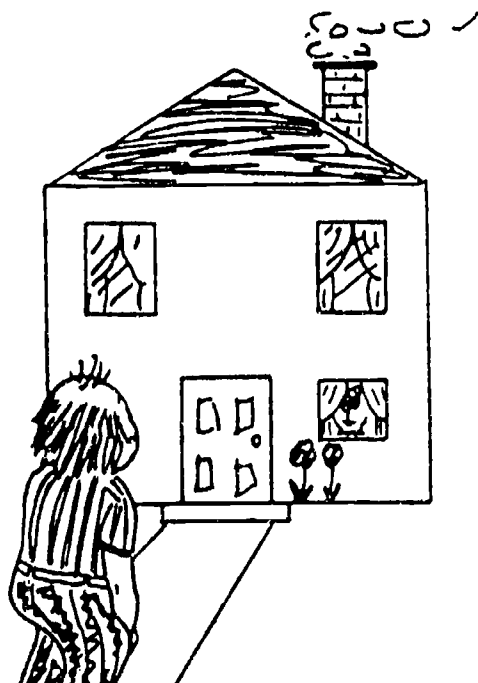
Section 000-099
How can I find a quick answer?
GENERAL WORKS
I use encyclopedias, almanacs,
and indexes.



Section 100-199
Who am I?
PHILOSOPHY
I wonder about myself.



Section 200-299
Who made me?
RELIGION
I wonder about God.



Section 300-399
Who is the person next door?
SOCIAL SCIENCE
I think about other people.

Section 400-499
 How can I make that person
 understand me?
 LANGUAGE
 I learn to use words and to
 communicate.



Section 600-699
 How can I control nature?
 I make new things.
 APPLIED SCIENCE (TECHNOLOGY)
 (Farming, medicine,
 engineering, cooking and so on).



Section 800-899
 What are the stories of our
 great thoughts and deeds?
 LITERATURE
 I become a storyteller.



Section 500-599
 What makes things happen
 in the world around me?
 PURE SCIENCE
 I learn about the forces
 of nature.



Section 700-799
 How can I enjoy my
 spare time?
 FINE ARTS & LEISURE
 I learn about painting, music,
 dancing, sports and games.



Section 900-999
 How can I record the human story?
 GENERAL GEOGRAPHY & HISTORY
 I learn about people, places
 and events.

EXERCISE TWO (H-39)

Using the Dewey Decimal System explanation (previous pages) answer the questions below --- Exercises Two and Three.

What subject areas are indicated by the following Dewey Decimal numbers?

1. 641.5 _____
2. 880 _____
3. 423 _____
4. 973 _____
5. 001.64 _____

EXERCISE THREE

Fill in the blanks with the appropriate word or number.

You want to find a book on Chinese brush painting. In what section would you find it? _____
What are the numbers of that section? _____

You're interested in Zen Buddhism. You would expect to find books on this subject in the section on _____.
What are the numbers of that section? _____

You want to learn English. You should look in the section on _____. The numbers of that section are _____.

HOW TO FIND A BOOK - PART TWO: THE CARD CATALOG (H-40)

(NOTE: Libraries use many methods to help people locate the books they want. The method presented below involves the use of a card catalog where cards are filed by title in one section, by author in another, and by subject in a third. All cards are filed alphabetically.

Some libraries use the Comcat, a special machine shown later in this unit. Other libraries are beginning to use computers to handle their filing system.)

If you want to find a book, you must know its number. To find the number, you may use the card catalog. All the books in the library are listed in the card catalog. All the cards are in drawers in alphabetical order. On each drawer you'll see which letters of the alphabet are inside. For instance, if you see "MA-MO," you may find "macrame" to "Mozart" inside.

There are three kinds of catalogs*: author, title, and subject. If you want to find a book by William Shakespeare, look under author. All of the books by Shakespeare that the library owns will be listed there.

Suppose you want to find Romeo and Juliet, but can't remember the author. Look in the title catalog. There you will find a card with "Romeo and Juliet" at the top of it.

* In some libraries, all cards are interfiled and there are no separate sections for author, title and subject. Check which method is used at your local library.

If you're looking for a book on English literature, look in the subject catalog. The cards will look like those in the author file, except the subject will be at the top of each all in capital letters. Of course, on all three cards, you will find the number of the book on the upper left-hand corner.

By AUTHOR

822.33
Shakespeare, William
Romeo and Juliet

By TITLE

822.33
Romeo and Juliet
Shakespeare, William

By SUBJECT

822.33 ENGLISH LITERATURE
Shakespeare, William
Romeo and Juliet

If there is an "R" above the number, that book is reference and is to be used in the library. There is a special Reference Section for these books.

If you have a question, be sure to ask the librarian. He will be able to help you find the books you want.

EXERCISE FOUR

Answer the questions.

1. How do you find a book if you know the title only?

2. You can't remember the title of a book, but you know who the author is. How do you find it?

3. Where do you look for a book on a certain subject?

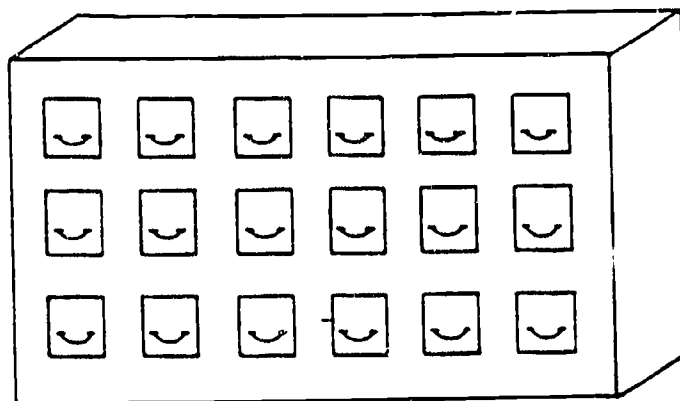
4. Is there any difference between the Reference Section and other parts of the library?

EXERCISE FIVE (H-41)

Do you look under author, title, or subject to find the items listed? Which letter must you look under?

| | Catalog | Letter |
|--------------------------------|--------------|----------|
| ex. <u>Romeo and Juliet</u> | <u>title</u> | <u>B</u> |
| 1. <u>Tale of Two Cities</u> | ----- | ----- |
| 2. books about resumes | ----- | ----- |
| 3. books by John Steinbeck | ----- | ----- |
| 4. cookbooks | ----- | ----- |
| 5. <u>Lake Wobegon Days</u> | ----- | ----- |
| 6. English grammar books | ----- | ----- |
| 7. books on auto mechanics | ----- | ----- |
| 8. A book by Thomas Paine | ----- | ----- |
| 9. <u>How to Get a Loan</u> | ----- | ----- |
| 10. A book by Ernest Hemingway | ----- | ----- |

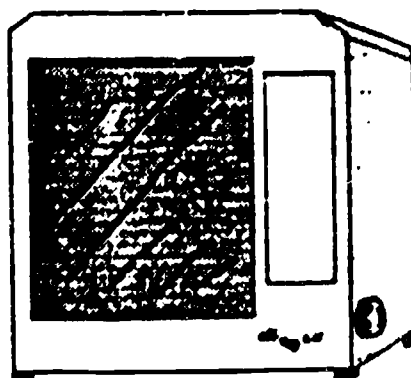
EXERCISE SIX (H-42)



1. Assume that the card catalog above is a Subject catalog. In what drawer would you find books on computers?

2. If this were a card catalog for authors in what drawer would you find Pearl Buck's books listed?

3. If the above were a catalog for titles in what drawer would you find The Sun Also Rises by Hemingway listed?



The Comcat is a machine---an extremely easy-to-use machine---which some libraries use instead of card catalogs. The Comcat shows subject, author and title on a screen and the call number of the book. Ask your librarian to help you use the Comcat. She is there to help you!

