TRƯỜNG ĐẠI HỌC VĂN HOÁ HÀ NỘI

DƯƠNG THỊ THU HÀ

ĐỌC HIỂU TIẾNG ANH

NGÀNH THƯ VIỆN THÔNG TIN

Giáo trình dùng cho sinh viên đại học và cao đẳng
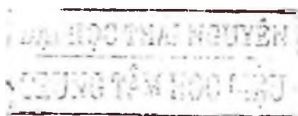ngành Thư viện - Thông tin

DƯƠNG THỊ THU HÀ

ĐỌC HIỂU TIẾNG ANH

NGÀNH THƯ VIỆN - THÔNG TIN

LIBRARY AND INFORMATION SCIENCE:
ENGLISH READING MATERIALS

(Giáo trình dành cho sinh viên đại học và cao đẳng
ngành Thư viện - Thông tin)

CONTENTS

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LỜI NÓI ĐẦU

Giáo trình Đọc hiểu tiếng Anh ngành Thư viện - Thông tin được biên soạn cho sinh viên các trường đại học và cao đẳng thuộc lĩnh vực có liên quan. Ngoài ra, giáo trình cũng rất bổ ích đối với các cán bộ đang công tác trong cơ quan Thông tin-Thư viện.

Giáo trình giúp cho sinh viên rèn luyện các kỹ năng đọc hiểu, trong đó chú trọng kỹ năng đọc để tìm thông tin, nhằm phát triển khả năng đọc hiểu tài liệu tiếng Anh ngành Thư viện-Thông tin. Mặt khác, giáo trình còn cung cấp, bổ sung và nâng cao kiến thức về ngữ pháp và từ vựng của tiếng Anh nói chung và tiếng Anh ngành Thư viện-Thông tin nói riêng cho sinh viên. Giáo trình được biên soạn để dùng trong lớp học có giáo viên hướng dẫn. Ngoài ra, giáo trình còn có thể được dùng làm tài liệu tự học.

Giáo trình được biên soạn theo các nội dung khác nhau của ngành Thư viện-Thông tin gồm 15 bài học. Mỗi bài học ứng với một nội dung cụ thể của ngành, gồm các mục lớn dưới đây:

* Pre-reading: Những câu hỏi của phần này nhằm tập trung sự chú ý của người học vào chủ đề của bài, khuyến khích người học chia sẻ với nhau những kiến thức có liên quan trực tiếp đến chủ đề để bày tỏ ý kiến theo suy nghĩ của mình.

* Reading: Mỗi bài đọc hiểu đề cập đến một nội dung của ngành Thư viện-Thông tin nhằm giúp sinh viên làm quen với chủ đề của bài học, cung cấp thông tin, ngữ liệu và phát triển các kỹ năng đọc hiểu cho sinh viên.

* **Working with vocabulary**: Mục đích của các dạng bài tập luyện từ vựng được thiết kế trong giáo trình này nhằm giúp sinh viên ghi nhớ số lượng từ đã học và phát triển chúng trong ngữ cảnh mới.

* **Understanding the reading**: Phần này được thiết kế dưới các dạng bài tập như: Bài tập "đúng/sai" và câu hỏi kiểm tra đọc hiểu. Các dạng bài tập này giúp sinh viên khắc sâu kiến thức của bài đọc hiểu vừa học và ôn lại những ý chính của bài đọc.

* **Further practice**: Phần này được thiết kế dưới hai dạng bài tập: câu hỏi thảo luận và viết bài luận. Hai dạng bài tập này giúp sinh viên có cơ hội sử dụng ngữ liệu đã học cùng với ngữ liệu trong bài học để mở rộng kiến thức bài đọc hiểu trên cơ sở nắm chắc bài học và liên hệ với thực tế (cụ thể là thực tế về thư viện ở Việt Nam).

* **Further reading**: Mỗi bài học đều có một bài đọc thêm nhằm cung cấp những thông tin có liên quan đến các nội dung mà bài học đề cập đến.

* **Language focus**: giúp sinh viên củng cố và nâng cao hiểu biết về kiến thức ngữ pháp và phát triển vốn từ vựng của họ. Một số bài tập gồm: tạo từ bằng cách sử dụng tiền tố, hậu tố, điền giới từ, mạo từ, dạng đúng của động từ vv…

* **Building vocabulary skills**: gồm có hai loại bài tập: "Ôn lại từ vựng" và "đoán từ dựa theo ngữ cảnh". Hai dạng bài tập này nhằm giúp sinh viên ôn lại từ của các bài học trước, phát triển khả năng đoán nghĩa của từ theo ngữ cảnh.

Cuối sách là danh mục từ vựng được liệt kê theo từng bài học.

Tác giả hi vọng rằng **giáo trình Đọc hiểu tiếng Anh ngành Thư viện-Thông tin** sẽ mang lại nhiều bổ ích cho sinh viên. Chúc các bạn thành công.

Tác giả xin chân thành cám ơn PGS. TS. Trần Đức Ngôn,

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ThS. Nguyễn Tiến Hiển, ThS. Vũ Dương Thúy Ngà, TS. Lê Văn Viết, ThS. Nguyễn Huy Chương, TS. Nguyễn Hoà và TS. Tô Thị Thu Hương về những ý kiến đóng góp rất quí báu cho việc biên soạn giáo trình này.

Tác giả cũng xin bày tỏ lời cảm ơn chân thành tới ông John F Drennan, Trường Đại học Tổng hợp Melbourne, Australia, người đã đọc và sửa giáo trình.

Trong quá trình biên soạn chắc chắn còn nhiều thiếu sót, tác giả rất mong nhận được sự chỉ giáo từ những người quan tâm.

ThS. Dương Thị Thu Hà

SECTION ONE
INTRODUCTION TO LIBRARY AND INFORMATION SCIENCE

UNIT 1
THE ROLE OF THE LIBRARY IN SOCIETY

♦ Pre-reading

1. What do you understand by the words 'aim' and 'objective'?

2. What do you know about libraries?

3. Can you name some different kinds of libraries?

♦ Reading

AIMS AND OBJECTIVES OF LIBRARIES

A library (institution) is a **collection** of books and other informational materials made available to people for reading, study, or reference. The word *library* comes from *liber*, the Latin word for "book". However, library collections have almost always contained a variety of materials. Modern libraries maintain collections that include not only written materials such as manuscripts, books, newspapers, and magazines, but also art reproductions, films, sound and video recordings, maps, photographs, microfiches, CD-ROMs, computer software, online

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databases, and other media. In addition to maintaining collections within library buildings, modern libraries often feature telecommunication links that **provide** users with access to information at remote sites.

The central mission of a library is to collect, organize, preserve, and provide access to knowledge and information. In fulfilling this mission, libraries preserve a valuable record of culture that can be passed down to succeeding generations. Libraries are an essential link in this communication between the past, present, and future. Whether the cultural record is contained in books or in electronic formats, libraries ensure that the record is preserved and made available for later use. Libraries provide people with access to the information they need to work, play, learn, and govern.

People in many professions use library resources to assist them in their work. People also use library resources to gain information about personal interests or to obtain recreational materials such as films and novels. Students use libraries to supplement and enhance their classroom experiences, to learn skills in locating sources of information, and to develop good reading and study habits. Public officials use libraries to research legislation and public policy issues. One of the most valued of all cultural institutions, the library provides information and services that are essential to learning and progress.

Any organization which is well managed will have defined aims or goals towards which all its activities and the energies of its personnel are directed. A library manager has therefore an obligation to spell out the aims of his library in relation to the aspirations or the role of the parent body in society. For a public library system, its aims must be derived from the long-term state

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goals particularly in education, information and culture. For example, its aims might be formulated as follows:

- To support formal education, i.e. providing for the needs of those pursuing primary and secondary education.
- To contribute to non-formal education, i.e. providing for literacy programs, vocational training and professional education.
- To encourage reading for knowledge and information.
- To cultivate reading habits and to sustain literacy in society etc.

The aims of a university library, a college library, a school library or a special library should be defined on the **basis** of what the library must do to further the work of the organization of which it is a part. The prime goals of a university library, for instance, are to contribute to the teaching role of a university, to support learning and research activities, and to stimulate creativity and intellectual development among staff and students.

It is not enough, however, only to *define* the aims of a library. All the **sta** should know the aims so that they may **relate** their work and **devote** their time to the fulfilment of those aims. Furthermore, the manager must involve **senior** staff in setting the objectives or targets of their **own** departments in the light of stated aims of the entire library. The objectives of a department such as the lending department arise directly from the aims. Objectives are the basis of the day-to-day operations of a department and a measure of its performance.

At this juncture it is important to **distinguish** between "aims" and "objectives". We would define "aims" or "goals" as statements about the purpose or the mission of an organization or statements

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which spell out the business an organization is engaged in. "Objectives" **spring from** "aims" and they are the targets and tasks of an organization or part of it; they are. to an extent. a measure of an organization's effectiveness in the fulfilment of its aims.

The task of the cataloging department would be to catalog a certain number of books within a short time and to **produce** catalogs useful to readers. The objectives of the lending department would be to provide reading materials to the library's user groups: to maintain efficient catalogs and stocks; to prepare statistics of usage regularly; to educate readers on the use of the library. etc[*]

♦ Working with vocabulary

A. Focus on the reading

Choose the best word or phrase for each sentence. Use each word or phrase only once. If you need help, look at the reading again. The words are in blacker letters in the reading passage.

collection	devote	produce	own
provide	staff	distinguish	materials
manage	basis	relate	spring from
senior			

1. A library (institution) is a _____ of books and other informational materials made available to people for reading, study, or reference.

2. In addition to maintaining collections within library buildings. modern libraries often feature telecommuni-

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( ) Adapted from Ritchie. S. (1982) *Modern library practice*. pp. 1-9

cation links that _____ users with access to informa-

tion at remote sites.

3. The aims of a university library, a college library, a school library or a special library should be defined on the _____ of what the library must do to further the work of the organization of which it is a part.

4. All the _____ should know the aims so that they may _____ their work and _____ their time to the fulfilment of those aims.

5. The manager must involve _____ staff in setting the objectives or targets of their _____ departments in the light of stated aims of the entire library.

6. It is important to _____ between "aims" and "objectives".

7. "Objectives" _____ "aims".

8. The task of the cataloging department would be to catalog a certain number of books within a short time and to _____ catalogs useful to readers.

B. Focus on New Contexts

In this exercise the words are in a different context. They are in different sentences but they mean the same as in the reading passage.

collections	provided	distinguish
basis	produced	staff
own	related	change
devoted	senior	spring from

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1. There are two _____ a day from this mailbox.
2. The firm has _____ him with a car.
3. Rates of work are calculated on a weekly _____.
4. How much is _____ depends on how hard we work.
5. The _____ in this shop are very helpful.
6. Wealth is seldom _____ to happiness.
7. He _____ his life to educating children.
8. He's _____ to me. because he joined the firm before me.
9. He saw it with her _____ eyes.
10. People who cannot _____ between colours are said to be colour-blind.
11. Her actions _____ goodwill.

C. Context clues

You can often understand the meaning of a new word from other words in the sentence or from nearby sentences. The other words that help you understand new words are called **context clues.**

Practise using context clues. Choose the nearest equivalent word/phrase to each word in **bold** print from a, b, c and d. These words are from the reading passage. (Do not use your dictionary.)

1. A library (institution) is a collection of books and other informational materials **made available** to people for reading. study or reference.

   a. provided   b. paid for
   c. improved   d. eaten

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2. The word library comes from 'liber', the **Latin** word for "book".

    a. a modern language

    b. a country in South America

    c. an ancient language

    d. a kind of book

3. In addition to maintaining collections within library buildings, modern libraries often feature telecommuni-cation links that provide users with access to information at remote **sites.**

    a. spectacles   b. pictures

    c. countries   d. places

4. Any organization which is well managed will have **defined** aims or goals towards which all its activities and the energies of its personnel are directed.

    a. good

    b. useful

    c. put into precise words

    d. refined

5. A library manager has therefore an obligation to **spell out** the aims of his library in relation to the aspirations or the role of the parent body in society.

    a. write each letter correctly

    b. take a rest

    c. explain carefully

    d. talk loudly

ii. The aims of a university library, a college library, a school
library or a special library should be defined on the basis of
what the library must do to **further** the work of the
organization of which it is part.

    a. to promote/encourage

    b. to move to a distant place

    c. to explain

    d. to define

7. The prime goals of a university library, ... are .... and to
stimulate creativity and **intellectual development**
among staff and students.

    a. improvement to thinking

    b. gathering information

    c. memory training

    d. creativity

8. Furthermore, the manager must involve senior staff in
setting the **objectives** or **targets** of their own departments **in
the light** of the stated aims of the entire library.

objectives/targets

    a. things

    b. belongings

    c. goals that depend on aims

    d. results

in the light of

    a. throwing light on

    b. following the evidence provided by

c. in the daytime

d. clearly .

9. The objectives of the lending department would be to provide reading materials to the library's reading groups; to maintain **efficient** catalogs and **stocks** ...

efficient

a. working well   b. cheap

c. full   d. marine

stocks

a. kind of soup

b. an instrument of punishment

c. holdings

d. flowers

♦ Understanding the reading

A. Comprehension: True/False

Write **T** if the sentence is true and **F** if the sentence is false.

1. A modern library does much more than simply collects books and manuscripts.

2. The word 'library' comes from an ancient Latin word meaning 'collection'.

3. A public library should aim to support both formal and informal education.

4. Based on the aims of a library, objectives are concerned with day-to-day operations of each aspect or department of a library.

5. The aims of a library are based on the objectives of the library.

6. The only role of a university library is to further the teaching role of the university.

7. The word 'library' comes from an ancient Latin word meaning 'book'.

8. CD-ROMs, photographs and maps can often be found in modern libraries.

9. A library's aims should be formulated and made known by the library's manager.

10. One of the aims of a university library should be that of stimulating creativity among students and staff.

B. Comprehension questions

Answer the questions about the reading.

1. In broad terms, what two kinds of education should public libraries aim to support or contribute to?

2. Name one kind of library that has, as one of its prime aims, that of supporting research activities.

3. Why is it important that all members of staff in a library should know the aims of their library?

4. On the basis of what criteria can the success of the day-to-day operations of a library be measured?

5. Which of the following are best described as 'aims' and which are best described as 'objectives'?

    a. Cataloging at least 500 books each week;

b. To provide useful materials for tourists,

c. To encourage reading among the community;

d. To keep statistical records;

e. To teach readers how to care for books;

f. To provide adequate lighting;

g. To provide reading materials for education of all main kinds and at different levels.

6. Who has the responsibility of spelling out the aims of a library?

♦ Further practice

A. Discussion

1. Name some function rooms in a library.

2. Name some divisions (or departments) within a large library.

3. Work out the tasks and functions of each room or division.

B. Guided writing

Composition topic: Describe the kinds of books you like to read

1. Make a list of at least ten different kinds of books, e.g. history books, novels.

2. Write one sentence describing six of these. E.g. History books tell the story of people in the past, as individuals and in society, and they try to find explanations for the events of the past.

3 Give two reasons why you like one particular kind of book.
   E.g. I like history books because (i) I can imagine myself
   living at a different time in history and taking part in the
   events of that time; (ii) history tries to explain why the
   world has come to be the way it is today.

4. Give two reasons why you dislike one particular kind of
   book. E.g. In history there are so many dates that I find it
   confusing; (ii) I prefer to read about the present rather than
   the past.

5. Now, write a short composition on the above topic. making
   use of the words and sentences you have just written.

♦ Further reading

UNESCO PUBLIC LIBRARY MANIFESTO (1994)

A gateway to knowledge

Freedom, Prosperity and the Development of society and
individuals are fundamental human values. They will only be
attained through the ability of well-informed citizens to exercise
their democratic rights and to play an active role in society.
Constructive participation and the development of democracy
depend on satisfactory education as well as on free and unlimited
access to knowledge, thought, culture and information.

The public library, the local gateway to knowledge, provides a
basic condition for lifelong learning, independent decision-making
and cultural development of the individual and social groups.

This Manifesto proclaims UNESCO's belief in the public library as a living force for education, culture and information, and as an essential agent for the fostering of peace and spiritual welfare through the minds of men and women. UNESCO therefore encourages national and local governments to support and actively engage in the development of public libraries.

The Public Library

The Public Library is the local centre of information, making all kinds of knowledge and information readily available to its users. The services of the public library are provided on the basis of equality of access for all, regardless of age, race, sex, religion, nationality, language or social status. Specific services and materials must be provided for those who cannot, for whatever reason, use the regular services and materials, for example linguistic minorities, people with disabilities or people in hospital or prison.

All age groups must find material relevant to their needs. Collections and services have to include all types of appropriate media and modern technologies as well as traditional materials. High quality and relevance to local needs and conditions are fundamental. Material must reflect current trends and the evolution of society, as well as the memory of human endeavor and imagination. Collections and services should not be subject to any form of ideological, political or religious censorship, nor commercial pressure.

Missions of the Public Library

The following key missions which relate to information, literacy, education and culture should be at the core of public library services:

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1. creating and strengthening reading habits in children at an early age;
2. supporting both individual and self conducted education as well as formal education at all level;
3. providing opportunities for personal creative development;
4. stimulating the imagination and creativity of children and young people;
5. promoting awareness of cultural heritage, appreciation of the arts, scientific achievements and innovations;
6. providing access to cultural expressions of all performing arts;
7. fostering inter-cultural dialogue and favoring cultural diversity;
8. supporting the oral tradition;
9. ensuring access for citizens to all sorts of community information;
10. providing adequate information services to local enterprises, associations and interest groups;
11. facilitating the development of information and computer literacy skills;
12. supporting and participating in literacy activities and programmes for all age groups, and initiating such activities if necessary.

Funding, legislation and networks

The public Library shall in principle be free of charge. The public library is the responsibility of local and national authorities. It must be supported by specific legislation and financed by

national and local governments. It has to be an essential component of any long-term strategy for culture, information provision, literacy and education.

To ensure nationwide library coordination and cooperation, legislation and strategic plans must also define and promote a national library network based on agreed standards of service.

The public network must be designed in relation to national, regional, research and specific libraries as well as libraries in schools, colleges and universities.

Operation and management

A clear policy must be formulated, defining objectives, priorities and services in relation to the local community needs. The public library has to be organized effectively and professional standards of operation must be maintained.

Cooperation with relevant partners – for example, user groups and other professionals at local, regional, national as well as international level – has to be ensured.

Services have to be physically accessible to all members of the community. This requires well situated library buildings, good reading and study facilities, as well as relevant technologies and sufficient opening hours convenient to the users. It equally implies outreach services for those unable to visit the library.

The library services must be adapted to the different needs of communities in rural and urban areas. The librarian is an active intermediary between users and resources. Professional and continuing education of the librarian is indispensable to ensure adequate services. Outreach and user education programmes have to be provided to help users benefit from all the resources.[*]

_____

(*) http://www.unesco.org

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LANGUAGE FOCUS

A. Word forms: Nouns
Suffixes

The suffixes **-ship, –age, -ation, -ion, -sion** or **–tion** can be added to the end of some words. When you add these suffixes to a word, the new word becomes a noun.

Practise making nouns by adding the suffixes **-ship, –age, -ation, -ion, -sion** or **–tion** to the following words, then fill the gaps in the sentences below.

Verb	Noun	Noun	Noun
describe	_____	mile	_____
discuss	_____	post	_____
elect	_____	owner	_____
inform	_____	champion	_____
explode	_____		
invent	_____		
educate	_____		
invite	_____		
marry	_____		
pronounce	_____		

1. Who do you think will win the next _____ - the Conservatives or the Labor party?

2. He knew a lot of grammar and vocabulary, but his _____ was so bad that no one could understand a word he was saying.

3. The _____ of the computer has had an enormous impact on people's lives.

4. You get very good _____ from this car – at least 40 miles to the gallon.

5. Large public libraries employ professional reference librarians who assist users in finding _____.

6. The _____ of the land is disputed.

7. This is his second _____ His first wife died in a car crash three years ago.

8. There was a very lively _____ on TV last night about the proposed introduction of identity cards in Britain.

9. It is now confirmed that three people died in yesterday's _____ in a restaurant in Soho. This is the third IRA bombing in London this month.

10. Have you had an _____ to Jill's wedding yet?

11. The police asked the witness for a _____ of the armed robber.

12. The book costs $15 plus $2 _____.

13. The school library is a working tool of _____.

14. My sister won the world swimming _____ last year.

B. Articles: The articles a and the

- a is used to indicate one:

    I've got two bikes and a car

    He's a lawyer

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- **the** is used:

  a) when a word is used the second time:

    He gave me a bowl and a spoon. **The** spoon is dirty

  b) when only one object exists:

    the earth: **the** sun; **the** River Thames

- **a** or **the** is not used before countries and towns:

    I live in Paris

    He went to Italy

* But note: some geographical locations include **the** in the name:

a. Certain countries: **the** USA; **the** United Kingdom; **the** Philippines: **the** USSR; **the** Netherlands.

b. Major points on the earth: **the** North Pole; **the** South Pole; **the** Equator.

c. Plurals of islands. lakes, and mountains: **the** Canary Islands; **the** Great lakes; **the** Himalaya Mountains.

d. Oceans. seas, rivers, canals, deserts: **the** Pacific Ocean; **the** Bering Sea. **the** Mississippi River; **the** Suez Canal; **the** Sahara Desert.

Write **a**, **the**, or no article to complete these sentences.

1. We went to _____ Venice and then to _____ Rome.

2. _____ sun is shining.

3. Have you got _____ double room?

4. We went to _____ Paris and saw _____ Palace of Versailles.

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5. He gave me a lighter and some cigarettes. _____ lighter didn't work.

6. She took _____ sandwich and _____ piece of cake. but didn't eat _____ cake.

7. They had six cats and _____ dog. I really liked ___ dog.

8. Have you been to _____ USA?

9. He's _____ teacher. He's from _____ Netherlands.

10. Have you met Sally?. She's _____ friend of mine.

C. Adjective + Preposition

Read out the beginning of the sentence and try to find how it ends. The second half always begins with a preposition. Make a note, when you have finished, of all the adjective + preposition phrases.

1. I musn't be late – otherwise Mum and Dad will be really annoyed

2. It's one o'clock in the morning. I was getting worried

3. Margaret was very disappointed

4. Let's not go to an Indian restaurant. I'm not keen

5. My boss was very

a. with the service in the hotel.

b. of this region, so NO hamburgers!

c. at how expensive Britain is.

d. by the news of the tragic accident.

e. to their customers. but the food's excellent.

f. with her exam results.

g. with me when I get home.

impressed

6. The waiters here are never polite

7. None of the guests were satisfied

8. All of us were deeply shocked

9. It wasn't a cheap holiday. We were surprised

10. I want to eat food that's typical

h. about you. Where have you been?

i. on hot spicy food.

j. with the work I had done for her.

♦ Building Vocabulary Skills

Context clues

You can often understand the meaning of a new word from other words in the sentence or from nearby sentences. The other words that help you understand new words are called **context clues.**

Practise using context clues. Choose the nearest equivalent word/phrase to each word in **bold** print from a, b, c and d. These words are from unit 2. (Do not use your dictionary.)

1. These men work **part-time** at the factory.

    a. only for a short time

    b. less than full-time

    c. in the evening

    d. not very well

2. England and Wales together with Scotland and Northern Ireland **constitute** Great Britain.

    a. make up   b. are oppose to

    c. are near   d. rule

3. Tom is a **professional** actor.

    a. very good

    b. very experienced

    c. specially trained as an actor, and he normally gets paid for acting

    d. he teaches acting to other people

4. A house in Melbourne costs **at least** $150,000.

    a. approximately   b. not less than

    c. sometimes   d. very often

5. Leonardo da Vinci was a man of many **talents**.

    a. wishes or desires   b. abilities

    c. friends   d. places

6. It is important for the government to maintain good **communication** with the people.

    a. funding/providing money

    b. equity

    c. trust

    d. connection (in passing on and receiving ideas, etc.)

7. The head person in an English university is **referred to** as the Chancellor.

    a. subject to   b. known

    c. sent to   d. asked

8. Parents are **responsible** for bringing up their children.
   a. (have) the duty of
   b. asked about
   c. paid
   d. taught

9. The Vice-Chancellor actually has more **responsibility** than the Chancellor for the running of a university.
   a. need
   b. pay
   c. that which is required of him
   d. time

10. Rules and regulations **vary** from one institution to another.
    a. increase
    b. are very demanding/strict
    c. are required
    d. change/are different

CAREERS IN LIBRARY WORK

♦ Pre-reading

1. What do we call a person who works in a library?

2. What do we call those who work in a library?

3. Name as many positions as possible in a library?

4. What do you think these people do in their job?

♦ Reading

LIBRARIANS AND LIBRARY STAFF

The typical library staff consists of three levels of employees: professional librarians, support staff, and **part-time** assistants. The proportion of each of these in any given institution depends on the type of library, its budget, and the types of users it serves.

Professional librarians usually **constitute** the smallest number of a library's employees. Most **professional** librarians have earned **at least** a master's degree in library science or information science, the study of information and the manner in which it is generated, recorded, stored, retrieved, transmitted, and used. Some professional librarians have earned additional graduate degrees as well. Professional librarians require a wide range of skills and

talents. They must have solid bibliographic and technological skills, as well as strong **communication** and interpersonal abilities. Advances in library technologies have also led to a high demand for professional skills such as database searching and competence in using the Internet and other computer networks and systems.

The librarian in charge of administering the entire institution is usually referred to as the director. Other professional librarians typically administer the library's various departments. In small libraries, however, the director may be solely **responsible** for managing all of the library's departments. In addition to their managerial work, professional librarians assume primary responsibility for providing reference assistance, developing and managing the collections, and overseeing cataloging.

Non-professional support staff commonly assume most of the **responsibility** for directly serving library users. Their activities include essential functions such as inputting, coding, and verifying bibliographic and other data; ordering library materials; assisting with catalog development; performing circulation duties such as checking out books to users; and performing other services vital to the library's daily operation.

Most libraries employ part-time staff members in addition to full-time professional and support staff. Part-time staff members typically shelve books, perform low-level clerical duties, and carry out other relatively simple but essential tasks. In academic libraries, large numbers of part-time student-assistants play an important role in the day-to-day functioning of the library. Public libraries also hire so-called library pages to help perform tasks that require no professional training, such as shelving books and periodicals. In addition, many public libraries make use of community volunteers to assist library staff in simple tasks. Many professional librarians

were first attracted to the profession while they were working as library assistants, pages, or volunteers.

In small libraries, librarians might perform a range of tasks, with one or two librarians and possibly a clerk handling all of the activities of the library. Because of the small size of the staff, a single librarian might combine clerical and professional tasks. In large libraries, the support staff have taken on many of the tasks previously performed by professionals. Much of this transfer of responsibility has been made possible by the introduction of relatively simple and efficient computer technology, which has permitted support staff to accomplish large portions of cataloging that were once done by professionals. Additionally, while professional librarians usually manage library functions such as circulation and acquisition, support staff or part-time workers often perform the bulk of the actual tasks in these departments.

The patterns of library staffing **vary** from country to country. In general, libraries in more developed countries distinguish clearly between the tasks done by professional and non-professional staff. In less developed countries, the smaller size of staffs and a lack of new, efficient computer technology have made this separation more difficult. [*]

♦ Working with vocabulary

A. Focus on the reading

Choose the best word or phrase for each sentence. Use each word or phrase only once. They are in sentences from the reading passage.

(*) Extracted from *Library (institution)*, Microsoft® Encarta® Online Encyclopedia, 2004

part-time	communication	responsibility
employee	responsible	constitute
at least	Professional	vary
talents	referred to	

1. The typical library staff consists of three levels of employees: professional librarians, support staff, and _____ assistants.

2. _____ librarians usually _____ the smallest number of a library's employees.

3. Most professional librarians have earned _____ a master's degree in library science or information science.

4. Professional librarians require a wide range of skills and _____ . They must have solid bibliographic and technological skills, as well as strong _____ and interpersonal abilities.

5. The librarian in charge of administering the entire institution is usually _____ as the director.

6. In small libraries, the director may be solely _____ for managing all of the library's departments.

7. Non-professional support staff commonly assume most of the _____ for directly serving library users.

8. The patterns of library staffing _____ from country to country.

B. Focus on New Contexts

Choose the best word or phrase for each sentence. Use each word or phrase only once. These words are in different sentences.

refer to	communication	professional
responsible	at least	constitute
responsibility	part-time	talent
varies		

1. Don't _____ the matter again.

2. After he won the amateur championship. he turned _____.

3. Twelve months _____ a year.

4. All pilots are _____ for their passengers' safety.

5. It's your _____ to drive carefully.

6. She's looking for a _____ job.

7. To join the army, you have to be _____ eighteen years old.

8. My father is a man of great _____.

9. Being deaf and dumb makes _____ very difficult.

10. This edition _____ a little from the first one.

♦ Understanding the reading

A. Comprehension: True/False

Write **T** if the sentence is true and **F** if the sentence is false.

1. Usually a library has fewer professional librarians than other employees.

2. The task of checking out books to users is often performed by non-professional support staff.

3. A library usually has employees belonging to four different levels.

4. The use of computers has made it possible for support staff to perform some tasks which were previously only performed by professional librarians.

5. Most employees in a typical library are professional librarians.

6. The chief librarian is usually called the dictator.

7. In universities, students are often employed as part-time library assistants.

8. Very few libraries employ part-time staff members.

9. In large libraries, a single librarian might combine both professional and clerical tasks.

10. It is mainly in developed countries that the distinction between professional and non-professional library staff is less clear than elsewhere.

11. The director of a library needs a variety of skills, including the ability to communicate with others and competence with the Internet.

12. Low level task in libraries, e.g. putting books back on their shelves, are often performed by part-time support staff.

B. Comprehension questions

Answer the questions about the reading.

1. In what area of study do most professional librarians have a specialist degree?

2. Name two specific tasks performed by non-qualified part-time staff.

3. In a typical library, how many levels of employees are there?

4. Why is it that, in large libraries, support staff can now do many of the tasks that only professional staff could do in the past?

5. Name four kinds of staff members whom you might find in a large library.

6. Which of these groups is usually the smallest in number?

7. What do we call the chief librarian in a library, i.e. the top administrator?

♦ Further practice

A. Discussion

1. What do you know about staff organization in libraries in Vietnam?

2. Give examples of some types of libraries whose staff have been classified?

B. Guided writing

Composition topic: Describe the kind of career you would like to follow.

1. Make a list of ten different careers. e.g. school teacher. civil servant. librarian.
2. For five of these careers. write one sentence describing what work it involves. E.g. a civil servant works in a government department and implements the government's policies for the benefit of the citizens.
3. For the same five careers. mention one aspect you like about it and one aspect you dislike.
4. Now write a short composition explaining your choice of career and why you prefer it to some other possible careers.

