

Using a library

Aims of chapter

By the end of this chapter you should be able to:

- Find your way around the library.
- Access information from a library.

Lots to do at the library

A library is an exciting place to visit. It is a place to read and relax and also a place to research and seek information. There are many different types of libraries in New Zealand. These range from the large National Library in Wellington, a national treasure house of books and information, to your own school library, which is stacked with lots of good reads for your school community. The information explosion of today's world makes it desirable that you learn how to use libraries and access information.

Library staff can help you find books on the library shelves. When the library does not have the book you want, the librarian can make a request to another library for that particular book. This service is called **inter-loan**.

Most libraries in New Zealand now have access to the Internet and the **World Wide Web**. It is fun to surf the net. You can seek out a lot of information by connecting to the Internet and using the **search engines** available to explore various **websites**. Also CD Roms provide good research information. Check out the school library computer facilities with the librarian or go to your local library.

Handy hint

Keep an address book of the websites you use. This makes a useful research reference.

Discover the library

Tim Walsh is new to his school and he has decided to find his own way around the school library.

Follow the steps he takes and help him along the way by answering the library tasks.



Sections of the library

Fiction books

These are story books or novels which are imagined. They can be horror stories, mystery or adventure stories or stories about family life.

Tim discovered that fiction books were shelved alphabetically by the author's surname. He remembered that the author was the writer of the book.

Activity A: Shelving books

Tim had to shelve all these fiction books. Put them into alphabetical order for him.

Remember that fiction books are shelved alphabetically by the author's surname. (The surname is the last name or family name.) Sometimes you have to look at the second or the third letter of the surname to get them in the correct order.

Hark by William Taylor

The Secret Garden by Frances Hodgson Burnett

Fat, Four-eyed and Useless by David Hill

The Soul Brothers and Sister Lou by Kristin Hunter

Ticket to the Sky Dance by Joy Cowley

The Gizmo by Paul Jennings

Trapped by Judy Knox

Tom Sawyer by Mark Twain

The Silver Sword by Ian Serraillier

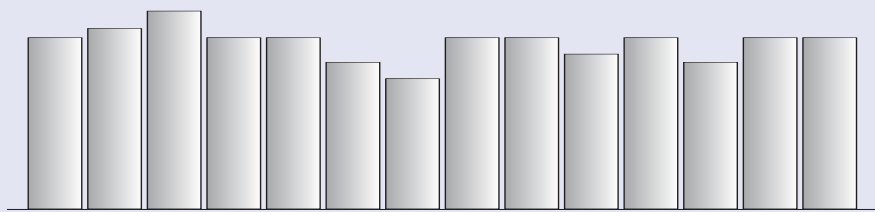
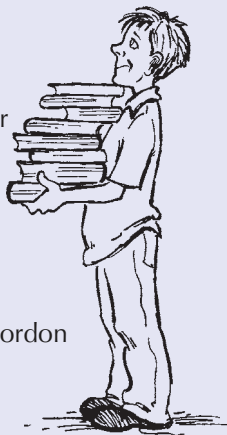
The Other Worlds of Andrew Griffin by Gaelyn Gordon

Landslide by Colin Thiele

Numbskulls by William Taylor

Goosebumps by R.L. Stine

The Hobbit by J.R.R. Tolkien



Non-fiction books

Non-fiction books are about the real world. They are not fiction, they are fact.

The *New Zealand Oxford School Dictionary's* definition of a fact is:

fact *noun* something that is certainly true (from Latin *factum* = things done).

A fact is something that is certainly true.

At Tim's school library, the non-fiction section was organised using the **Dewey Decimal system**. The librarians sorted the books, by their subject, into the following headings.

Dewey Decimal Classification system for non-fiction books

000	General works (books like encyclopedias and dictionaries).
100	Philosophy (ideas, thoughts and opinions).
200	Religions.
300	Social Sciences (sciences to do with the way people live).
400	Languages.
500	Pure Science (biology, botany, chemistry, physics, geology).
600	Applied Science/Technology.
700	Fine Arts (includes sports and recreation).
800	Literature (poetry, drama and prose).
900	Travel/History.