KINDS OF BOOKS (H-43)

There are two major kinds of books: fiction and nonfiction. Fiction includes several types of literature: novels, science fiction, westerns, mysteries and short stories. Novels are imaginary stories---stories that the author made up. Science fiction stories are based on science, but they are imaginary, too. Westerns are stories about the Old West and mysteries are about puzzling crimes.

The Nonfiction Section contains books about real things and events: religion, astronomy and history, for example. Biographies and autobiographies are nonfiction too. A biography is the story of someone's life written by another person. Autobiographies are the life stories that people write about themselves. Reference books are for use in the library. They include materials such as encyclopedias, dictionaries, and atlases. Encyclopedias are series of books in alphabetical order that tell about almost any subject you can think of. Dictionaries tell the meaning of words. Atlases are books of maps.

In the front of many books, you will find a table of contents. This gives you a list of the chapters and the page number that is the beginning of that chapter. In the back of a nonfiction book, you may find an index and bibliography. The index is an alphabetical list of subjects and names in the book. Next to each name all the pages on which that subject is mentioned are noted. The bibliography is a list of books which were the sources the author used in writing

the book. It may be used if the reader wants more information on the subject.

BANQUET INTERNATIONALE COOKBOOK

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EXERCISE SEVEN (H-44)

1. Give three examples of kinds of fiction books.

2. Give three examples of kinds of nonfiction books.

3. What is a biography? -----

4. What is an autobiography? -----

5. What's the difference between a table of contents and an index? -----

6. What information can we find using the Comcat? -----

ROLE-PLAYS (H-45)

Students choose partners. One is the librarian. The other is a visitor to the library.

1. APPLYING FOR A LIBRARY CARD

You are new in town but you want to use the library.

You approach the librarian and you tell her:

- a. You would like a library card.
- b. You want to know the library hours.
- c. You want to know how long you may keep books.
- d. You want to know about the story time.
- e. Then you ask a few of your own questions---

2. RETURNING AN OVERDUE BOOK

Oh-Oh! You have kept a book past its due date. You approach the librarian and you say: ---

3. USING THE CARD CATALOG OR COMCAT

You're looking for that famous novel Gone with the Wind. You ask the librarian to help.

The librarian: ---

- a. Shows you how to use the Title catalog.
- b. Explains the shelving system for fiction.

4. FINDING A BOOK USING THE DEWEY DECIMAL SYSTEM.

You want a book on astronomy. The librarian explains the Dewey Decimal System briefly and helps you locate the Science Section of the library.

Since you're in the library you decide you'd like a book on Chinese cooking and you ---

"IF" SUBSTITUTION DRILLS (H-46)

1. If there's a story time this afternoon, I'll _____
at the library.
 - A. drop you off
 - B. pick you up
 - C. check-out some books for you.

2. If I were _____ I _____.
 - A. smarter could understand this book
 - B. taller could reach the top shelf
 - C. you would take better care of my books
 - D. president would spend lots of money on literacy programs

EXERCISE EIGHT (H-47)

Fill in the blanks with the appropriate word.

1a. If we have time, we'll go to the library this afternoon.

1b. If we had time, we _____ go to the library
right now.

1c. If we had had time, we _____
_____ to the library yesterday.

2a. If Chris studies hard, she'll pass the test next year.

2b. If Chris _____ hard, she _____ pass the
test this year.

2c. If Chris _____ hard, she
_____ this year.

3a. If we need more information, we' _____ go to the library
this afternoon.

3b. If we needed more information, we' _____
to the library right now.

3c. If we' _____ more information, we
_____ to the
library last night.

VOCABULARY REVIEW (H-48)

(NOTE: To be added to the Post-test H-32.)

Match the words in Column A with the definitions in Column B.

- | A | B |
|-----------------------------|--|
| _____ 1. to lend | a. a story about a person's life written by someone else |
| _____ 2. fiction | b. book drop |
| _____ 3. to check out | c. to take out |
| _____ 4. biography | d. to loan |
| _____ 5. title | e. part of a book where call numbers appear |
| _____ 6. document | f. name of a publication |
| _____ 7. reference book | g. official paper |
| _____ 8. resources | h. alphabetical list of contents at end of book |
| _____ 9. Comcat | i. materials available |
| _____ 10. spine | j. list of chapters in front of a book |
| _____ 11. book depository | k. a book to be used in the library |
| _____ 12. atlas | l. list of sources the author used |
| _____ 13. nonfiction | m. book of maps |
| _____ 14. index | n. machine catalog of resources |
| _____ 15. table of contents | o. true stories; factual information |
| _____ 16. bibliography | p. stories the author makes up |

ADDITIONAL ACTIVITIES

1. Students are given a specific written assignment using the card catalog or Comcat when visiting the library. (See following pages as an example.)
2. Students think of some consumer item which each one would like to purchase in real life. The students check the consumer information at the library, make note of findings and share the information later in class.
3. Students are given a list of materials they are to locate in the library. Each student is asked to check-out one "find" of her choice to share with the class.
4. A model library can be set up in class using books donated by students, staff and the wider community.
5. Old cards from the card catalogs no longer needed by the public library can be used for in-class exercises.
6. A "library liaison" can be chosen from the class to keep the class posted on upcoming events at the library. The liaison would announce library programs, story times, new acquisitions, etc. The liaison could be appointed on a rotating basis.
7. Students can be asked to give short book reports (or video reviews) in writing as well as orally.

LIBRARY WORKSHEET (H-49)

Answer these questions about the library.

1. How long can you keep books out at this library?

2. How many books can you take out at once?

3. How much does it cost for one book that is three days overdue?

4. What kinds of books are in the Nonfiction Section?

The 100's have books about -----

The 200's have books about -----

The 300's have books about -----

The 400's have books about -----

The 500's have books about -----

The 600's have books about -----

The 700's have books about -----

The 800's have books about -----

The 900's have books about -----

5. Can you take out pictures or records in this library?

LIBRARY ACTIVITIES* (H-50)

Do one or more of the following:

1. Find a biography about one of the following:

John F. Kennedy
Mohandas Gandhi
Madame Curie
Anthony Quinn
Emily Bronte
Anyone You Choose

(Hint: Look up the last name of the person in the card catalog.)

Title: _____

Author: _____

Call number: _____

Number of pages: _____

2. Find a book about one of these subjects:

Sewing
Soccer
The Azores
The Philippines
Earthquakes
Insurance
Painting
Mexican Revolution
Industry in Mexico
Sahara Desert
Death Valley
Portuguese Cooking
Subject of Your Choice

(Hint: Look up the title of the subject in the card catalog.)