♦ **Further reading**

THE INTERNATIONAL FEDERATION OF LIBRARY ASSOCIATIONS AND INSTITUTIONS (IFLA)

The International Federation of Library Associations and Institutions (IFLA) is the leading international body representing the interests of library and information services and their users. It is the global voice of the library and information profession. IFLA was founded in Edinburgh. Scotland. in 1927 at an international conference. It now has over 1700 Members in 155 countries around the world. IFLA was registered in the Netherlands in 1971. The Royal Library. the national library of the Netherlands. in The Hague. generously provides the facilities for our headquarters.

IFLA is an independent. international. non-governmental. not-for-profit organization. Its aims are to:

- promote high standards of provision and delivery of library and information services
- encourage widespread understanding of the value of good library & information services
- represent the interests of our members throughout the world.

In pursuing these aims IFLA embraces the following core values:

- the endorsement of the principles of freedom of access to information, ideas and works of imagination and freedom of expression as embodied in Article 19 of the Universal Declaration of Human Rights
- the belief that people, communities and organizations need universal and equitable access to information, ideas and works of imagination for their social, educational, cultural, democratic and economic well-being
- the conviction that delivery of high quality library and information services helps guarantee that access
- the commitment to enable all Members of the Federation to engage in, and benefit from, its activities without regard to citizenship, disability, ethnic origin, gender, geographical location, language, political philosophy, race or religion.

More than 25 corporations in the information industry have formed a working relationship with IFLA under its scheme. In return for financial and 'in kind' support, they receive a range of benefits including opportunities to present their products and services to its worldwide membership.

IFLA has established good working relations with a variety of other bodies with similar interests, providing an opportunity for a regular exchange of information and views on issues of mutual concern. It has Formal Associate Relations with UNESCO.

observer status with the United Nations, associate status with the International Council of Scientific Unions (ICSU) and observer status with the World Intellectual Property Organization (WIPO) and the International Organization for Standardization (ISO). In 1999, it established observer status with the World Trade Organization (WTO). In turn, it has offered consultative status to a number of non-governmental organizations operating in related fields, including the International Publishers Association (IPA).

IFLA's conference is held in August or early September in a different city each year. More then three thousand delegates meet to exchange experience, debate professional issues, see the latest products of the information industry, conduct the business of IFLA and experience something of the culture of the host country. A range of professional meetings, seminars and workshops are held around the world by IFLA's professional groups and Core Activities.

The General Council of Members is the supreme governing body, consisting of delegates of voting Members. It normally meets every year during the annual conference. It elects the President and members of the Governing Board. It also considers general and professional resolutions which, if approved, are usually passed to the Executive Committee and the Professional Committee for action as appropriate.

The governing board is responsible for the managerial and professional direction of IFLA within guidelines approved by Council. The Board consists of the President, the President-elect, 10 directly elected members (by postal and/or electronic ballot, every 2 years) and 9 indirectly elected members of the Professional Committee (by the professional groups through the sections and divisions); up to 3 members may be co-opted.

The Governing Board meets at least twice per year, once at the time and place of the annual World Library and Information Congress.

The executive committee has executive responsibility delegated by the Governing Board to oversee the direction of IFLA between meetings of this Board within the policies established by the Board. The Committee consists of the President, President-elect, the Treasurer, the Chair of the Professional Committee, 2 members of the Governing Board, elected every 2 years by members of the Board from among its elected members, and IFLA's Secretary General, ex-officio.

It is the duty of the professional committee to ensure coordination of the work of all the IFLA units responsible for professional activities, policies and programs. The Committee consists of a chair, elected by the outgoing Committee, an officer of each of IFLA's 8 Divisions plus 3 members of the Governing Board, elected by that Board from among its members.

The Professional Committee meets at least twice per year, once at the time and place of the annual IFLA General Conference.

Issues common to library and information services around the world are the concern of the IFLA core activities. Directed by the Professional Committee, the objectives and projects of the Core Activities relate to the Federation's Program and the priorities of the Divisions and Sections. One, ALP (Action for Development through Libraries Program) has very wide scope, concentrating on the broad range of concerns specific to the developing world. The others cover current, internationally important issues: Preservation and Conservation (PAC), IFLA – CDNL Alliance for Bibliographic Standards (ICABS) and IFLA UNIMARC.

Sections are the primary focus for the Federation's work in a particular type of library and information service, in an aspect of library and information science or in a region. All IFLA Members are entitled to register for Sections of their choice. Once registered, voting Members have the right to nominate specialists for the Standing Committee of the Sections for which they are registered. The Standing Committee is the key group of professionals who develop and monitor the program of the Section. Sections are grouped into eight divisions.

Three Regional Sections (Africa, Asia and Oceania, and Latin America and the Caribbean) make up the Division of Regional Activities (Division 8). They are concerned with all aspects of library and information services in their regions. They promote IFLA activities and work closely with the IFLA Regional Offices, located in Dakar, Senegal, Bangkok, Thailand, and Sao Paulo, Brazil. [*]

LANGUAGE FOCUS

A. Word forms: Nouns
Suffixes

Add the suffixes **–er, or, -ian, -ant** or **-ist** to the following words to make nouns, then fill the gaps in the sentences below. Make the nouns plural if necessary.

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[*] http: www.ifla.org

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Verb	Noun	Noun	Noun
direct	_____	art	_____
collect	_____	electric	_____
manage	_____	guitar	_____
own	_____	library	_____
survive	_____	politics	_____
write	_____	terror	_____
read	_____		
use	_____		
assist	_____		
apply	_____		

1. If you need to find a particular book, the _____ will help you.

2. She was the only _____ of the plane crash. Everyone else was killed.

3. 'Would the _____ of the blue Volvo, registration number F679 DEP, please move it, as it is blocking the entrance.'

4. There are very few people who have never heard of the Dutch _____ Vincent van Gough.

5. Alfred Hitchcock is the film _____ I admire most.

6. He had always wanted to be a _____, so we weren't a bit surprised to hear that he had published a novel.

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7. Many people consider Margaret Thatcher to be the best British _____ of this century.

8. She could play several musical instruments, but it was as a _____ that she became famous.

9. To prevent a _____ attack, there is always very tight security at international airports.

10. She has been a stamp _____ since she was a child.

11. My son is training to be an _____ . That should be handy for   us when we rewire our new house.

12. One of the most difficult jobs in the world must be that of _____ of a top football club-especially when the team is playing badly.

13. His job is a shop _____ .

14. As the wages were low, there were few _____ for the job.

15. A major aim of library service to young people is to attract and keep them as _____ of books and _____

_____ of libraries in adult life.

B. Prepositions: on, in, of

- Use the preposition **on:**

    - to tell the location of something that is touching something else:

        The book is **on** the desk.

    - with days and dates:

        The class party is **on** May 15.

- to talk about the radio and TV:

  There is a good film **on** television tonight.

● Use the preposition **in:**
  - to tell that something is inside something else:

    My keys are **in** my pocket

  - to show a certain time period (such as times of day, months, years, or seasons):

    Julie was born **in** 1980.

  - to tell when something will happen:

    Miguel will be here **in** one hour.

● Use the preposition **of:**
  - to show that something belongs to something else:
    Jack put his coat on the back **of** the chair.

  - with numbers:

    Two **of** the students in my class are from Japan.

  - with definite and indefinite amounts of things:

    Americans eat a lot **of** hamburgers.

  - to show a relationship between two nouns:

    Jazz is a kind **of** music.

Complete each sentence with **in, on** or **at.**

1. Peter will return to his country _____ July.

2. I saw a program about new shopping centers _____ television yesterday.

3. Shopping centers are usually _____ residential areas.

4. There are many kinds of stores _____ shopping malls.

5. We will have a test in class _____ three weeks.
6. The dishes are _____ the table, and the clothes are _____ the closet.
7. I'll meet you _____ the library _____ noon.
8. We spent the day _____ the beach.
9. We landed _____ Istanbul airport at 5 o'clock in the morning.
10. Don't park _____ the grass.

C. Sequencing

Arrange the following sentences in a way that sounds logical.

THE LIBRARY MANAGER'S WORK

a. The work of a manager is to set aims and objectives, organize, communicate, motivate and to develop people.

b. Managerial effectiveness should be defined in terms of output rather than input, that is, by what a manager achieves rather than by what he does.

c. These are not the only functions but it is true that a manager's main responsibilities have something to do with the organization and human aspects of management.

d. Effectiveness is the extent to which a manager achieves the output requirements of his position.

e. An effective organization is the one which fulfils its purposes in society adequately and continues to meet the changing needs of that society as best as possible.

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f.   It is quite possible for a manager to work efficiently and still remain ineffective.

◆ Building Vocabulary Skills

A. Vocabulary review

Match the words in column A with their meanings in column B.

	A		**B**
1.	manuscript	a.	sheet of microfilm
2.	collect	b.	collection of information shown in numbers
3.	microfiche		
4.	media	c.	communications by satellite, cable, telegraph, telephone, radio or TV
5.	telecommunication		
6.	newspaper	d.	printed publication, issued usuallydaily or weekly with news, advertisements, articles on various subjects, etc.
7.	magazine		
8.	remote		
9.	operation		
10.	statistics	e.	thing written by hand; not typed or printed
11.	goal		
12.	mission	f.	far away from other communities, houses, etc
13.	task		
		g.	object of one's effort
		h.	means of mass communication, e.g. TV, radio, newspapers
		i.	paper-covered periodical, etc.

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usually weekly or monthly.
with articles. stories. etc by
various writers

j.   bring or gather something
together

k.   activity. often involving
several   people and/or
spread over a period of time.

l.   piece of (especially hard or
unpleasant) work that has to
be done

m.   particular task or duty
undertaken by an individual
or a group

B. Context clues

Practise using context clues. Choose the nearest equivalent
word/phrase to each word in **bold** print from a. b. c and d. These
words are from unit 3. (Do not use your dictionary.)

1.   This institution is open to the members of the **public**.

   a.   people who pay
   b.   all the people
   c.   poor people
   d.   subscribers

2.   Australia has a very good mail **service**.

   a.   system that helps or benefits people
   b.   fleet of vehicles

    c.   employees

    d.   system of paying its employees

3. Andrew travelled **both** in India and in China.

    a.   never

    b.   everywhere in

    c.   with a friend or relative

    d.   in the two of

4. The British Council tries to **promote** the study of English.

    a. enforce   b. encourage

    c. prohibit   d. teach

5. Each **individual** is a bit different from every other one.

    a.   student

    b.   unusual person

    c.   animal

    d.   one (or single) person

6. Cold weather **means** a need for more heating.

    a.   costs

    b.   leads to

    c.   is the same as

    d.   prevents

7. Customs officials at the airport have to follow certain **procedures.**

    a.   ways of doing things

    b.   enforcements

    c.   searches

    d.   penalties

8. Students often make **mistakes** when doing their examinations.

    a. good marks

    b. low marks

    c. errors

    d. lines

9. Clear instructions in a users' manual **serve** to enable a motor-cycle owner to use his motor-cycle efficiently.

    a. add

    b. prevent

    c. reward

    d. have the effect

10. Learning how to think logically is an **integral** part of education.

    a. one of many

    b. essential and inseparable

    c. ethically desirable

    d. optional

UNIT 3

EDUCATION AND TRAINING OF LIBRARIANS

♦ Pre-reading

1. What do you understand by the words 'library education'?

2. What do you understand by the words 'library training'?

3. How important do you think the training function in libraries is?

4. What are the advantages of a well-trained staff?

♦ Reading

THE TRAINING FUNCTION IN LIBRARIES

All libraries aim to have efficient staff in order to provide a good library **service** to the **public** they hope to serve, whether that readership is using a public, university, school or private library. Training, therefore, is of the utmost importance in the library field although each library organization must decide for itself what it means by a desired state of efficiency, as requirements will alter from library to library and country to country. However, the training should be designed to ensure efficient performance to the dual benefit of the library system and of the users. Training of staff is crucial, **both** in developed and developing countries. It is **appropriate in an extre**mely sophisticated library system using the **most up-to**-date computer methods and equally appropriate in a

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library system that has only recently been established. Both kinds of library need to get value for the money expended on staff salaries. and it is clearly more advantageous to employ well-instructed and trained staff regardless of the location of the library. An effective and informed staff will mean an efficient service to the public and will also **promote** a good library image. When considering training in libraries there are two factors to take into consideration. The first is the need of the organization to provide a good service and the second the needs of the **individual** member of staff.

A trained staff able to exploit the book stock **means** a more satisfied readership at all levels. The readers must be able to feel confidence in the member of staff who may be dealing with them. This confidence means that readers will return again to borrow books and to ask for information from the library staff. Here the knowledge of the individual staff member plays an important part, for the staff, even if they have only a basic education, must be knowledgeable about the tasks they perform on a daily basis and must have a sound understanding of the organization in which they are working. Training will enable them to participate more intelligently in the work of the library. They must know why they are asked to operate certain **procedures** and what will happen if they make **mistakes**.

Good. well-trained staff. at whatever level, will only **serve** to enhance the reputation of the library service. Training. therefore. must be an **integral** part of the library management's plans. It is not enough to have a marvellously stocked library that remains under-exploited because of poorly trained staff. [*]

◆ Working with vocabulary

A. Focus on the reading

Choose the best word or phrase for each sentence. Use each word or phrase only once. They are in sentences from the reading passage.

service	promote	public
integral	mistakes	procedures
ensure	both	serve
individual	private	means

1. All libraries aim to have efficient staff in order to provide a good library _____ to the _____ they hope to serve, whether that readership is using a public, university, school or private library.

2. Training of staff is crucial, _____ in developed and developing countries.

3. An effective and informed staff will mean an efficient service to the public and will also _____ a good library image.

4. When considering training in libraries, there are two factors to take into consideration. The first is the need of the organization to provide a good service and the second the needs of the _____ member of staff.

5. A trained staff able to exploit the book stock _____ a more satisfied readership at all levels.

6. Training will enable librarians to participate more intelligently in the work of the library. They must know why they are asked to operate certain _____ and what will happen if they make _____.

7. Good, well-trained staff, at whatever level, will only _____ to enhance the reputation of the library service.

8. Training must be an _____ part of the library management's plans.

B. Focus on New Contexts

Choose the best word or phrase for each sentence. Use each word or phrase only once. These words are in different sentences.

service	both	promote	procedure
mean	individual	integral	served
mistake	public	private	

1. The food is good at this hotel, but the _____ is poor.

2. The _____ is/are not allowed to enter the court room.

3. She lost _____ her money and her passport.

4. These words _____ nothing.

5. The organization works to _____ friendship between nations.

6. Obtaining a refund from the company is a complicated _____.

7. The arms and legs are_____ parts of the human body.

8. My father has _____ in the army for nearly 20 years.

9. Each _____ person is responsible for his own arrangements.

10. It was a big _____ to leave my umbrella at home.

◆ Understanding the reading

A. Comprehension: True/False

Write **T** if the sentence is true and **F** if the sentence is false.

1. Training of staff is very important both for large libraries and for smaller ones.

2. The precise kind of training needed for librarians is the same for all libraries.

3. Training should be for the benefit both of the library system and of the library's users.

4. Training of librarians is not concerned with a library's image in the eyes of readers.

5. Readers need to be confident of the librarians' knowledge and skill.

6. The reputation of a library will be enhanced by well-trained staff.

7. Even those staff members who have little general education need to be trained in regard to the library's organization and to their specific duties.

B. Comprehension questions

Answer the questions about the reading.

1. What two main factors should determine what kind of training is to be provided in a particular library?

2. Are the training needs the same for all kinds of libraries?

3. Is training for librarians needed only for those who will work in academic libraries and large public libraries?

4. Is it desirable that library staff be adequately trained, irrespective of the kind of library and the kind of country in which it is situated?

5. What sort of attitude should readers have towards librarians?

◆ Further practice

A. Discussion

1. What forms do you think library education and training can take?

2. Describe in detail some forms of library education and training that you have known.

B. Guided writing

1. Make a list of four or more different forms of training for librarians. e.g. short courses, workshops, talks.

2. Choose two of the forms that you have listed and write two short compositions to describe them in detail. They should include the following components: field of training. aim. length. duration. and a short description of the curriculum.

♦ Further reading

MODERN LIBRARY EDUCATION PROGRAMS
IN THE UNITED STATES

The skills and specialized knowledge demanded of librarians have continued to increase, and schools of library science have adjusted their curriculums accordingly. Most schools of librarianship have responded to the heightened use of technology by increasing the number of courses in information science. Information science combines aspects of librarianship with technical elements such as computer programming, telecommunications, database management, and computer graphics. It also includes the study of ways in which humans process information and ways in which people interact with machines. Information science programs integrate study from the fields of communication, computer science, cognitive psychology, artificial intelligence, mathematics, philosophy, engineering, business, and others. This interdisciplinary background gives graduates a broad knowledge of library automation, systems, budgets, online searching, research, and cataloging. Since the 1980s, most schools of library science have become schools of library and information science or simply schools of information science.

Many schools permit or require students to gain some practical training in a library before applying for their first job as a librarian. A growing number of schools also require courses in research methods. To have sufficient time to teach the new skills needed by librarians without sacrificing any of the traditional bibliographic skills, a number of schools have increased the amount of class hours required for a degree.

All programs to educate librarians share certain characteristics. They provide courses in cataloging and classification. reference. management. and collections development. Programs typically offer courses in the history of books and librarianship to give students a background in the profession's past. Students in most schools of library and information science have the opportunity to develop at least some degree of specialization. Some may take advanced courses in a particular library function. such as reference work, while others may take courses related to a particular type of library, such as a course in medical librarianship or public librarianship.

Few four-year colleges and universities offer programs specifically for the training of library support staff. Because the range of work done by support staff varies so greatly. there is no uniform educational system for these nonprofessional positions. Many support staff have a four-year college degree. and some have graduate degrees. Others have only a high school education or a two-year associate degree from a community college. Library support staff often have no training specifically designed to prepare them for work in a library except for the training they receive on the job. In the United States and Canada. some library support staff are graduates of formal library training programs offered by two-year community colleges.

Library employees at every level benefit from ongoing study in continuing education programs. At one time it was possible for new employees to come to the job knowing almost everything they would need for a lifetime of employment. but that is not the case today. All library systems are continually changing. and employees need to update their education and training to keep abreast of these developments. Most schools of library and information science

offer a range of continuing education courses designed for library employees who wish to modernize or expand their skills. In addition, various professional associations offer continuing education courses for library employees.[*]

LANGUAGE FOCUS

A. Reading

How should you read? This question has different answers. Sometimes you have to read slowly and carefully. At other times, you read fast, and at still other times, you read at regular speed.

How would you read these things? Use these answer:

a. slowly and carefully   b. at a regular speed   c. fast

(Students may have different answers.)

1. The reading passage of these units
2. A train timetable
3. A ne.vspaper advertisment for jobs
4. A telephone directory
5. A newspaper
6. A legal document
7. An examination question
8. A popular novel
9. A letter from a friend

(*) Extracted from *Library (institution)*, Microsoft® Encarta® Online Encyclopedia, 2004

10. A simple recipe

Some students like to read the whole text quickly for the general idea. Others like to start at the beginning and read sentence by sentence carefully. You can choose the best way for you to start reading a lesson. You probably need to read the lesson more than one time. When you come to a word that you don't know. read the sentence again and again to help you remember the word. It is not necessary to memorize sentences or paragraphs. That is not the way to study reading.

If the text is very difficult for you, read the first paragraph two or three times, then the second, and so on. Then read the whole text from beginning to end. Then you might read it all again if you want.

B. Word forms: Adjectives

Suffixes

The suffixes –**ive**, -**ous**, or –**al** can be added to the end of some words. When you add these suffixes to a word, the new word becomes an adjective.

Practise making adjectives b, adding the suffixes –**ive**, -**ous**, or –**al** to the following words, then fill the gaps in the sentences below.

Verb	Adjective	Noun	Adjective
co-operate	_____	accident	_____
prevent	_____	centre	_____
create	_____	courage	_____
attract	_____	fame	_____
		music	_____
		politics	_____

coast	————
mystery	————
nation	————
danger	————

1. As libraries grow continually in size and complexity, human relations, staff consultation and participation will be a sure means of securing a more contented and _____ staff.

2. Some special libraries in Africa serve government officials in _____ capacities.

3. Los Angeles is a _____ city.

4. Baseball is the _____ sport in the United States.

5. CARE and Oxfam think that _____ medicine is better than helping people after they are sick.

6. Late at night we heard a _____ noise outside the window.

7. Our parents wouldn't let us go rock-climbing. They thought it was too _____ and that we might kill ourselves.

8. We caught our train at the _____ station.

9. 'What sort of a job are you looking for?'.

   'Oh, something_____ - you know, working in films, television, design, advertising- that sort of thing.'

10. It was _____ ! I didn't drop the vase on purpose. It just slipped out of my hand.

11. The Beatles are one of the most _____ pop groups of all time. Very few people have never heard of them.

12. Mozart developed his _____ talents at a very young age.

13. The troops were extremely _____ during the battle.

14. 'What's the new boss like?'

'She's tall, dark and very _____. She looks more like a film star than a bank manager.'

C. Articles: The articles a and the

- **a** is used:

    a) to indicate cost, speed. or frequency:

    thirty pence **a** kilo

    three times **a** day

    b) for certain numbers:

    a hundred; **a** thousand; **a** couple; **a** dozen

- **the** is used:

    a) when talking about a known object:

    I've just washed **the** motorbike (= our motorbike, or this motorbike)

    Where's **the** cat? (= our cat. or the cat that is usually here)

    b) in a general sense. with musical instruments:

    Can you play **the** guitar?

    I like listening to **the** piano.

* But note: I've just bought **a** guitar and **a** piano.
* Usually, no article is used:
   - a) with abstract nouns (life, beauty, love, etc), languages, and academic subjects (history, latin, etc):

      Life isn't always easy.

      Latin is a difficult language to learn.
   - b) with materials (wine, coal, sugar, etc) when they are considered in a general sense:

      Glass is a difficult material to cut.

      Gold is very expensive at the moment.

   * Note the difference between:

      They were looking for gold. (= any gold)

      They found the gold. (= the gold they were looking for)
   - c) before school, home, work, church, bed, and hospital in certain expressions:

      We went to church

      She's at home

Write **a, the,** or no article to complete these sentences

1. I don't see him often, only once or twice _____ month.
2. Mary's not at _____ office. I think she's gone _____ home.
3. Where's _____ dog? I want to go out for _____ walk.
4. The machine is made of _____ copper and _____ steel.

5. Would you mind waiting for _____ couple of minutes.

6. I think _____ piano is one of the easiest instruments to play.

7. Do you like _____ wine? No, I don't drink _____ alcohol.

8. Coal is sixty dollars _____ ton at the moment.

9. I like _____ tea with _____ milk in it.

10. When he was nineteen, he joined _____ army.

◆ Building Vocabulary Skills

A. Vocabulary review

Match the words in column A with their meanings in column B.

A	B
1. full-time	a. ability
2. retrieve	b. person who works for somebody or for a company in return for wages
3. skill	
4. employee	c. find again or extract (stored information)
5. employer	
6. competence	d. ability to do something well
7. bulk	e. person who helps
8. circulation	f. for or during the whole of the working day or week
9. assistant	
10. volunteer	g. person or company that employs others
	h. person who offers to do something without being compelled or paid
	i. great quantity

j.   **passing of something from one person or place to another**

B. Context clues

Practise using context clues. Choose the nearest equivalent word/phrase to each word in **bold** print from a, b, c and d. These words are from unit 4. (Do not use your dictionary.)

1. The **existence** of life on the planet Venus is debated.
   a. nature
   b. value
   c. presence/actuality
   d. product

2. Some experiments have **demonstrated** that in a vacuum light objects   fall just as fast as heavy ones.
   a. proved/showed
   b. disproved
   c. marched in the street waving banners
   d. voted in favour of

3. Congruence is a **concept** used in Geometry.
   a. proof   b. idea
   c. procedure   d. conclusion

4. We **anticipate** a heavy demand for higher education in the near future.
   a. hope for
   b. prepare for
   c. predict/foresee

d. already know about

5. These books will **satisfy** the knowledge-requirements of this subject.

   a. fulfil   b. be pleasant

   c. help   d. promote

6. The education of children is not **complete** if it does not take into account their physical needs.

   a. good   b. excellent

   c. quite full   d. athletic

7. Discussion with other students is **regarded** as an integral part of higher education.

   a. believed to be

   b. hoped for

   c. promoted

   d. grown

8. The **overall** appearance of Andrew's garden is very pleasant.

   a. a garment worn by the gardener

   b. the upper part

   c. entire/general

   d. day-time/under the sun

9. There are **several** universities in Melbourne.

   a. a few/more than one

   b. many/a large number

   c. not many/very few

   d. seven

10. Six plus two plus twelve make a **total** of twenty.

    a.   number   b. conclusion

    c.   aggregate   d. answer

11. Andrew's loan from the bank is **overdue.**

    a.   expensive

    b.   for a very large amount

    c.   past the date it should be repaid

    d.   able to be renewed

UNIT 4

LIBRARY AND INFORMATION MARKETING

♦ Pre-reading

1. What do you understand by the word 'marketing'?

2. Give examples that illustrate this concept.

3. What do you understand by the word 'marketing' in terms of librarianship and information?

4. Give examples that illustrate this concept.

♦ Reading

In the current economic climate. libraries and information services. as well as the general business community. are facing a major problem-survival. Justifying their **existence** and **demonstrating** that the work they do is useful and essential for the success of an organization in a competitive environment. feature high on the list of priorities of library and information unit managers. Managers must devise strategic plans which take into account all the factors influencing their survival.

At the center of the strategic plan is the issue of the service offered to the users or customers. This is where the concept of marketing features in the library management strategy. Since no service is effective if the potential customer does not use it. it is essential to make use of the marketing **concept** to encourage users.

This has not always been obvious. however. Traditionally.

librarians have not needed marketing strategies because they seemed inappropriate in what was essentially a service industry. People used libraries as a matter of course. because the need was there. It never occurred to librarians that potential users were everywhere. to be tempted and enticed into the library.

Marketing as a concept is increasingly popular with information professionals. But is this just a fad? Or will it be taken abroad and combined with the management practice of libraries and information units? Hopefully it will become an essential feature of every information-centered course.

What is marketing?

Before we actually examine the concepts of marketing in the management of a library and information service, we must define marketing. The Chartered Institute of Marketing defines it as follows:

Marketing is the management process responsible for identifying. **anticipating** and **satisfying** customer requirements profitably.

Arthur Sterngold defines it for a library and information service environment:

Marketing is a planned approach to identifying. serving and gaining the support of specific user groups in a manner that furthers the goal of specific user groups in a manner that furthers the goal of the information service and the organization. Perceptions of marketing differ. It is often thought of as selling or advertising or promotion of services and products. although not often as a **complete** concept. Sometimes it is even considered sinister. exploitative and manipulative. conning people into buying things that they do not actually need.

Marketing is actually made up of four basic functions. This marketing mix is often known by marketers as "the four Ps". These are:

> Product
>
> Price
>
> Promotion
>
> Place (or distribution)

Relating this to an information and library service is not too difficult. We can all see that the product is the service that is offered, whilst the price may be an actual cost to users if it is a service which charges or perhaps the cost to a company to maintain its information service. Newsletters, leaflets and persuading the director may all be **regarded** as promotion, and the place is the actual location and the distribution of the service offered.

The marketing mix forms the basis of the marketing strategy of an organization with relevant attention being paid to an area of the mix to ensure the balance is correct for a particular marketing scenario.

Marketing planning

The marketing plan is an essential part of a corporate plan, and thus when formulating this plan we have to address the direction or **overall** strategy of the organization. Effective planning for marketing requires very specific objectives or goals. These objectives and goals must be developed in order to meet targets. All objectives must be specific and measurable and have a time limit. A marketing plan is a program to achieve objectives. For example, a library could set the goal of increasing usage from 400 inquiries per month to 600 per month by the end of the year.

The market analysis

A market is a group, whether internal or external, to whom the library or information service would like to offer a service for some kind of "exchange". Since marketing is basically an activity which is concerned with the satisfaction of needs and wants. it is necessary to understand the needs, and offer the services or products which satisfy those needs. But marketing does not end there; it is also necessary to inform the target market of the needs and sometimes create a desire for the need.

Libraries operate in **several** markets, but since it would be impossible to serve everyone, libraries have to target particular sections of the **total** market. In other words libraries have to "segment" the market and aim at a particular segment, offering "differentiated" services to this group. By carrying out market research and analyzing the size and type of market, user characteristics and factors influencing information about the market can be learned.

Analyzing the markets will reveal many opportunities open to the library or information unit. A SWOT (strengths, weaknesses, opportunities and threats) analysis, will iaentify all external factors. as well as internal factors. which can affect the success of the organization.

When the strategic marketing decisions have been made and objectives have been set. the next stage is to apply the tools and techniques of the marketing mix to the marketing of the service.

Product

What is a product? A product is anything which can meet a need, demand or want. A service is also a product. In a library or an

information unit. one could argue that the product is ultimately information. although it could be presented in many different formats. Products provide a means to satisfy needs. And so the importance of market analysis is now clearly evident. Since needs change over a period of time. products need to be developed to satisfy the changing needs.

All products pass through successive stages. and this is known as the product life cycle. The stages are divided into four sections, known as introduction. growth. maturity and decline. By identifying the particular stage the product is in, decisions can be made on whether to introduce new products.

Price

Until recently, the issue of price did not affect many libraries, apart from making peripheral charges for **overdue** books, or for photocopying. More recently it has become much more common for libraries of all descriptions to make charges, including back charging to departments in their company. Thus the issue of price is far more relevant than it appears to be at first.

Promotion

Promotion is probably the most visible part of marketing, and indeed many people think that promotion IS marketing. Essentially, the purpose of promotion is to communicate. A library or information unit may have many publics. which will include external and internal influences on the library. They can be users. governments, associations. suppliers. supporters or employees.

The primary target for the promotion campaign of a library will always be its users and potential users. The aim is to encourage

usage. and for those who already use the service to keep on using it. Other objectives may include influencing professional standards and regulations and increasing funding.

There are various techniques and tools which can be used in a promotional plan. known as the promotion mix: advertising. sales promotion. personal (direct) selling, direct marketing, exhibitions, publicity and public relations.

The promotion plan

Some fundamental questions need to be asked before formulating the promotion plan:

1. Who are the present users or influencers?
2. Who are the potential users?
3. What are their needs or what do they think their needs are?
4. Where are they located?
5. How do we reach them? What is the best medium to use?
6. What are we going to say?
7. Why should they use our service and not that of the competition?

Place/distribution

This is the process of getting the products or services to the users or potential users. This includes the actual library or information unit location and other services such as mailing the information. faxing. telephone query handling and providing an online database. A lot of decisions in this function are influenced by the funding available and charges levied for the services.[*]

(*) Adapted from Jobber. D. (1998) *Principles and Practice of Marketing* (2nd ed.). London: McGraw-Hill Publishing

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◆ Working with vocabulary

A. Focus on the reading

Choose the best word or phrase for each sentence. Use each word or phrase only once. They are in sentences from the reading passage.

existence	concept	demonstrating	anticipating
satisfying	complete	overall	regarded
several	total	overdue	advertising

potential

1. Justifying their _____ and _____ that the work they do, is useful and essential for the success of an organization in a competitive environment, feature high on the list of priorities of library and information unit managers.

