

# The Big Picture 2

## Materials and Resources for ESOL Tutors



### 1 At the Library

#### Lesson plan and exercises

##### Objectives

The students will be able to:

- understand how to get a library card
- ask for a library card application form and request further information
- fill out a library card application
- read and understand notices at the library

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## 1.1 Using the Library - Lesson Plan

Objectives:	At the end of the activity students will be able to understand how to get a library card application form	
Functions:	Asking for information; using phrasal verbs	
Level:	Beginner-Pre-Intermediate, Basic Literacy Can adapt for higher level	
Materials:	<ul style="list-style-type: none"><li>• Storyboard Photo Sheet page 10</li><li>• Storyboard Activity Worksheet page 11</li><li>• Tapescript page 12</li></ul> Record the tapescript on your phone in advance. Alternatively, this can be used as a reading/information search activity if there is no access to a recorder	

### Key Vocabulary

- ask for • go to • fill out • take out • gives back to • look at
- librarian • library • application • form • information desk

### Instructions:

1. Group students into pairs. Hand out the **Storyboard Photo Sheet**. Ask students to describe what is happening. Write any phrasal verbs they may come up with and other information on the board.
2. Hand out the **Storyboard Activity Worksheet**. Students work in pairs/small groups to read their text and to fill in the gap-fill with the appropriate phrasal verb. Remind them that the third person singular takes “s” (Yulianna asks, The librarian gives).
3. Play the recording or read the **Tapescript** and have the students check their answers.

### Consolidation/extension activities:

- Before doing this exercise, ask students whether they use the library. If some of them have cards, have them describe what they did to get a card. Did they get it in the library or online, and so on. Ask what kinds of books etc. they take out and provide appropriate vocabulary for them to describe types of reading materials, genre and other related vocabulary.
- Students could go around class, ask other students and fill out a class questionnaire on reading habits to consolidate previously - learned structures and vocabulary (What do you read? How often do you read? How many books/magazines/newspapers/online articles do you read a day/week/month? What kind of books/magazines/newspapers/online publications/social media sites do you read/like and so on).

## Using the Library - Storyboard Photo Sheet

Look at the photos and write or say a sentence for each one

1



2



3



4



5



6





## 1.1 Using the Library - Storyboard Activity Worksheet



Look at the library storyboard and write or say one sentence for each photo.  
Use a verb from the boxes for each sentence.

ask for

go to

fill out

look at

take out

look up

**The first one is done for you**

1. Yulianna and Katya go to the library.
2. They \_\_\_\_\_ a book together.
3. Yulianna \_\_\_\_\_ the librarian \_\_\_\_\_ a library card form.
4. Yulianna and Katya \_\_\_\_\_ the card.
5. They \_\_\_\_\_ information on the computer.
6. Katya looks for a book to \_\_\_\_\_ .

## 1.1 Using the Library - Tapescript



Record the text below on your phone advance or ask students to read aloud

1. Yulianna and Katya **go to** the library.
2. They **look at** a book together.
3. Yulianna **asks** the librarian **for** a library card form.
4. She **fills out** the card.
5. Yulianna and Katya **look up** information on the computer.
6. Katya looks for a book to **take out**.

## 1.2 Asking for a Library Card Application - Lesson Plan

Objectives:	At the end of the activity students will be able to understand how to ask for a library card application form and request more information		
Functions:	Asking for information; making requests; form-filling		
Level:	Beginner-Pre-Inter, Basic Literacy		
Materials	• Mixed up Dialogue	page 14	
	• Tapescript	page 15	

### Key Vocabulary

- phrasal verbs and vocabulary from previous worksheet • not at all
- proof of identity • bill • just a sec
- request forms (can/could/would/may/will)

### Instructions:

1. Group student into pairs. Cut up the **Library Mixed-Up Dialogue** strips. Give each pair one set of **Library Mixed Up Dialogue** strips.
2. Tell the students the highlighted strip is the first one. Students work in pairs/small groups to read the strips and put them in order.
3. Play the recording or ask students to read the **Library Mixed-Up Dialogue** and have the students check their answers.
4. Students practise dialogues or create their own.

### Consolidation/extension activities:

- Look up information on library use. Write questions on the board or ask each question orally. Have students scan for specific information, e.g., How many books can you take out? What else can you borrow from a library? When students find the information, write it or have a student write it on the board. This can be rewritten into sentences: You can take out seven books.
- Request forms may be consolidated or introduced. Have students practise classroom requests (Could I borrow your pen? Would you open the door?) and create dialogues using these forms and additional phrasal verbs if necessary (stand up, sit down, and so on).

## 1.2 Asking for a Library Card Application - Mixed up Dialogue

**Read the strips. Put them in order with your partner.**

Practise the dialogue with your partner once.

Change the roles and practise it again.

**The first one is done for you.**



Student: Hello. Could I get a library card, please?

Librarian: You're welcome. Bye.

Student: I have an ESB bill. Is that OK?

Student: Thank you. Excuse me. What does "block letters" mean?

Librarian: That's fine. Just a sec. Here is your new library card.

Librarian: You need to fill out this card. Here you go.

Librarian: You can take out eight books.

Librarian: Write in capitals. You also need proof of your address.

Student: Thank you. How many books can I take out?

Student: OK. Thanks very much.



## 1.2 Asking for a Library Card Application - Tapescript

Please record on your phone for class use or ask students to read aloud.



Student: Hello. Could I get a library card, please?

Librarian: You need to fill out this card. Here you go.

Student: Thank you. Excuse me. What does “block capitals” mean?

Librarian: Write in capitals. You also need proof of your address

Student: I have an ESB bill. Is that ok?