Title: _____

Author: _____

Call number: _____

Number of pages: _____

- * Adapted from ESL Workbook by Nancy Morgenstern, Metropolitan Adult Education Program.

3. Find a book by one of these authors:

Ernest Hemingway
Maxine Hong Kingston
Jeanne Wakatsuki Huston
Mark Twain (Samuel Clemens)
John Steinbeck
Maya Angelou

Title: -----

Author: -----

Call number: -----

Number of pages: -----

YESTERDAY AND TODAY (H-51)

It used to be so quiet.

It used to be so still.

I hardly ever used it
But now I surely will.

I like a little chatter.

I like a little noise
I like the sound of storytime
For moms and girls and boys.

But when it comes to research
And reports are almost due
I like a little quiet,
I really, truly do!

SHHH! (H-52)

Sh! Sh! Mama's studying!
Sh! Sh! Sister's working! (writing)
Sh! Sh! Daddy's reading!

Is there a place for me?

Sh! Sh! Grandpa's listening!
Sh! Sh! Grandma's thinking!
Sh! Sh! Davey's typing!

Where am I supposed to be?

Oh, wow! Here's a game room!
Right now! In the same room
toys, books, cars--Varoom!

This is the place for me!

You have to do it!
You have to do it!

I can't do it.
I can't do it.

You must do it!
You must do it!

I can't do it.
I can't!

You've got to do it!

I can't do it!

You must do it!

I can't do it!

You have to do it!

I can't

Try it just once!

Oh, all right. All right---if you insist!

Try it again!

It's not easy!

THERE! See what I mean?
YOU DID IT!

I see what you mean! I did it!
I really did do it. I did!

I wanted to do it.
I needed to do it.
I tried to do it.

And I DID!

APPENDICES

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STUDENT SURVEY

Please check the appropriate blank columns.

1. Do you know the location of the public library in our community?

| | |
|-----------|----------|
| ----- Yes | ----- No |
|-----------|----------|

2. Have you visited or telephoned the public library during the past year?

| | |
|-----------|----------|
| ----- Yes | ----- No |
|-----------|----------|

3. Do you have a library card?

| | |
|-----------|----------|
| ----- Yes | ----- No |
|-----------|----------|

4. Have you checked out materials from your library?

| | |
|-----------|----------|
| ----- Yes | ----- No |
|-----------|----------|

5. Which section/sections did you use when you visited the library?

| | |
|---------------------------|--|
| ----- Check-out Desk | ----- Magazine Section |
| ----- Reference Section | ----- Newspapers Section |
| ----- Children's Section | ----- Foreign Language Section, please specify which language? ----- |
| ----- ESL Section | ----- Bookmobile |
| ----- Records & Cassettes | ----- Others ----- |
| ----- Video Section | |

6. Do you ask for help from library staff?

| | |
|-----------|----------|
| ----- Yes | ----- No |
|-----------|----------|

7. Do you think you need to know more about libraries and how to use them?

| | | |
|-----------|----------|------------------|
| ----- Yes | ----- No | ----- Don't Know |
|-----------|----------|------------------|

8. What subject material(s) do you use mostly in the library?

_____ language learning

_____ citizenship & immigration

_____ employment & training

_____ all about America

_____ home improvement

_____ recreation materials
please specify _____

_____ Others _____

9. What language do you speak at home? _____

THANK YOU FOR YOUR COOPERATION.

FAVOR DE MARCAR O COMPLETAR LAS SIGUIENTES PREGUNTAS

1. ¿ Sabe usted la localización de la biblioteca publica en su comunidad?

_____ Si _____ No

2. ¿ Ha usted visitado o llamado a la biblioteca durante el pasado año?

_____ Si _____ No

3. ¿ Tiene usted tarjeta de lector?

_____ Si _____ No

4. ¿ Ha sacado usted materiales de su biblioteca?

_____ Si _____ No

5. ¿ Cual sección/secciones uso usted cuando visito la biblioteca?

| | |
|---------------------------------------|-------------------------------------|
| _____ Sacar o regresar materiales | _____ Sección de revistas |
| _____ Sección de consulta | _____ Sección de periodicos |
| _____ Sección para niños | _____ Sección de Idioma Extranjera, |
| _____ Sección de Ingles como | por favor indique cual idioma |
| _____ Segunda Idioma | _____ Biblioteca Movil |
| _____ Discos Y Cintas | |
| _____ Sección de cintas de Video | |
| _____ Otros Servicios (indique) _____ | |

6. ¿ Pide usted asistencia del personal de la biblioteca?

_____ Si _____ No

7. ¿ Usted cree que necesita más información acerca de la biblioteca y como usar la?

_____ Si _____ No

8. ¿ Qué tema de materiales usa usted mas seguido en la biblioteca?

| | |
|------------------------------|---|
| _____ Aprendiendo idiomas | _____ Ciudadania y Inmigración |
| _____ Empleo y entrenamiento | _____ Todo lo de America |
| _____ Mejoramiento del hogar | _____ Materiales de recreación, indique |
| _____ Otros _____ | por favor _____ |

9. ¿ Qué idioma habla usted en su hogar? _____

MUCHAS GRACIAS POR SU COOPERACION EN LLENAR ESTE CENSO

BẢN THAM KHẢO Ý KIẾN SINH VIÊN HỌC SINH

Xin vui lòng đánh dấu vào các khoảng trống dưới đây.

1. Bạn có biết địa điểm của thư viện công cộng trong khu vực của chúng ta không?

_____ Có _____ Không

2. Bạn có ghé thăm hoặc điện thoại cho thư viện trong năm qua không?

_____ Có _____ Không

3. Bạn có thể thư viện không?

_____ Có _____ Không

4. Bạn có bao giờ mượn một thứ tài liệu sách vở nào tại thư viện không?

_____ Có _____ Không

5. Bạn thường ghé qua khu nào khi viếng thăm thư viện?

| | |
|-----------------------------------|---|
| _____ Khu mượn/trả sách | _____ Khu tạp chí |
| _____ Khu tham khảo tài liệu | _____ Khu nhật báo |
| _____ Phòng đọc sách của trẻ em | _____ Khu sách báo ngoại quốc, xin điền rõ ngoại ngữ |
| _____ Khu sách báo song ngữ (ESL) | _____ nào _____ |
| _____ Khu đĩa & băng nhạc | _____ Xe thư viện lưu động |
| _____ Khu phim ảnh (video) | _____ Những khu khác _____ |

6. Bạn có nhớ đến sự hướng dẫn của nhân viên trong thư viện không?

_____ Có _____ Không

7. Bạn có nghĩ rằng bạn cần biết thêm về thư viện và cách sử dụng thư viện không?

_____ Có _____ Không

8. Bạn thường sử dụng những tài liệu gì tại thư viện?

| | |
|---------------------------------|--|
| _____ Học tập về ngôn ngữ | _____ Quốc tịch & di trú |
| _____ Việc làm & huấn nghề | _____ Hướng dẫn về Mỹ Quốc |
| _____ Sửa sang nhà cửa | _____ Sách báo về các bộ môn giải trí, xin ghi rõ _____ |
| _____ Những tài liệu khác _____ | |

9. Bạn nói bằng ngôn ngữ nào ở nhà? _____

Xin cảm ơn sự hợp tác của bạn.