2. Since no service is effective if the potential customer does not use it, it is essential to make use of the marketing _____ to encourage users.

3. Marketing is the management process responsible for identifying, _____ and _____ customer requirements profitably.

4. Perceptions of marketing differ. It is often thought of as selling or advertising or promotion of services and products, although not often as a _____ concept.

5. Newsletters, leaflets and persuading the director may all be _____ as promotion, and the place is the actual location and the distribution of the service offered.

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6. The marketing plan is an essential part of a corporate plan, and thus when formulating this plan we have to address the direction or _____ strategy of the organization.

7. Libraries operate in _____ markets, but since it would be impossible to serve everyone, libraries have to target particular sections of the _____ market.

8. Until recently, the issue of price did not affect many libraries except to make peripheral charges for _____ books, or for photocopying.

B. Focus on New Contexts

Choose the best word or phrase for each sentence. Use each word or phrase only once. These words are in different sentences.

complete	overall	total	anticipates
several	overdue	existence	demonstrated
concepts	late	satisfies	regard

1. Do you believe in the _____ of ghosts?

2. The assistant _____ the washing-machine to customers.

3. He can't grasp the basic _____ of mathematics.

4. Nothing _____ him : He's always complaining.

5. We _____ your action as a crime/as criminal.

6. When will the work be _____?

7. There's been an _____ improvement recently.

8. Twilight merges into _____ darkness.

9. She _____ all her mother's needs.

10. There have been _____ retirements in my office recently.

11. These bills are _____.

◆ Understanding the reading

A. Comprehension: True/False

Write **T** if the sentence is true and **F** if the sentence is false.

1. The four Ps of the marketing mix are: Product. Policy, Promotion. Place.

2. The word 'marketing' means much more than advertising alone. Experts in marketing often speak of 'the marketing mix' or 'the four Ps: Product, Price. Promotion and Place (or Distribution)'.

3. One reason why marketing is important for libraries is that without it they may not even survive.

4. Survival is a minor problem for libraries.

5. It is not the aim of marketing to sell something to people who do not need it and do not want it. Instead, one of the aims is to find out what people need and want, then to provide those needs and wants and inform the people how to access them.

6. Marketing is not a management process.

7. To be effective. the objectives or goals of planning for marketing should be very general.

8. The Chartered Institute of Marketing has defined marketing as "the management process responsible for identifying.

anticipating and satisfying customer requirements profitably'.

9. In order to work out the way forward for a library (or any other organization), sometimes a 'SWOT' test is done - strengths, weaknesses, opportunities and threats.

10. 'Product life cycle' has four stages: introduction, growth, maturity and decline.

11. The acronym SWOT stands for "system, weakness, opportunities and threats".

12. The "product life cycle" consists of three stages.

13. The matter of Place (Distribution) refers to such matters as: where the library is situated, where its users live, work or study; and what problems they might have in accessing the library.

B. Comprehension questions

Answer the questions about the reading.

1. What major problem does the writer of this passage mention in connection with libraries and with business generally?

2. What are "the four Ps" of marketing?

3. Who or what bears the main cost of public libraries?

4. Why is it important to encourage people to use libraries?

5. According to the Chartered Institute of Accountants, and also Arthur Sterngold, does marketing serve the institution or does it serve the client/customer?

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6. Which of the following items might have a central place in a list of objectives in a library marketing plan?

(a) To encourage reading among the general population.

(b) To increase actual usage by 25% within the following six months.

(c) To compose, print and distribute a promotional leaflet to all households within the city before 30 September.

(d) To improve the appearance of the library.

(e) To install 20 operating computer terminals before 15 October.

(f) To measure client expectations.

(g) By the use of a questionnaire distributed to all local residents before 31 August, to gauge the level of interest in the library and their specific expectations and desires in terms of types of books etc. and of library facilities.

(h) To liaise regularly with local councillors regarding funding.

7. What kind of "product" is provided by a library?

8. Name any four of the "publics" of libraries.

♦ Further practice

A. Discussion

1. What do you think about marketing for librarianship and information in Vietnam?

2. Give examples that illustrate your opinion.

B. Guided writing

Composition topic: Marketing and public libraries

1. Make a list of the kinds of people who do not regularly use public libraries but who might benefit from using them.

2. Suggest a few ways of convincing them to do so.

3. What other people need to be convinced of the importance of libraries? E.g. those who provide funding.

4. Now write a composition on the above topic. (Include the terms 'the four Ps' and 'SWOT analysis' in your composition.

♦ Further reading

THE IMPORTANCE OF MARKETING IN LIBRARIES

Concept of Marketing Library Services

The history of marketing library services began long before the concept was born. Samuel Swett Green in his often quoted speech at the ALA Conference in 1876 advocated improved personal relations between librarians and readers. It could be said that today's marketing of library services has its roots in parts of the USA and Northern Europe, in countries with few illiterates and more money, libraries, and library schools than the rest of the world. This certainly does not mean that the idea of libraries reaching out to "the common man" has not occupied librarians in other parts of the world.

Basic Steps for Marketing Library and Information Services

Libraries and information centers of all types and sizes are faced with the need to market. Librarians and information professionals must learn to effectively market and advertise their services.

Competition for customers - Libraries are part of a highly competitive service industry. Competition comes from mega-bookstores, online book dealers, consultants, the Internet, and individuals who feel they can go it alone. Libraries are no longer the only information show in town. Free web access to information is here to stay and non-library and fee access information providers will not hesitate to market to library customers.

Competition for resources - Libraries of all types have to compete with other organizations or departments for funds. Public libraries have to vie for public monies that provide for their existence. Special libraries find their funding is frequently targeted during parent organization budget cuts. Marketing library services benefits the bottom line.

Maintain your relevance - Libraries need to market themselves to remain connected with their communities and have some bearing on real-world issues and present-day events.

Stop being taken for granted - Libraries need to convey what is unique about the access and services they provide. Neither customers nor librarians can assume that libraries will always be available.

Promote an updated image - Librarians are not perceived as well-trained. technologically savvy information experts. Most customers do not see the demanding information management responsibilities of a librarian.

Visibility - Librarians are not on the radar screens of many people who think of themselves as information literate. People who are in positions to employ librarians are not reading much in their professional literature about a librarian's value.

Valuable community resource - Libraries are and should be viewed as essential and valuable community resources. People need to be made aware of the services and products that are provided and their comparative value. Librarians should be the resource that the local power structure goes to for information.

Rising expectations - Library users expect recognition, attention, and appreciation for their individual information needs. Customers also have ever-changing needs and wants, which makes the library market as dynamic as retail markets. Marketing helps to create an environment in libraries that fosters customer consciousness among employees.

Survival - Libraries depend on the support of others for their existence. A library must communicate and work with its customers and governing/funding entities to provide information about what the library is doing and to enable the library to learn about the community it serves.

Beneficial to library image - Effective marketing can among other things: increase library funds, increase usage of services, educate customers and non-customers, change perceptions, and enhance the clout and reputation of the library and its staff (Steadley, 2003).

Difficulties to Marketing Library and Information Services

Most librarians do not market their libraries, do not know how to market, or do not know how to do it well.

Old models - Many librarians work on the old model of existence

by mandate.

Students should use library databases to locate quality information for their papers.

Faculty should send their students to librarians for assistance.

Children should be brought to the library to learn about books.

Middle managers should tap into the corporate library for information.

Humility - Too often librarians wait for others to notice that they are doing a good job. Librarians may be reluctant to capitalize on their strengths and knowledge, while the general public often does not see the value that information professionals could bring to sophisticated information challenges.

Myth - There is a belief that libraries do not need to be promoted in any special way because their importance to society should be apparent to all.

Old expectations - Librarians and libraries are limited by their traditional image; that libraries offer books for lending and provide programming for children. but do not contribute to more sophisticated information needs.

Lack of training and education - Often librarians do not promote library services well as a result of lack of training and knowledge of marketing tools and techniques. Although marketing is today more widely discussed and accepted professionally than in the past. this acceptance has not necessarily resulted in more marketing classes in library schools' curricula. Despite the growing literature on library marketing. there remains a lack of familiarity with the total marketing concept among librarians.

Confusion - There is confusion about what the term marketing means. Much of this has to do with the interchangeability of terms

such as 'promotion', 'public relations', 'publicity', and 'marketing'. There is also confusion about marketing libraries. The perception is that marketing is a business tool and not applicable to library settings.

Fear - Librarians are often reluctant to borrow from the private sector. They have a fear of commercial publicity and see marketing as manipulative, a waste of time and resources, and unprofessional.

Passive vs. active stance - Rather than selling the library on its value and letting people know what the Library and Information Center offers, librarians often wait for customers to come to them. Rather than pushing out responses to anticipated information needs to customers, librarians wait for customers to stop by the facility or stumble across the library web site.

Complex and complicated task - Marketing is a complicated problem for libraries because of their wide range of products and services from books to Internet access, and an extremely diverse audience that ranges from children to seniors, public officials to business people, and students to faculty, etc.

Money and attitude - Lack of funds is often used as a reason or excuse not to market. However, marketing library services is not simply a matter of spending dollars on promotion and advertising. Marketing is also a matter of improving the customer's experience of library services. The attitude of the library director and the staff as they interact with customers is what shapes customers' experiences and 'markets' the library to those customers. [*]

(*) Adapted from Kumbar, R. D. (2004) *Electronic Journal of Academic and Special Librarianship.* The Importance of Marketing and Total Quality Management in Libraries. v.5 no.2-3.

LANGUAGE FOCUS

A. **Word forms:** Adjectives

Suffixes

The suffixes **–ly, -ish, ic**, or **–able** can be added to the end of some words. When you add these suffixes to a word, the new word becomes an adjective.

Practise making adjectives by adding the suffixes **–ly, -ish, ic**, or **– able** to the following words, then fill the gaps in the sentences below.

Verb	Adjective	Noun	Adjective
accept	_____	artist	_____
rely	_____	value	_____
count	_____	day	_____
enjoy	_____	child	_____
		week	_____
		optimist	_____
		month	_____
		reason	_____
		friend	_____
		pessimist	_____

1. He was a very _____ person and was always expecting the best to happen.

2. Don't ask James to do it, he's not very _____. The last time we asked him to help up, he didn't even turn up.

3. Is this proposal _____ to you?

4. Your daughter's going to be a painter, Mrs Green. She's very _____.

5. Books are _____ things, and we must treat them with care as good friends.

6. Tennis is an _____ sport.

7. *The Times* is perhaps the most famous _____ newspaper in Britain.

8. Don't be so _____.

9. Peter is not _____ about the outcome.

10. You should pay the house rent _____.

11. We decided to take the flat because it was quite big, in a good position and the rent was very _____.

12. We have a _____ newspaper in this town.

13. He is very _____.

14. Metre, litre and kilo are _____ nouns.

B. Word formation: Compound Nouns

Form

Compound nouns are very common in English. We make a compound noun by putting two or more separate nouns together to make a new noun. Some compound nouns are written as one word.

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Others are written as two words, or are hyphenated. Unfortunately there are no rules.

> Ex: a bedroom
>
> a computer software shop
>
> face-lift

A compound noun is often a combination of noun and noun. gerund and noun. and noun and gerund.

> Ex: telephone box
>
> weight-lifting
>
> waiting-list

In a compound noun there is a headword and one or more words that define the headword. The headword always goes at the end.

> Ex: tennis-ball
>
> It is a ball. What kind of ball? A ball for playing tennis.

Pronunciation

In compound nouns the stress is usually on the first noun

> •   •   •
>
> Football boots   a coffee cup   winter clothes

Match the words in column A with the words in column B to make compound nouns.

A	B
1. driving	a. worm
2. swimming	b. book

3. dining	c. index
4. weight	d. manager
5. fish	e. table
6. oil	f. lamp
7. skating	g. farm
8. reading	h. mine
9. chess	i. ring
10. library	j. board
11. card	k. lifting
12. reference	l. costume
13. book	m. licence

C. Adjective + Preposition

Follow-up

Complete the sentences below using the following adjective + preposition phrases:

polite to	keen on	kind of	satisfied with
good at	tired of	annoyed with	interested in
surprised at	worried about	typical of	wrong with
afraid of	disappointed with	different from	

1. My home town looks very _____ what it did 25 years ago.

2. I'd rather not walk home alone. You see, I'm _____ the dark.

3. Joe is very _____ his new computer. It's the second time it's broken down.

4. Don't ask me to play squash. I'm no _____ ball games.

5. I'm a bit _____ Susan. She's been looking quite depressed recently.

6. When I told him that I'd scratched his car, I thought he was going to get really _____ me.

7. I wouldn't say that Robert is just _____ football. I'd say he was football mad.

8. Haven't you got any other records? I'm _____ listening to this music.

9. My driving instructor said she isn't _____ my progress and that I'll have to have a lot more practice before I take my test.

10. Ruth is _____ a carreer in tourism when she leaves school.

11. Thank you. It was very _____ you to drive me all the way home.

12. A shop assistant always has to be _____ the customers – even when they are rude to her.

13. So John has forgotten your anniversary again? That's absolutely _____ him!

14. What's _____ the car this morning? Why won't it start?

15. It was only a cheap restaurant but we were _____ how good the food was.

◆ Building Vocabulary Skills

A. Vocabulary review

Match the words in column A with their meanings in column B.

A		B	
1.	readership	a.	complicated and refined
2.	private	b.	use, work or develop fully
3.	image		
4.	exploit	c.	a country with a highly organized economy
5.	sound		
6.	enhance	d.	number of readers of a newspaper, periodical, book, etc.
7.	reputation		
8.	integral	e.	what is generally said or believed about the abilities, qualities, etc of somebody/something.
9.	participate		
10.	dual		
11.	developed country		
12.	developing country	f.	having or containing all parts that are necessary for completeness
13.	sophisticated		
		g.	take part or become involved (in something)
		h.	double
		i.	full and complete

j.   increase (the good
      quantities of
      somebody/something)

k.   general impression that a
      person, firm, product,
      etc gives to the public

l.   a country which is trying
      to become economically
      advanced

m.   belonging to or for the
      use of one particular
      person or group only.

B. Context clues

Practise using context clues. Choose the nearest equivalent word/phrase to each word in **bold** print from a, b, c and d. These words are from unit 5. (Do not use your dictionary.)

1. In Australia it is **common** for the working day to begin at 9 a.m. and finish at 5 p.m.

    a. unusual

    b. unfortunate

    c. not very nice

    d. usual

2. The total cost will be $500, **including** delivery to your house.

    a. not counting   b. counting

    c. closed in   d. also

3. E-mail **allows** us to communicate quickly with people all over the world.
   - a. enables
   - b. prevents
   - c. causes
   - d. helps

4. Ancient history is of great **interest** to me.
   - a. providing money/income
   - b. giving pleasure
   - c. value
   - d. trouble

5. David asked me for a **loan** of my book on Library Science.
   - a. price
   - b. copy
   - c. borrowing
   - d. page

6. At the museum there was an **exhibition** of ancient Vietnamese art-works.
   - a. sale
   - b. show
   - c. collection
   - d. throwing away

7. We **requested** the pianist to play one of Chopin's impromptus.
   - a. asked
   - b. demanded
   - c. prevented
   - d. required

8. At the end of his article, the writer **summarized** his main points.
   - a. repeated in detail
   - b. re-stated in very short form
   - c. re-stated in a longer form
   - d. assessed

UNIT 5
SERVICE IN THE LIBRARY

◆ Pre-reading

1. Name some types of library service that you have known.
2. What are these types of library service like? If possible give examples to illustrate them.

◆ Reading

People are what a library is all about. A library serves all who use it and **reaches** out to all who don't or can't. That is what the materials in a library, and the people who work there, are for.

It is **common** for a public library to have story hours for children, **including** pre-schoolers. There are also picture books for them to page through, filmstrips and films to watch and records to listen to. Children can see an exhibit of dolls or mobiles, watch a puppet show, or take part in an art contest. Some public libraries even have educational toys to play with and to take home. Tables, chairs, and shelves in the children's department are built to a smaller and more convenient scale. Children's librarians introduce children's books to parents and help children choose books that are right for them. Sometimes story tellers are sent out into a community, and children in some places can use the telephone to have a story read to them.

For those attending school. there is the school as well as the public library. Books and, where these are available, records, even cassettes and cassette players, can be taken home.

Study booths and tables **allow** youngsters to work alone or in groups. Screening rooms in some libraries are for viewing films, filmstrips, and videotapes. For sound tapes and records there are usually special listening areas.

From secondary school, young people are served by many **kinds** of libraries. Many public libraries have young adult sections with books and other materials of **interest** to young people. Young adult librarians plan film programs, pottery or karate or origami workshops and discussions on topics that concern the young in the particular community. In a few school and academic libraries, a student can dial in to get a foreign language lesson or hear a lecture that has been stored in an information retrieval bank. Research libraries, when not part of a university, usually do not loan their materials. But all types of materials can be checked out from many other libraries. What can not be checked out can often be borrowed through interlibrary **loan** or photocopied. Many libraries have photocopying machines (copiers) for people to use. There may also be machines called microfilm. microcard and microfiche readers. With these, a person can read books, magazines, and newspapers that have been photographed and much reduced in size.

Adults too are served by many kinds of libraries. Film programs and discussion groups, concerts and plays held in library auditoriums and art **exhibitions** are often planned. In many places women's groups. business management groups, labor groups and others can **request** materials and conference rooms for meetings. Librarians provide materials and guidance on recreation, income tax, travel, health, and retirement. Adults who do not speak the

language of the country well or who have little schooling can attend special programs at public libraries. Public librarians also reach out with books and services to such places as schools, nursing homes for the elderly, jails, factories, union halls and housing projects. In special libraries, librarians not only find information for company workers but also often **summarize** this for them.

For people of all ages, there are librarians specially trained to answer questions or help people get materials. There are also reference books such as encyclopedias to use in finding information without help. Finding out is easier for people interested in special subjects, because library collections are arranged by subject. Library interiors are designed to be inviting and comfortable for reading, listening, viewing, and studying. Special devices such as wheelchair ramps are installed for the physically handicapped. Many public libraries are community centers with local artists showing their work or community leaders giving talks. A public library in the city has branch libraries and bookmobiles.

For people in the country there are books by mail, bookmobiles, book sleds, book boats, book trains and even book planes; "talking books" and the record players to use them are sent to the blind. So are magazines and books in Braille, as well as books with large type for people with poor eyesight. Libraries reach out to help deaf, sick, poor, and forgotten people. A library in ancient Egypt was called "the healing place of the soul". That goes a long way towards explaining the why of a library.[*]

(*) Extracted from *Library (institution)*, Microsoft® Encarta® Online Encyclopedia, 2004

◆ Working with vocabulary

A. Focus on the reading

Choose the best word or phrase for each sentence. Use each word or phrase only once. They are in sentences from the reading passage.

loan	exhibitions	reaches	common
places	including	allow	request
use	kinds	interest	summarize

1. A library serves all who use it and _____ out to all who don't or can't.

2. It is _____ for a public library to have story hours for children, _____ pre-schoolers.

3. Study booths and tables _____ youngsters to work alone or in groups.

4. From secondary school, young people are served by many _____ of libraries.

5. Many public libraries have young adult sections with books and other materials of _____ to young people.

6. What can not be checked out can often be borrowed through interlibrary _____ or photocopied.

7. Adults, too are served by many kinds of libraries. Film programs and discussion groups, concerts and plays held in library auditoriums and art _____ are often planned.

8. In many places women's groups. business management groups, labor groups and others can _____ materials and conference rooms for meetings.

9. In special libraries. librarians not only find information for company workers but also often _____ this for them.

B. Focus on New Contexts

Choose the best word or phrase for each sentence. Use each word or phrase only once. These words are in different sentences.

reach	kind	interest	common
loan	including	allow	exhibition
many	requested	summarized	

1. We must _____ out to those in need.

2. Is this word in _____ use?

3. I'm asking for a _____ - I'll pay you back.

4. There's an _____ of pottery-making at the fair.

5. Visitors are _____ not to touch the exhibits.

6. His talk _____ recent trends in philosophy.

7. There are eight. _____ the children.

8. My boss doesn't _____ me to use the telephone.

9. They differ in size but not in _____.

10. The exhibition stimulated _____ in the artist's work.

◆ Understanding the reading

A. Comprehension: True/False

Write **T** if the sentence is true and **F** if the sentence is false.

1. Public libraries often cater for the needs of children, including pre-schoolers.

2. It is not part of a librarian's duties to teach students how best to use a library.

3. Research libraries that are not connected to universities usually lend their materials.

4. For people in the country, libraries sometimes distribute books by mail, train, boat etc.

5. Concerts, plays and art exhibitions are often organized in some kinds of libraries.

6. Public libraries and community centers are quite separate organizations, kept quite apart.

7. If a particular book cannot be found in a library, it is often possible to get it through inter-library loan.

B. Comprehension questions

Answer the questions about the reading.

1. What, according to this passage, are libraries "all about"?

2. List at least four ways in which a children's section might be different from other parts of a library.

3. Name two activities for which separate booths or small rooms might be provided in school libraries.

4. How would you read a microfilm?

5. Name at least three places (outside the library itself) to

6. What are "talking books"?

7. What is a "bookmobile"?

♦ Further practice

A. Discussion

1. Name some types of library service in Vietnam that you have known.

2. Explain these types of service if possible.

B. Guided writing

Composition topic: A day in the life of a librarian

1. Make a list of six different things a librarian might do in one day.

2. Now write a short composition on the above topic. Use mainly the past tense. E.g. She helped a client to find a book on C.14 Chinese pottery.

♦ Further reading

SERVICES FOR PEOPLE WITH DISABILITIES IN THE UNITED STATES

Until the 1960s very few libraries offered services specifically designed for people with disabilities. Since then, however, many libraries have made significant modifications to their buildings and to their collections in an effort to provide the

disabled community with access to library resources and services. For instance, libraries now serve the needs of the visually impaired with reading materials printed in the Braille system (a system of raised dots that can be read by touch), books on tape (audio recordings of books, commonly known as talking books), and large-print magazines and books for users with limited sight.

In the United States, the passage in 1990 of the Americans with Disabilities Act (ADA) led to significantly greater access to library resources for people with disabilities. The ADA provided disabled persons with protection against discrimination and guaranteed them access to public services and accommodation. Libraries complied with the law by, among other things, adding entrance ramps and elevators to provide wheelchair users greater access to library buildings. They also widened aisles in the book stacks to allow these same patrons easier access to library materials.

The Library of Congress's National Library Service for the Blind and Physically Handicapped issues a catalog of recordings on compact disc and cassette. It also lists books available in large-print and Braille editions. A cooperative network of libraries throughout the country circulates these materials to make them available to as many users as possible. Libraries in the United States have also assisted with the development of Radio Information Service, a closed-circuit radio reading service for people who are visually impaired. Volunteers for this service read newspapers, books, novels, and short stories for users via closed-circuit radio.

Modern technology has expanded library services for people with impaired vision and hearing. For example, some libraries have introduced computers with the Versa Braille system, which translates what is appearing on a computer screen into Braille characters. Some libraries also feature a device called an Optacon,

which converts print or computer output into a tactile form. To read, the user moves the Optacon camera across a line of print while interpreting the movements of the tactile forms with the index finger of the other hand. The Kurzweil Reading Machine is another computer device that libraries provide for visually impaired users. It scans a book, magazine, or other printed material and then reads it aloud using a synthesized voice. The Reading Edge Scanner can also convert printed text into speech. Some libraries are equipped with Braille printers, which allow blind and visually impaired patrons to make Braille copies of computer-generated material. For people with limited vision, some libraries provide computers with large keyboards, oversized keys, and monitors that automatically enlarge the letters that appear on the screen.

Some libraries provide specialized telecommunication devices for the deaf and the hearing impaired, known variously as TTs (text telephones), TDDs (telecommunication devices for the deaf), and TTYs (teletypewriters). TTY is the most widely used of these abbreviations. TTYs consist of display monitors and keyboards that allow hearing impaired users to type messages and send them via telephone lines to people with TTY displays in other locations. A deaf or hearing impaired person can also place a call to someone who does not have a TTY by sending a message through an operator at a relay service. The operator calls the intended party on the telephone and relays messages word for word during the conversation. Many libraries also have other special aids and materials for the deaf and the hearing impaired, including closed-captioned videos, which print written dialog on the television screen as it is being spoken.[*]

(*) Extracted from *Library (institution)*, Microsoft® Encarta® Online Encyclopedia, 2004

LANGUAGE FOCUS

A. Word forms: Nouns
Suffixes

The suffixes **-ment, -ness** or **-ity** can be added to the end of some words. When you add these suffixes to a word, the new word becomes a noun.

Practise making nouns by adding the suffixes -**ment, -ness** and -**ity** to the following words:

Verb	Noun	Adjective	Noun
advertise	_____	active	_____
arrange	_____	special	_____
disappoint	_____	equal	_____
govern	_____	ill	_____
manage	_____	popular	_____
treat	_____	weak	_____
		sad	_____

Complete each sentence with a noun from the list.

1. Libraries need _____ because they are organizations.

2. She found it hard to hide her _____ at not winning an Oscar, as she was the hot favourite to win it.

3. There is far too much _____ in the world today. I wish there was something you could do to make people

happier.

4. There was a full-page _____ in today's paper for the new Jaguar car.

5. He has a _____ for cream cakes. He just can't resist eating them.

6. Although it is desirable, I don't think there will ever be true _____ between men and women.

7. She made an _____ to see her bank manager at 11.30 on Friday morning.

8. There was a lot of _____ outside my bedroom window this morning. The noise woke me up.

9. Do you get free dental _____ in your country, or do you have to pay for it?

10. The more unemployment rises, the less popular the _____ gets-especially the Prime Minister.

11. His _____ with television viewers went down enormously after a newspaper published photographs of him beating his dog.

12. 'Your _____ is a direct result of smoking', the doctor told his patient. 'The sooner you stop, the better.'

13. His _____ is business administration.

B. Word forms: Infinitives

Depending on the construction, infinitives are used with or without **to**:

It's time **to go.**

Did you see the accident **happen?**

The infinitive is used:

  a) after certain verbs, nouns or adjectives:

   I decided **to stay** at home.

  b) to express purpose:

   He drove to the airport **to meet** his sister.

  c) after **it + to be** + adjective / noun. This sometimes uses **of you, of him**, etc:

   It was kind **of them to lend** me some money.

Complete the sentences with an infinitive using the following verbs. Be sure to use the correct tense:

leave	do	rest	hand
see	ask	pay	learn
get	hear		

1. I phoned Megan _____ about her holiday.

2. The boss let her _____ early.

3. I was made _____ back the money.

4. The gunman made the cashier _____ over the money.

5. It's difficult _____ English.

6. I've got some homework _____ .

7. I expected _____ higher pay.

8. He stopped for a minute _____ .

9. I was surprised _____ you say that.

10. Is there anyone else _____ ?

C. Sequencing

Arrange the following sentences in a way that sounds logical.

REFERENCE SERVICE

a. Some public libraries also maintain information hotlines staffed by reference librarians who provide brief answers to specific questions.

b. In addition, many libraries offer public information and referral services, which direct users to nonprofit community groups that address particular needs.

c. Large public libraries employ professional reference librarians who assist users in finding information.

d. Users can generally access these information hotlines via the telephone, e-mail, conventional mail, or fax.

e. Reference librarians are specially trained in research techniques that allow them to use the library's resources most effectively.

◆ Building Vocabulary Skills

A. Vocabulary review

Match the words in column A with their meanings in column B.

A	B
1. survival	a. ability to see. hear or understand
2. priority	b. coming from outside (a place. somebody's mind, etc)
3. perception	
4. newsletter	c. on the inside

5. leaflet	d. imagined sequence of future events
6. scenario	e. detailed, precise and exact
7. specific	f. that can be noticed or ascertained
8. visible	g. printed sheet or paper, usually free of charge, containing information
9. internal	
10. external	h. informal printed report giving information and regularly sent to members of a club, society, etc.
11. supplier	
	i. state of continuing to live or exist
	j. thing that is (regarded as) more important than others
	k. person or firm supplying goods, etc.

B. Context clues

Practise using context clues. Choose the nearest equivalent word/phrase to each word in **bold** print from a, b, c and d. These words are from unit 6. (Do not use your dictionary.)

1. I **offered** him $500 for the old motor bike.
   - a. demanded
   - b. sold
   - c. bought
   - d. promised to pay (if he would agree)

2. Much **knowledge** of botany has been built up over the centuries
   - a. that which is known
   - b. matters of opinion
   - c. teachings

d. books and articles

3. Marion is determined to have a holiday in Italy. **regardless** of the cost.
    a. no matter what
    b. not caring at all about
    c. not knowing
    d. thinking a great deal about

4. Poor people do not have much **opportunity** to travel abroad.
    a. money
    b. time
    c. chance/possibility
    d. interest/pleasure

5. Discovering a cure for cancer is an enormous **challenge.**
    a. benefit/advantage
    b. difficult request/ dare
    c. thankfulness
    d. step forward/advance

6. The various different faculties of the university **reflect** the varied needs of the community for educated personnel.
    a. represent (as in a mirror)
    b. serve/assist
    c. paint a picture of
    d. are caused by

7. The Sydney Harbour Bridge **spans** the harbour between the City of Sydney and North Sydney.
    a. goes under

    b. provides a road for transport

    c. travels

    d. crosses

8. The British Isles include two **separate** nations, the United Kingdom and the Republic of Ireland.

    a. friendly   b. opposed

    c. individual   d. unrelated

9. Different **amounts** of money are given to different faculties in the university.

    a. sums   b. accounts

    c. invoices   d. bags

10. If you wish to attend the Library Science Conference in October, you must **register** your name before 15 August.

    a. spell correctly

    b. write it in the place required

    c. obtain government approval

    d. change

SECTION TWO
TYPES OF LIBRARIES

UNIT 6
PUBLIC LIBRARIES

◆ Pre-reading

1. What kinds of people do you think public libraries serve?
2. Name some of the world famous public libraries that you have known.

◆ Reading

Public libraries **offer** their collections and services to all members of the community. The libraries may range in size from one-room facilities in sparsely populated rural areas to large multibranch systems that serve millions of people in urban areas. Urban public library systems generally maintain a large central library in the downtown area as well as several smaller branches— known as neighbourhood or community libraries—in the various neighbourhoods of the city. Some public libraries provide services to rural areas of their communities with *bookmobiles*, which are trucks, trailers, vans, or buses equipped to serve as travelling lending libraries.

One important function of some libraries, especially the large public libraries, is to preserve as much as possible of written and

other records of **knowledge** and opinion, for the use of present and future generations. Such records will form the basis of much research work in history and other fields.

Public libraries strive to keep their collections and services open to all members of the community **regardless of** age, citizenship. occupation. economic status, educational level. ethnicity, or background. Not all users share the same reasons for using a library. For example, teenagers may go to the public library after school to study, to use computer workstations, or to socialize with friends. Families may use public libraries to gain access to recreational materials. Small-business owners may use public library collections to conduct research during the initial phases of forming a new business. Unemployed people use the collections to find information about job **opportunities**. Recent immigrants use the public library to gain language or literacy skills. With such diverse needs for information, public libraries face the increasingly difficult **challenge** of developing collections and services that **reflect** the full range of needs in their communities.