Activity 6: Dewey system

Tim had to give the Dewey Decimal Classification number for the following books. Use the Dewey Decimal Classification list above to help him.

The History of Early New Zealand

Letter from Heaven: Sixteen New Zealand Poets

Eruption – Mount Ruapehu Awakes (geology)

Lands & Deeds (profiles of contemporary New Zealand painters)

True Stories by New Zealand Soldiers

Growing Old Fashioned Roses in New Zealand

The Heart of India – Indian Customs

Learning Spanish

Physics is Fun

Mohammad the Prophet – Islamic Faith

Reference books

The **reference** section in the library is the place where valuable reference books are shelved. Reference books cannot be borrowed, they are specialist books that you can use in the library. In Tim's school library the reference section was organised using the Dewey Decimal system. He hunted through the shelves and found:

- A New Zealand encyclopedia (a reference book containing information on many parts of New Zealand life).
- An almanac (a calendar with information about the phases of the moon).
- A world atlas (a book of maps of the world).
- *The New Zealand Oxford School Dictionary* (a book containing New Zealand English language words alphabetically arranged).
- A dictionary of proverbs (a book containing proverbs alphabetically arranged).

- A thesaurus (a special dictionary where words are listed according to their meaning).
- A business directory (a book that lists the details of businesses).
- An atlas of South East Asia (a book of maps of South East Asia).
- A book of computer terminology (a book of words and phrases used by computer specialists).

Activity C: Reference books



In his journal Tim made notes from each of these reference books. He needed information for school project work and for personal interests. However, he forgot to record the source of his information (where he found the information).

Find the reference

Using the numbers 1 to 10 to show which of Tim's notes you are referring to, write which reference book from the list above Tim would have used as his source of information for that note.

Tim's Notes

1. 367-4255 is the fax number of the BGC Interactive Software Shop - to check out the latest computer games.
2. High tide at Whakatane is at 2pm on the last Friday in May - for Dad and I to go deep-sea fishing.
3. Kinleith Forest is a radiata pine forest that produces logs for New Zealand and export - for my group's Social Studies research project.
4. "However big the whale may be, the tiny harpoon can rob him of life." Malay proverb - for the school debate.
5. Map of Australia which shows all the Australian states - to follow the New Zealand cricketers' tour.
6. Map of Thailand - to help plan Aunt Angela's holiday.
7. A dictionary definition of "kokiri" - for the school debate.
8. The population of the city of Christchurch - for maths homework.
9. Stuck-up: 14 words that meant stuck-up - to tease his sister. I like "toffee-nosed" the best.
10. Definition of megabyte - to help with storage of new games disk.

Magazine section

“**Periodicals**” is another name for magazines. Libraries usually contain a range of magazines, covering many topics.

Tim spent a lot of time at home playing video games, so he browsed through the magazine section of the library checking the prices of the latest Nintendo games. He also read about the latest racing car game and he was keen to try it out; he wanted to control the car around the bends. His neighbour wanted him to check out the latest on PlayStation.

The librarian showed Tim how to **scan** the magazine rack to pick out the magazine titles he wanted to read. He then could skim read the text to check for prices and new release details. For information that really interested him he could sit down and **read** the article **closely**. Magazines are printed regularly, some weekly, some monthly, and they provide up-to-date information.



Activity D: Magazines

Scan read the magazine rack in your school library for magazine titles that interest you. Skim read the interesting magazines to get a general impression of the content. Close read the magazine articles that really interest you.

Handy hint

Use these reading strategies in the library.

- You scan read when your eyes glance quickly over something looking for particular details.
- You skim read text to get a general impression or overview of the content.
- You read closely when you read slowly and think carefully about the information you are reading.

Finding books and information

Library catalogue

Tim found the school library computer had the OPAC (On-line Public Access) **catalogue** system. This computer catalogue listed all the books held in the school library and was useful for a quick book search.