LIBRARIAN'S VISIT

The librarian's visit to the ESL classes is a very important part of the curriculum. Most of the students probably do not use their library and she is preparing them for that crucial first visit. She is also showing the class actual materials available for their use. Even more important, the librarian's visit provides a personal contact between the students and an institution. This will help the students feel less intimidated and more willing to ask for help in the library.

Here are some practical tips for the visit:

I. Level I and II

A. General guidelines

1. Speak very slowly and distinctly
2. Use simple sentences as much as possible
Example: "Good evening. My name is Mary Jones. I am a librarian at the _____ Library." This should take you about 10 seconds to say; i.e. about half as fast as usual.
3. Ask students to raise their hand if you speak too fast, use words they don't understand or they have questions.
4. Use lots of visuals
 - a. Simple map showing the location of the

library and closest bus stop and bus number

- b. Write key words on chalkboard to reinforce what you say. Example: "The _____ Library has over 100,000 books." Write "100,000 books" on board.

B. Materials to show class

1. Fiction and nonfiction books
 - a. Fiction --- alphabetical by author's last name
 - b. Nonfiction --- with numbers on spine label to indicate subject
2. Adult basic literacy materials
 - a. Books
 - b. Sets of books and cassettes
3. Books, magazines and pamphlets in foreign languages --- include a sample in each language represented in the library
4. Records and cassettes help students learn English
5. Dictionaries - bilingual and English
6. Materials especially useful to students, such as:
 - a. Resume writing
 - b. Consumer information
 - c. TOEFL books
 - d. Car repair manuals

- e. Citizenship manuals
 - f. Drivers' education pamphlets
7. Children's materials
- a. Basic concept books
 - b. Picture books
 - c. Books of interest to adults
 - d. Sets of cassettes and read-along books
 - e. Books in foreign languages and bilingual for adults to read themselves or to read to their children --- bring sample in each language represented in the library's collection

C. Other

- 1. Voter registration forms
- 2. Tax forms
- 3. Copy machines
- 4. Computers and software
- 5. Telephone books
- 6. Bus schedules
- 7. Programs
 - a. Story time and puppet shows
 - b. Special speakers
- 8. Inter-library loan service
- 9. Return service --- may return materials to any public library in the area and it will be transferred back to original library

D. Library policy

1. Hours
2. Circulation period
 - a. Show sample of book with date due card in it
 - b. Stress that materials are free to borrow but must be returned on time to avoid fines
3. Limits on numbers of materials that may be checked-out, if any
4. Book drop --- emphasize again "borrow, read and return." Bring a visual aid to illustrate the book drop, such as a piece of tag board with a slot cut in it.
5. Emphasize that librarian's job is to help patrons find the books or information that they need. Students should be sure to ask at Reference Desk if they need help or have a question.

E. Handouts - a packet for each student to include:

1. Brochure on the library - in the student's native language, if possible
2. Library card --- librarian has pre-arranged with the instructor student names and addresses so cards can be prepared prior to librarian's visit
3. Simple map showing location of the library and closest bus stop and route number
4. A blank floor plan of the library for the students to bring with them and complete when they visit the library. This should include a list

of the appropriate words identifying sections at the bottom.

5. Simple visuals showing how to find books in the library by author, title and subject
 6. Bookmobile schedule and information about the service
 7. Promotional materials about library, such as calendars and flyers
- F. Make date with teacher for follow-up visit to the library

NOTE: Instructions for Level III and Level IV are to be used in conjunction with those for Level I and II.

II. Level III

A. General guidelines

1. Speak a bit faster than for Level I and II, but still slowly and distinctly
2. Follow other guidelines as for Level I and II

B. Materials to show class --- follow guidelines for Level I and II, with the following additions:

1. Fiction and nonfiction books
 - a. Fiction
 - 1) Show general fiction titles
 - 2) Show special kinds of fiction, such as mysteries, science fiction, westerns and short stories
 - b. Nonfiction --- add more books to show variety available in the library
 - c. Records and cassettes --- add music, sound effects, etc. to show variety available at the library
 - d. Materials especially useful to students:
add "how to write a report" type books

III. Level IV

A. General guidelines

1. Speak at normal speed, but clearly and distinctly
2. Follow other guidelines as for Level I, II and III

B. Materials to show class --- follow guidelines previously given with these additions:

1. Encyclopedia
2. Thesaurus
3. Almanac
4. Atlas

MILPITAS COMMUNITY LIBRARY
 40 N. Milpitas Blvd.
 Milpitas, CA
 262-1171

ESL READING LIST

BEGINNING

- ABLE ELVIS PRESLEY / THE BEATLES
 ELV Stories of Elvis Presley, the King of
 CASSETTE Rock and Roll in the 1950's, and of the
 Beatles, who became the most famous musical
 group in the world. Cassette tape with
 read-along book.
- ABLE HOUDINI / WALT DISNEY
 HOU The story of Harry Houdini, one of the
 CASSETTE greatest magicians and escape artists of
 all time, and Walt Disney, creator of
 Disneyland. Cassette tape with read-along
 book.
- ABLE LONDON, JACK
 LON CALL OF THE WILD
 CASSETTE Buck, a family dog, is stolen from his
 home in Santa Clara Valley and taken to
 northern Canada during the Klondike gold
 strike. He has many masters there, but
 eventually leaves the world of humans to
 become his own master. Cassette with
 read-along book.
- ABLE PORTER, WILLIAM SIDNEY
 FOR BEST OF O. HENRY
 CASSETTE Four of O. Henry's most famous short
 stories are told here: The Gift of the
 Magi, Ransom of Red Chief, After Twenty
 Years, and The Last Leaf. Cassette with
 read-along book.
- ABLE SHAKESPEARE, WILLIAM
 SHA ROMEO AND JULIET
 CASSETTE One of Shakespeare's best known plays,
 Romeo and Juliet is the tragic story of
 two young lovers whose families hated
 each other. Cassette with read-along
 book.
- ABLE SHELLEY, MARY
 SHE FRANKENSTEIN
 CASSETTE Dr. Frankenstein, who wants to be a
 famous scientist, creates a monster in
 this classic story. Cassette with read-
 along book.

ABLE SFYRI, JOHANNA
SFY HEIDI
CASSETTE This famous story of a young Swiss girl who loved the mountains is a favorite of all ages. Cassette with read-along book.

ABLE TWAIN, MARK
TWA HUCKLEBERRY FINN
CASSETTE Huck likes to do things his own way, to be free. He and his friend, Jim, run away from home and float down the Mississippi River on a raft in this famous story. Cassette with read-along book.

ABLE VINCE LOMBARDI / PELE
VIN Two separate stories of well-known
CASSETTE people in sports: Vince Lombardi, a football coach, and Pele, Brazilian soccer star. Cassette with read-along book.

ABLE WORLD WAR TWO
WOR The story of World War II from the rise
CASSETTE of Hitler to the formation of the United Nations is told on cassette with read-along book.