Because they serve such a diverse range of people, public libraries maintain collections that can **span** the spectrum of human knowledge and opinion. Collections include printed materials such as reference sets, paperback novels, biographies, children's and young adult literature. histories, newspapers, and magazines. They usually also contain photographs. maps. art reproductions, sound recordings, and video recordings.

Large public library buildings are organized into different sections that focus on specific collections or services. For example, most large public libraries divide their collections into different departments arranged by subject. Each department is staffed by its own librarian or group of librarians. A library may maintain

separate departments for business ,
children's materials, and government publications. Other typical
features of large library buildings include reading rooms, special
galleries for exhibitions, auditoriums for lectures or concerts,
computer rooms, children's rooms, photocopy rooms, and
classrooms.

As part of their mission to provide information resources to the
community, most public libraries allow users to borrow items from
their collections for limited **amounts** of time. To be eligible to
borrow public library materials, a user must **register** her or his
name, address, and other basic information with the local library's
circulation department, which keeps track of the library's
collections. Upon registering, users receive library cards, which
they must present at the circulation desk when they wish to check
out books or other materials. Some public libraries have self-
checkout machines that automatically record the user's name, the
item borrowed, and the length of time the user may keep the item.
Public libraries typically allow users to borrow most materials for
two to four weeks, although the borrowing periods may be shorter
for popular items such as video tapes and best-selling novels. [*]

◆ Working with vocabulary

A. Focus on the reading

Choose the best word or phrase for each sentence. Use each word or
phrase only once. They are in sentences from the reading passage.

opportunities

(*) Extracted from *Library (institution)*, Microsoft® Encarta® Online
Encyclopedia, 2004

offer	popular	challenge	reflect
span	present	knowledge	regardless of
	register	separate	amounts

1. Public libraries _____ their collections and services to all members of the community.

2. One important function of some libraries, especially the large public libraries, is to preserve as much as possible of written and other records of _____ and opinion, for the use of present and future generations.

3. Public libraries strive to keep their collections and services open to all members of the community _____ age, citizenship, occupation, economic status, educational level, ethnicity, or background.

4. Unemployed people use the collections to find information about job _____.

5. With such diverse needs for information, public libraries face the increasingly difficult _____ of developing collections and services that_____ the full range of needs in their communities.

6. Because they serve such a diverse range of people, public libraries maintain collections that can _____ the spectrum of human knowledge and opinion.

7. A library may maintain _____ departments for business and technology, humanities, children's materials, and government publications.

8. As part of their mission to provide information resources to the community, most public libraries allow users to borrow

items from their collections for limited _____ of time.

9. To be eligible to borrow public library materials. a user must _____ her or his name. address. and other basic information with the local library's circulation department, which keeps track of the library's collections.

B. Focus on New Contexts

Choose the best word or phrase for each sentence. Use each word or phrase only once. These words are in different sentences.

offers	regardless of	challenges	reflect
register	opportunity	knowledge	spans
opinion	amounts	separate	

1. He continued speaking, _____ my feelings on the matter.

2. This job _____ prospects of promotion.

3. Reducing the gap between rich and poor is one of the main _____ facing the government.

4. Their actions _____ their thoughts.

5. His _____ spans many different areas.

6. His life _____ nearly the whole century.

7. Food was provided in varying _____.

8. The children sleep in _____ beds.

9. You should _____ the house in your name.

10. I had no _____ to discuss it with her.

◆ Understanding the reading

A. Comprehension: True/False

Write **T** if the sentence is true and **F** if the sentence is false.

1. Public libraries always have more than one main room.

2. Bookmobiles are sometimes used to bring books to people in outlying and rural areas.

3. In most large public libraries, books are organized in subject areas.

4. Public libraries try to serve the needs of all sections of the community.

5. Newspapers are usually not kept in public libraries.

6. All public libraries allow some books to be borrowed.

7. People setting up a business may use a public library to find information useful for that purpose.

8. Large public libraries often have neighbourhood branches in addition to their large central library.

B. Comprehension questions

Answer the questions about the reading.

1. Name two main differences that you might find between a large public library in a major city and a small public library in a rural town.

2. Match each of A, B, C etc. with each of (i), (ii), (iii) etc. terms of reasons for using a public library.

A. Small businessmen   (i) to find out job opportunities

B. Recent immigrants   (ii) to find recreational materials

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C. Unemployed persons   (iii) to do assignments or   homework

D. Teenagers   (iv) to learn the local language

E. Families   (v) to research business trends

3. What kinds of printed materials are there other than books?

4. Into what kinds of divisions are most large library collections organized?

5. For what purpose are library users often issued with a card?

◆ Further practice

A. Discussion

1. Name some of the public libraries in Vietnam. Describe in detail if possible.

2. What do you think of public libraries in Vietnam? (Think of their organization, services etc.)

3. Do you think that in the future public libraries in Vietnam should be changed to meet the demand of the Vietnamese library users? Give your reasons and your suggestions.

B. Guided writing

Composition topic:

Choose one of the public libraries in Vietnam which you know well and write a composition to describe it in detail. It should include the following components: (i) a brief description of the building and its contents, (ii) any changes that have occurred over recent years, (iii) suggestions on how it might be improved.

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♦ Further reading

THE NATIONAL LIBRARY OF CHINA

The Library was established in 1909. After the 1911 Revolution the Library was taken over by the Ministry of Education of the Northern Government and formally opened to the public on August 27, 1912, which was set as a memorial day for the National Library of Beijing. In 1931 the new building of the Library was constructed on the west bank of Taiyie Lake in Weijin Street.

After the founding of the People's Republic of China in October 1949 the National Library of Beijing was renamed as the Beijing Library. Premier Zhou Enlai, the first Premier after the founding of the People's Republic of China, proposed and approved the construction of the new building for the Library, while the Library located in Wenjin Street became a Branch Library. The new library building located in the western suburb was completed in July 1987 and formally opened to the public on October 6, 1987.

The National Library of China covers an area of 7.42 hectares with a floor space of 140,000 square meters. Including the Branch Library, the Library has a total floor space of 170,000 square meters. 6,000 or 7,000 reader visits are made to the Library's 30-odd reading rooms daily.

As a national library, the National Library of China defines its responsibilities as follows:

- To accept home publications under the legal deposit mechanism, to collect on a comprehensive basis home publications in various carriers and foreign publications

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related to the study of China, to collect foreign valuable multidisciplinary publications in a selective way.

- To offer selective or special literature research and consulting service to leading bodies of the Party, government, the military and mass organization, key research projects, production units and general users; to provide various forms of literature service to the general

- public on a moderate scale.

- To perform functions as the national bibliographic center by editing and publishing national bibliographies, union catalogs and library catalogs, undertaking the assignments of ISSN by the China Center.

- To serve as the national academic center for library science research, to sponsor and organize researchers in theory and practice of library science, to promote professional exchanges among and provide guidance to domestic libraries of varying types, to enhance cooperation and coordination for the Chinese library community.

- To study and adopt modern library technology to foster standardization, networking and automation for the libraries in the country as a whole so as to play the role of information center and networking center in the Chinese library community.

- To implement relevant cultural agreements on behalf of the government, to strengthen its exchanges and cooperation with foreign libraries, to conduct international interchange of publications and interlibrary loan service, to take an active part in academic activities conducted by international organizations.

The National Library of China adheres to the principle of giving top priority to "library collection, professional work, service and users". Reading in the library is one of the main services provided by the Library. The lending service is another important form of service. Reference personnel with Consulting: The Library provides government with consulting in the fields of philosophy, science, law, science and technology, as well as selective or special literature research, and offers information services such as document retrieval.

A complete modernized service system has taken shape, including microcopying, xeroduplicating, audio-visual service, CD-ROM retrieval, academic lectures, cultural and academic exhibitions.

The National Library of China will become one of the main Internet -Information Sources. It will make its contributions to the progress of human civilization and cultural exchanges.[*]

LANGUAGE FOCUS

A. Scanning

Scan the further reading passage to find the answers to the following questions.

1. The main building of the National Library of China was opened in

    (a) 1911   (b) 1987   (c) 1912   (d) 1975

2. How does the Chinese government ensure that a copy of each book published in China is deposited in the National Library?

    a. by means of a law which requires that such books be deposited in the library

    b. by checking sales catalogs and buying the books

    c. through taxation incentives

    d. in some other way

3. The library caters for

    (a) the needs of government officials   (b) the general public

    (c) research projects   (d) all of the above

4. Because the library does things such as publishing catalogs of books and journals and other materials, what sort of a national centre can the library be called?

    (a) educational   (b) bibliographic

    (c) country-wide   (d) Chinese

5. How many reading rooms does the library have?

    (a) about 50   (b) only one (a very large room).

(c) about 30   (d) 16

6. Name some ways in which the library tries to fit in well with the international library arrangements.

B. Word forms: Adjectives

Suffixes

The suffixes **–ful**, **-ing**, **-less**, or **–y** can be added to the end of some words. When you add these suffixes to a word, the new word becomes an adjective.

Practise making adjectives by adding the suffixes **–ful**, **-ing**, **-less**, or **–y** to the following words, then fill the gaps in the sentences below.

Verb	Adjective	Noun	Adjective
demand	_____	use	_____
bore	_____	doubt	_____
frighten	_____	beauty	_____
excite	_____	care	_____
		home	_____
		wind	_____
		pain	_____
		health	_____

1. Being in a department store when a bomb went off was one of the most _____ experiences of his life. He was terrified.

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2. It's no good trying to put your umbrella up – it's far too _____. It will only get blown inside-out.

3. Be _____ not to drop her sun-glasses.

4. There are still thousands of _____ people in our big cities who are forced to sleep rough every night.

5. They offered him a _____ job.

6. I feel really _____ since I gave up smoking and started jogging.

7. Videos are _____ things to have in the classroom.

8. I am _____ what I ought to do.

9. It was such a _____ TV programme that she fell asleep half-way through it.

10. Nowadays, going to the dentist and having a tooth out is a pretty _____ operation. Most people don't feel a thing.

11. The final of the World Cup in football was a very _____ match. It was only in the very last minute that England scored the winning goal.

12. What a _____ dress you're wearing! It's really gorgeous!

C. Word forms: Gerunds

A **gerund** is a verb + -ing. It is used as a noun. A gerund can be the subject or the direct object of a sentence. It can also come after some prepositions and some certain idioms such as **can't stand**, **can't bear**, etc. Look at these example:

> **Teaching** is an interesting job.

> Christina likes **swimming**.

Michael is very good at **playing** the piano.

I can't stand **laughing** at her.

Spelling notes:

1. *When a word ends in silent **e**, drop the e before adding – **ing**.*

2. *When a one-syllable word ends with one vowel and one consonant, double the consonant before adding –**ing**.*

Change these words to gerunds. Then choose the best word for each sentence. Remember to follow the spelling rules.

smoke	_____	live	_____
ski	_____	swim	_____
go out	_____	write	_____
become	_____	see	_____
close	_____	leave	_____
get up	_____	help	_____
make	_____	watch	_____

1. _____ is unhealthy, but a lot of people find it difficult to stop.

2. I'm fed up with _____ in the city – it's too dirty and crowded.

3. I have decided to stop _____ in the evenings so that I can save some money for my holidays.

4. He's an artistic person – very good at _____ poetry.

5. That machine? Oh, it's used for _____ toasted

sandwiches.

6. Before _____ a teacher he worked in advertising.

7. We're looking forward to _____ you.

8. They hate _____ early in the morning.

9. Thank you for _____ me organize the party.

10. _____ television seems to be our national sport.

11. After _____ the door, he looked up and down the street.

12. Check your passport before _____.

◆ Building Vocabulary Skills

A. Vocabulary review

Match the words in column A with their meanings in column B.

A	B
1. filmstrip	a. power of seeing; ability to see
2. cassette	b. magnetic tape used for recording moving pictures and sound
3. booth	
4. videotape	
5. loan	c. collection of works of art shown publicly
6. microfilm	d. (piece of) film on which extremely small photographs are store, especially of documents, printed materials, etc.
7. art exhibition	
8. nursing home	
9. eyesight	
	e. small enclosure or compartment

for a specific purpose

f.   small. usually privately owned.
     hospital

g.   lend something

h.   small sealed case containing a
     real of film of magnetic tape

i.   series of transparent still
     photographs that can be
     projected separately

B. Context clues

Practise using context clues. Choose the nearest equivalent
word/phrase to each word in **bold** print from a. b. c and d. These
words are from unit 7. (Do not use your dictionary.)

1. Schools provide **instruction** in reading. writing, arithmetic
   and other subjects.

a. teaching	b. books
c. teachers	d. pupils

2. Universities usually have several **computer labs.**

   a. places for counting money

   b. places where computers are made

   c. places where students can use computers

   d. rest rooms

3. The newspaper reporter was given an **assignment** in India.

   a. holiday

   b. permanent job

   c. book

      d. task (to be completed in a limited time)

4. Principal teachers in small schools have to attend both to teaching and to **administration.**

      a. sports   b. organizing

      c. inspiration   d. raising money

5. Arithmetic is an important part of the **curriculum** in all schools.

      a. end-result

      b. overall teaching/learning plan

      c. examination/testing

      d. building/schoolroom

6. My earliest **encounter** with a snake was in 1940.

      a. meeting face-to-face

      b. catching

      c. counting

      d. running away from/escaping from

7. In your essay, you should **concentrate** on one main point.

      a. only write about

      b. focus

      c. summarize

      d. be happy

8. Elizabeth's garden had **a varied array of** trees. shrubs and plants.

      a. many

      b. range of different

      c. number of

d. spectacular

9. History **differs** from geography in its main concerns and methods.

    a. is inconsistent with

    b. is better than

    c. assists

    d. is different

10. The Faculty Hall can **accommodate** 500 people.

    a. feed

    b. teach

    c. provide seats for

    d. make common

SCHOOL LIBRARIES

◆ Pre-reading

1. What kinds of people do you think school libraries serve?
2. Name some of the school libraries that you have known. Describe in detail if possible.

◆ Reading

School libraries serve elementary schools, middle schools, junior high schools, and high schools. The main function of a school library is to support various educational programs and to develop students' skills in locating and using information. Teachers use school libraries to access information needed to develop and support their classroom **instruction**. Students use the materials in school libraries to perform their class work.

School libraries usually maintain collections in a variety of media. In addition to books, magazines, and newspapers, school libraries may contain photographs, films, sound and video recordings, computers, CD-ROMs, games, and maps. Some school libraries contain *realia*, or real artifacts such as various types of stones for the study of geology. An increasing number of school libraries have **computer** labs with computer workstations, software, and Internet connections. Because school libraries often

emphasize the variety of media in their collections, they are sometimes referred to as *library media centers.* Most school libraries further enhance their collections by becoming members of school library networks; this allows them to share resources with libraries in other schools.

School librarians—sometimes called media specialists—select library materials and offer instruction to promote access, delivery, and interpretation of information. For example, school librarians might ensure that their libraries' collections contain information to assist students in completing particular classroom **assignments**. They might also offer classes in searching online catalogs for research materials. Once students locate materials, school librarians might help them interpret the information contained in these resources and apply it to their classroom assignments. School librarians typically have credentials in teaching as well as in library science. This allows them to participate in school **administration** and **curriculum** development in addition to managing their library duties.

Students at each educational level have unique needs and interests. Accordingly, libraries that serve different school levels maintain different types of collections and offer a different range of services.

Elementary School Libraries

Elementary school libraries play a central role in early childhood education by offering young children some of their earliest **encounters** with books and other resources. These libraries generally feature illustrated children's storybooks, coloring books, and audio and visual materials. Most elementary school libraries also contain reference materials such as encyclopedias, as well as

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fiction and nonfiction books aimed at older elementary school students. Some elementary school libraries feature computers with children's educational software. In the primary grades (typically kindergarten through grade three) children attend special classes to help them develop basic skills in retrieving information from the library. Students learn how to search through their school library's catalog, find a book on the shelves, and check out the book from the circulation desk. Elementary school students may also use the school library to browse through the materials, learn basic computer skills, or listen to stories.

A growing number of schools encourage students in the later grades of elementary school (typically grades four to six) to come to the library throughout the day to conduct research for school assignments, to read for pleasure, and to meet and work with their peers. This flexible scheduling allows schools to integrate research skills and library resources into daily classroom instruction.

Middle School and Junior High School Libraries

Libraries at the middle school or junior high school level (typically grades six or seven to eight or nine) **concentrate** on maintaining students' interest in gaining information and developing ideas. Classes at this school level usually introduce students to individual and small-group research projects. To adequately support classroom assignments, middle school and junior high school libraries usually offer larger and more **varied** collections than those at the elementary level. They often also supplement these collections with computer databases and more sophisticated bibliographic tools.

High School Libraries

Libraries at the high school level (typically grades 9 or 10 to 12) **differ** in several ways from those serving the lower grades. Because classes at the high school level require students to conduct more research, high school libraries usually have larger and more advanced collections than do libraries in the lower grades. The collections of high school libraries are generally capable of supporting instruction in mathematics, science, technology, social sciences, the humanities, the arts, literature, and foreign languages. In addition, because students must spend more of their time conducting research, high school libraries are usually large enough to **accommodate** at least 20 percent of the entire student body at any given time. The best-equipped high school libraries feature computer labs, professional reference resources for teachers, conference and group study areas, and classrooms within the library. Most high school libraries also include separate areas devoted to college or vocational preparation. These areas typically contain information on individual colleges, examples of college applications, vocational aptitude tests, and other materials designed to provide guidance for graduating high school students. [*]

♦ Working with vocabulary

A. Focus on the reading

Choose the best word or phrase for each sentence. Use each word or phrase only once. They are in sentences from the reading passage.

concentrate   encounters   accommodate

(*) Extracted from *Library (institution)*, Microsoft® Encarta® Online Encyclopedia, 2004

instruction	computer	curriculum
information	administration	feature
differ	assignments	varied

1. Teachers use school libraries to access information needed to develop and support their classroom _____.

2. An increasing number of school libraries have _____ labs with computer workstations, software, and Internet connections.

3. School librarians might ensure that their libraries' collections contain information to assist students in completing particular classroom_____.

4. School librarians typically have credentials in teaching as well as in library science. This allows them to participate in school _____ and _____ development in addition to managing their library duties.

5. Elementary school libraries play a central role in early childhood education by offering young children some of their earliest _____ with books and other resources.

6. Libraries at the middle school or junior high school level (typically grades six or seven to eight or nine) _____ on maintaining students' interest in gaining information and developing ideas.

7. To adequately support classroom assignments, middle school and junior high school libraries usually offer larger and more _____collections than those at the elementary level.

8. Libraries at the high school level (typically grades 9 or 10 to

12) _____ in several ways from those serving the lower grades.

9. In addition, because students must spend more of their time conducting research, high school libraries are usually large enough to _____ at least 20 percent of the entire student body at any given time.

B. Focus on New Contexts

Choose the best word or phrase for each sentence. Use each word or phrase only once. These words are in different sentences.

instructions	concentrate	differs
administration	varied	assignment
lab	encountered	accommodate
computer	curriculum	

1. Incontestably, there are many valuable _____ in this user's guide.
2. She was sent abroad on a difficult _____.
3. Is French on your school's _____ ?
4. Our platoon _____ an enemy battalion.
5. I can't _____ on my studies with all that noise going on.
6. In this respect, English _____ from French.
7. The _____ is now an indispensable tool in many bussinesses.
8. He works in hospital _____.

9. She led a full and _____ life.

10. This hotel can _____ up to 500 guests.

♦ Understanding the reading

A. Comprehension: True/False

Write **T** if the sentence is true and **F** if the sentence is false.

1. In 1993-4, schools in the USA had about 98,000 libraries.

2. In 1993-4, a higher proportion of private schools than public schools had libraries.

3. The word 'realia' refers to objects such as stones and tools rather than books and periodicals.

4. It is desirable that school librarians be trained both in teaching and in librarianship.

5. The needs of libraries in elementary schools, middle schools, and high schools are rather different.

6. Computers are never used in elementary school libraries.

7. In middle and high school, students often use library resources to help them with individual and group projects and assignments.

8. There is no need for a high school library to have space for more than 10% of the number of students at the school.

9. There should be a close connection between school libraries and the education provided in the classrooms.

10. High school libraries typically have sections providing materials on what the students will do after leaving school, especially work and further study.

B. Comprehension questions

Answer the questions about the reading.

1. Why are school libraries sometimes called "library media centers"?
2. Give an example of "realia".
3. What kinds of materials do school libraries usually have in addition to printed materials (books,etc.) and realia?
4. How can different school libraries share resources?
5. What are the two main areas in which a school librarian needs to have training?
6. Why do High School libraries need more seats (in proportion to student numbers) than do Elementary Schools?

♦ Further practice

A. Discussion

1. What do you think of school libraries in Vietnam? (Think of their organization, services, etc.)
2. Do you think that in the future school libraries in Vietnam should be changed to meet the demand of the Vietnamese library users? Give your reasons and your suggestions.

B. Guided writing

Composition topic:

Choose one of the school libraries in Vietnam which you know well and write a composition to describe it in detail. It should include the following components: (i) a description of the building and its contents, (ii) any changes that have occurred over recent years, (iii) suggestions on how it might be improved.

◆ Further reading

SCHOOL LIBRARIES IN MYANMA

School libraries in Myanmar are organized under the Department of Basic Education (DBE). Ministry of Education. Libraries under the DBE can be categorized into the DBE library, the Libraries of the Teacher Training Colleges, and the School Libraries.

The DBE library was established in 1937 and is now a room of 15x30 ft. for storing 20,000 books and periodicals. The DBE library supports the researchers and curriculum developers, and its office staff. The library is intended to become an Education Resource Center. It also has a plan to build a larger building for the library and an educational museum as well.

There are four Teacher Training Colleges (TTC) with librarians and 13 Teacher Training Schools (TTS) with a plan to appoint professional librarians. The collections of these libraries range from 1,116 to 12,932 volumes. Under the project for upgrading and strengthening the TTCs with the aid of UNESCO. UNICEF and UNDP. there were two Education Centers: at Yangon and Mandalay. With the aim of improving these libraries. librarians were given short term training courses in 1991. and libraries in Yangon TTC and Taungyi TTS were equipped with systematic card catalogs.

There are 922 State High Schools, 2087 State Middle Schools. and 35 799 State Primary Schools. Every school library is managed by a School Library Committee. the secretary of which is the teacher librarian. Since 1992. after receiving short term training

courses for school librarians, they are appointed at school libraries. The school library occasionally receives some books distributed by the DBE headquarters. At present with the help of UNESCO, UNICEF, and UNDP the committee of the librarians under the Ministry of Education has drawn up a project for upgrading and strengthening the educational libraries. So, all round development of school libraries is envisaged.

With regard to the development of libraries in Myanmar, it can be seen that the development has gradually occurred in every type of library and also in collections and library buildings. The best achievements of the library profession were attained by producing qualified library personnel and also the founding of the Myanmar Library Association. Myanmar librarians have had a chance to go abroad for further study in librarianship in 1930, later in 1938, 1947, and 1961, and again in mid 1988. Altogether about 20 of them successfully completed their Masters degrees from the U.K., U.S., and Australia and devoted their lives to the development of the library profession. Although most of them are now in their late 70s, some still work in libraries as consultants, and their eyes are still lustrous with enthusiasm whenever they talk about developments in the library profession. These librarians trained abroad conducted eight library-training courses at various times from 1943 to 1992. Moreover, with their great efforts and the government's recognition of the importance of the library profession, the Department of Library Science was set up on a part time basis at Yangon University on September 15th, 1971. U Thaw Jaung, the Chief Librarian of the UCL, was Head of the Department until October 15th 1997. It has been producing about 30 qualified graduates every two years. Most of the graduates of the department are working as qualified library professionals in

libraries throughout Myanmar.

After 1988. the State and Order Restoration Council government made a vast movement. which other governments in Myanmar had not made before. to promote educational standards by allocating a big budget for education. upgrading colleges and universities. and opening new ones. Moreover. installation of microcomputers in every college and university including the libraries were great achievements. The government also allowed the Department of Library Science to become a full-time Department of Library and Information Studies. The department will start its full-time courses next year. Although these movements were not primarily directed to the provision of quality service. they will surely lead to the development of quality service in libraries in Myanmar.[*]

(*) Adapted from Quality service for all — *ASEAN-COCI SEMINAR.* 1997

LANGUAGE FOCUS

A. Word forms: Nouns

Negative prefixes: non-, dis- = not

You can change the meaning of a noun in English by placing a prefix (**non-, dis-**) in front of it.

Add a prefix (**non-, dis-**) to the following rootwords, then fill the gaps in the sentences below.

fiction	_____	payment	_____
regard	_____	ability	_____
advantage	_____	violence	_____
smoker	_____	appearance	_____
approval	_____	order	_____
resident	_____	sense	_____

1. Nobody noticed the girl's _____.
2. The bar is open to _____.
3. The lack of decent public transport is a great _____.
4. People who smoke sit in the back of a plane. _____ sit in the front.
5. The Indian leader, Gandhi, was a great believer in _____. He believed protests and demonstrations should be peaceful.

6. She swims well despite her _____.

7. She won't stand for any _____ from the staff.

8. She shook her head in _____.

9. I prefer _____ to fiction.

10. She shows a total _____ for other people and their feelings.

11. Everyone began shouting at once and the meeting broke up in _____.

12. His father was taken to court for _____ of rent.

B. Word forms: Participial adjectives

Both the **–ing** form of the verb (the present participle) and the **–ed** form (the past participle) are used as adjectives. The **–ed** form often shows that the noun received the action. or it describes how a person feels. The **–ing** form often shows some action that the noun took. or it describes an object or possibly a person. However. there are many exceptions.

Julia was **bored** because the movie was **boring.**

David is very **interested** in politics. He thinks politics is very **interesting.**

Put the right form of an appropriate verb in each sentence.

1. (tire) It was a very _____ journey.

2. (bore) Why do you look so _____ at school?

3. (excite) It was a terribly _____ day.

4. (amuse) It was an extremely _____ program.

5. (worry) The last half hour was a _____ time.

6. (frighten) I've never been so _____ in my life.
7. (disappoint) Your exam results are _____ . I thought you would do much better.
8. (guess) Children like to play _____ games.
9. (demand) Mr. John is a very _____ teacher. He makes the students work hard and do their best.
10. (damage) A _____ car needs to be fixed.

C. Verb + Preposition

Read out the beginning of the sentence and try to find how it ends. The second half always begins with a preposition. Make a note, when you have finished, of all the verb + preposition phrases.

1. I can't introduce Joe to my mother. She never appoves

2. It's too noisy. I can't concentrate

3. Doctor. I'd like to apologise

4. David is a bit mean. He doesn't believe

5. Sarah might be back at work tomorrow. It depends

6. Put your money away. I insist

7. The security guard

a. from a serious illness like this.

b. in passing his driving test.

c. from an awful migraine.

d. from entering the building.

e. of someone I knew at college.

f. on paying for everyone's drinks.

g. in spending more than five pounds on dinner.

h. on my exam revision.

i. on what the doctor says.

j. for missing my last appointment.

k. of any of my boyfriends.

prevented us

8. That woman by the
   bar reminds me

9. After six attempts,
   Tim succeeded

10. Mary can't come to
    work. She's suffering

11. The doctor says it
    could take some time
    for him to recover

◆ Building Vocabulary Skills

A. Vocabulary review

Write the missing words in the sentences below. Choose from the following:

online	journals	front
overnight	reading	sorting
'chapters'	two	back

1. Reserve items can be borrowed for _____ hours for use in
   the Library or in some cases _____.

2. Tables of contents are usually found at the _____ of a
   book or journal, though some journals may have the table of
   contents on the back cover.

3. In _____, the table of contents lists the articles
   contained within the journal and the associated page
   numbers.

4. A book is usually broken down into sections, referred to as _____, which deal with particular topics.

5. CD-ROMs contain _____ indexes, databases and software which can be viewed and searched on a computer.

6. You will find citations in _____ lists, periodical indexes and bibliographies.

7. If a library item has a status of 'Recently returned' in the catalog, look for it in the main and then on the _____ shelves.

8. An index is usually found at the _____ of a book, after the main text.

B. Context clues

Practise using context clues. Choose the nearest equivalent word/phrase to each word in **bold** print from a, b, c and d. These words are from unit 8. (Do not use your dictionary.)

1. The University of Melbourne is **considered** to be one of the best in Australia.

   a. believed   b. charged

   c. trying   d. always

2. **What size** shoes does Marjory take?

   a. How long

   b. How big

   c. What price

   d. What colour

3. Algernon earns a **modest** salary.

   a. very high

    b. very low

    c. rather low

    d. well-earned

4. This university **maintains** a swimming pool.

    a. repairs

    b. has, and looks after

    c. wants

    d. would like to have

5. In the desert, water is very **scarce.**

    a. bitter

    b. in poor supply

    c. hot

    d. mixed with sand

6. The McMahon children all sleep in **separate** bedrooms.

    a. different

    b. far removed

    c. small

    d. not attached to the house

7. **Within** the university there are ten residential colleges.

    a. All in the same building

    b. As part of

    c. Dependant on

    d. Far removed from

8. The footpath is **exclusively** for pedestrians.

    a. especially   b. not

    c. only   d. expensively

9. Before the invention of the typewriter, all letters had to be **handwritten.**

    a. typed by hand

    b. hand delivered

    c. written on one's hand

    d. penned or pencilled by hand

10. All courses in that school are subject to **evaluation** at the end of each year.

    a. judgement about its quality

    b. estimate of its cost

    c. payment of teachers

    d. cancellation

UNIT 8
ACADEMIC LIBRARIES

◆ Pre-reading

1. What kinds of people do you think academic libraries serve?

2. Name some of the academic libraries that you have known. Describe in detail if possible.

◆ Reading

COLLEGE AND UNIVERSITY LIBRARIES

Research plays a central role in the academic work of students and faculty at colleges and universities. As a result, college and university libraries—also called academic libraries—are often **considered** the most important resource of an institution of higher education. Because students and faculty at colleges and universities may wish to conduct research within any conceivable academic discipline, the collections of academic libraries usually reflect a vast range of interests and formats. Academic libraries range in **size** from the **modest** collections found in small liberal arts colleges to the immense collections found at research universities. Research universities **maintain** some of the largest libraries in the world. Most academic libraries are linked to other libraries in cooperative

networks, enabling them to share **scarce** and little-used materials required for advanced research. Many academic libraries open their collections to the public, although borrowing privileges are often limited in the case of users not affiliated with the college or university.

Large research universities often have **separate** libraries **within** individual academic departments, schools, or colleges. For example, academic branch libraries may devote their collections **exclusively** to agriculture, art, chemistry, mathematics, psychology, or other academic disciplines. Universities may also divide their libraries into undergraduate and graduate divisions. Undergraduate libraries typically offer relatively general materials needed to support study toward a four-year, undergraduate degree. Graduate libraries contain materials for more specialized study toward an advanced, graduate degree. Some academic libraries also have separate buildings for rare books, **handwritten** manuscripts, maps, and other specialized collections.