The computer menu came up on the screen and showed:

Author	1
Subject	2
Catalogue number	3
Title	4



Tim was researching for his school debate. The subject was “That whales should be a protected species”. His **key word** for this topic was whales. He also knew that Dr H. Jones had written and published a book on whales.

Activity E: Catalogue

What numbers should Tim key into the computer to help him find information in the library about whales?

Vertical file

There was a large grey filing cabinet beside the newspaper section in Tim’s school library. This contained subject files on a list of topics currently studied at school. Each file contained clippings of newspaper or magazine articles and some pamphlets. There was a computer printout, the **vertical file** subject catalogue, in a large red folder on top of the filing cabinet. Using this made it easy to find information.



Activity F: Library scavenger hunt

Use your knowledge of the school library to answer the following questions:

- For how long can you borrow a book?
- What is the maximum number of books that you can borrow at one time?
- Use a world atlas.
 - In what country is Volterra?
 - Draw the flag of South Africa.
- Roald Dahl is a famous children’s writer. Name three books written by this author.

Moving images

Aims of chapter

By the end of this chapter you should be able to:

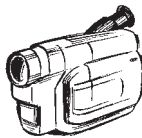
- Identify basic filming terms.
- Critically view a movie scene.
- Critically view a game scene.

Moving images

Moving images do not really move at all! A “movie” is made up of thousands of **frames**, each frame capturing a split second of action. When these frames are played back at a constant speed through a projector, DVD player or computer, the frames follow each other more quickly than the eye can detect, giving the appearance of motion. A static image makes its impact by freezing time; a moving image makes its impact by joining thousands of static images seamlessly to make time fluid.

The language of film

When you study moving images you need to learn the terms that are associated with filming. Movie makers and television producers use filming terms.



You can compare writing a story to making a film; the grammar of written language is similar to the grammar of film and television.

Written language		Language of films
Letters are the smallest forms of written language.	→	A frame is a film’s smallest unit.
Letters make words.	→	Several frames make up shots in films.
Words make sentences.	→	Shots make up scenes.
Sentences make paragraphs.	→	Scenes make up sequences.
Paragraphs make stories.	→	Sequences make up a film.

Composition

A moving image is like a static image because you need to think of all the pieces that contribute to the final appearance of a frame. This is called the **composition** of the image. There are technical production points you need to consider when you view or make films, videos, moving images on a computer screen and television programmes.

Different types of lighting and a range of camera shots, movements and angles are used to create effects in movies and games.

Basic shots

A shot is a very important part of **composition**. The term **shot** refers to what is in each frame. Shots vary according to the distance of the camera from the subject. Lenses can also be adjusted to make things look distant. Camera angle and movement can also affect the shot. Each shot, like a word in a sentence, has a purpose.

Wide shot (or extreme long shot) – a **wide shot** can show the scenery and background and inform you about where the scene is taking place. The wide shot may also be referred to as an establishing shot.

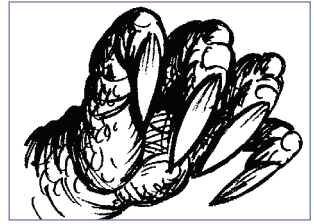
Long shot – in a long shot, the subject is set against a background. The shot is used to show the characters in relation to one another or to establish a character through costume or body language.

Medium shot – used to show more of the subject. A **medium shot** shows the characters from the waist up. Sometimes a medium shot shows more than one person.

Close up – in a **close up** shot, the head and shoulders of the character are shown. The character is the focus and very little of the background or scenery can be seen. A close up shot is useful to show a person's facial expressions and convey their reactions or emotions. Close ups may also be used to show an object in detail, like a clock or a book.



Extreme close up (or big close up) – the shot focuses on the subject very closely, so that they take up the entire frame. An extreme close up can be used to emphasise a particular facial feature or object. No background can be seen.



Activity A: Identify camera shots

What camera shot has been used in these screenshots from *Whale Rider*, a film based on the book *The Whale Rider* by Witi Ihimaera.