INTERMEDIATE

/PB ATKINSON, LINDA
INCREDIBLE CRIMES
This tells about the Brinks truck robbery, the \$200,000 sky theft by D.B. Cooper, and the Great Train Robbery.

/BACH BACH, RICHARD
JONATHAN LIVINGSTON SEAGULL
Jonathan isn't content being like the other seagulls and is misunderstood by the rest of the flock.

ABLE CHRISTIAN, MARY
FICTION JUST ONCE
CHRISTIA Cora can no longer live with her husband's violent temper. She must take her baby and find a way to make it on her own.

/PB DOLAN, EDWARD
THE BERMUDA TRIANGLE AND OTHER MYSTERIES OF NATURE
Planes and ships disappear in the Triangle, UFO's crowd the sky, and the Abominable Snowcreature walks.

- /PB MADISON, ARNOLD
GREAT UNSOLVED CRIMES
Jack the Ripper, who killed women in London in the 1800's, and the Lindbergh baby kidnapping are explored.
- /PB MCHARGUE, GEORGE
MEET THE WEREWOLF
What forms do werewolves take, and how can you get rid of them. See MEET THE WEREWOLF also.
- /PB ORESHNIK, A.F.
THE DEMETER STAR
Mike and Carol go scuba-diving for treasure, but must deal with a killer shark first.
- /PB OTFINOSKI, STEVEN
VILLAGE OF VAMPIRES
A small Mexican village is terrorized by human vampires.
- ABLE FODOJIL, CATHERINE
266.2092 MOTHER TERESA
TERESA
The life story of the nun who lives among the poor and homeless in Calcutta and who won the Nobel Peace Prize for her work.
- /PB RICE, EARLE
TIGER, LION, HAWK
Two young pilots, one from the U.S., the other from Japan, meet in the skies over China.
- /PB SHEA, GEORGE
I DIED HERE
Troubling dreams lead Larry Arkos to a tiny Grecian cemetery in this mystery.
- ABLE FICITION SORRELS, ROY
NEW LIFE
Donna and Scott have many adventures during a snow storm. They use survival skills to save lives and learn more about themselves at the same time.
- ADVANCED
- /PB BENNETT, JAY
(or /M) LONG BLACK COAT
When Phil's brother Vinnie is killed in

Vietnam, he has to wait for one year before looking to see what Vinnie had put in the pocket of the long black coat. See other books by this author.

/PB BUTLER, BONNIE
OLYMPIC HOPEFUL

Ann was very shy and had never had a date. But then, handsome, popular Ellery begins to pay attention to her and her whole world changes.

FICTION CARTLAND, BARBARA
CARTLAND LOVE IN THE CLOUDS

Chandra must go to Nepal for her father when he becomes ill. She meets Lord Frome there and together they discover an ancient manuscript and love. See other books by this author.

ABLE GABRIEL, GARY
FICTION WHATEVER HAPPENED TO SANDY FOWLER?
GABRIEL

Five days in the life of Sandy Fowler, a popular television personality.

FICTION HEMINGWAY, ERNEST
HEMINGWAY OLD MAN AND THE SEA

An old fisherman has caught a giant marlin, which is too heavy to bring aboard his boat. He lashes it alongside and heads for home, but first must fight off the sharks.

/PB HIGGINS, COLIN
HAROLD AND MAUDE

Can a 19-year-old who loves death and an 80-year-old who loves life find romance?

W L'AMOUR, LOUIS
L'AMOUR SACKETT

One of the 14 books in a series about the Sackett family, this western takes place on the frontier in the 1850's and 1860's.

FICTION LANE, ROSE WILDER
(or /PB) YOUNG PIONEERS (LET THE HURRICANE ROAR)

A love story set in the American frontier past written by the daughter of Laura Ingalls Wilder, author of LITTLE HOUSE ON THE PRAIRIE.

/PB PRAGER, ARTHUR
WORLD WAR II RESISTANCE STORIES
The story of Witold Filecki who allowed himself to be put in a concentration camp so he could organize the inmates is just one of the six stories in this book.

FICTION RUSHING, JANE GILMORE
(or /PB) MARY DOVE
Left alone on the Plains, Mary Dove tends her sheep, until she falls in love with the first man she has ever seen besides her father.

SHORT FOLK AND FAIRYTALES

JP AARDEMA, VERNA
WHO'S IN RABBIT HOUSE: A MASAI TALE
When Rabbit finds her home occupied by the Long One, all the animals try and help her drive him away.

JP ANDERSON, HANS CHRISTIAN
SNOW QUEEN
The strength of a little girl's love enables her to overcome many problems and free a boy from the Snow Queen's spell.

JP ANDERSON, HANS CHRISTIAN
THUMBELINA
A retelling of Anderson's classic fairy tale about a girl who is only one inch tall.

JP ARUEGG, JOSE
CROCODILE'S TALE: A PHILIPPINE FOLK STORY
Although Juan saves the crocodile's life, the crocodile still intends to eat him, so Juan must use his wit to escape.

JP BALET, JAN
THE FENCE
A Mexican story about a poor family who "steals" the wonderful smells that drift across the fence from a rich man's kitchen.

JP BAYLOR, BYRD
WHEN CLAY SINGS
Southwestern Indian culture is recalled through this poem about the pottery that they left behind.

- JP BAYLOR, BYRD
HAWK, I'M YOUR BROTHER
Rudy Soto, a young boy living in the southwest, wants to fly more than anything in the world, and he steals a young red-tailed hawk from its nest in the hope that it can teach him.
- J398.2 BELPRE, PURA
OTE: A PUERTO RICAN FOLK TALE
A near-sighted devil captures Ote and almost eats his family out of house and home.
- JP BERSON, HAROLD
HOW THE DEVIL GETS HIS DUE
In this old French folktale, the devil drives a hard bargain with his servant until he meets the servant's clever brother and gets a surprise.
- JP GOBLE, PAUL
GIRL WHO LOVED WILD HORSES
Native American fairy tale about a girl who understood and loved wild horses so much, she wanted to live with them.
- JP MOSEL, ARLENE
FUNNY LITTLE WOMAN
This Japanese folk tale tells of a little woman whose rice dumpling rolls through a hole into the underground world of statues of the gods.
- J 398.2089 STEPTOE, JOHN
STORY OF JUMPING MOUSE
Native American story of a mouse who realized his dream by being unselfish.

Annotated Reading List for ESL Students

The books on this list are high in interest. You will find them in paperback at bookstores or in the public library. YP means that the book can be found in the Young People's section of the library. However, because some of these books are written for young adults, do not think that they lack sophistication in language or in plot.

Libraries in San Jose:

Main Library, 180 W. San Carlos
Almaden, 6455 Camden Ave.

Open: Mon., Tues., Wed. 12:00 noon-9:00 p.m.
Thurs., Fri., Sat. 9:00 a.m.-6:00 p.m.

Calabazas, 1230 S. Blaney Ave.
Evergreen, 2635 Aborn Rd.

Open: Mon. and Tues. 1:00 p.m.-9:00 p.m.
Wed., Thurs., Fri. 10:00 a.m.-6:00 p.m.