Academic libraries generally attempt to expand their holdings on an ongoing basis. However, during the 1990s, acquisition of expensive printed materials began slowing at most academic libraries as more funds were devoted to the acquisition of new computers, telecommunication equipment for access to the Internet, and online databases.

Because of the complexity, range, and diversity of formats and information in academic libraries, colleges and universities offer programs to introduce incoming students and faculty to the institution's library services. These programs are designed to teach new users effective ways to make use of a variety of reference tools and library search mechanisms. In some parts of the United States, for example, college accreditation agencies require institutions to

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offer library-sponsored courses on information retrieval and evaluation. [*]

◆ Working with vocabulary

A. Focus on the reading

Choose the best word or phrase for each sentence. Use each word or phrase only once. They are in sentences from the reading passage.

devote	considered	separate
size	modest	maintain
within	evaluation	handwritten
exclusively	scarce	general

1. Research plays a central role in the academic work of students and faculty at colleges and universities. As a result, college and university libraries—also called academic libraries—are often _____ the most important resource of an institution of higher education.

2. Academic libraries range in_____ from the_____ collections found in small liberal arts colleges to the immense collections found at research universities.

3. Research universities_____ some of the largest libraries in the world.

---

4. Most academic libraries are linked to other libraries in cooperative networks, enabling them to share _____ and little-used materials required for advanced research.

5. Large research universities often have _____ libraries _____ individual academic departments, schools, or colleges.

6. Academic branch libraries may devote their collections _____ to agriculture, art, chemistry, mathematics, psychology, or other academic disciplines.

7. Some academic libraries also have separate buildings for rare books, _____ manuscripts, maps, and other specialized collections.

8. In some parts of the United States, for example, college accreditation agencies require institutions to offer library-sponsored courses on information retrieval and _____.

B. Focus on New Contexts

Choose the best word or phrase for each sentence. Use each word or phrase only once. These words are in different sentences.

considered	within	modest	size
separate	maintain	scarce	some
handwritten	evaluate	exclusive	

1. He will be _____ a weak leader.

2. The children sleep in _____ beds.

3. The police interviewed everyone living _____ the area shown on the map.

4. The hero was very _____ about his great deals.

5. The _____ of the crop depends on the productivity of the soil.
6. He's generally _____ to have the finest tenor voice in the country.
7. Children should eat enough nutritious food to _____ their strength.
8. It was wartime and food was _____
9. Please give me a _____ receipt.
10. I can't _____ your ability without reading your articles.
11. This is an interview _____ to the Ho Chi Minh City Police weekly.

♦ **Understanding the reading**

A. Comprehension: True/False

Write **T** if the sentence is true and **F** if the sentence is false

1. Some of the largest libraries in the world are found at research universities.
2. Academic libraries are usually not open to people other than staff or students at the institution to which they are attached.
3. In the mid-1990s, Canada and the USA had more than 3,800 academic libraries.
4. Between them, these libraries had more than 1,000 million volumes.
5. The largest academic library in the world is in Cambridge, in England.
6. Since university students have usually learned about

computer use when they were at secondary school. it is not necessary for university libraries to conduct courses in information retrieval and evaluation.

7. Universities usually have quite separate undergraduate and graduate divisions.

8. Academic libraries often have separate branches for the various faculties or departments of learning, such as physics, psychology, and history.

9. Rare books and manuscripts are often kept in separate rooms or even separate buildings.

10. During the last decade or so, academic libraries have been using more of their budget to pay for new computers and other equipment, and as a result they have not been able to expand their holdings of books and journals as much as in earlier years.

B. Comprehension questions

Answer the questions about the reading.

1. Why is the library often considered to be the most important resource of a university?

2. Is it possible for academics to do research in any discipline, or is research confined to selected disciplines?

3. What kind of universities have the largest libraries?

4. Sometimes university book collections are divided into separate libraries. In what ways or for what reasons is such a division made?

5. Are all university libraries divided into undergraduate and graduate divisions?

6. Why did the acquisition of expensive printed material slow down somewhat during the 1990s in many universities?

7. Why do universities need to run short courses for new students?

◆ Further practice

A. Discussion

1. What do you think of academic libraries in Vietnam? (Think of their organization, services etc.)

2. Do you think that in the future academic libraries in Vietnam should be changed to meet the demand of the Vietnamese library users? Give your reasons and your suggestions.

B. Guided writing

Composition topic:

Choose one of the academic libraries in Vietnam which you know well and write a composition to describe it in detail. It should include the following components: (i) a description of the building and its contents, (ii) any changes that have occurred over recent years, (iii) suggestions on how it might be improved.

◆ Further reading

THE UNIVERSITY BRUNEI DARUSSALAM LIBRARY

The main academic library in Brunei is the University of Brunei Darussalam Library (UBDL). When the UBDL was established. many began to realize the essential role of a library in the support of teaching. learning and research activities.

There are only a handful of institutions of higher learning in Brunei. The UBDL is the largest and came into being in 1986. Initially, the UBDL was situated at the old campus in Gadong. It occupied a building once allocated for the Institute of Education Library, which was later incorporated into the UBDL.

Now at the new campus on a large area along the coastal way fronting the South China Sea, UBDL accommodates the Academic Services Center shared with the Computer Center and Educational Technology Center. At this elegant and beautiful building, the UBDL occupies a major portion.

The total collection of the library is about 320,118 volumes, 250,000 books and 2,500 journals and serials. There is a very wide ranging collection in support of the learning, teaching and research programs in the university.

At present, the total number of library staff is 54, including 17 professionals, while the rest, though they are not qualified, have long working experience. Most of the University Library staff receive library training from the United Kingdom and some of them obtained their qualifications from Malaysia, with Diplomas in Library Science.

UBDL has conducted many types of internal training for the library staff. Besides occasional internal training, the library also sends its staff overseas to attend various conference, seminars, workshops and meetings in the field of library development. The UBDL organizes a one-week course on Library Management, Planning and Services for selected librarians from government departments.

The library has 8 divisions, and each is managed by a head of division. The library has 251 seats, 5 discussion rooms and 10 individual study rooms.

The most significant recent event has been the computerization of UBDL. Data input is nearly completed. A total of 73,000 bibliographic records from 120.000 items are already in the database. While editing is still going on. the UBDL has started doing barcodes and spine labels and affixing magnetic synthesizers. Student personal information is collected and soon the students will receive their membership cards.

The library is using the VTLS Virtual software. Meanwhile, the UBDL has installed a PC-based system for accessing bibliographic references such as DIALOG. stand-alone CD-ROM like ERIC, AB/Inform, and Bookshelf. The library has installed e-mail and Internet facilities.

UBDL is a mission-driven library. It promises to be an excellent library for the support of teaching. learning, research and the community service-activities of the university, by providing client-oriented, innovative, and competent professional services: by building strong and relevant resource collections; by managing an efficient and effective system; and by implementing and utilizing available and relevant technology. (*)

(*) Adapted from Quality service for all — *ASEAN-COCI SEMINAR.* 1997

LANGUAGE FOCUS

A. **Word forms:** Adjectives

Negative prefixes: in-, dis-, non-, or ir- = not

You can change the meaning of a word in English by placing a prefix (**in-, dis-, non-,** or **ir-**) in front of it.

Add a prefix (**in-, dis-, non-,** or **ir-**) to the following rootwords, then fill the gaps in the sentences below.

experienced	_____	consistent	_____
complete	_____	fat	_____
honest	_____	formal	_____
dependent	_____	expensive	_____
regular	_____	correct	_____
satisfied	_____	responsible	_____

1. _____ yogurt is better for you than ice cream.
2. Jaime's homework is _____ because he felt sick last night.
3. It was very _____ of her to cheat in the examination.
4. You don't need to wear a suit or a jacket; it's going to be a very _____ party.
5. This year our country will have been _____ for 40 years.

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6. Ann wants an _____ apartment because she doesn't have much money.
7. "To go " is an _____ verb.
8. He often gives _____ answers.
9. All the students of that faculty are _____ with (at) their professor's inequitable behaviour.
10. Sometimes words are _____ with deeds.
11. She is _____ to do that work.
12. Don't be such an _____ person if you don't want to be dismissed.

B. Word forms: Verbs

Choose the correct forms of the verbs in parentheses

Central America (1)_____ (maintain) very few school libraries, although the United Nations Educational, Scientific and Cultural Organization (UNESCO) (2)_____ (sponsor) a pilot project in the 1960s to establish school libraries in Honduras. The project (3)_____ (lay) some foundations for a school library service by the late 1970s when it (4)_____ (suspend) due to political instability in the region. UNESCO (5)_____ (revive) the program in the late 1980s after most political unrest (6)_____ (subside).

C. Clause reduction

Relative clause can be reduced by using participle phrases. There are 2 types of participle phrases:

- **Present participle phrases:**

    The man who is sitting next to you is my brother.

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→ The man sitting next to you is my brother.

Do you know the boy who broke the windows last night?

→ Do you know the boy breaking the windows last night?

- **Past participle phrases:**

    The books which were written by Mark Twain are interesting.

    → The books written by Mark Twain are interesting.

    The pupils who were punished by the teacher are lazy.

    → The pupils punished by the teacher are lazy.

    The house which is being built now belongs to my uncle.

    → The house built now belongs to my uncle.

Reduce relative clauses to phrases:

1. The envelop which lies on the table has no stamp on it.
2. The woman who is sitting there is my teacher.
3. Benzene, which was discovered by Faraday, became the starting point in the manufacture of many dyes, perfumes and explosives.
4. My grandfather, who is old and sick, never goes out of the house.
5. The man who lives next door to me is a well-known actor.
6. I saw many houses that were destroyed by the storm.
7. The teaching method which is used here is very successful.
8. We are living in the house which was built in the 1960s.
9. The city which was destroyed during the war has now been rebuilt.

10. The vegetables which are sold in this shop are grown without chemicals.

◆ Building Vocabulary Skill

A. Vocabulary review

Match the words in column A with their meanings in column B.

A		B	
1. range from...to...	a.	being a citizen, especially of a particular country, with the rights and duties that involves
2. rural		
3. urban		
4. downtown	b.	using both sight and sound
5. citizenship	c.	child; youth; young person
6. teenager	d.	full or wide range
7. youngster	e.	vary or extend between specified limits
8. phase		
9. immigrant	f.	stage in a process of change or development
10. spectrum	g.	situated in or living in a city or town
11. biography		
12. audiovisual	h.	in the center of a city, especially the main business and commercial district
	i.	story of a person's life written by somebody else

j.   person aged from 13 to 19

k.   person who has come to
live permanently in a
foreign country

l.   of, in or suggesting the
countryside

B. Context clues

Practise using context clues. Choose the nearest equivalent word/phrase to each word in **bold** print from a, b, c and d. These words are from unit 9. (Do not use your dictionary.)

1. Thuy works for a large Korean **corporation.**

   a.   shop

   b.   company

   c.   government department

   d.   employer

2. Van runs his own **business.**

   a.   commercial enterprise

   b.   bookshop

   c.   school

   d.   busy schedule of events

3. Whitehall is the name of a part of London which is a **centre** for government offices.

   a.   town   b. river

   c.   suburb   d. main place

4. James is able to **operate** a bulldozer.

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a. buy   b. own

c. see   d. work.

5. The university **presented** Kim Anh with a prize for the best thesis in Education for that year.

   a. caused to write

   b. gave

   c. took away

   d. paid for

6. Dorothy **achieved** a high mark in all her subjects.

   a. reached/obtained

   b. tried to obtain

   c. wanted/desired

   d. worked towards

7. Very few people **are able** to translate the ancient Egyptian language.

   a. want to   b. try to

   c. can   d. study

8. The few shops in the village do not sufficiently **meet** the needs of those who live there.

   a. pay for

   b. have a meeting with

   c. eat

   d. fulfil

9. Taiwan has a population of **about** twenty million people.

   a. approximately   b. living

   c. exactly   d. possibly

10. Apart from his brother and a nephew, Thomas has no **other** living relatives.

    a.   dead   b. additional

    c.   clever   d. new

11. The internet **facilitates** access to information from all over the world.

    a. enables/makes easier

    b. prevents/makes difficult

    c. makes pleasant

    d. encourage

SPECIAL LIBRARIES

◆ Pre-reading

1. What kinds of people do you think special libraries serve?
2. Name some of the special libraries that you have known. Describe in detail if possible.

◆ Reading

Many **corporations**, private **businesses**, government agencies, museums, religious institutions, hospitals, associations, and other organizations maintain their own libraries to serve the specialized needs of their employees or members. These libraries are commonly called special libraries, but they may also be called information **centers**, research centers, or **technical** libraries. The collections of special libraries depend on the specific needs of the organizations they serve. For example, a law firm may maintain its own library of legal documents for use by its lawyers and staff, while a hospital may **operate** a library of materials in the health sciences to serve its doctors and nurses. In addition to performing the same functions as other libraries, special libraries evaluate, package, and **present** information to users in ways designed to increase productivity and add to the efficiency of their parent organization. They **achieve** these goals by reducing the time that

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employees spend searching for data and by providing information that facilitates improved decision making.

Special librarians must be **able** to design and manage library collections and services to **meet** the specific needs of the individuals or organization being served. To do this. they require in-depth knowledge of the sources of information in specialized subject areas such as biology, business, and law. They often hold degrees in these subject areas in addition to master's degrees in library or information science.

The Special Libraries Association represents **about** 15.000 special librarians from the United States, Canada. and **other** countries. The organization is divided into units of various fields of specialization. such as aerospace engineering, chemistry, law, and petroleum and energy resources. The Special Libraries Association **facilitates** interaction among special librarians in a given field. promotes continuing education among special librarians, and helps special librarians build problem-solving networks.[*]

♦ Working with vocabulary

A. Focus on the reading

Choose the best word or phrase for each sentence. Use each word or phrase only once. They are in sentences from the reading passage.

| present | corporations | businesses | such |
| centers | area | operate | facilitates |

(*) Extracted from *Library (institution)*. Microsoft® Encarta® Online Encyclopedia. 2004

achieve   able   meet   about
other   technical

1. Many _____, private _____, government agencies, museums, religious institutions, hospitals, associations, and other organizations maintain their own libraries to serve the specialized needs of their employees or members.

2. These libraries are commonly called special libraries, but they may also be called information_____, research centers, or_____libraries.

3. The collections of special libraries depend on the specific needs of the organizations they serve. For example, a law firm may maintain its own library of legal documents for use by its lawyers and staff, while a hospital may _____ a library of materials in the health sciences to serve its doctors and nurses.

4. In addition to performing the same functions as other libraries, special libraries evaluate, package, and _____ information to users in ways designed to increase productivity and add to the efficiency of their parent organization.

5. They _____ these goals by reducing the time that employees spend searching for data and by providing information that facilitates improved decision-making.

6. Special librarians must be _____ to design and manage library collections and services to_____ the specific needs of the individuals or organization being served.

7. The Special Libraries Association represents _____ 15,000 special librarians from the United States, Canada, and _____ countries.

8. The Special Libraries Association_____ interaction among special librarians in a given field, promotes continuing education among special librarians, and helps special librarians build problem-solving networks.

B. Focus on New Contexts

Choose the best word or phrase for each sentence. Use each word or phrase only once. These words are in different sentences.

able	meet	corporations	presents
businesses	centre	achieved	other
technical	operate	about	facilitate
evaluate			

1. Broadcasting authorities are often public _____.

2. Many small _____ have gone bankrupt recently.

3. Children like to be the _____ of attention.

4. The article is rather _____ in places.

5. They _____ three factories and a huge warehouse.

6. He's _____ the same height as you.

7. Mr Smith and three _____ teachers came there five years ago.

8. This _____ some difficulty.

9. The child is not yet _____ to write.

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10. Our latest model should _____ your requirements exactly.

11. I've _____ only half of what I'd hoped to do.

12. Be sensible, and we will _____ your business.

♦ Understanding the reading

A. Comprehension: True/False

Write **T** if the sentence is true and **F** if the sentence is false

1. Special libraries are often found in hospitals, museums and large businesses.

2. Special libraries are intended to serve the population as a whole.

3. Law firms usually have libraries with large collections of medical books.

4. There is a certain amount of overlap between the functions of a special library and those of a general library.

5. Special libraries are intended to help an organization's members and employees to do their work more efficiently.

6. The Special Libraries Association has more than 15,000 members from countries other than Canada.

7. Librarians in charge of large special libraries need to be qualified both in the relevant subject area and in library science.

B. Comprehension questions

Answer the questions about the reading.

1. Which of the following might have a special library for the

use of its members or employees: law firms; museums; hospitals; government departments; businesses?

2. Who would be the main readers of books and journals in a hospital medical library?

3. What two main areas does the librarian of a special library need to have?

4. What does the Special Libraries Association do?

5. Give two other names for special libraries.

6. In what kind of special library would you expect to find the following?

(a) Books on the composition of blood and on the treatment of pneumonia;

(b) Books on international law;

(c) Books on weather forecasting.

♦ Further practice

A. Discussion

1. What do you think of special libraries in Vietnam? (Think of their organization, services, etc.)

2. Do you think that in the future special libraries in Vietnam should be changed to meet the demand of the Vietnamese library users? Give your reasons and your suggestions.

B. Guided writing

Composition topic: Describe a special library in Vietnam which you know well and compare it with other libraries.

This is a descriptive (and comparative topic). Make sure to

include the main features of the library you have chosen, any changes that have occurred over recent years and suggestions on how it might be improved. Explain how other important libraries (e.g. public libraries, school libraries, academic libraries) are similar and how they are different.

♦ Further reading

SPECIAL LIBRARIES ASSOCIATION (SLA)

The Special Libraries Association (SLA) was founded in 1909 by John Cotton Dana, a librarian credited with developing the first special collection. The goal of the Association is to advance the leadership role of special librarians throughout the world. The Association's 12,500 members form an international network of information professionals whose common purpose is to meet the information needs of their clients by putting knowledge to work.

SLA members work in special libraries serving such areas as business, research, government, universities, newspapers, museums and institutions that use or produce specialized information. SLA has a tradition of providing support, services and opportunities for today's information professionals.

The Association is governed by a board of Directors elected by the membership. The Association has two major subdivisions. Chapters are geographically located, i.e. city, state, province or region. Divisions are organized to represent specific subject interests, special formats of materials collected, special techniques or types of employers. SLA has 55 chapters in the US, Canada and Europe and 27 divisions. SLA also has three caucuses and a number of committees appointed by the president that provide

direction for programmes and services offered by the Association.

SLA chapters and divisions are extremely active. One of the most valued of chapter activities is the series of meetings each chapter holds throughout the year, offering members the opportunity to get involved locally and net-work with colleagues in the field. Divisions provide members with a means of direct communication with others who share a common subject interest or information format in their special libraries. One purpose of the division is to arrange events, seminars and workshops at SLA's Annual Conference. Both chapters and divisions publish bulletins that keep their members abreast of issues and activities.

The Association fosters the establishment of student groups at schools of library and information science. These units are independent of SLA chapters – however, cooperative programmes are undertaken and student members are encouraged to participate in both chapter and student group activities. There are currently 36 active SLA student groups. With a staff of 34 individuals, the Association headquarters in Washington, D.C. is committed to meeting the many and diverse needs of its members.

SLA is concerned, like its members, with the dissemination of useable information to its clients. SLA's clients are its members as well as those audiences, including the general public, who can benefit from knowing about special libraries and the people who run them. To facilitate the process of information dissemination. SLA has hired for the first time in its history, a chief information officer. The new employee will manage the publications, computer and information resource functions of the Association. She will ensure that information gathering and dissemination continue to be high priorities for the Association.

SLA headquarters staff is committed to bringing members the

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widest possible selection of educational opportunities. SLA Board of Directors and staff are extremely active in the information world. sharing their talents and expertise with a number of different information-related organizations. Because of its pivotal role in the information community, SLA has been a leader in examining information policies. Staff has also been active preparing for the 1991 White House Conference on Library and Information Services.

On many different occasions, SLA has voiced its opinion that all citizens should have open access to information. Most recently. SLA has protested about the cessation of two vital US government publications. In situations like this, SLA encourages members to express their views by writing to their elected officials and the heads of the agencies involved.

As SLA moves quickly into the twenty-first century, it follows two new roadmaps. One is a plan to increase membership in SLA by 2 per cent each year for the next 15 years. The second roadmap is the SLA strategic Plan adopted last year by the Board. Also intended to span a 15 year period, the plan takes a careful look at SLA's mission and the environment in which special librarians operate.

SLA programmes and services are future-oriented. taking into account the many changes in technology, economy. and rising expectations of information professionals. SLA's plans for the future include new strategies for gathering and disseminating information; more opportunities for professional networking; new continuing education programmes to keep pace with member needs and changes in the profession; a greater role in educating future special librarians; an increased visibility and awareness for the work of special librarians; more co-operation between SLA and

other organizations that serve the information community; and increased worldwide activities.[*]

LAGUAGE FOCUS

A. Word forms: Verbs

Negative prefixes: dis-, mis-, or de- = not

You can change the meaning of a verb in English by placing a prefix (**dis-, mis-,** or **de-**) in front of it.

Add a prefix (**dis-, mis-,** or **de-**) to the following rootwords, then fill the gaps in the sentences below.

possess	_____	understand	_____
connect	_____	please	_____
obey	_____	frost	_____
continue	_____	print	_____
like	_____	agree	_____
interpret	_____	match	_____

1. The airline will _____ service to that city. It is not a popular place to go.
2. There was an amusing _____ in today's newspaper. Instead of saying 'The dead man' it said, 'The head man'.
3. 'I think shops should be closed on Sundays.'

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'I _____! I think they should be open seven days a week.'

4. I _____ all animals – especially cats. My sister, on the other hand, loves them.

5. Nowadays many children _____ their parents.

6. Remember to _____ this cake before eating.

7. If you don't pay your bills, they'll _____ your electricity.

8. He'd do anything rather than _____ his parents.

9. The nobles were _____ (of their estates) after the war.

10. Don't _____ what I am going to say.

11. He _____ her silence as indicating agreement.

12. The two players were badly _____.

B. Articles

Fill in the blanks with correct articles when necessary.

(1)_____ central mission of (2)_____ library is to collect, organize, preserve, and provide access to knowledge and information. In fulfilling this mission, libraries preserve (3) _____ valuable record of culture that can be passed down to succeeding generations. Libraries are (4)_____ essential link in this communication between (5)_____ past, present, and future. Whether (6)_____ cultural record is contained in books or in electronic formats, libraries ensure that (7)_____ record is preserved and made available for later use. Libraries provide (8)_____ people with access to (9)_____ information they need to work, play, learn, and govern.

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C. Conditionals

Match the first and second parts of the sentences below:

1. If we'd caught the earlier train

2. You wouldn't be feeling sick

3. If I'd known you were in town,

4. I'd offer to help

5. If you had your keys when you left,

6. It might be quicker

7. If you won't make an effort,

8. Don't ring

9. If you're staying in Milan an extra week,

10. Everything should be fine

11. If you ask me,

12. I'd better take an umbrella

13. If you knew she was a vegetarian.

14. Why did you order the caviar

a. she'd be living in the South of France now.

b. if you get a taxi to the airport.

c. we'd be in Edinburgh by now.

d. if you hadn't eaten so much chocolate.

e. how do you expect to succeed?

f. if you've only got a fiver to spend?

g. you'd better pack some more clothes.

h. if it's going to rain again.

i. you'd be mad to spend $30.000 on a car!

j. unless it's urgent.

k. we could have gone out for a meal.

l. providing we don't panic.

15. If Angela had married
    Pierre,

m. then where could
   you have lost them?

n. if I thought it would
   do any good.

o. why did you give
   her roast chicken?

◆ Building Vocabulary Skills

A. Vocabulary review

Write the missing words in the sentences below. Choose from the following:

date	reserve	specified
internet	subject	later
fines	loan desk	book

1. The _____ contains items on reading lists or in high demand.

2. Borrowing involves the loan of a library item for a _____ length of time.

3. A citation provides essential information about a _____ or a journal article.

4. Citations usually include the author. title of the book. publication _____ and page numbers.

5. The_____allows communication. research. discussion and 'surfing the Web' to take place by. and between. people from all over the world.

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6. Penalties and _____ apply to all library materials which are returned late.

7. The _____ also provides information about renewals, fines, borrowing rights, etc.

8. An index can also help you to find journal articles on a particular _____.

9. It is important to return borrowed items to the Library no _____ than the return date as there are penalties and fines for returning items late.

B. Context clues

Practise using context clues. Choose the nearest equivalent word/phrase to each word in **bold** print from a, b, c and d. These words are from unit 10. (Do not use your dictionary.)

1. A knowledge of the Greek language **enables** one to read Plato and Aristotle in the original.

    a. encourages

    b. prevents

    c. makes it possible for

    d. approves

2. Being able to cope with elementary arithmetic is one of the **needs** of everyday life.

    a. requirements   b. options

    c. tasks   d. means

3. Animals can be **classified** into different species.

    a. grouped   b. tamed

    c. taught   d. found

4. A large **majority** of the people in Canada speak English.

    a. group

    b. less than half

    c. more than half

    d. conglomeration

5. Robert was appointed as chief librarian in 1980 and he has **remained** in that position ever since.

    a. worked

    b. stayed

    c. grew tired

    d. tried to do a good job

6. Turkey **adopted** a Roman-style alphabet early in the Twentieth Century.

    a. invented   b. objected to

    c. changed   d. took on

7. What used to be a separate Teachers' College has now been **integrated** with the University.

    a. abolished

    b. joined (to become part of)

    c. replaced by

    d. built up in opposition to

8. The use of carefully constructed complex sentences is **characteristic** of the writing style of Sir Walter Scott.

    a. frequent   b. typical

     c. admirable   d. formidable

9. Most students have **difficulty** learning a new language.
    a. an easy time
    b. pleasure
    c. a hard time
    d. profit

10. We are trying to **raise** enough money to build a recreation hall for overseas students.
    a. gather
    b. spend
    c. ask the government for
    d. count

SECTION THREE
TECHNICAL PROCESSING

UNIT 10
CATALOGS

♦ Pre-reading

1. What do you understand by the word 'catalog'?
2. Work out as many types of catalog as possible?
3. Which types of catalog do you often use in finding materials in the library?

♦ Reading

A library catalog is an index to the library's collection that **enables** a user to find materials. Library users can determine whether the library owns the materials they need by searching through catalog records. In many cases the information provided on the record will enable the patron to make a decision about whether the item listed suits his or her **needs.** Catalog records typically list the item's author, its title, its subjects, the date it was published, the name of its publisher, and other information. In addition, the catalog record contains the item's *call number,* a combination of letters and numbers used to **classify** the work. The call number also indicates the item's location in the library. For example, a book on architecture is classified—and arranged in the library—with the library's other books on architecture.

Library catalogs may limit their listings to the items the library owns, or they may include listings for the holdings of other libraries as well. Library catalogs that list the holdings of multiple libraries are called *union catalogs*. Libraries list their holdings in several different kinds of catalogs, including book catalogs, card catalogs, microform catalogs, and computerized catalogs in either CD-ROM or online format. The **majority** of library patrons now use computerized catalogs.

Book Catalogs

Book catalogs list the holdings of the library in a catalog in book form. Libraries first introduced book catalogs in the late 16th century, and they **remained** popular for some 300 years. The book catalog features complete information about each item, usually under the name of the author. Alternate listings organized by title or subject usually contain brief descriptions of each item. Librarians consider the portability of the book catalog to be a major advantage. Book catalogs are also relatively inexpensive to produce in multiple copies. The book catalog's great disadvantage is that it is not easily updated; libraries must issue supplements to list new items that the library has acquired. Few modern libraries continue to publish book catalogs.

Card Catalogs

Card catalog entries are printed on cards that libraries arrange alphabetically in drawers. A card catalog usually contains three types of cards for each item in the library's collection. The first type has the author's name or other persons or institutions that contributed to the work on the top line, the second has the title of

the book or other item on the top line, and the third has the subject of the item on the top line. Usually the subject heading is printed in all capital letters or in red for further emphasis. Each drawer in the library's card catalog has a label telling what initial letters are included in it.

The card catalog largely replaced the book catalog in the late 19th century because it could easily be expanded by filing new cards as the library added new materials. In addition, more than one person could use the card catalog at any given time. The card catalog's acceptance was enhanced in 1901, when the Library of Congress began to sell copies of its catalog cards to other libraries. The card catalog system is still widely used, although its popularity began to decline when libraries **adopted** computerized catalogs.

Microfiche Catalogs

A microfiche catalog is similar in organization to a book or card catalog, but its format is different. Microfiche is a small sheet of film printed with rows of very small images that can be viewed using a library's microfiche viewer, which magnifies the images. A microfiche catalog allows libraries to store vast amounts of catalog information in much smaller spaces than printed catalogs require. Whilst book catalogs and a few card catalogs list complete entries only under the author's name, usually all entries in a microfiche catalog are complete. This means that each entry will contain the item's author, its title, its subject, its call number, the date it was published, the name of its publisher, and other information. Despite this advantage, only a few library users can access the typical library's limited number of microfiche viewers at any given time. Although many libraries maintain microfiche catalogs, most rely primarily on their computerized catalogs.

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Computerized Catalogs

Often referred to as *online public access catalogs* (OPACs) or *online catalogs*, computerized catalogs were first introduced in libraries in the early 1980s. Online catalogs provide broader access to a library's collection by allowing more sophisticated searching of the catalog. They are also updated easily. Using a computer, a modem, and telephone lines, they can be searched from locations outside the library building through the Internet. In addition, many libraries have **integrated** their online catalogs with their circulation systems, providing information on the status of a book's availability in the library in addition to the usual cataloging information. This useful feature has never been a **characteristic** of other catalog formats. Despite these advantages, libraries with small operating budgets have **difficulty raising** the funds to convert book catalogs, microfiche catalogs, or card catalogs into machine-readable formats that computers can use. [*]

◆ Working with vocabulary

A. Focus on the reading

Choose the best word or phrase for each sentence. Use each word or phrase only once. They are in sentences from the reading passage.

enables	majority	adopted	integrated
needs	classify	remained	characteristic
search	difficulty	raisin	systems

1. A library catalog is an index to the library's collection that _____ a user to find materials.

2. In many cases the information provided on the record will enable the patron to make a decision about whether the item listed suits his or her _____.

3. In addition, the catalog record contains the item's *call number*, a combination of letters and numbers used to _____ the work.

4. The _____ of library patrons now use computerized catalogs.

5. Book catalogs list the holdings of the library in a catalog in book form. Libraries first introduced book catalogs in the late 16th century, and they _____ popular for some 300 years.

6. The card catalog system is still widely used, although its popularity began to decline when libraries_____ computerized catalogs.

7. In addition, many libraries have _____their online catalogs with their circulation systems, providing information on the status of a book's availability in the library in addition to the usual cataloging information. This useful feature has never been a _____ of other catalog formats.