Librarian: That’s fine. Just a sec. Here is your new library card.

Student: Thank you. How many books can I take out?

Librarian: You can take out eight books.

Student: Ok. Thanks very much.

Librarian: You are welcome. Bye.

## 1.3 Filling out a Library Card Application - Lesson Plan

Objectives:	At the end of the activity students will be able to fill out a library card application form and understand common terms related to filling in forms.
Functions:	Asking for information; using phrasal verbs
Level:	Beginner - Pre-Intermediate, Basic Literacy, ESOL Literacy
Materials:	Library Card application form Worksheet      page 17

### Key Vocabulary

- block letters • surname • bill • post code • signature • membership
- local authority administrative area • undersigned • hereby • items
- entitling • (to be) bound by

### Instructions:

1. Give each student a blank **Library Card Application Form**.
2. Get students to look at the **sample Application Form** on the worksheet and identify mistakes.
3. Allow time for additional questions. Check comprehension by asking students for specific information orally (Is Ivan Mr. or Mrs.? What is your surname?)
4. Get students to fill out their **Library Application Form**. They can use the **Model Application Form** on the worksheet as an example. Discuss acceptable forms of proof of address.

### Consolidation/extension activities:

- If possible, book a session at your local library. Give students a questionnaire to fill out regarding different areas of the library. Get them to check out a book to assist them with language learning at home. Most libraries will take students on a tour of the library if it is booked in advance.

## 1.3 Filling out a Library Application - Worksheet

Find the mistakes on this card.

**ADULT MEMBERSHIP APPLICATION - Gaeilge ar an dtaobh eile**

Card No: D 1 - [ ] [ ] [ ] [ ] [ ] [ ]

Name: Patrick Murphy Title: Mrs  
(Block Letters, surname first) (Mr/Mrs/Ms etc)


Address: FLAT 14 517 North Circular Rd  
Dublin ☎ 087 25170003  
(Block Letters, please include post code)

Please tick the local authority administrative area in which you live:  
Dublin City Council ☐ Dublin South ☐ Dun-Laoghaire-Rathdown ☐  
Fingal ☐ Other ☐

I, the undersigned, hereby apply for a reader's Card entitling me to borrow books, and or other items from Dublin City Public Libraries. I agree to be bound by the terms of membership.

Signature: PATRICK MURPHY Date: 03/31/05

**DUBLIN CITY PUBLIC LIBRARIES**

  
Dublin City  
Baile Átha Cliath

LOG ID Branch

### Model Library Card

Look at this application card. Fill out your card with your own information.

**ADULT MEMBERSHIP APPLICATION - Gaeilge ar an dtaobh eile**

Card No: D 1 - [ ] [ ] [ ] [ ] [ ] [ ]

Name: [ ] [ ] [ ] [ ] [ ] [ ] Title: [ ] [ ] [ ] [ ]  
(Block Letters, surname first) (Mr/Mrs/Ms etc)


Address: [ ] [ ] [ ] [ ] [ ] [ ]  
[ ] [ ] [ ] [ ] [ ] [ ] ☎ [ ] [ ] [ ] [ ] [ ] [ ]  
(Block Letters, please include post code)

Please tick the local authority administrative area in which you live:  
Dublin City Council ☐ Dublin South ☐ Dun-Laoghaire-Rathdown ☐  
Fingal ☐ Other ☐

I, the undersigned, hereby apply for a reader's Card entitling me to borrow books, and or other items from Dublin City Public Libraries. I agree to be bound by the terms of membership.

Signature: [ ] [ ] [ ] [ ] [ ] [ ] Date: [ ] / [ ] / [ ]

**DUBLIN CITY PUBLIC LIBRARIES**

  
Dublin City  
Baile Átha Cliath

LOG ID Branch

## 1.4 Reading Notices - Lesson Plan

Objectives:	At the end of the activity students will be able to read and understand notices at the library
Functions:	Reading for specific information
Materials:	<ul style="list-style-type: none"><li>• Reading Notices - At the Library Page 19</li><li>• Reading Notices - At the Open Learning Centre Page 20</li><li>• Reading Comprehension Worksheet Page 21</li></ul>

### Key Vocabulary

- Open Learning Centre • self-learning • to book • in advance
- one hour at a time • available • free admission • session

### Instructions:

1. Pre-teach key vocabulary and expressions.
2. Look at **Reading Notices - At the Library** page 19. Encourage students to scan the text by asking questions to check comprehension (For example how many notices are there? How many are for children?)
3. Students work in pairs to answer reading comprehension questions page 20.
4. Check as a whole class activity.

### Consolidation / extension activities:

1. Collect notices from your local library for reading/information-search activities.
2. If possible, visit the local library as a class (or encourage students to visit the library themselves). Give a worksheet/make a quiz on finding specific information for example - What are the opening hours? / How many books can you take out at one time? / What information does the library require in order to join?).



## 1.4 Reading Notices - At the Library

### Library Tour

Wednesdays at 2.30 pm

### Conversation Exchange

Polish/English  
Saturday 3.30-5.00 pm

### Children's Book Club

Wednesday November 26th  
at 3.30 pm



### Children's Story Time

3.30 pm every Thursday  
in the Central Library



### Central Library Opening Hours

Monday – Thursday 10.00 am – 8.00 pm  
Friday – Saturday 10.00 am – 5.00 pm  
Admission is free and all are welcome



## 1.4 Reading Notices - Reading Comprehension Worksheet



### A. Look at the Library Reading Notices page 19

When can you ...? Answer the questions.

1. When can you have conversation in Russian and English?

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2. When can you go to children's story time?

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3. When can you go to the children's book club?

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4. When can you go on a library tour?

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