Berryessa, 3311 Noble Ave.
Cambrian, 1780 Hillside Ave.
Empire, 491 E. Empire
West Valley, 1243 San Tomas Aquino Rd.
Willow Glen, 1157 Minnesota Ave.

Open: Mon., Tues., Wed. 12:00 noon-9:00 p.m.
Thurs. through Sat. 9:00 a.m.-6:00 p.m.

Seventrees, 3597 Cas Dr.

Open: Tues. 1:00 p.m.-9:00 p.m.
Wed. through Sat. 10:00 a.m.-6:00 p.m.

Pearl Avenue, 4270 Pearl Ave.

Open: Mon., Tues., Wed. 12:00 noon-9:00 p.m.
Thurs., Fri., Sat. 9:00 a.m.-6:00 p.m.

East San Jose Carnegie, 1102 E. Santa Clara

Open: Mon. 1:00 p.m.-9:00 p.m.
Tues. through Fri. 10:00 a.m.-6:00 p.m.

Educational Park, 1776 Educational Park Dr.

Open: Mon. 1:00 p.m.-9:00 p.m.
Tues. through Fri. 9:00 a.m.-5:00 p.m.

Alviso, 1060 Taylor, Alviso

Open: Mon. 2:00 p.m.-8:00 p.m.
Tues. 10:00 a.m.-4:00 p.m.
Wed. through Fri. 2:00 p.m.-6:00 p.m.

Hillview, 2255 Ocala

Open: Mon., and Tues. 12:00 noon-9:00 p.m.
Wed., Thurs., Fri. 10:00 a.m.-6:00 p.m.

Rosegarden, 1580 Naglee Ave.

Open: Mon., and Tues. 1:00 p.m.-9:00 p.m.
Wed., Thurs., Fri. 10:00 a.m.-6:00 p.m.

Annotated Reading List for ESL Students

- Abrahams, Peter. Mine Boy.
This is the story of a young black man of South Africa.
- Angelou, Maya. I Know Why the Caged Bird Sings.
The autobiography of this black woman follows her story from the small town of Stamps, Arkansas, to Oakland, California. Her life was, at some times, terrible, but she grew up to be a warm, intelligent person, well known as a dancer, a writer and a poet.
- Axline, Virginia M. In Search of Debs.
A brain-damaged little boy finds help through psychotherapy.
- Bennett, Jay. The Executioner.
A high school boy cannot forget the night that he caused his friend's death in a car accident. Someone else can't either. (YP)
- Blassingame, Wyatt. Thor Heyerdahl: Viking Scientist.
In 1947 this scientist sailed across the Pacific on a raft to prove his theory that the Pacific islanders and the Colombian Indians of South America shared a common culture. (YP)
- Blinn, William. Brian's Song.
This book has been made into a movie. It is the story of two professional football players, competing for the same position, until one of them develops cancer. (YP)
- Boning, Richard A. Alone.
This is a true story of a young Chinese man who spent 133 days alone on a raft in the South Atlantic. (YP)
- Bothwell, Jean. The Promise of the Rose.
This novel of romance and intrigue is set against the background of sixteenth century India. (YP)
- Bothwell, Jean. Ring of Fate.
This story of conflicts between old ways and new is set in the Indian Punjab. (YP)
- Boynton, Robert W. and Maynard Mack, editors. Whodunits, Farces and Fantasies: Ten Short Plays.
In all of these plays, the reader is left to decide the ending. Clues are always given, and if you read carefully you can solve all ten mysteries. (YP)
- Brown, Marion Marsh. Homeward the Arrow's Flight.
In the 1800s, Susan La Flesche became the first American Indian woman to get a medical degree. (YP)
- Buck, Pearl S. The Good Earth.
The author lived in old China for many years before she wrote this novel of a man's rise from poverty to riches in old China.
- Buck, Pearl S. Pavilion of Women.
This historical novel tells of the use to power of Tsu Hsin, the Old Empress of China.
- Chittum, Ida. Tales of Terror.
The author takes these tales from the Ozark Mountains, where she grew up. Lovers of ghost stories will find that these stories keep them awake until they finish the book. (YP)

- Coatsworth, Elizabeth. The Princess and the Lion.
During the Time of the Princes, when the men of the noble families were exiled to Amba Wahni, a young woman tries to help her brother escape. (YP)
- Cohen, Daniel. Missing! Stories of Strange Disappearances.
The truth is really stranger than fiction as this book about six famous cases of people disappearing proves. (YP)
- Craven, Margaret. I Heard the Owl Call My Name.
A young Anglican priest with only three years to live is sent to live in a remote village in Canada.
- Dolan, Edward F., Jr. The Bermuda Triangle and Other Mysteries of Nature. (YP)
- Eaton, Jeanette. A Daughter of the Seine: The Life of Madame Roland
For those who enjoy traveling in history through books, this is a biography of a young woman who lived at the time of the French Revolution. (YP-biography)
- Eaton, Jeanette. Gandhi: Fighter Without a Sword.
This swift-moving, fictionalized account tells of the life of Mohandas Gandhi from the age of 15 until his death. (YP-biography)
- Eaton, Jeanette. Leader by Destiny.
For those who would like to know more about the first president of the United States, this fictionalized biography covers the life of George Washington from his 15th birthday to the time of his death. (YP-biography)
- Ekwensi, Cyprian. People of the City.
Written by a Nigerian author, this novel is the story of an educated young man living in a developing country. It was published in 1954, the first novel written in English by a Nigerian author.
- Emicheta, Buchi. The Bride Price.
A Nigerian village in the 1950s is the setting for this novel about a modern girl up against traditional attitudes about women.
- Emicheta, Buchi. The Slave Girl.
Set in the early 20th century, a young girl becomes the household slave of a wealthy market woman. (YP)
- Fast, Johnathan. The Beast.
This story is a contemporary retelling of the fairy tale, "The Beauty and the Beast." Beauty is a movie actress; Beast is a man who has been scarred and injured in a suicide attempt. (YP)
- Ferry, Charles. Raspberry One.
Two young men, both of whom fall in love before shipping out to the Pacific to fight in World War II, return home changed and scarred by their war experiences. (YP)
- For Eisen, Anthony. The Prince of Omeya.
The adventure of an Omeyyad prince moves across the Middle East and Africa during the eighth century. (YP)
- Forbes, Esther. Johnny Tremain.
This novel won the Newbury Prize, a literary award for fiction. It is about a young man working as an apprentice silversmith in Boston in 1773. He becomes involved in the events of the American Revolution. (YP)
- Forman, James. Freedom's Blood.
Based on actual events, this story tells of a civil rights worker and his friends in the American South in 1964. (YP)