8. Despite these advantages, libraries with small operating budgets have _____ _____ the funds to convert book catalogs, microfiche catalogs, or card catalogs into machine-readable formats that computers can use.

B. Focus on New Contexts

Choose the best word or phrase for each sentence. Use each word or phrase only once. These words are in different sentences.

raise	need	remains	characteristics
enable	classified	divided	duty
majority	difficulty	adopted	integrated

1. Vietnamese Law on labour was _____ by the Vietnamese National   Assembly in June 1994.

2. The buildings are well _____ with the landscape.

3. We tried our best to _____ the reputation of our firm.

4. Taxis _____ us to see all our relatives in this city.

5. I feel a _____ to talk to you about it.

6. The books in the library are _____ according to subject.

7. The _____ of people seem to prefer TV to radio.

8. His popularity among working people _____ as trong as ever.

9. I'd the greatest _____ in persuading her.

10. What _____ distinguish the Vietnamese from the Chinese?

Understanding the reading

A. Comprehension: True/False

Write **T** if the sentence is true and **F** if the sentence is false

1. The oldest kind of catalogs was called 'book catalogs'.
2. Book catalogs had the advantage that it was easy to update them from time to time.
3. Card catalogs always indicate the name of a book's author on the top line of each card.
4. In a card catalog it is normal for each book to have three separate cards: one would be arranged alphabetically according to author, another according to title, and the third according to subject-matter.
5. Normally each of the three cards for any one book would list author, title and subject matter, though not necessarily in that order.
6. It is much easier to update a card catalog than a book catalog.
7. Microfiche catalogs can store a great deal of information in a small space.
8. Computerized catalogs can be either on CD-ROM or online.
9. Online catalogs can be easily updated, and they can be consulted by large numbers of enquirers at the same time, and either at or away from the relevant library.
10. Computerized catalogs are today the best option for all libraries, large and small.

B. Comprehension questions

Answer the questions about the reading.

1. Name six important items of information that would normally be shown on a catalog card (or catalog record on computer).

2. What is a call number?
3. What is it for?
4. What is a union catalog?
5. What is the main disadvantage of a book catalog?
6. Before the age of computers, what was the alternative to book catalogs?
7. What are their advantages?
8. Often a card catalog will have three separate cards for each book (or other item). What is the difference between the cards?
9. What is the advantage of having three cards?
10. What two kinds of catalogs make use of modern technology?
11. What advantages do on-line (or computerized) catalogs have over microfiche catalogs?
12. Where would you still expect to find a card-index catalog?

♦ Further practice

A. Discussion

1. How many types of catalog are used in Vietnamese libraries?
2. Which types of catalog are often used? Why? Where?
3. Which types of catalog are not often used? Why not?
4. Do you think that in modern libraries all types of catalog should be used? Give your reasons.

B. Guided writing

Composition topic: Textbooks dealing with a specific academic subject.

1. Select an academic subject with which you are familiar, e.g. Chemistry, History, Librarianship and Information. List three textbooks dealing with that subject.

2. Now write a short composition describing and comparing the three books. You should include matters such as the following: (i) the topics or areas dealt with in the books, (ii) some information on the physical appearance of each book, e.g. its size, and whether it is illustrated, (iii) whether the books are intended for different levels, e.g. elementary, intermediate, advanced, (iv) some estimation of how well you think each book has achieved its purpose, e.g. in terms of subject matter and how clearly this is explained.

♦ Further reading

HISTORY OF RARE BOOK CATALOGING

This is a brief timeline outlining some of the historical developments in rare book cataloging.

- 1889: Establishment of the Association of College and Research Libraries (ACRL) as part of the American Library Association (originally known as the College and Reference Section)

- 1948: The University Libraries Section of the ACRL devotes a meeting to the topic of rare books in the university library setting.

- 1955: The Committee on Rare Books, Manuscripts and

Special Collections was formed by the ACRL to "promote wider understanding of the value of rare books to scholarly research and to cultural growth, and bring improvement to the care, use and recognition of rare books in all libraries."

- 1958: ACRL reorganization transforms the Committee on Rare Books, Manuscripts and Special Collections into the Rare Books and Manuscripts Section (RBMS), whose mandate includes "defining, developing, and promulgating standards and guidelines".

- 1961: First RBMS pre-conference. One has been held annually since 1961.

- 1967: Anglo-American Cataloging Rules (AACR) is published with a chapter (10) devoted to cataloging manuscript collections. 1977 First draft of the ISBD(A) or International Standard Bibliographic Description for Older Monographic Publications (Antiquarian) was issued by the International Federation of Library Associations and Institutions (IFLA). In 1973 it was recognized that the ISBD(M) was not sufficient for older materials, which presented special problems. The 1973 edition of the ISBD(M) had a paragraph added which read, "The ISBD(M) is primarily concerned with current publications. It therefore makes no provisions for the special problems of older books." There was no real demand for a more descriptive publication until 1975–1976, when several European libraries began to compile union catalogs of rare books. The IFLA Committee on Rare and Precious Books and Documents (now designated a Section) set up a working party in 1975 to produce a draft ISBD(A).

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The (A) stood for Ancient, Antique, Antiquarian, etc. Two more drafts were issued in 1978 and 1979 and then the ISBD(A) was published in 1980.

- 1978: AACR2 is published with a chapter (4) devoted to cataloging manuscripts and manuscript collections.

- 1981: Bibliographic Description of Rare Books (BDRB) was published by the Library of Congress to supplement and interpret the rules provided in AACR2. The introduction to this edition states: "These rules should be considered the Library of Congress' interpretation of AACR2 Chapter 2 for its own cataloging of older printed materials." 1983: Archives, Personal Papers, and Manuscripts: A Cataloging Manual for Archival Repositories, Historical Societies, and Manuscript Libraries is published in response to inadequate provisions in both editions of AACR for the cataloging of large collections of archival materials.

- 1991: Descriptive Cataloging of Rare Books (DCRB), 2nd ed. is published and available on the Web [*]. An updated version of Bibliographic Description of Rare Books.

- 1995: Guidelines for Bibliographic Description of Reproductions developed by the Committee on Cataloging: Description and Access to be used in harmony with AACR2R. Published to help with the difficulty of cataloging multiple versions, meaning items which have identical content but appear in different physical formats. Defines reproduction as an "item that is a copy of another item and is intended to

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function as a substitute for that item".

- 2000: Draft of Descriptive Cataloging of Ancient, Medieval, Renaissance, and Early-Modern Manuscripts placed on the Web [**] is prepared by Gregory A. Pass in collaboration with Electronic Access to Medieval Manuscripts and the Bibliographic Standards Committee of the RBMS. The Task Force of the Review of the Draft is to report by December 1, 2000 to the Chair of the Committee on Cataloging: Description and Access, on the manual's consistency or lack thereof with AACR2. Published as a supplement to Chapter 4 (Manuscripts) of AACR2. [*]

(**) ftp://165.134.156.3/vatican
(*) Extracted from Chesko, M., Dunkin, S., Hogg, C. (2000) *AdvancedBibliographic Control* (Description and Name Access), *Archival and Information Studies*.

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A. Scanning

Scan the further reading passage to find these answers.

1. What is a manuscript?

2. When was a committee dealing with rare books etc set up by the Association of College and Research Libraries (in America)?

3. That committee was changed into the Rare Books and Manuscripts Section of the ACRL three years later. What, according to the above article, were some of the main things it was expected to do?

4. Relevant to rare book cataloging, what was published by America's largest library in 1981?

5. Why was the 2nd edition of DCRB (1991) available to a very wide audience?

B. Word forms: Adjectives

Negative prefixes: il-, im-, or un- = not

You can change the meaning of a word in English by placing a prefix (**il-**, **im-**, or **un-**) in front of it.

Add a prefix (**il-**, **im-**, or **un-**) to the following rootwords. then fill the gaps in the sentences below.

| possible | _____ | healthy | _____ |
| certain | _____ | comfortable | _____ |

friendly	_____	legal	_____
patient	_____	polite	_____
possible	_____	true	_____
happy	_____	able	_____

1. He would never make a good teacher. He's far too _____.

2. Most modern cities are lonely, dangerous and rather _____ places.

3. In Britain it is _____ to drive a car without insurance and road tax.

4. Because of the bad weather it is _____ whether the open-air concert will take place or not.

5. No person can live to the age of 200; it's _____.

6. Don't believe a word he tells you. It's all _____!

7. Pass me a cushion please, Jane. This chair's very _____.

8. Her children are very _____ and never say 'please' or 'thank you'.

9. You cannot remember things when you are tired and _____.

10. I would like to come to your party but I am _____ to. I can't come.

11. The service at this restaurant is very slow. It's _____ to have a quick lunch here!

12. Smoking is not good for you. It's _____.

C. Prepositions

Fill in the blanks with correct prepositions.

In addition (1)_____ maintaining diverse collections, public libraries offer an increasing variety (2)_____ services and activities (3)_____ response (4)_____ community needs. Common services range (5)_____ story hours, crafts, and puppet shows for children (6)_____ computer technology workshops, concerts, and lecture series for users (7)_____ all ages. Many public libraries sponsor exhibits about historical events and popular culture. (8)_____ addition, they host book-discussion groups, lectures, film screenings, and live performances (9)_____ auditoriums or public meeting rooms. Many public library staff members are specially trained to recommend books (10) _____users of particular age groups or (11)_____ specific interests. The librarians who offer these services first discern the educational and recreational interests (12)_____ a library user and then draw up a customized list (13) _____suggested titles (14)_____ the user to read. For example, a librarian might prepare a list of items about the local court system for someone planning to testify in a small-claims court. Or a children's librarian might compile a list of picture books (15) _____use by child-care providers.

◆ Building Vocabulary Skills

A. Vocabulary review

Match the words in column A with their meanings in column B.

A		B
1. fiction book	a.	examine books in a casual, leisurely way

2. non-fiction book
3. browse
4. integrate
5. social science
6. encyclopedia
7. humanities
8. arts
9. lab
10. author
11. publisher

b. group of subjects concerned with people within society and including economics, sociology, politics and geography

c. books about imaginary people and events

d. writing that gives information or is about the real things and events rather than imaginary ones

e. person or firm that publishes books, newspapers, etc

f. subjects of study (e.g. languages, literature, history) in which imaginative and creative skills are more important than the exact measurement and calculation needed in science

g. room or building used for (especially scientific) research, experiments, testing, etc.

h. book or set of books giving information about every branch of knowledge or about one particular subject with articles in alphabetical order

i. subjects of study concerned

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with human culture. especially
literature. language. history
and philosophy.

j.   combine something in such a
way that it becomes fully a
part of something else

k.   the person(s) or organization
that wrote a book. journal
article, working paper. etc.

B. Context clues

Practise using context clues. Choose the nearest equivalent word/phrase to each word in **bold** print from a, b. c and d. These words are from unit 11. (Do not use your dictionary.)

1. **I searched** the house for the coin that I lost.

    a. swept

    b. looked all over

    c. bought

    d. entered

2. The way things are done in a university is **governed** largely by rules made or approved by the University Council.

    a. ruled   b. changed

    c. paid for   d. denied

3. There ought to be **consistency** in the rules of any organization.

    a. usefulness

    b. integrity

c. compatibility

d. having the agreement of all the people concerned

4. I agree with the main **content** of the letter, although I do not like its style of writing.

   a. substance   b. appearance

   c. truth   d. size

5. Professor Smith **attempted** to find a cure for that disease.

   a. wanted   b. succeeded

   c. tried   d. failed

6. Listening to the radio is a **common** activity in most countries.

   a. widespread   b. unusual

   c. uneducated   d. enjoyable

7. Every organization must have **rules.**

   a. regulations   b. money

   c. members   d. a constitution

8. The rules in Australian and English universities are rather **different from** those in American universities.

   a. the same as

   b. not the same as

   c. better than

   d. worse than

9. My Anh wandered **around** the city for two hours.

   a. in one place

   b. in a circle

   c. everywhere

d. in various places in

10. We should try to keep up with **recent** research in our field of work or of special interest.

    a. up-to-date

    b. the best

    c. futuristic

    d. relevant

11. Medical procedures have changed **considerably** during the past one hundred years.

    a. for the better

    b. very much

    c. slowly

    d. rapidly

3IBLIOGRAPHIC DESCRIPTIONS OF LIBRARY MATERIALS

Pre-reading

1. Can you suggest at least three items of information that ought to appear on a catalog listing for a book?

2. Can you suggest two ways in which different systems of recording books in a catalog might differ from one another?

3. Can you suggest at least two ways in which the information on a catalog entry for a research institution or university might be different from a catalog entry for a primary school?

›Reading

CATALOG DESCRIPTIONS OF LIBRARY MATERIALS

Librarians give careful consideration to the ways in which they escribe their materials so that users can easily **search** library atalogs to determine whether the library has specific items. Rules ›r describing all forms of library materials are **governed** by ataloging codes developed at the national or international level. ataloging codes set standards for the types of information that a atalog should include and for the format in which that information

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should be presented. By establishing **consistency** in the **content** and format of catalog descriptions, these standards simplify **the** user's search for library materials. In addition. standardized **catalog** descriptions enable libraries to easily share information about their collections with one another.

In the United States, libraries first **attempted** to establish a standard for catalog descriptions in the late 19th century. Since then, libraries in the United States, the United Kingdom. Canada, and a number of other countries have adopted a standard set of rules for describing documents in their collections. These rules called the *Anglo-American Cataloging Rules* (AACR). were first published in 1967 and were issued in a second edition in 1978 (AACR2). The AACR2 outlines **common** principles of catalog description that apply across all document formats. It also gives specific **rules** needed to describe particular types of documents. For example, information needed to describe videotapes will vary somewhat from that needed to describe books. sound recordings, or computer files. In the early 1970s the International Federation of Library Associations and Institutions (IFLA) developed **different** international standards for describing all types of library documents. These standards, called the International Standard Bibliographic Description (ISBD). form the basis for many of the national cataloging codes that were subsequently developed **around** the world.

Although cataloging codes were once primarily designed to serve users of large research libraries, more **recent** standards allow for different levels of detail to meet the needs of users in other types of libraries. These variations recognize that a user in a large research library may need or want to know far more about a document than a patron in a public library or a student in a school

rary. For example, a card-catalog record developed for a search library might look like this:

keenan, Joe.

you're talking to me, your career must be in trouble: movies, mayhem, and malice / by Joe Queenan.—1st ed.—New York: yperion, ©1994.

x, 267 pp; 24 cm.

ssays first published in Movieline, Rolling Stone, and the 'ashington Post. Includes index.

BN 1-56282-788-X

Motion pictures—United States--Reviews. 2. Motion pictures— nited States—Humor. I. Title.

Public or school libraries might choose to eliminate some of iis information from their catalog descriptions. For example, they lay omit the subtitle "movies, mayhem, and malice", the place of ublication (New York), the size (24 cm), the note about where the ssays were first published, and the note that there is an index. For pecial situations, elements might be added to the description if the brarians believe this would be useful. For example, if the library's opy of the book is autographed by the author, the cataloger might /ish to note that fact.

The form of information on the typical catalog card remained elatively stable from the late 19th century until the advent of nline catalogs in the 1980s. Online catalogs have changed the resentation of catalog information **considerably**. Although some nline catalogs have elected to present entries in a screen display hat resembles the catalog card, most have chosen to use a master atalog record that contains complete catalog information about a iven item. From this master catalog record, users can generate

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computer displays of varying amounts of information, depending on their needs. For example, the user may establish parameters in a search that would generate the following level of display, which provides only basic information to identify the document:

AUTHOR: Queenan, Joe.

TITLE: If you're talking to me, your career must be in trouble: movies, mayhem, and malice.

PUBLISHER: Hyperion, ©1994.

SUBJECTS: Motion pictures—United States—Reviews. Motion pictures—United States—Humor.

LIBRARY HOLDINGS:

LOCATION: Main Library CALL NUMBER: PN1995.Q44 1994 STATUS: Checked out

The user can also use the computer catalog to generate a more complete or full display that provides additional information. A full display for the previous record could be as follows:

AUTHOR: Queenan, Joe.

TITLE: If you're talking to me, your career must be in trouble: movies, mayhem, and malice / Joe Queenan.

PUBLICATION: New York, N.Y.: Hyperion, ©1994.

DESCRIPTION: xix, 267 pp; 24 cm.

NOTES: Essays first published in Movieline, Rolling Stone, and the Washington Post.

NOTES: Includes index.

SUBJECT: Motion pictures—United States—Reviews.

SUBJECT: Motion pictures—United States—Humor.

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Some names associated with library materials present peculiarities that complicate searches in library catalogs. For example, some authors publish works under more than one name. American author Mark Twain wrote under this celebrated pseudonym, but he also wrote under his original name, Samuel Langhorne Clemens. Cataloging standards call for the use of the name that appears in the work being cataloged. Logically, users may search under Twain for books written under the name Twain, but they must search under Clemens to find those books written under the author's original name. To assist catalog users who search only under the secondary name, or under a name used for only some of a person's works, catalogers typically provide cross references in the catalog. In card and book catalogs, these cross references direct users to "*see*" or "*see also*" an alternate name. A library that cataloged a work under Mark Twain but did not own any books that had Samuel Langhorne Clemens as author would likely provide the following reference:

Clemens, Samuel Langhorne *see* Twain, Mark.

If the library had books for which Clemens was listed as the author and others for which Twain was the author, the references would likely read as follows:

Clemens, Samuel Langhorne *see also* Twain, Mark.
and Twain, Mark *see also* Clemens, Samuel Langhorne.

In these situations, users could search under either name and they would find either the catalog record or a reference instructing them on how to find the alternate name in the catalog. In some

screen. Instead, electronic links may be made for the user so that a search on either "Twain" or "Clemens" would display catalog records for all books written under either name. [*]

◆ Working with vocabulary

A. Focus on the reading

consistency	search	content
attempted	considerably	rules
around	different	governed
recent		

1. Librarians give careful consideration to the ways in which they describe their materials so that users can easily _____ library catalogs to determine whether the library has specific items.

2. Rules for describing all forms of library materials are _____ by cataloging codes developed at the national or international level.

3. By establishing _____ in the _____ and format of catalog descriptions, these standards simplify the user's search for library materials.

4. In the United States, libraries first _____ to establish a standard for catalog descriptions in the late 19th century.

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5. The AACR2 outlines common principles of catalog description that apply across all document formats. It also gives specific _____ needed to describe particular types of documents.

6. In the early 1970s the International Federation of Library Associations and Institutions (IFLA) developed _____ international standards for describing all types of library documents. These standards, called the International Standard Bibliographic Description (ISBD), form the basis for many of the national cataloging codes that were subsequently developed _____ the world.

7. Although cataloging codes were once primarily designed to serve users of large research libraries, more _____ standards allow for different levels of detail to meet the needs of users in other types of libraries.

8. Online catalogs have changed the presentation of catalog information _____.

B   Focus on New Contexts

content	consistency	recent
govern	attempt	considerably
different	searched	around
rules		

1. She will _____ to beat the world record.
2. In _____ years, there have been many great changes.

3. It's _____ colder this morning.

4. In Britain the Queen reigns, but elected representatives of the people _____ the country.

5. His knowledge spans many _____ areas.

6. The _____ of his essay is excellent. but it's not very well expressed.

7. The police _____ the house for weapons.

8. There is no _____ in this man.

9. Everybody has to study the _____ of the road.

10. Chairs were left untidily _____ the room.

♦ Understanding the reading

A. Comprehension: True/False

Write **T** if the sentence is true and **F** if the sentence is false

1. Some of Mark Twain's books are listed under the name Samuel Langhorne Clemens.

2. Consistency is one of the most important requirements for any cataloging code.

3. In the USA, a standard for catalog descriptions of books was tried early in the 19th century.

4. On catalog entries, it is considered that descriptions of video-tapes would be rather different from descriptions of books.

5. The acronym ISBD stands for "International Standard Bibliographic Description".

6. Online catalogs started to replace card indexes in the 1960s.

7. Most modern online catalogs have a master catalog record with quite full information about each book etc.
8. Users can often choose to look up books on a simpler listing by modifying all the entries that would appear on screen.
9. Catalog entries do not usually indicate the subject area of a book. e.g. geography, psychology, botany.
10. With on-line catalogs, the reader can look up a book either under its author or under its title.

B. Comprehension questions

Answer the questions about the reading.

1. Why is it important for libraries all over the world to use the same cataloging codes?
2. Which important rules (in this area) were first published in 1967?
3. What is ISBD?
4. What is it?
5. Who developed it, and when?
6. Let us imagine that in the year 1998 John Hawkins wrote a book which he called "A quiet achievement: a history of education in Victoria in the nineteenth century". Eventually it was published in Melbourne four years later by the Alexander Publishing Company. At the beginning of the book there are 10 pages numbered in Roman numerals (i to x) and then the main text of the book has 153 pages. In size, the book is 23 centimeters long. Now, construct a card-catalog entry for that book. On separate lines show: author;

title; physical description; place (city) of publication;
publisher; date of publication; subject areas (at least three).

7. What is the sub-title of the above-mentioned book?

♦ Further practice

A. Discussion

Discuss these questions in groups.

1. Consider the following (imaginary) catalog entry, then add
   the appropriate headings to it to make it a complete one.

Thompson, John.

**History and discourse: The application of techniques of
discourse analysis to historical narrative and explanation.**

New Delhi: North India Publishing Co. 2004.

**Text linguistics - Historiography - Genre analysis -
Discourse analysis**

25 cm X 16 cm. ix + 576 pages

Main Library. 401.42 THOM

Available

2. Discuss and give reasons why each of the above categories
   is important.

B. Guided writing

Composition topic: A catalog entry

1. Choose one of the textbooks that you wrote about in Unit
   10 above, and make a suitable catalog entry for it.
2. If your catalog entry has not included all the items in your
   other description, explain the reasons for omitting them.

3. Write a short composition explaining the reasons for including each item in your catalog entry.

◆Further reading

THE ANGLO-AMERICAN CATALOGING RULES (AACR)[*]

The Anglo-American Cataloging Rules (AACR) are "designed for use in the construction of catalogs and other lists in general libraries of all sizes. The current text is the Second Edition, 2002 Revision (with 2003 and 2004 updates) which incorporates all changes approved by the Joint Steering Committee for Revision of AACR (JSC) through February 2004. The rules are published by:

- The American Library Association
- The Canadian Library Association
- CILIP: Chartered Institute of Library and Information Professionals

In support of effective cataloging practice, the Joint Steering Committee develops and maintains the Anglo-American Cataloging Rules according to established principles for bibliographic description and access. To this end, the Committee works in a timely and proactive manner to formulate a cataloging code that is responsive to user needs and to changes in the information environment, and that results in cost-effective cataloging.

(*) http: /www.collectionscanada ca jsc index.html

A Brief History of AACR

The rules are maintained by the Joint Steering Committee for Revision of AACR.

> In support of effective cataloging practice, the Joint Steering Committee develops and maintains the Anglo-American Cataloging Rules according to established principles for bibliographic description and access. To this end, the Committee works in a timely and proactive manner to formulate a cataloging code that is responsive to user needs and to changes in the information environment, and that results in cost-effective cataloging.

JSC Mission Statement

The constituent organizations represented on the Joint Steering Committee are:

- The American Library Association
- The Australian Committee on Cataloging
- The British Library
- The Canadian Committee on Cataloging
- CILIP: Chartered Institute of Library and Information Professionals
- The Library of Congress

Translation of AACR

This list of translations has been supplied by the co-publishers. The Joint Steering Committee does not review or endorse translations of AACR.

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Guide to **Status**:

Current = translation rights are current

Expired = translation rights have expired - out of print

Language	Version	Country	Organization	Status
Arabic	1988	Jordan	Jordan Library Association	Expired
Catalan	1988	Spain	Biblioteca de Catalunya	Expired
Chinese	1988 & Concise	China	Shanghai Scientific and Technological Literature Publishing House	Current
Czech	1988	Czech Republic	Czech National Library	Expired
Estonian	2002	Estonia	National Library of Estonia	Current
Filipino	1988	Philippines	University of Philippines Institute of Library Science	Expired

Finnish	1988	Finland	Finnish Ministry of Education	Expired
French	1988	Canada	ASTED	Expired
French	1998	Canada	ASTED	Current
German	1998	Germany	K.G. Saur Verlag	Current
Greek	1988	Greece	Technological Educational Institution of Thessaloniki	Expired
Italian	1988 & 1993 update	Italy	Editrice Bibliografica	Current
Japanese	1978	Japan	Japan Library Association	Expired
Latvian	2002	Latvia	National Library of Latvia	Current
Malaysian	1978	Malaysia	Language and Literacy Agency	Expired
Norwegian	1978	Norway	NBI Faste Katalogkomite	Expired
Norwegian	1998	Norway	Norwegian Library Association	Current
Norwegian	2002 (ch.9.10)	Norway	National Library of Norway	Current

Portuguese	1978	Brazil	Federacao Brasileira de Asociacoes de Bibiotecarios (FEBAB)	Expired
Portuguese	Concise	Mozambique	Universidade Eduardo Mondlane	Current
Portuguese	2002	Brazil	Federacao Brasileira de Asociacoes de Bibiotecarios (FEBAB)	Current
Russian	1988 & 1993 update	Russia	Russian Library Association	Current
Slovakian	2002	Slovakia	Slovak National Library	Current
Slovenian	Concise	Slovenia	IZUM, Institute of Information Science	Current
Slovenian	2002	Slovenia	IZUM, Institute of Information Science	Current
Spanish	1978	Costa Rica	The University of Costa Rica	Expired
Spanish	1988 & 1993 update	Colombia	Rojas Eberhard Editores	Current
Swedish	1978	Sweden	Swedish Library Association	Expired

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Ukrainian	1998	Ukraine	Book Chamber of the Ukraine	Current
Urdu	1978	India	Ministry of Education & Culture	Expired
Vietnamese	Concise 1998	Vietnam	LEAF-VIETNAM	Current

* [vivien.scorer @cilip.org.uk]

A. Word forms: Verbs

Prefixes

You can change some words into verbs by adding the prefixes **re-**, **out-**, or **en-** .

The prefix **re-** means "to do something again."

The prefix **out-** means " better, quicker and longer"

The prefix **en-** means " cause something to, put something in and make somebody/something ..."

Add the prefixes **re–**, **out-**, or **en-** to the following words. Then choose the best word for each sentence. Be sure to use the correct tense.

Verb	Verb	Noun	Verb	Adjective	Verb
close	_____	danger	_____	rich	_____
act	_____	case	_____	large	_____
force	_____				
tell	_____				
order	_____				
number	_____				
arrange	_____				
marry	_____				
take	_____				
live					

1. Dave and Susan got divorced 15 years ago. Last summer Susan got _____ and moved to Canada with her new husband.

2. Smoking _____ your health.

3. The strikers were _____ by the military police.

4. The new owner of the house wants to _____ the lawn.

5. I think I should _____ the furniture in my apartment.

6. My children love to hear stories. They often ask me to _____ their favourite stories many times.

7. Her broken arm was _____ in plaster.

8. She _____ her husband.

9. The new waiter at the restaurant forgot our order for dinner, so we had to _____ everything.

10. I'll _____ your letter with mine.

11. You should read books to _____ your mind.

12. If you don't get a good score on the IELTS exam this weekend, you can _____ it next month.

13. The authorities are there to _____ the law.

B. Word forms: Gerunds or Infinitives

Write the correct form of the verbs in parentheses

In libraries where staff turnover is high it may well be worth while (1)_____(look) at the staff training programs (2)_____(see) if they can be used (3) _____(help) reduce the number of resignations. Of course there are always factors (4)_____(affect) the number of resignations which are quite

eyond the scope of any training course (5)_____(resolve):
actors (6)_____(range) from difficulties in (7)_____(find)
ccommodation to the high cost of fares to and from work.
'onversely, one should never aim at (8)_____(have) a
ompletely static staff as this could result in stagnation of ideas
nd enthusiasm, but the reader will certainly feel more confidence
n the library if there is at least a steady core of familiar faces
ehind the counter.

C. **Sequencing:** Linking Phrases

n groups, try to put the story back into the correct order. Read the
entences aloud until all agree on the correct order. Pay particular
ttention to the words at the beginning of the sentences

- a. This story all began one weekend when Joe visited York.
     He had passed his driving test only a few weeks before and
     had just bought a second-hand Ford.
- b. But, after a while, he managed to find a space in a side
     street just outside the centre.
- c. In spite of his nervousness about driving, he was
     determined to go on a long trip.
- d. After searching the next two streets he hound the car and, of
     course, felt very relieved but rather foolish.
- e. In fact, everything went much better than he had expected,
     and a few hours later he was approaching the outskirts of
     York.
- f. Next, he set off to look round the cathedral and all the other
     historic buildings.

g. To begin with, he thought it had been stolen and immediately set off to call the police but then he noticed that the adjoining streets looked very similar.

h. Even though it was late September, York was packed with tourists and, as a results, all the central car parks were full.

i. Finally, when Joe had got tired of sightseeing, he returned to where he had left his car. To his surprise, it was nowhere to be seen.

j. Fortunately, the traffic was not too heavy and, even better, the weather was perfect. Soon he was nearing the city centre.

♦Building Vocabulary Skills

A. Vocabulary review

Match the words in column A with their meanings in column B.

A		B
1. organization	a.	person who is trained and qualified in legal matters, especially a solicitor
2. agency		
3. legal		
4. lawyer	b.	each item kept in a library is given a unique number so that it can be found on the shelf
5. special		
6. patron	c.	business or place of business providing a (usually specified) service.
7. call number		
8. abstract		
	d.	organized group of people
9. barcode	e.	based on the law

f.   regular customer of a shop, restaurant. etc

g.   of a particular or certain type; not common

h.   the unique identification number located on books and other library materials, For example, 3 1290 01617 3163.

i.   A summary of what a book or journal article is about.

B. Context clues

Practise using context clues. Choose the nearest equivalent word/phrase to each word in **bold** print from a, b, c and d. These words are from unit 12. (Do not use your dictionary.)

