



Alumno :

DNI N°

Fecha: 01 de noviembre de 2021

Parcial N°6

a. Leer el siguiente texto:

Organising resources and collections

Organization of a school library

Each school library will be organized differently because of many reasons including:

- The format and range of physical resources **that¹** need to be borrowed and/or used in the library.
- The size, scope, strengths and weaknesses of the library collection.
- The physical layout of the library, shelving units, existing furniture and the presence of computers and printers.
- The student cohort.
- The principal's focus and goals.
- School-wide and class programs.
- The needs of the teachers and support staff.
- The library's role within the wider school community.
- Library staffing levels.

These points **will influence** the way items are organized within specific collections. The aim is to make the library easy to use and navigate, **but** there is not one right or wrong way to achieve this.

Hints and tips

Small libraries with a small book collection may simply have fiction, picture book, readers and non-fiction collections. Other libraries with large and varied collections will have several fiction collections aimed at different reading ages or skills.

Some libraries organize all or some resources according to format and access restrictions. **For example**, in my library, big book, teacher reference and class sets **were organized** in individual collections in a separate room because they could not be borrowed by students.

A range of formats **need** specialist shelving options, for example posters and kits. Some libraries interfile **their²** non-fiction DVDs and books to create one-stop subject areas. It is increasingly common to organize fiction books into selected genres rather than organizing **them³** in one long alphabetical sequence according to authors' surnames.

Displays

You should find a way to display and promote your best and most popular resources. If some of your collections are old, look dated and are unused you should weed and discard **them⁴** **so** they do not detract from the overall look and feel of the library.

It is **better** to make it easier for students to find the newest or most attractive items by increasing face-out displays. **If** your fiction collection shelves **are getting** full and restricting your display options, you will need to redesign the area.

Library displays do not have to be artistic masterpieces - a simple display of football or animal books can have a positive impact.

Plan changes

It does not matter how you organize your library resources and collections, consistency is key. This does not mean that you should not make changes; an effective library must be responsive to changes within the school community and the curriculum.

Adapted from: <https://www.libraries.tas.gov.au/school-library/>

a. ARRASTRE y ubique las palabras donde correspondan:

SUSTANTIVOS EN SINGULAR

SUSTANTIVOS EN PLURAL

SUSTANTIVOS DERIVADOS

SUSTANTIVOS COMPUESTOS

ADJETIVOS COMUNES

ADJETIVOS DERIVADOS

ADJETIVOS COMPUESTOS

EASY

MASTERPIECE

PHYSICAL

UNITS

WEAKNESS

ARTISTIC

FOOTBALL

COLLECTION

FACE-OUT

KEY

AREA

SCHOOL - WIDE

LONG

BOOKS

b. ELIJA la mejor traducción de estas frases:

1. The format and range of physical resources

- El formato y la variedad de los recursos físicos
- La formalidad y la rabia de los recursos físicos
- Los recursos físicos y su forma y su variedad

2. The principal's focus and goals

- El director tiene enfoque y metas
- El enfoque y las metas del director
- El director está enfocado en sus metas

3. The library's role

- El rol de la librería
- La biblioteca y su rol
- El rol de la biblioteca

4. there is not one right or wrong way

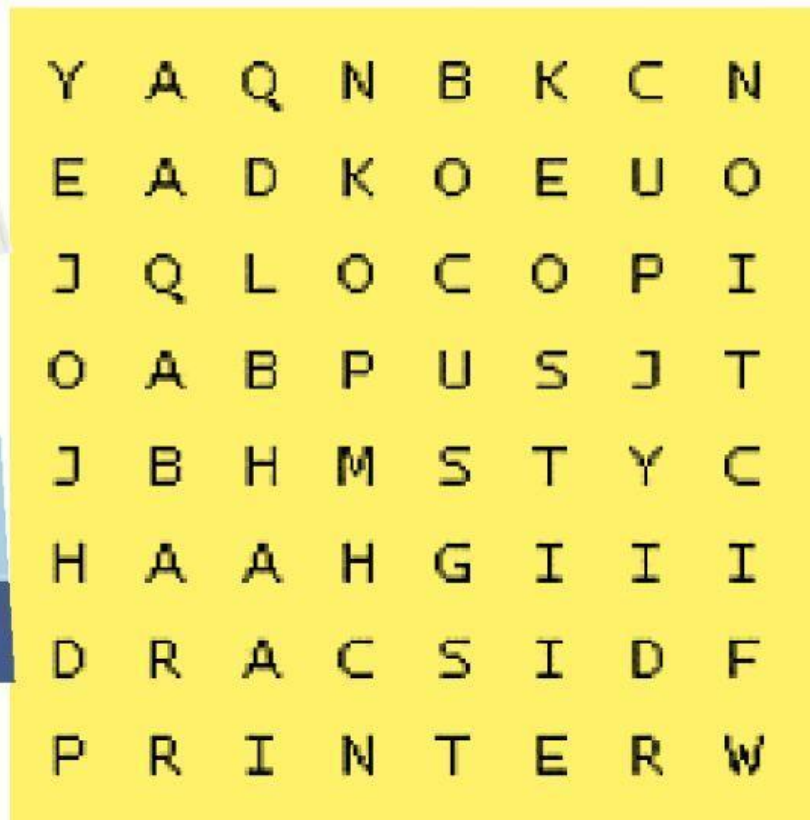
- allí no está una forma correcta o incorrecta
- allá no hay una forma correcta o incorrecta
- no hay una forma correcta o incorrecta

5. authors' surnames

- los autores tienen apellidos
- el apellido del autor
- los apellidos de los autores

c. Encuentre en la sopa de letras CINCO palabras técnicas que están en el texto.

Haga CLICK sobre CADA letra para ir formando la palabra:



- d. Estas frases/palabras son conectores o conjunciones, ARRASTRE las opciones al lugar correcto

	Frase/palabra	¿Indica?	Español
1	But		
2	For example		
3	so		
4	If		

CONDICIÓN

DE ESTA MANERA

CONSECUENCIA

CONTRASTE

SI

POR EJEMPLO

PERO

EJEMPLIFICACIÓN

- e. ELIJA ¿Qué tipo de frases son las siguientes de acuerdo a las reglas gramaticales vistas?

1. the wider school community

- frase comparativa
- frase superlativa
- frase de comparación de igualdad

2. your best and most popular resources

- frase comparativa
- frase superlativa
- frase de comparación de igualdad

3. better

- frase comparativa
- frase superlativa
- frase de comparación de igualdad

4. easier for students

- frase comparativa
- frase superlativa
- frase de comparación de igualdad

5. the newest and most attractive items

- frase comparativa
- frase superlativa
- frase de comparación de igualdad

f. ELIJA la mejor interpretación de estas frases de acuerdo al contexto en el que se encuentran:

1. will influence

- influencia
- influencian
- influenciarán

2. were organized

- estaban organizados
- estaba organizado
- están organizados

3. need

- necesitarán
- necesitarían
- necesitan

4. are getting

- se están llenando
- se llenan
- se estaban llenando

g. ARRASTRE ¿A qué se refieren estas palabras del texto? Hay un referente de más

<u>THAT</u> ¹	<u>THEIR</u> ²	<u>THEM</u> ³	<u>THEM</u> ⁴
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<u>BIBLIOTECAS</u>	<u>GÉNEROS</u>	<u>RECURSOS</u> <u>FÍSICOS</u>	<u>COLECCIONES</u>	<u>LIBROS DE</u> <u>FICCIÓN</u>