- Forman, James. My Enemy, My Brother.
This is a serious novel about the friendship of a Polish Jew and the Arab son of a village leader during the time of the partition of Palestine and the 1948 war. (YP)
- Forman, James. Ring the Judas Bell.
This suspenseful story is set in the post-World War II civil conflict in Greece. (YP)
- Forsyth, Frederick. The Shepherd.
This is the true experience of an RAF pilot who encounters a mysterious aircraft while on a mission. (YP)
- Fox, Paula. The Slave Dancer.
This novel explores the horrors of the slave trade through the eyes of a young boy who lives in New Orleans in 1840. (YP)
- Gaines, Ernest J. The Autobiography of Miss Jane Pitman.
This fictional autobiography follows a woman from her life as a slave to the civil rights movement. It has been made into a movie for television.
- Gilbert, Sara. Ready, Set, Go: How to Find a Career That's Right for you. (YP)
- Graham, Gail. Cross-Fire: A Vietnam Novel.
This story takes place in Vietnam during the war; it has as its theme the misunderstanding of people who cannot speak each other's language or understand each other's problems. (YP)
- Gurko, Leo. Tom Paine: Freedom's Apostle.
This biography brings to life the writer whose works greatly influenced political thinking in America during the Revolutionary War. Paine's life is not chronologically depicted, which may be confusing to the reader, but this book gives an interesting look at events in America, England, and France at that time. (YP-biography)
- Gutcheon, Beth. Still Missing.
This is the story of a mother whose six-year-old son disappears while walking to school one day in 1980. (YP)
- Hamilton, Virginia. W.E.B. DuBois.
This biography deals with the life of one of the greatest black Americans. (YP-biography).
- Hannum, Alberta. Paint the Wind.
This biography of Navaho artist Beatien Yazz takes place around 1945 and covers the time of the artist's return from the army and his adjustment to the simpler life of his people.
- Haskins, James. Street Gangs: Yesterday and Today.
Street gangs have a governmental system, language, and code of ethics all their own. Haskins traces the history of gangs from colonial times. (YP)
- Hautzig, Esther. The Endless Steppe: Growing Up in Siberia.
In 1941, the author's family were transported from Poland to Siberia where they became slave laborers for five years. (YP-biography)
- Henry, O. The Gift of the Magi and Five Other Stories.
This collection of short stories is very readable and will delight you with the surprise at the end of each one. (YP)

Higgins, Colin. Harold and Maud.

Can an 18-year-old suicidal young man and an 80-year-old woman who is young at heart have a successful marriage? This novel has been made into a movie that has become a classic.

Houston, Jean Wakatsuki and James D. Houston. A Farewell to Manzanar.

The author's family, Japanese Americans, was interned in a camp at Manzanar in California. This is the story of their experience as told by their youngest daughter.

Huggins, Alice Margaret. The Red Chair Waits.

Set in China in 1948, this novel is about a teacher who refuses to marry the young man whom her parents have chosen for her. (YP)

Hunt, Irene. Across Five Aprils.

The author has based her novel on family records, letters and her grandfather's stories. She writes a very interesting story of a family that has lived through the American Civil War. (YP)

Hunt, Mabel Leigh. Better Known as Johnny Appleseed.

This biography uses facts and legends to recreate the life of John Chapman, a man of good will who traveled through the American West planting apple seeds for the settlers who would follow. The author writes interestingly about Johnny, the people he met, and the country with which he became familiar. (YP)

Joseph, Stephen M. I Always Wanted to Be Somebody.

This is the story of Olympic athlete, Althea Gibson.

Kalm, Joan, editor. Some Things Fierce and Fatal.

These fourteen suspense stories are guaranteed to entertain you with their mystery and surprises. (YP)

Kaufelt, David. Silver Rose.

The tragic love story of a young Jewish woman and a high-ranking young Nazi officer during World War II was a favorite among readers who felt that they "learned so much about World War II and the way people live and felt." (YP)

Kherdian, David. The Road Home.

The author has written the story of his mother. He uses her words to paint a picture of the loving home in which she lived before she and her family were forced to become refugees, the horrors that they faced, and finally, his mother's immigration to the United States as a mail order bride. (YP-biography)

Kleiner, Art. Robots.

Through diagrams and illustrations, this book describes the operation of robots and the development uses, and future of these machines. (YP)

Kosinski, Jerzy. Being There.

This novel is the unique story of a man who grew up with no connection to society except through television.

Kroeber, Theodora. Ishii: In Two Worlds.

Ishii was the last California Indian to live without contact with white people until his adult years. Kroeber's husband was the anthropologist who worked with Ishii in the remaining years of his life. (YP)

La Farge, Oliver. Laughing Boy.

This prize-winning novel, set among the Navaho Indians of New Mexico, is a love story. (YP)

- Laye, Camara. The African
An African man born in Senegal writes his autobiography.
- Laye, Camara. The Dark Child.
The Senegalese author writes about his childhood.
- Lee, Harper. To Kill A Mockingbird.
In this prize-winning novel, a six-year-old girl tells what happened in her town in the 1930s when her father, a lawyer, was appointed to defend a black man charged with raping a white woman. This is a popular, memorable and much-loved novel.
- Lee, Tanith. Red as Blood; or, Tales from the Sisters Grimmer.
Lovers of ghost stories will enjoy the new twists that this master fantasy writer gives to old fairy tales. (YP)
- Levitin, Sonia. The No-Return Trail.
In 1841, seventeen-year-old Nancy Kelsey and her husband Ben join a wagon train. They are among the few who survive the hardships on the seemingly impossible journey--the accidents, illnesses, and Indian attacks. By completing the journey, Nancy becomes the first American woman to travel overland from Kentucky to California.
- Lindblom, Steven. The Fantastic Bicycles Book.
This book has explanations on how to build and maintain a variety of custom bikes from salvage parts. Detailed drawings make the instructions clear. (YP)
- London, Jack. Call of the Wild and Selected Stories.
Jack London, who was born in Oakland, California, is probably the best known American writer because his works have been translated into over a hundred languages. The language that he uses in his adventure stories is simple and direct.
- MacLean, Alistair. Lawrence of Arabia.
This biography deals with the life of a man who became a legend in his own lifetime.
- Malkus, Alida Sims. The Dark Star of Itza.
This book portrays life in Yucatan when the maya cities were in their prime. (YP)
- Mangurian, David. Children of the Incas.
Thirteen year old Modesto talks about daily life in Coata, Peru. (YP)
- Mazer, Harold. The Last Mission.
A young man lies about his age in order to join the army. Later, he is taken prisoner of war and has many terrifying experiences.
- McCunn, Ruthanne Lum. A Thousand Pieces of Gold.
She was her father's favorite daughter, but bandits stole her from her village in 19th century China. From China to California, from slave girl to wife, Lalu Nathoy's story is an unusual one.
- Monahan, James L., compiler. Masterpieces of Surprise.
Short and shocking mystery stories written by some of the greatest English and American writers. (YP)
- Morris, Louis, compiler. Masterpieces of Adventure.
Suspense, danger, intrigue, and death are treated in these stories by some famous writers. (YP)
- Morris, Rosamund, compiler. Masterpieces of Mystery and Detection.
Match your own mind against some of the best detectives in fiction by solving nine of the cleverest mystery stories ever written. (YP)

Myers, Walter Dean. The Legend of Tarik.

This is a legendary story of a West African youth. (YP)

Nance, John. Lobo of the Tasaday.

This is the story of a young boy of a recently discovered tribe in the Philippines. (YP)

O'Dell, Scott. The Black Pearl.