1. Michael Halliday invented a new **system** for analyzing language.

    a. book

    b. machine

    c. organizational method

    d. institution

2. The word 'insect' **denotes** a small invertebrate animal having six legs

    a. represents/means

    b. does not mean or represent

    c. tells us about

    d. counts

3. The economy of some countries is largely **based on** agriculture.

    a. improved by

    b. harmed by

    c. thought about

    d. built on

4. The word 'surgeon' **comes from** two ancient Greek words which mean 'one who works with his hands'.

    a. means

    b. does not mean

    c. is the same as

    d. is derived from

5. The title of a book and its author, date and publisher normally **appear** on the title page of a book.

    a. can be seen

    b. look out

    c. are illustrated

    d. write

6. The meal we are cooking is a **combination** of rice and beans.

    a. delicious

    b. frying

    c. joining together

    d. roast

7. An initial letter in the middle of an English proper name **represents** an additional given name, e.g. in 'John F. McMahon'. the letter F. might represent 'Francis'.

a. stands for

b. is a secret

c. loses

d. speaks on behalf of

8. X is the **initial** letter of the word 'xylophone' -which is a musical instrument.

    a. first   b. last

    c. unnecessary   d. middle

9. Deirdre has eaten **half** a water melon.

    a. two

    b. some

    c. two quarters of

    d. none

10. About forty years ago, Australia's money was **changed** from pounds to dollars.

    a. altered   b. improved

    c. devalued   d. lost

11. **Despite his great age.** Mr Anderson continued to run his business.

    a. In order to remain young

    b. Although he was very old

    c. Until he grew very old

    d. Forever

CLASSIFICATION SYSTEMS

◆ Pre-reading

1. Name some types of classification systems that are used in libraries.

2. In what countries are these systems used?

3. What do you understand by the words 'Dewey system'?

◆ Reading

DEWEY DECIMAL CLASSIFICATION

In the mid-19th century, most libraries used locally developed classification **systems** to arrange their collections. These systems usually provided a broad indication of the subject and gave a permanent location for a book on a shelf. This situation changed dramatically with the introduction of the Dewey Decimal Classification. American librarian and library educator Melvil Dewey devised the system in 1873 while he was a student at Amherst College in Massachusetts. The Dewey Decimal system was first published in 1876 as *A Classification and Subject Index for Cataloging and Arranging the Books and Pamphlets of a Library.*

In structuring his system. Dewey used numbers and decimal fractions to indicate the subject content of a given work. For example. the numbers 200-290 **denote** all works on the subject of religion, and the numbers 900-990 denote all works on the subject of geography and history. This approach to notation allowed for a representation of a variety of subject categories, or classes, and subclasses. It also expressed the hierarchical relationship of these classes and subclasses while allowing unlimited expansion for additional subclasses. These new subclasses are introduced in new editions of the Dewey Decimal system, published every six to ten years. Although the names of the principal classes have changed over time, their content has remained stable. Today, the ten primary classes are as follows:

000-090 Generalities

100-190 Philosophy and psychology

200-290 Religion

300-390 Social sciences

400-490 Language

500-590 Natural sciences and mathematics

600-690 Technology (applied sciences)

700-790 The arts; fine and decorative arts

800-890 Literature and rhetoric

900-990 Geography and history

The Dewey Decimal Classification is **based** on multiples of ten (the word *decimal* in the name of the classification system **comes from** *decem*, the Latin word for "ten"). Thus, each of the ten main classes has the potential to be broken down into smaller multiples of ten. For example. class 500 (natural sciences and mathematics) has the following subclasses:

500-509 Natural sciences

510-519 Mathematics

520-529 Astronomy and allied sciences

530-539 Physics

540-549 Chemistry and allied sciences

550-559 Earth sciences

560-569 Paleontology; paleozoology

570-579 Life sciences; biology

580-589 Plants

590-599 Animals

Each of these classes may then be further divided. For example, the subclasses of 540 are as follows:

540 Chemistry and applied sciences

541 Physical and theoretical chemistry

542 Techniques, equipment, and materials

543 Analytical chemistry

544 Qualitative analysis

545 Quantitative analysis

546 Inorganic chemistry

547 Organic chemistry

548 Crystallography

549 Mineralogy

Each of these classes may be divided ten additional times and those ten more times, and so forth. At each step of the hierarchy, one additional number from 1 to 9 is added to the length of the notation. Thus, class 500 (natural sciences and mathematics) has

bclass 540 (chemistry and applied sciences); a subclass of 540 is
41 (physical and theoretical chemistry), a subclass of 541 is 541.3
hysical chemistry), and so on.

Because this notation generally reflects the position of the class
ithin the hierarchical structure of concepts, the Dewey Decimal
lassification system provides libraries with a great deal of
exibility in tailoring their classification to their collections and the
eeds of their users. For example, a library with a considerable
ollection of works dealing with cats might classify them very
pecifically. A book on Siamese cats could be placed in the class
36.82 (short-haired cats) or in an even more detailed class,
36.825 (Asian short-haired cats), while a book on Maine coon cats
ould be placed in 636.83 (long-haired domestic cats). This
etailed indication of subject is called *close classification*. A library
ith more limited holdings on cats might elect to place all of those
orks in the general class number for cats, 636.8, regardless of the
pecific nature of individual books or documents. This
lassification strategy is known as *broad classification*.

This ability to customize the detail of classification is one of
he strengths of the Dewey Decimal system, because it provides for
inique library and user needs. However, this ability is also one of
he major shortcomings of the system, because each library's
ailoring of the class number results in a certain amount of
nconsistency when libraries share information about their
ollections with each other. Ideally, when one library has classified
i work, other libraries should be able to use that same classification
iumber. However, one library may have classified the document
roadly while another may have preferred close classification.

The Dewey Decimal Classification number that **appears** on the
pine label for a book is part of the call number. In a library using

the Dewey Decimal Classification, the call number is a **combination** of the Dewey Decimal number and an *alphanumeric* (consisting of both letters and numbers) notation that usually **represents** the surname of the author and the **initial** letter of the first word of the title. This secondary notation is called the *book number* or the *Cutter number.* It was developed and popularized in the late 19th century by Charles A. Cutter, a librarian in Boston. For example, the call number for the book *The World of Antiques,* by Richard Landon, might be 745.1L259w

The Dewey Decimal number is 745.1 and the Cutter number is L259w. The alphanumeric combination *L259* in the Cutter number is derived from a special table to represent the name *Landon,* while the *w* represents the first significant word of the title, *world.* If Landon wrote other books on antiques, the use of a letter to represent the title would allow librarians to easily arrange his books alphabetically on the shelf. In a smaller collection, the Cutter number is often simplified by indicating the first few letters of the author's name. For the same book, a simplified call number might be 745.1Lan

In the first **half** of the 20th century, the Dewey Decimal Classification was the most widely used classification system in American libraries. Beginning in the 1960s a major movement began, principally among academic libraries, to **change** their collections from the Dewey Decimal system to the Library of Congress Classification system. There were two primary factors behind this movement: (1) the shortcomings of Dewey Decimal Classification for sharing materials between libraries, and (2) the limitations of Dewey Decimal Classification in handling new subjects without introducing major changes in the system. The cause of this latter problem is that the Dewey system had identified

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ıst major classes and subclasses when it was first created, leaving
ν vacant places for new subjects as they developed over the
ars. New subjects must be placed within the existing structure,
ulting in increasingly longer classification numbers, or worse. in
: need to completely revise major parts of the classification of a
rary's collection. Beginning in the 1960s, new developments in
ıolarship and technology necessitated major revisions of the
wey Decimal Classification's system for the subjects of
ıchology (150), sociology (301), law (340), public
ninistration (350), education (370), mathematics (510), and the
: sciences (560-590). In addition, each new edition of the Dewey
cimal Classification has introduced hundreds of other minor
ssification and notation changes.

Despite its shortcomings,the Dewey Decimal Classification
tem remains a cornerstone for the organization of library
terials. In addition to its widespread use in the United States and
nada, it has been translated into a number of languages,
luding French, Spanish, German, Arabic, and Russian, making it
most widely used library classification system in the world. The
tem is continuously revised to keep pace with knowledge in all
as. The Dewey Decimal Classification system is published by
est Press, which in 1988 became a division of OCLC: Online
mputer Library Center, an international computer-based library
ity with headquarters in the United States. This acquisition
rked increased OCLC research into the use of the Dewey system
the retrieval of information from the Internet. [*]

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ixtracted from *Library (institution)*, Microsoft® Encarta® Online
yclopedia. 2004

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◆ Working with vocabulary

A. Focus on the reading

systems	based	denote	initial
comes from	half	appears	change
combination	remain	represents	Despite

1. In the mid-19th century, most libraries used locally developed classification _____ to arrange their collections.

2. For example, the numbers 200-290 _____ all works on the subject of religion, and the numbers 900-990 denote all works on the subject of geography and history.

3. The Dewey Decimal Classification is _____ on multiples of ten (the word *decimal* in the name of the classification system _____ *decem*, the Latin word for "ten").

4. The Dewey Decimal Classification number that _____ on the spine label for a book is part of the call number.

5. In a library using Dewey Decimal Classification, the call number is a _____ of the Dewey Decimal number and an *alphanumeric* (consisting of both letters and numbers) notation that usually _____ the surname of the author and the _____ letter of the first word of the title.

6. In the first _____ of the 20th century, the Dewey Decimal Classification was the most widely used classification system in American libraries.

7. Beginning in the 1960s a major movement began, principally among academic libraries, to _____ their collections from the Dewey Decimal system to the Library of Congress Classification system.

8. _____ its shortcomings, the Dewey Decimal Classification system remains a cornerstone for the organization of library materials.

B. Focus on New Contexts

appear	initial	represents	system
comes from	Despite	change	edition
half	Denotes	based	combination

1. With rare exceptions, he doesn't _____ in public now.

2. This picture _____ the Nghe Tinh Soviets insurrection.

3. This situation is contrary to the _____ forecast.

4. He will install a heating and lighting _____ in his house.

5. Much of the butter eaten in England _____ New Zealand.

6. The second _____ of the book is more exciting than the first.

7. The word "white" _____ all white things such as snow, paper...

8. This is where we _____ from car to bus.

9. This novel is _____ on historical fact.

10. _____ what others say. I think he's a very nice chap.

11. The architecture in the town centre is a successful _____ of old and new.

♦ Understanding the reading

A. Comprehension: True/False

Write **T** if the sentence is true and **F** if the sentence is false

1. The Dewey Decimal Classification was first published 132 years ago.

2. According to this system, a book with the call number 940 would be a book about mathematics.

3. By using numbers and decimal fractions, books can be classified according to various classes and subclasses.

4. New subclasses are introduced in new editions of the system, published annually.

5. A book with a Dewey call number 546 would be in the area of "Inorganic chemistry", within the are "Chemistry and allied sciences", which in turn is within the broader area "Natural sciences and mathematics".

6. You would find books about horses somewhere in the 500s.

7. These days it is usual to add an alphanumeric (of Cutter) notation to the Dewey number.

8. This enables books on the same subject by the same author to be shelved next to each other.

9. The Dewey system has been able to cope with the development of new areas of knowledge without any difficulties. .

10. Despite difficulties, the Dewey system has proved very useful and is the most widely used system in the world.

B. Comprehension questions

Answer the questions about the reading.

1. Which would be the first digit (single number) of the call number for each of the following titles - using the Dewey Decimal System?

   (a) How to speak German

   (b) The concept of mind

   (c) An elementary text-book of chemistry

   (d) A history of Buddhism in Sri Lanka

   (e) The early paintings of Michelangelo

   (f) The Mekong Delta and the Nile Delta: a comparative study

   (g) A text-book of phonetics and phonology

   (h) Pride and prejudice (a novel)

   (i) An advanced course in algebra

   (j) The collected works of Shakespeare

2. What would probably be the first three digits for the following titles?

   (a) A comparative study of the simpler minerals

   (b) Laboratory methods for first year university chemistry students

(c) A general introduction to chemistry and its applications

(d) The chemistry of crystals

3. Why is the word 'decimal' used in the term 'Dewey Decimal System'?

4. What do we call the kind of classification where, for example, all chemistry books in a library are given (only) the number 540 (i.e. without further numbers like 540.32)?

5. What kind of library might use it?

6. Why?

7. How many digits would you find in a (DDS) call number when close classification is used?

8. In the 'Cutter number' that usually follows the Dewey classification number, what does the first letter usually stand for?

9. Here are the author and title of a book: H. R. Loyn: The governance of Anglo-Saxon England from 500 to 1087. Which of the following do you think might be its call number?

(a) 570.56 LOYN

(b) 690.08 AS678L

(c) 942.01 LOYN

(d) 986.67 L67F

(e) 081.7841 G56L

10. Why is (a) not the right answer?

Further practice

A. Discussion

1. What kinds of classification system are used in libraries in Vietnam? Describe in detail if possible.
2. Is the Dewey classification system frequently used in libraries in Vietnam? If the answer is 'Yes', give the names of some libraries that often use this type of system. If the answer is 'No', why not?

B. Guided writing

Composition topic: The Dewey decimal system of classifying books

This composition should take the form of a simple explanation of the system to someone who has no knowledge of it. Give examples to help make your explanation clear.

Further reading

LIBRARY OF CONGRESS CLASSIFICATION

In contrast to the Dewey Decimal Classification, which was veloped by a single person, the Library of Congress (LC) assification evolved as a collaborative effort. In 1898 a group der the guidance of J. C. M. Hanson, the head of the catalog vision at the Library of Congress, and Charles Martel, the rary's chief classifier, developed the first part of the assification system. Their work established the subject areas for

bibliography work and for library science. In the years that followed, numerous specialists contributed to the further development of the Library of Congress system and expanded it to cover other subject areas.

The Library of Congress Classification system is divided into 21 major classes, using letters for each. The system does not use the letters I, O, W, X, and Y. The major classes of the Library of Congress Classification system are as follows:

A. General works

B. Philosophy; psychology; religion

C. Auxiliary sciences of history

D. History: General and Old World

E. History: America

F. Geography; anthropology; recreation

G. Social sciences

H. Political science

I. Law

J. Education

K. Music and books on music

L. Fine arts

M. Languages and literature

N. Science

O. Medicine

P. Agriculture

Q. Technology

R. Military science

S. Naval science

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7. Library science

Originally, the Library of Congress Classification system designated the main class of a subject by using a single letter in the call number. However, as the classification introduced new subjects, it used a second letter to further subdivide the main classes into subclasses. For example, H indicates the broad subject of social sciences, and HF denotes the more specific subject of commerce. Class K (law) is the only part of the classification to use a third letter to further subdivide the second-level classes. For example, class KL represents the history of law in various regions of Eurasia, and KLA represents materials specific to Russia and the former Union of Soviet Socialist Republics (USSR). In all classes, the letter or letters are followed by a number of up to four digits, further dividing subjects and making the Library of Congress Classification an alphanumeric notation. These numbers themselves may be further expanded with decimal figures to represent even more specific subjects.

In addition to the use of letters and numbers to denote subjects, the Library of Congress call numbers make frequent use of Cutter numbers that indicate something further about the subject of the document. For example, the Dewey Decimal Classification might indicate a hierarchical relationship of places on Earth, classifying documents dealing with these places by hemisphere, then by country, then by region of that country, and so forth. The Library of Congress Classification uses its own variation of this scheme to divide places alphabetically. For example, U.S. states are represented in the Library of

Congress system with these additional alphanumeric designations:
A2 Alabama

.A4 Alaska

.A6 Arizona

.A8 Arkansas

.C2 California

Similarly, when treating individual subjects, the Library of Congress system may classify them alphabetically. For types of cats, for example, LC indicates the name of the breed:

.A6 Angora

.B8 Burmese

.C6 Colorpoint

.P4 Persian

When not used to indicate the subject or form of a document, the additional notation in the call number is used to subdivide works alphabetically, generally by the author's last name. For example, the book *Burmese Cats: Everything About Acquisition, Care, Nutrition, Behavior, Health Care, and Breeding* (1995), by Carolyn M. Vella, would have this call number:

SF

449

.B8

V45

1995

In this example, the alphabetical notation SF indicates that the work deals with animal culture, while 449 specifies the book's subclass: cats. The notation .B8 further specifies Burmese cats. The fourth line is the Cutter number, an alphanumeric combination. V45, that identifies the author's last name, Vella. Finally, the notation 1995 designates the year in which the book was published.

Although Library of Congress Classification, like Dewey, has a hierarchical structure to it, this is not reflected in its notation. In classifying cats treated as pets, the following breakdown results:

SF 446 Pictorial works

446.5 Behavior

446.6 Training

SF 447 Culture and care

447.5 Breeding

447.6 Feeding

SF 449 By breed, A-Z

The notation uses decimal numbers to fit in new subjects where needed. If LC's notation worked in the same way that Dewey's works, then as one went from the notation SF 447.5 (breeding) to SF 447 one would expect to be taken to the broader class of which breeding of cats was only a part. For example, in the Dewey Decimal Classification system, a detailed subclass of 636.825 designates Asian short-haired cats, but the more general number 636.82 represents, simply, short-haired cats. In the nonhierarchical notation used by the Library of Congress Classification, however, one goes from the subclass for breeding of cats (SF 447.5) to the equal subclass for culture and care of cats (SF 447). In other words, the LC does not permit libraries to adjust or abridge numbers to go to a broader class, as is done by libraries using Dewey Decimal Classification.

Libraries using LC Classification must accept the class numbers completely as assigned by the Library of Congress rather than abridge them as libraries using the Dewey Decimal Classification system might do. This requirement restricts a library's flexibility in customizing a classification number to fit the

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size and nature of its collection, but the requirement also provides a major strength of LC Classification: the ability of libraries to share classification work without having to concern themselves with how other libraries might have tailored the number to fit local needs. The ability to share classification work among all libraries using LC Classification was a major factor in the decision of many academic and research libraries to abandon the Dewey Decimal Classification system in favor of the LC system.[*]

LANGUAGE FOCUS

A. Word forms

Study the list of verbs, nouns, adverbs and adjectives. Notice how they are related to each other, then choose the correct word for each sentence. Use a word from line 1 in sentence 1, and so on. Make the nouns plural if necessary and be sure to use the correct tense.

Verb	Noun	Adjective	Adverb
1. include	inclusion	Inclusive	inclusively
2. separate	separation	separate	separately
3. inform	information	(un)informativeo	(un)informatively
4. organize	organization	rganizational	organizationally
5. accept	acceptance	(un)acceptable	(un)acceptably
6. educate	education	(un)educated	
7. treat	treatment		
8. publish	publication		
	publisher		
9. protect	protection	(un)protected	protectively
		protective	
10.	(il)literacy	(il)literate	
11. affect	effect	(in)effective	(in)effectively
12. complicate	complication	(un)complicated	
13. vary	variety	various	

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14. specialize   specialty   special   especially
                      specialist

1. Did you _____ a description of your dormitory when you wrote to your family?

2. Jack's _____ from his family is difficult for him, but he wants to study at a foreign university.

3. Kumiko asked the teacher for _____ about the city buses. The teacher gave her a schedule that was very _____.

4. The first meeting of the new club will be an _____ meeting.

5. Your homework is not _____ because the teacher can't read it.

6. _____ is very important for everyone.

7. The boss _____ Ann very badly during the meeting.

8. *Newsweek* is a popular _____.

9. The police provide _____ for the people in a country.

10. Few people are _____ in Japan. The educational system is very strong.

11. Exercise has a good _____ on the muscles. If you exercise _____, you will have strong muscles.

12. This is a _____ problem, and I can't find the solution.

13. A supermarket sells a large _____ of products.

14. Some words are _____ difficult to remember.

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B. Word formation: Compound Nouns

Match the words in column A with the words in column B to make compound nouns. Match the compound nouns with the definitions below.

	A	B
1.	information	chute
2.	sorting	right
3.	micro	guide
4.	copy	form
5.	return	shelf
6.	book	collection
7.	microfilm	desk
8.	loan	catalog
9.	reference	number
10.	call	reader

a. The place where books and journals that have been recently returned to the Library are placed before they are returned to the shelves in the main collection.

b. A range of printed brochures, which include details of library services, collections and databases.

c. The place where you return borrowed items.

d. Legal right of authors and other owners of intellectual property to control the use of a written or artistic work, including computer files and programs.

e. Images of documents, newspapers or other library materials that have been reduced in size and transferred to transparent plastic.

f. Collections which include specialized encyclopedias, dictionaries, directories, yearbooks, indexes, bibliographies and statistical compilations.

g. One type of machine that is used to read a microfilm.

h. One type of catalog that lists the holdings of a library in a catalog in book form.

i. The service point where you borrow books and other library items.

j. A unique number which is given to each item kept in a library so that it can be found on the shelf.

C. Verb + Preposition

Follow-up

Complete the sentences below using the following verb + preposition phrases:

depend on	consist of	remind somebody of
suffer from	prevent somebody from	recover from
wait for	approve of	succeed in
smile at	laugh at	belong to
believe in	apologise for	concentrate on

1. Our grandmother loves this song. It _____ her _____ her childhood.

2. Romeo and Juliet is the story of two young lovers whose families _____ them _____ marrying.

3. A day at the seaside is a real possibility, but it all _____ the weather.

4. I'm confident about the listening and speaking exams but what I need to _____ is my grammar.

5. Margaret _____ life after death. She thinks dying is a beginning, not an end.

6. The reason why I don't _____ smoking is the harm it does to people's health.

7. If I'm not there by the time the concert begins, don't _____ me. I'll see you at the interval.

8. A park isn't private property. It _____ everybody.

9. I always need lots of hand cream. I _____ very dry skin.

10. It will take the company years to _____ this latest financial disaster.

11. The new driving test _____ a written exam and a practical test.

12. Much to everyone's surprise, the local footbal team _____ winning promotion.

13. Why does everyone _____ me? Why can't anyone take me seriously?

14. I knew she liked me when she _____ me across the room.

15. Jane, I'd like to _____ my behaviour last night. It was all my fault.

◆ Building Vocabulary Skills

A. Vocabulary review

Match the words in column A with their meanings in column B.

A	B
1. faculty	a. not often found
2. format	b. state of being complex
3. scarce	c. special right or advantage available only to a particular person, class or rank
4. advanced	
5. privilege	
6. immense	d. extremely large
7. undergraduate	e. university or college student who has not yet taken his first or bachelor's degree
8. graduate	
9. equipment	f. person who holds a degree (especially the first or bachelor's) from a university or polytechnic
10. complexity	
11. diversity	
	g. things needed for a particular purpose
	h. high level
	i. department or group of related departments in a university, etc
	j. general arrangement, plan, design, etc of something
	k. state of being varied

B. Context clues

Practise using context clues. Choose the nearest equivalent word/phrase to each word in **bold** print from a, b, c and d. These words are from unit 13. (Do not use your dictionary.)

1. Engineers, technicians and cleaners attend to the **physical** aspects of the swimming pool.

   a. material   b. financial

   c. advertising   d. training

2. Many people suffer from tooth **decay.**

   a. becoming rotten

   b. pain

   c. loss

   d. expenditure

3. It would be **improper** of me not to invite Miss Caruthers to the party.

   a. easy   b. not right

   c. informal   d. indelicate

4. Education is a **universal phenomenon.**

   a. related to a university

   b. the same everywhere

   c. a very good thing

   d. something that occurs everywhere in the world

5. Peter Smith **engaged** in constant efforts to improve the welfare of his fellow human beings.

   a. involved himself

   b. succeeded in

   c. died

   d. planned to marry

6. The prevalence of skin cancer in Australia **stems from** the popularity of exposing the skin too much to the sun.

a. is a branch of

b. causes

c. is basically caused by

d. prevents

7. In its **original** state the house had walls of unpainted brick, but in recent years they have been plastered and painted.

a. a new form of architecture

b. best

c. old

d. when first built

8. People with light skin are more **susceptible to** skin cancer than are people with coloured skin.

a. in danger of

b. suffering from

c. sick

d. to be blamed for

9. The rule that students when sitting for examinations must not talk to each other is **strictly** enforced.

a. rarely

b. always

c. tightly/exactly

d. unpleasantly

10. It is difficult for the traffic police adequately to **control** the speed of cars and cycles on the road.

a. prevent	b. encourage
c. manage	d. stop

PRESERVATION OF LIBRARY MATERIALS

♦ Pre-reading
1. Make a list of all the kinds of materials held in a library.
2. Make a list of some ways of preserving library materials. Describe in detail if possible.

♦ Reading

Libraries have always struggled against the **physical** destruction of their collections. Fires. floods, earthquakes, and wars have damaged the holdings of countless libraries, destroying forever much of the recorded history of human civilization. But library materials also fall victim to slow **decay** caused by acid content in paper, insect infestation. **improper** storage or handling, and excessive heat. mildew. humidity, and air pollution. The slow decomposition of library materials is a **universal** problem, occurring on a massive scale in developing and industrialized countries alike. In 1990 the Association of Research Libraries estimated that in the United States as much as 25 percent of the materials in research libraries were at risk of serious decomposition. The situation is even worse in developing countries. which typically have much smaller budgets to direct toward the maintenance and preservation of library materials. To ensure that library materials remain available to present and future

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generations of library users, libraries **engage** in a variety of preservation efforts. These efforts include the conservation of original materials and the transfer of information from original materials to more durable formats.

Paper-based Materials

One of the greatest threats to library materials **stems from** the acid content of paper in books, manuscripts, and other materials. Until the mid-19th century, nearly all the paper used for written or printed materials was made from cotton or linen rags. This type of paper could last several hundred years without decomposition. Since then, however, the vast majority of paper has been made from wood pulp treated with acidic chemicals. The residual acid slowly decomposes the paper, causing it to become extremely brittle. The rate of decomposition depends on the **original** quality of the paper and on the environmental conditions under which the materials have been stored. Acid-based paper is especially **susceptible** to light, heat, humidity, and pollution, all of which accelerate the decomposition of library materials. After a period of 50 to 100 years, books made with acid-based paper decompose to the point where they can crumble with any handling at all.

Libraries and archives can stop the harmful effects of acid in paper by using a *deacidification* process, which retards the embrittlement of paper, greatly prolonging the life span of paper-based library materials. In early deacidification efforts, library conservationists dipped highly valuable pages, one sheet at a time, into a water-based alkaline solution that neutralized the acid in the paper. Because this was an extremely time-consuming and expensive process, only the most valuable pages of library materials could be preserved. However, in 1996 the Library of

Congress began implementing a mass deacidification process that can neutralize the acid of several thousand books at a time by using a gaseous mixture. The Library of Congress estimates that deacidification can prolong the life span of paper-based library materials by 250 to 300 years.

Some research libraries and archives, especially at colleges and universities, preserve their highly valuable collections by storing them in specially designed facilities that **strictly control** the levels of light, heat, and humidity. The facilities also feature air-circulation systems that filter out damaging airborne pollutants. Access to the storage areas is often limited to trained staff members. The staff members retrieve the materials and deliver them to patrons for use in reading rooms, where proper handling procedures can be ensured.

Publishers can contribute to future preservation efforts by following the guidelines of the American Library Association and other library organizations, which advise publishers to use acid-free paper when printing new books considered to have enduring value. Despite wide acceptance of the value of these guidelines, fewer than 20 percent of hardcover books in the United States are printed on acid-free paper. Even fewer paperback books are printed on acid-free paper.

Apart from conserving original materials through processes such as deacidi-fication, libraries transfer the information from some fragile materials to newer, more durable formats. For example, to preserve the information contained in newspapers, books, and other paper-based materials, libraries photographically reproduce the pages on to microfilm or microfiche, miniature transparencies that users can magnify for viewing or printing with special equipment. Microfilm and microfiche significantly increase

the longevity of library content. They also enable libraries to store bulky.paper-based documents in much smaller spaces.

Audio and Visual Materials

It is not only paper-based materials that risk deterioration on library shelves. Similar dangers confront audio and visual library materials, such as sound recordings, photographs, films, and videotapes. For example, nitrate-based film stock was the only available format for motion-picture production until 1951, but the nitrate in this type of film causes it to decay very quickly, even in controlled settings. Today, half of the 21,000 feature-length films made in the United States before 1951 no longer exist. Many have been lost or destroyed, but a vast number have simply decomposed beyond repair. Libraries and archives preserve nitrate-based films by transferring the images to a more resilient, acetate-based film stock. They preserve other audio and visual materials in similar ways. For example, original sound recordings are preserved by transferring them from delicate and unstable wax cylinders or magnetic tapes to newer digital formats such as CD-ROMs.

In addition to preserving their materials from deterioration, libraries must guard against the obsolescence of machine-readable materials—materials that are read and interpreted by machines. Many valuable documents in machine-readable materials were first recorded in formats that have now become **obsolete**. Machines able to play back the recordings either no longer exist or are so rare that they are not practical for use in libraries or even for storage in archives. For example, U.S. president Richard Nixon used Sony Model 800 machines to record the famous White House tapes that

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eventually incriminated him in the Watergate scandal of the early 1970s. Today these tape machines are obsolete, and only a few still exist to play back the original White House tapes. To allow historians, scholars, and interested citizens to hear these recordings, the National Archives and Records Administration transferred them to newer formats, such as CD-ROMs.

Computer Data

Computer software and hardware introduce additional problems to the preservation efforts of libraries and archives. Because common standards for computer software and hardware change so quickly, vast amounts of information stored in obsolete computers can no longer be accessed using modern equipment. As a result, libraries and archives risk forever losing access to valuable computer documents such as government statistical data and geological surveys. To ensure that original computer data remain accessible using contemporary equipment, libraries and archives must continually transfer these data to new formats. For example, every ten years the National Archives and Records Administration transfers all computer data and other electronic records to new formats. Because transferring electronic records can be an extremely costly and time-consuming process, most library conservators and archivists can transfer and preserve only those materials that they determine are of enduring value. As the quantity of computer-based records increases each year, the task of identifying which electronic materials warrant preservation becomes increasingly difficult. [*]

(*) Extracted from *Library (institution)*, Microsoft® Encarta® Online Encyclopedia, 2004

◆ Working with vocabulary

A. Focus on the reading

physical	improper	decay	engage
universal	original	strictly	efforts
quickly	stems from control	susceptible	obsolete

1. Libraries have always struggled against the _____ destruction of their collections.

2. Library materials also fall victim to slow _____ caused by acid content in paper, insect infestation, _____ storage or handling, and excessive heat, mildew, humidity, and air pollution.

3. The slow decomposition of library materials is a _____ problem, occurring on a massive scale in developing and industrialized countries alike.

4. To ensure that library materials remain available to present and future generations of library users, libraries _____ in a variety of preservation efforts.

5. One of the greatest threats to library materials _____ the acid content of paper in books, manuscripts, and other materials.

6. The rate of decomposition depends on the _____ quality of the paper and on the environmental conditions under which the materials have been stored.

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7. Acid-based paper is especially _____ to light, heat, humidity, and pollution, all of which accelerate the decomposition of library materials.

8. Some research libraries and archives, especially at colleges and universities, preserve their highly valuable collections by storing them in specially designed facilities that _____ _____ the levels of light, heat, and humidity.

9. Many valuable documents in machine-readable materials were first recorded in formats that have now become _____ .

B. Focus on New Contexts

physical	decay	stems from	control
Improper	engage	universal	world
original	susceptible	strictly	obsolete

1. It's a _____ impossibility to be in two places at once.

2. The old building was in a general state of _____ .

3. _____ treatment of disease may cause death.

4. War causes _____ misery.

5. I have no time to _____ in gossip.

6. Where is the _____ picture?

7. Plants that are not _____ to disease.

8. Smoking is _____ prohibited.

9. It is hard to _____ an aircraft at high speeds.

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10. They are _____ text-books.
11. Discontent often_____lowpay and poor working conditions.

♦ Understanding the reading

A. Comprehension: True/False

Write **T** if the sentence is true and **F** if the sentence is false

1. Factors such as acidity in paper, and unsuitable temperature, place many books and manuscripts at risk of decay.

2. The kind of paper that was generally used until about 150 years ago was more durable than modern paper made from wood pulp.

3. Modern acid-based paper generally remains in good condition for much longer than 100 years.

4. Steps have been taken in some libraries to deacidify their books and manuscripts.

5. It is important to control light, heat, humidity and the presence of pollutants to help preserve the most valuable books and other materials.