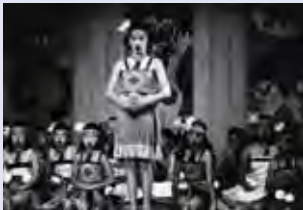
Shot 1



Shot 2



Shot 3



Shot 4



Shot 5



Camera angles

Camera angles describe the perspective from which a shot is taken. Directors think carefully about what camera angle is going to best suit the purpose of the shot.

High angle shot (sometimes called **bird's eye view**) – the viewer is looking down on the character or object. A high angle shot can make the character appear quite vulnerable.



Low angle shot (sometimes called **worm's eye view**) – the viewer is looking up at the character or object. The purpose is to exaggerate the features of the character so they look bigger than they are, often making them look powerful and important.



Eye level shot – the viewer is at eye level with the subject.

Point of view shot - where the viewer sees what the character sees, as if seeing things through the character's eyes.

Camera movement

Zoom - the camera lens moves closer or further away from the subject.

Tracking – the camera moves along with the action.

Pan – staying in one position, the camera moves horizontally to one side, changing the focus of the scene.

Tilt – the angle of the camera tilts up or down.

Activity G: Close reading of an advertisement (page 132)**Answers for the Cadbury advertisement**

1. People who like chocolate.
2. To persuade people that Cadbury chocolate is the best by saying that it contains a glass and a half of milk.
3. "glass and a half" is a Cadbury slogan.
4. Smooth and Creamy is capitalised. The font that has been used looks creamy and flowing to support the content of the writing. The white writing stands out on a dark background. The writing is not the focal point of the advertisement, the picture is.
5. The picture is of a cow that is about to bungee jump. This reinforces the writing which talks about being shaken (implying that if a cow bungee jumped, its milk would be shaken).
6. Both. Smooth and creamy appeal to feelings, whereas a glass and a half of milk appeals to your mind.
7. Answers will vary.
8. Answers will vary.

Answers for the smoking advertisement

1. Adults who smoke.
2. That children follow what their parents do. If a parent smokes then a child is more likely to smoke.
3. Alliteration (face the facts) Repetition (kids do what you do). The language is very straightforward to create impact.
4. The pictures and the words are equally important. Smoking, face the facts is highlighted against the dark background.
5. The crayon in the ash tray reinforces the idea that kids do what their parents do.
6. To your mind, it is supposed to hammer a message home that smoking around children is bad as it encourages them to copy.
7. Answers will vary.
8. Answers will vary.

Chapter 18: Moving images**Activity A: Identify camera shots** (page 137)

Shot 1 Close up

Shot 2 Wide shot

Shot 3 Long shot

Shot 4 Extreme close up

Shot 5 Medium shot

Activity B: Matching (page 139)

1. c 2. e 3. f 4. b 5. h 6. a 7. d 8. g

Part 5: Speaking

Chapter 19: Speaking and using appropriate language

Activity B: Match up (page 150)

- Speech balloon A – Photo 3 Speech balloon B – Photo 4
Speech balloon C – Photo 2 Speech balloon D – Photo 1

Chapter 20: Effective discussion techniques

Activity B: Positive and negative group discussion techniques (page 154)

1. Be responsible about carrying out your share of the work. 😊
2. Make put downs, e.g. "That's such a dumb idea." 😞
3. Always reject other people's ideas. 😞
4. Offer to help those who are struggling. 😊
5. Be encouraging. 😊
6. Tune out, look around with a bored expression. 😞
7. Put yourself down, e.g. "Nobody ever listens to me," or "My ideas are always stupid." 😞
8. Day dream and doodle on your work. 😞
9. Try to be affirming of other people's ideas. 😊
10. Never offer an opinion or idea even when asked. 😞
11. Listen attentively and sometimes make careful notes of key points and ideas when other people are talking. 😊
12. Make lots of jokes and talk to your neighbour and generally be a distraction. 😞
13. Consider other people's thoughts and ideas carefully. 😊
14. Encourage people who are a bit shy to give their opinions and ideas. 😊
15. Don't undertake your share of the work. 😞
16. Consider only your own ideas to be good. 😞