This is an adventure story of a young Mexican man who discovers a black pearl that people believe is protected by a Devil Manta. (YP)

O'Dell, Scott. Island of Blue Dolphins.

This book is based on the true story of a young Native American woman who spent over 20 years alone on San Nicolas Island off the California coast. (YP)

Oreshnik, A. F. The Demeter Star.

Mike wanders into a town on the California coast and finds a job diving for hidden treasure. This adventure story tells of his experience as part of a diving crew. (YP)

Paton, Alan. Cry, The Beloved Country.

This tragic story is set in South Africa of the 1940s. It involves a Zulu man who goes to the city in search of his relatives. It may be somewhat difficult to read but it is regarded a classic and is well worth the effort.

Pfeffer, Susan Beth. What Do You Do When Your Mouth Won't Open?

A young girl wins an essay contest but then she must take drastic measures to overcome her fear of public speaking. (YP)

Rabe, Berniece. Naomi.

A fortuneteller's prediction influences the life of a young girl. (YP)

Rau, Margaret. The Minority Peoples of China.

This book looks at the life and customs of the more than 50 different ethnic groups who live in China. (YP)

Raucher, Herman. Summer of '42.

A story of what it is like to be a 15-year-old boy obsessed with sex and an older woman.

Rawlings, Marjorie Kinnan. The Yearling.

While a twelve-year-old boy is the main character in this novel, the story is much deeper as it deals with relations in a family struggling against poverty in rural Florida. The novel has been made into a movie. (YP)

Richter, Conrad. The Light in the Forest.

Set in Pennsylvania, this is the story of a young man who was raised by American Indians from the time he was four years old. Although he has no memory of his white parents, he is forced to return to them because of a government treaty. The cultural misunderstandings between the white and the Indians are shown from the young man's point of view. (YP)

Sachs, Marilyn. Hello. Wrong Number.

A young girl dials a wrong number and has an interesting conversation with a total stranger. After weeks of being "telephone friends," their relationship is almost destroyed when they try to meet face-to-face. (YP)

Santiago, Danny. Famous All Over Town.

Chato, a young Mexican-American growing up in a Los Angeles barrio, has an IQ of 135 but gets bad grades in school because his primary loyalties are to his family and his papa. (YP)

Saul, John. The God Project.

This fast-moving, suspenseful science fiction novel deals with genetic experimentation and its possible implications. (YP)

Savitz, Harriet May. The Lionhearted.

This is the story of three young people, each facing a different problem during two important years in their lives. There is suspense and excitement in their stories. (YP)

Schaefer, Jack. Mavericks.

This is a novel about the American west by the author of Shane. (YP)

Schaefer, Jack. Shane.

Shane, the classic American cowboy, comes to the Starett family ranch and touches the life of the people he meets. This book has been made into a movie.

Segal, Erich. Love Story.

The title tells everything about this story except the ending.

Skurzynski, Gloria. The Tempering.

In a story set in the early twentieth century, Karl faces a decision to stay in school or go to work in a Pennsylvania steel mill. (YP)

Sparks, Christine. The Elephant Man.

Based on a true story, this story of a man's courage and goodness has been made into a play and a movie.

Speare, Elizabeth George. The Witch of Blackbird Pond.

This novel might be somewhat difficult to read but it is exciting and will give the reader an understanding of some basic American attitudes toward work. It is set in the 17th century Connecticut of the Puritans. (YP)

Sperry, Armstrong. Call it Courage.

This story deals with fear and a boy who overcame it. He is a Polynesian chief's son who overcomes his fear of the sea. (YP)

Steinbeck, John. Of Mice and Men.

This story, set in the agricultural areas of California, is about the friendship of two agricultural workers.

Steinbeck, John. The Pearl.

This is an adventure story about a poor man who finds a priceless pearl. The experience changes his life.

Stewart, Elinore Pruitt. Letters of a Western Homesteader.

This memoir is an antidote to John Wayne movies. It tells about life in the American West from the viewpoint of a widow who migrated to Burnt Cork, Wyoming with her small child. It gives a good picture of daily life as the author moves from housekeeper to rancher.

Swift, Hildegard. The Railroad to Freedom.

This fictionalized account of the life of Harriet Tubman is set in the period before and after the American Civil War. (YP)

Tate, Joan. Tina and David.

This story is sensitively told about a lonely young man who has difficulty in communicating and the young woman who helps him through her gentleness and understanding.

Taylor, Mildred D. Roll of Thunder, Hear My Cry.

A black family struggles to maintain their integrity, pride, and honor in Mississippi during the Great Depression of the 1930s. It is a story of Physical survival, but more important, it is a story of the survival of the human spirit.(YP)

Ullman, James Ramsey. Banner in the Sky.

This novel presents a fictionalized account of the first ascent of the matterhorn, the last summit of the Alps to be conquered. (YP)

Walsh, Jill Paton. Fireweed.

Bill and Julie have both lost their homes and their families during the bombing of London in World War II. With much of the city destroyed by fire and bombs, they struggle to help and to stay alive. (YP)

Werfel, Franz. The Forty Days of Musa Dagh.

A group of Armenian villagers fight for their lives during the period of World War I in this long, powerful and tragic novel.

Wier, Ester. The Loner.

A young migratory worker is taken in by an old woman who is the boss of a Montana sheep ranch. (YP)

Yep, Laurence. Dragonwings.

This novel depicts life among the Chinese in San Francisco at the beginning of the 20th century. It is in part based on the true story of a young Chinese man who, in 1909, succeeded in making a glider and flying for 20 minutes. (YP)

Yong Ik, Kim. Love in Winter.

This collection of thirteen short stories is set in Korea during and immediately after the war. The loves, rebellions, tragedies and triumphs of the characters, however, are part of life itself and give insight to the human condition. Check the library shelves carefully, if you look for this book; it is sometimes shelved under the letter I. (YP)

Because they have been widely translated and reported upon, the following books are not acceptable as ESL 98 book reports: Hemingway, Ernest. The Old Man and the Sea; Orwell, George. Animal Farm; Steinbeck, John. The Pearl.

prepared by Alice Gosak
August 1985

TEACHER'S QUESTIONNAIRE*

1. Do you think the Teacher's Manual "Improving Public Library Services to ESL Students" is useful in 1) raising the students' library awareness and 2) facilitating their library use?
- 1) YES _____ NO _____ Probably _____
- 2) YES _____ NO _____ Probably _____
2. Do you think the levels provided are pertinent to students' English proficiency levels?
- Level I (pre-beginning) YES _____ NO _____
Comments _____
- Level II (beginning) YES _____ NO _____
Comments _____
- Level III (intermediate) YES _____ NO _____
Comments _____
- Level IV (advanced) YES _____ NO _____
Comments _____
3. Which part(s) of the unit do you think is most valuable in enhancing students' library awareness and skills?
- Text _____ Exercises _____ Others _____
4. What could or should have been done differently in the unit?
5. Are the tips suggested feasible or impractical in your view?

6. Please give additional comments on the unit, attach separate sheets if needed.

THANK YOU FOR YOUR COOPERATION.

- * Please send completed questionnaires to the following address by June 15, 1986:

Library Awareness Project
180 W. San Carlos St.
San Jose, CA 95113

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