6. In America, most books are now printed on acid-free paper.

7. The film material used for motion pictures before 1951 was nitrate-based and the nitrate has caused steady deterioration of such film.

8. Data recorded on computer may need to be transferred to newer formats from time to time so that it will be compatible with current computer hardware.

9. Acetate-based film stock is unreliable and films made on them need to be transferred to other types of film.

10. In many libraries, rare and valuable items are kept in special rooms to which readers are not admitted: specially trained librarians can fetch them for the use of readers in special reading rooms.

B. Comprehension questions

Answer the questions about the reading.

1. Name at least three causes of destruction of books and other library contents other than deterioration caused by weaknesses of the materials themselves.

2. Name at least three causes of destruction of library contents other than those mentioned above.

3. Is this a problem only for developing countries?

4. In the reading passage, what is mentioned as one of the greatest threats to printed material?

5. Why was this not such a problem before the middle of the Nineteenth Century?

6. What problem arose for paper after the middle of the Nineteenth Century?

7. What detrimental factors tended to affect acid-based paper?

8. What two methods of deacidification have been used?

9. How can publishers contribute to long life for books?

10. What proportion of hard-cover books published in the USA are printed on acid-free paper?

11. What other methods can be used by libraries to conserve written materials?

12. What chemical substance was detrimental to films made before 1951?

13. What kind of film stock is more enduring?
14. What problem is there regarding the change from old to new computer equipment?

♦ Further practice

A. Discussion

1. Name some ways used in preserving library materials in libraries in Vietnam that you have known.
2. Which ways are most often used? Why?
3. Which ways are not often used? Why?

B. Guided writing

Composition topic: Preserving rare items in libraries in Vietnam.

1. Make a list of any rare items, e.g. ancient manuscripts, that you know about in Vietnam.
2. Why is it important to preserve them?
3. Now write a composition about the topic in a broader way. You should mention the main problems involved with preservation, and how these problems are dealt with.

♦ Further reading

BOOK CONSERVATION

Keeping a collection in attractive, usable condition requires constant vigilance and is (or should be) the concern of every librarian. It means watching books as they are returned from circulation, as they are shelved or otherwise handled, and while

methodically "reading" the shelves. Quick repairs (torn pages, loosening backs, etc., which can be repaired in a few seconds) should be attended to at once before the page is lost or the book becomes a major repair job. When a book becomes too shabby to be repaired quickly (time and cost studies are required to see at what point this occurs), the book must be either (1) fully hand repaired, (2) rebound by machine, (3) replaced by a new copy, (4) taken out of circulation and preserved for special use, (5) put in special cases or boxes, (6) replaced in another form (e.g. microform, etc.), or (7) discarded. The decision depends on anticipated use; value, and timeliness of the content; physical condition (e.g., age and brittleness of paper, width of margins, missing parts); availability of other copies; availability of substitute works; and relative costs.

Since World War II publishers have found inventories of unsold or slow-selling books so expensive and the life of a title so transitory that they allow books to go out of print much more often and are much more reluctant to bring titles back into print unless they can be reassured they can dispose of them quickly enough to pay for the reprinting. The American Library Association's Reprint Expediting Service has for years tried to act as an exchange of information between libraries and publishers as to titles needed and the anticipated sale. By the early sixties there was a technological breakthrough. By utilization of microfilm and the Xerox Copyflo machine, it is possible to produce a single copy of a book at a fairly reasonable cost. Commercially it can be done for a few cents per page plus a slight addition for filming. At first this process produced copy on one side of the paper only, necessitating a fan-fold or double sheet for each page. The process has now been improved to permit printing on both sides and varying the weight of the paper used.

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Whatever the individual library decides it can do in regard to repairing, this must be done methodically, intelligently, and competently. It takes some skill, a little instruction, and the proper materials. Here, also, new materials are available to do a quick and attractive job, such as mending tissues which neither show nor stiffen the page, self-sticking tapes, and flexible and quick drying plastic adhesives.

Most library supply companies publish booklets of instructions for hand repairing. It is best to have the work done by selected, trained people and regularly scheduled. Some libraries have high school students working part time; some larger ones have repairers travelling from branch to branch; some have all repairs sent to one central office. Some libraries have decided that hand repairing does not pay and leave books in circulation until ready for rebinding or discarding.

Rebinding procedures must also be studied and systematically established. In some large systems, each branch sends its own books to the binder, but most have the work channelled through a central office. The same is true of binding magazines and other serials. Responsibility must be fixed, records must be maintained, necessary forms designed, and routines established.

It is to be desired, also, that libraries and schools would educate people in the proper care and handling of books and other library materials. Much deterioration of books is caused by readers mishandling them, e.g. by folding back their pages, leaving them in the sun or in dirty places, letting them get wet, or breaking their spines by bending them back unnecessarily.[*]

(*) Adapted from Archival Products News, Volume 12, No.3 (PDF).
http://google.com

LANGUAGE FOCUS

A. Word forms

Study the list of verbs, nouns, adjectives and adverbs. Notice how they are related to each other, then choose the correct word for each sentence. Use a word from line 1 in sentence 1, and so on. Make the nouns plural if necessary and be sure to use the correct tense.

Verb	Noun	Adjective	Adverb
1. instruct	instruction	Instructive	
	instructor		
2. systematize	system	(un)systematic	(un)systematically
3. imagine	imagination	(un)imaginative	(un)imaginatively
4. invent	invention	inventive	
5. characterize	character	(un)characteristic	(un)characteristically
6. compare	comparison	comparative	comparatively
7. please	pleasure	(un)pleasant	(un)pleasantly
8. add	addition	additional	additionally
9. (dis)connect	connection	(dis)connected	(dis)connectedly
10. mix	mixture		
11. communicate	communication (s)	(un)communica-tive	(un)communicatively
12. exist	existence	(non)existent	
13. divide	division	(in)divisible	(in)divisibly

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1. The pupils are _____ to arrive on time the first day of classes.

2. Jenny organizes her work _____ . She can do more work in less time when she _____ it.

3. The program I watched weekend was very _____. I didn't know how it was going to end until the last minute.

4. A computer programmer has to be _____ in order to write a good   computer program.

5. John started a fight with his brother last night. This was very _____ of him because he is usually nice to him.

6. By _____, speaking English is more difficult.

7. It was a _____ to meet you.

8. People who are afraid to fly don't like being closed in. _____, they sometimes fear heights and don't understand the technology of flying.

9. We had the phone _____ because we are moving tomorrow.

10. Students from several countries are _____ together in one class.

11. I tried to get the information from the president's secretary, but she was very _____.

12. Julia told everyone she worked for a large company, but the company is _____.

13. Ten is not evenly _____ by three.

B. Word forms: Gerunds or Infinitives

Write the correct form of the verbs in parentheses

Marketing is always an ongoing process; it might even be described as a philosophy. It does not stop at (1)_____(offer) a product and (2)_____(promote) it; it also encompasses things such as customer service and quality control. It is a process of examination and reexamination of the needs of the user, and (3)_____(provide) the means (4)_____(satisfy) those needs. The customer is King and if you cannot provide what she/he wants, you cannot hope (5)_____(survive). It is about (6)_____(be) proactive, (7)_____(gain) support and (8)_____(influence) the influencers and decision-makers. The key may lie in the answers to the following questions: where are we now? where do we want (9)_____(go)? why do we want to go there? and how will we get there?

C. Sequencing: Linking Phrases

Match up these linking words and phrases with similar meanings:

1. on the whole	a. sadly	1._____
2. for example	b. obviously	2._____
3. unfortunately	c. a further advantage	3._____
4. except for	d. generally speaking	4._____
5. of course	e. even though	5._____
6. another point in its favour	f. apart from	6._____
	g. in fact	7._____
7. although	h. for instance	8._____
8. actually	i. another drawback	9._____
9. however	j. all things	10._____
10. also	considered	11._____

11. a further disadvantage

12. despite

13. taking everything into
consideration

14. as I see it

15. I think

16. to conclude

k. in spite of

l. in conclusion

m. I believe

n. on the other hand

o. speaking personally

p. in addition

12. _____

13. _____

14. _____

15. _____

16. _____

_____

Now complete the following essay using the linking words and phrases above:

Which is preferable – living in a city or the countryside?

(1)_____, people in Britain tend to live in large cities like Sheffield, Manchester, Leeds or Liverpool, (2)_____ (3)_____, the cultural and leisure facilities of a city are a major attraction and (4)_____ is the cheap, regular public transport. Employment opportunities can (5)_____ be better in a city (6)_____ there are often economic problems. (7)_____, city dwellers spend most of their lives in a polluted environment, (8)_____ the occasional holiday in the countryside. (9)_____ the cost of living in the countryside can work out to be much more expensive.

(10)_____. house prices may be higher. (11)_____ is the fact that public transport is infrequent and pricey. But (12)_____ these disadvantages, the environment is cleaner and there is less crime. What could be better for young children than growing up in a peaceful village? (13)_____. the city and the countryside both have their advantages and disadvantages but

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(14)_____ it is the individual's responsibility to make the most of any situation. (15)_____ it is possible to lead a fulfilling life in either the city or the countryside. (16)_____, to gain the maximum benefit from the rural or urban way of life, always look for the positive aspects.

♦ Building Vocabulary Skills

A. Vocabulary review

Choose the word which best completes the following sentences.

1. You should find the number of the book from the library _____.

      a. stock   b. list   c. shelf   d. catalog

2. There are several books by C K Croner on this _____.

      a. shelf   b. platform

      c. cupboard   d. piece

3. Have you got any books on business methods or any similar_____ .

      a. subject   b. content

      c. author   d. matter

4. 'Can you tell me where the dictionaries are?' 'Yes, they're over there with all the other_____books.'

      a. encyclopedia   b. reference

      c. quotation   d. directory

5. When was that book_____?

      a. made   b. produced

      c. published   d. created

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6. How are the books in this library_____?
    a. divided   b. named
    c. gathered   d. classified

7. You can find out the titles of the units in this book by looking at the_____.
    a. appendix
    b. glossary
    c. supplement
    d. table of contents

8. If you need to find some information in a non-fiction book, look it up in the_____.
    a. atlas   b. catalog
    c. diary   d. index

9. Cambridge University Press is the_____of the book you're reading
    a. author   b. editor
    c. printer   d. publisher

B. Context clues

Practise using context clues. Choose the nearest equivalent word/phrase to each word in **bold** print from a, b. c and d. These words are from unit 14. (Do not use your dictionary.)

1. In some cities, the buses and trams no longer have conductors to sell and check tickets: the process is instead **automated.**
    a. performed by machine
    b. double-checked

c. performed prior to travellers getting on to the vehicles

d. done by robots that move around the vehicles

2. It seems that there are **electronic** cameras all over the place.

    a. turned on by electricity

    b. modern

    c. having electrical circuitry in place of film

    d. connected with each other by electrical cables

3. Minerals and vitamins are essential for the **development** of children.

    a. welfare   b. growth

    c. education   d. good health

4. Hoa's main **goal** was to complete her degree in librarianship with a good result.

    a. aim

    b. kicking a ball

    c. expense

    d. jail

5. There are **regional** branches of this organization in places such as Binh Thuan and Da Nang.

    a. important

    b. unimportant

    c. small to medium

    d. pertaining to areas away from the centre

6. We eat breakfast in the **early** morning.

    a. late

      b. middle

      c. first part of the

      d. ancient

7. The Australian government **introduced** decimal currency into Australia forty years ago.

      a. recommended

      b. brought in

      c. tried to persuade people of the advantages of

      d. made

8. Not many people ride horses **today.**

      a. on this day, e.g. Tuesday

      b. tomorrow

      c. all day long

      d. in this age (or these times)

9. It is ten years **since** Phoebe first arrived in Africa.

      a. before

      b. from the time when

      c. because

      d. because of which

10. In an examination in Botany, a student may be required to describe the characteristics of a **given** plant.

      a. presented   b. free

      c. specified   d. old

SECTION FOUR
LIBRARY AND INFORMATION TECHNOLOGY

UNIT 14
AUTOMATION IN THE LIBRARY

♦ Pre-reading

1. What do you understand by the word 'automation'?
2. How have libraries been automated? Give examples

♦ Reading

Libraries first sought to **automate** their internal operations in the 1960s. The Machine-Readable Catalog (MARC) project, begun in 1966 by 16 American libraries, established a standard format for **electronic** versions of the card catalog. Because a number of libraries collaborated to form the MARC standard, they shared the enormous burden of creating records for the electronic catalog. By 1972 libraries around the world were using and contributing to the **development** of the revised MARC standard, known as MARC II.

The potential of saving tremendous amounts of time and money through shared cataloging led to many other cooperative

projects among libraries. In the United States and Canada, several regional organizations grew out of these efforts. including the Ohio College Library Center (OCLC), a computer network for Ohio's college and university libraries; the Research Library Information Network (RLIN) of the Research Libraries Group, a consortium of libraries founded by Columbia, Harvard, and Yale universities and the New York Public Library; and the University of Toronto Library Automation System (UTLAS). In addition to the initial **goal** of providing shared cataloging, **regional** organizations offer an array of services to libraries, including online acquisitions services and interlibrary loan systems.

Many of these regional organizations evolved to become national and international networks. Large organizations that share catalogs with one another are known as *bibliographic utilities.* Their massive catalogs compile materials from many member libraries, creating a vast resource for catalogers and researchers alike. For example, OCLC eventually grew to become the Online Computer Library Center, which serves as an international library computer service, bibliographic utility, and research center that by the 1990s contained more than 41 million records in its union catalog, known as WorldCat. Similarly, the UTLAS consortium of Canadian libraries was purchased by the U.S. firm Auto-Graphics, which set up a subsidiary in Canada to run this shared catalog of Canadian library databases. The new name of this service is AG Canada.

In the **early** 1980s some libraries began to feature online public access catalogs (OPACs), which allow users to access the libraries' catalogs **via** computer. Previously, the high cost of acquiring the new computer technology and the difficulty in using the first software programs meant that libraries had to restrict use of online

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catalogs to a few specially trained librarians. By the 1980s, however, advances in technology and reductions in cost allowed libraries to begin offering public access to online catalogs. For example, the University of California system **introduced** its massive online public access catalog, MELVYL, in 1981.

Today, online public access catalogs are a common feature of all types of libraries. They have replaced and integrated four separate card catalogs: one each for author, title, and subject, as well as a card for the call-number shelf list. Online catalogs allow for rapid searching in each of these designated fields, as well as in some fields—such as the type of publication or the language in which a work was written—that were not searchable in the past. **Since** they were first introduced, online catalogs have been enhanced by the addition of keyword searching, which allows a user to search for works using any word in a **given** field. Online catalogs also typically allow users to determine whether a given item has been checked out by another user, and if so, when the item is due back in the library. [*]

♦ Working with vocabulary

A. Focus on the reading

development	Today	automate	electronic
projects	goal	early	regional
introduced	Since	given	form
via			

(*) Extracted from *Library (institution)*, Microsoft® Encarta® Online Encyclopedia, 2004

1. Libraries first sought to _____ their internal operations in the 1960s.

2. The Machine-Readable Catalog (MARC) project, begun in 1966 by 16 American libraries, established a standard format for _____ versions of the card catalog.

3. By 1972 libraries around the world were using and contributing to the _____ of the revised MARC standard, known as MARC II.

4. In addition to the initial _____ of providing shared cataloging, _____ organizations offer an array of services to libraries, including online acquisitions services and interlibrary loan systems.

5. In the _____ 1980s some libraries began to feature online public access catalogs (OPACs), which allow users to access the libraries' catalogs _____ computer.

6. The University of California system _____ its massive online public access catalog, MELVYL, in 1981.

7. _____, online public access catalogs are a common feature of all types of libraries.

8. _____ they were first introduced, online catalogs have been enhanced by the addition of keyword searching, which allows a user to search for works using any word in a _____ field.

B. Focus on New Contexts

since	automated	via	goal
regional	development	electronic	introduce
such	early	today	given

1. This part of the assembly process is now fully _____.

2. The town has been designated (as) a _____ area.

3. This dictionary is available in _____ form.

4. May I _____ Mr. Smith to you.

5. Close analysis of sales figures shows clear _____ variations.

6. Our _____ was to improve the students' expert knowledge.

7. I'll go there _____ next month.

8. You'd better go to England _____ Gibraltar.

9. Women _____ no longer accept such treatment.

10. We have not seen him _____ he married.

11. You are going to meet her at a _____ time and place.

♦ Understanding the reading

A. Comprehension: True/False

Write **T** if the sentence is true and **F** if the sentence is false

1. The Machine-Readable Catalog (MARC) project began almost 40 years ago.

2. It started in the Public Library system and then spread to the universities.

3. Within a few years, libraries around the world were contributing to the development of this system.

4. Automation enabled shared cataloging between libraries, and other services such as interlibrary loans.

5. OCLC started as the Ohio College Library Centre and later became the Online Computer Library Center.
6. AG Canada is a shared catalog of Canadian library databases.
7. By the early 1970s, technology was sufficiently advanced to enable the ordinary library user to access online catalogs.
8. Online public access catalogs are now quite usual in all kinds of libraries.
9. Online catalogs also indicate whether borrowable books are out on loan, and, if so, when they are expected to be returned.
10. Keywords can also be used to search for relevant material via online catalogs.

B. Comprehension questions

Answer the questions about the reading.

1. How long is it since libraries first started to introduce automation of their catalogs?
2. Which project first established a standard format for electronic catalogs?
3. How did it begin and develop?
4. What was UTLAS?
5. How did OCLC change?
6. What is the main difference - in terms of usage - between online catalogs before the 1980s and those after that time?
7. How long ago was MELVYL introduced?

8. What were the four kinds of cards in the old card catalogs that online catalogs have largely replaced?

9. What did the American firm Auto-Graphics do in relation to the Canadian UTLAS consortium?

10. What are 'bibliographic utilities'?

♦ Further practice

A. Discussion

1. What do you think of automation in library functions in Vietnam?

2. Give examples of some types of Vietnamese libraries that have been automated.

B. Guided writing

Composition topics:

1. Libraries of the future

   In this composition you have the opportunity to imagine what libraries might be like in, say, 20 years' time or 100 years' time. Some key items that you may find useful are: trends in technology; changing ideas; changing needs.

2. What effects have computers had on libraries and the way they are used?

   In your composition you should make reference, *inter alia*, to the following: (i) the compiling and up-dating of catalogs and data bases, (ii) the way readers refer to catalogs, (iii) co-operation between libraries.

◆ Further reading

THE CALIFORNIA DIGITAL LIBRARY

Introduction

In January 1999 the California Digital Library (CDL) opened its "digital doors" to the public. These doors are represented by the CDL's web site, which is a gateway to new collections, services and tools, and to the legacy of digital resources hosted or produced by the University of California, such as the Melvyl® online union catalog and the California Periodicals database.

Some key characteristics of the CDL's current and proposed digital content and technologies are that:

- They are focused on resource sharing;
- They complement print holdings and, in many cases, enhance the ability to share print resources;
- They are connected to the core mission of the university and of the organizations, including libraries, that manage its information resources, rather than being relatively isolated experiments;
- They will link to digital library research;
- They represent a "consumption of best practice" (for example, of standards or principles promulgated by the Digital Library Federation and others);
- In many cases they are available to the public at large.

Key characteristics of the CDL as an example of organizational innovation include:

- a "co-library" model which draws from and depends upon expertise, resources, and priorities across all of the

University of California (UC)'s campuses as well as strategic partners such as the State Library of California;

- a recognition of the inter-relatedness of the library function with scholarly communication and with technological innovations;
- establishment of a framework in which further technological innovation can take place that is deeply tied to the core mission and programs of the university.

Progress to date

Building, sharing, and preserving collections

The CDL provides access to the following categories of digital content and is exploring methods to ensure perpetual access to them. The first three – the Online Archive of California, Melvyl Union Catalog, and California Periodicals database – are freely available to the public. While most of these resources can be reached directly, the CDL's Directory of Collections and Services also serves as a browsable and searchable gateway for their discovery.

- **The Online Archive of California (OAC)** – a union database of digital descriptions of archival and manuscript collections from all of the UC campuses and from around California. These archival finding aids use the standard for Encoded Archival Description (EAD), a document type definition (DTD) for the Standard Generalized Markup Language (SGML). Over 3,000 finding aids from more than 20 institutions describe collections that are located in California.

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- **The Melvyl Union Catalog** – records for materials (books, archives, audio-visuals, computer files, videorecordings, dissertations, government documents, maps, music scores, and recordings) in the libraries of the nine UC campuses, the California State Library, the California Academy of Sciences, the California Historical Society, the Center for Research Libraries, and the Graduate Theological Union in Berkeley. There are currently over 9 million unique titles representing over 14 million holdings. This database has long captured widespread attention as a successful pioneering effort in "library automation".

- **The California Periodicals database** – built in partnership with the California State Library, it represents journal holdings not only in the University of California system, but also in over 500 libraries statewide. Contributors include the 9 UC campuses, and the 22 campuses of the California State University system.

- **Electronic journals and full content** – More than 2,000 electronic journals are now licensed from major scholarly publishers and information providers. The licensing program is identifying additional priority titles. Journals and reference texts, such as the Encyclopedia Britannica Online, can be found by browsing or searching the CDL's Directory of Collections and Services..

- **Abstracting and indexing databases** – many of these are hosted locally by the CDL and access is provided to authorized users via the same interface as is used to search the Melvyl Catalog. Still others can be searched via the same interface but access to the content is provided by a

Z39.50 link to provider's servers. Others are licensed for access via the vendors' sites and interfaces.

Services and tools

The CDL is pursuing technological innovations that enhance services for discovering, sharing, accessing, manipulating, and integrating scholarly content in all forms. Already available are the following tools and services:

- **Topical browsing** of digital resources via the CDL's "Directory of Collections and Resources".
- **User or library-oriented views** of/windows into digital resources. Links into the Directory of Collections and Services can be constructed to produce a search result with filters by topic, resource format (electronic journal vs. abstracting and indexing database, etc.), or local campus availability.
- **Update**, a service that runs user-defined weekly searches to retrieve new items in selected databases.
- **Request**, a service that enables UC-authorized users to borrow books in the Melvyl Union Catalog from any campus in the UC system.

Supporting innovations in scholarly communications

The development of the CDL is, in part, one of UC's responses to trends in scholarly communication (e.g., increased costs for traditional methods of communication). The CDL's activities include:

- Creating, with its campus library partners, a database of University faculty members who are editors of prestigious scholarly journals and who used it to co-host

forums for faculty discussion of the challenges and opportunities in scholarly communication.

- Under direction from the UC President, exploring alternative forms of scholarly publishing.

- Joining, as a founding member, the Scholarly Publishing Academic Resources Coalition (SPARC), an organization sponsored by the American Association of Universities (AAU) and the Association of Research Libraries (ARL), whose charge is to work with academic and publishing partners throughout the country and abroad to create alternatives in scholarly publishing.

Strategic partnerships

Success of the CDL in achieving and maintaining its charge is dependent on collaboration with librarians and academics on all of the UC campuses as well as with partners across California and the US. Some recent highlights include:

- Experiments with other libraries, including the California State Library and its "Library of California" initiative to develop new, sustainable, methods and services for sharing resources among multitype libraries.

- Several major licenses for the full content of core scholarly journals, including those with the American Chemical Society and with JSTOR, include the flexibility to experiment with extending access to the California State University system, community college campuses, and public and school libraries.

- Collaborations on grant proposals to explore technological innovations in digital libraries.
- Membership in the Digital Library Federation (DLF), Scholarly Publishing Academic Resources Coalition (SPARC), and various consortia such as the International Coalition of Library Consortia (ICOLC) ensure cooperative progress in our mutually recognized goals.

Core technologies

Several principles underlie the core technologies of the CDL. These include a devotion to standards, and thus interoperability; a belief that digital collections and services will continue to become highly distributed; the pursuit of "seamless integration" of resources and access to them as a worthwhile, if elusive, goal; and a goal of ubiquitous, location-independent access to the CDL and the resources it maintains.

Although the CDL is very young, it has inherited significant core technologies represented by the Melvyl Union Catalog and the telnet and web interfaces to that catalog and other CDL-hosted resources. The CDL encompasses the activities – formerly carried out by UC's Division of Library Automation – to maintain and enhance these key technologies.

More specifically, the CDL has among its core technologies the following list which is likely to be familiar to D-Lib readers:

- Bibliographic databases and the standard record formats (e.g. MARC), linking algorithms and associated protocols.

- HTML and web browser standards. including dynamic access to underlying databases.
- SGML and the EAD as current digital publishing standards.

  Interoperability protocols such as Z39.50.

Future enabling technologies

Although a representative list of these enabling technologies is presented below, the overall strategy to identify and prioritize technology development is threefold:

1. To establish advisory and working groups that help to choose technologies to deploy and on which to focus for development. Two such groups – the Technology Architecture and Standards Working Group and the Strategic Innovations Working Group – have been established and charged.
2. To contribute resources and energies to emerging best practices such as those promulgated by the Digital Library Federation.
3. To work with research partners in their development of technology innovations.

Enabling technologies:

- Metadata standards for digital objects and resources – to further, among other things, the distributed architecture already emerging.
- Persistent naming of resources and objects – to increase the stability and decrease the maintenance of pointers to resources.

- Better authentication and authorization – to allow location-independent ubiquitous access and increased ease in defining authorized users and user groups.
- Digital object standards, such as for image quality – for example, to distinguish archival/preservation level objects from those in regular use.
- New representation of search processes and results that can be absorbed and manipulated by users – to better match discovery tools with desired functionality and ease of use.
- Viewer technologies for different data (e.g. multimedia, geospatial) – to increase the ease and dimensions of use immediately available after discovery of a resource.
- Flexible "profiling" and user customization of environments – to better match services and tools to particular needs and behaviors.

Summary

The new California Digital Library is both a set of digital collections, services, and tools and an important organizational innovation for the University of California and beyond. It operates on principles of intensive collaboration and integration. Its success, and its usefulness to others as a model, depends not only upon its existing and future core technologies, but upon its ability to create and support innovations in sharing resources, in scholarly communication, and in meeting information needs of scholars and students.[*]

(*) Adapted from Ober, John (1999). California Digital Library Website Opens. *D-Lib Magazine*, February.

LANGUAGE FOCUS

A. Word forms

Study the list of verbs, nouns, adverbs and adjectives. Notice how they are related to each other, then choose the correct word for each sentence. Use a word from line 1 in sentence 1, and so on. Make the nouns plural if necessary and be sure to use the correct tense.

Verb		Noun	Adjective	Adverb
1.	consider	consideration	(in)considerate	(in)considerately
2.		complexity	complex	
3.	observe	observation	(un)observant	
		observatory		
4.	act	action	(in)active	actively
		activity		
5.	explain	explanation	(un)explainable	
6.	believe	belief	(un)believable	(un)believably
7.	alternate	alternate	alternate	alternatively
		alternative	alternative	alternatively
8.	theorize	theory	theoretical	theoretically
9.		efficiency	(in) efficient	(in)efficiently
10.		reasonableness	(un)reasonable	reasonably
11.	convert	conversion		

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| 12. | tense | tension | tense | tensely |
| 13. | prove | proof | proven | |

1. Pat is a very _____ person. She thinks of others and what they want, instead of thinking of herself most of the time.

2. The _____ of modern society affects family patterns.

3. When the director of the English program _____ classes, she writes up an _____ report.

4. Pierre has become _____ in the stamp club because he is too busy to attend. Stamp collecting used to be his favourite _____.

5. Can scientists give a clear _____ of what actually happens deep in the earth? No, some of the details are _____ so far.

6. Scientists consider it _____ that gods create volcanic eruptions.

7a. There is no _____ to our plan. We can find no _____ plan.

7b. The government can give poor people free food or _____, it can give them money to buy food.

8. _____, there are black holes in space.

9. It is _____ to write by hand instead of using a typewriter.

10. It is _____ to expect a student to memorize 50 new words a day.

11. Missionaries try to _____ people to their religion.

12. _____ causes muscle headaches.

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13. Scientists have definite _____ that photovoltaic cells convert sunlight directly into energy. This _____ some years ago.

B. Prepositions

Fill in the blanks with correct prepositions.

An academic library is found (1)_____ a college or university. Like a school library, this library is a workshop (2)_____ the students and teachers, but it often has anywhere (3)_____ 50,000 (4)_____ millions of books and other materials covering many special subjects. That's why scholars (5)_____ outside the college or university frequently use such a library (6)_____ research. A university may include 50 or more libraries in its many schools—a Far Eastern studies library, a fine arts library, an engineering library, and so on. There may be separate libraries (7)_____ undergraduates and for rare books and manuscripts. Because (8)_____ the vast amount (9)_____ materials they handle, some academic libraries use computers to keep track (10)_____ the collections.

C. Phrasal verbs

Phrasal verbs consist of a verb + a particle, e.g. up, on, in, away.

Match the phrasal verbs in column A with the meanings in column B.

A	B
1. look up	a. remember
2. go through	b. discover
3. brush up	c. see with difficulty

4. set off	d.	disappear gradually
5. see someone off	e.	recover from
6. break down	f.	rise into the air
7. calm down	g.	relax!
8. check in	h.	say goodbye
9. take off	i.	revise
10. look after someone	j.	find something in a reference book
11. get over	k.	read quickly
12. cheer up	l.	begin a journey
13. wear off	m.	stop working (machine)
14. look forward to	n.	register
15. make out	o.	take care of
16. clear up	p.	be happy!
17. find out	q.	think about the future with pleasure
18. try out	r.	improve (weather)
19. come across	s.	test
20. look back on	t.	find by chance

♦ Building Vocabulary Skills

A. Vocabulary review

Write the missing words in the sentences below. Choose from the following:

acknowledgements   contents   illustrations

appendix	footnote	index
bibliography	foreword	preface
blurb	glossary	

1. A _____ is a list of the books and articles that were used in the preparation of a book. It usually appears at the end.

2. The _____ are the photographs or drawings that are found in a book.

3. The _____ at the beginning or end of a book is where the author thanks everyone who has helped him or her, together with details of who supplied photographs, etc.

4. A _____ is an introduction at the beginning of a book, which explains what the book is about or why it was written.

5. An _____ to a book is extra information that is placed after the end of the main text.

6. A _____ is a kind of preface in which someone who knows the writer and his or her work says something about them.

7. An _____ is an alphabetical list that is sometimes printed at the back of a book and which has the names, subjects, etc. mentioned in the book and the pages where they can be found.

8. The _____ is a list at the beginning of a book saying what it contains.

9. The _____ is an alphabetical list of the special or technical words used in a book, with explanations of their meanings.

10. A _____ is a note at the bottom of a page in a book which gives the reader more information about something that is mentioned on the page.

11. The _____ is a short description by the publisher of the contents of a book, printed on its paper cover ("duest cover") or in advertisements.

B. Context clues

Practise using context clues. Choose the nearest equivalent word/phrase to each word in **bold** print from a, b, c and d. These words are from unit 15. (Do not use your dictionary.)

1. In my travels, I did not enjoy any one **particular** country more than any other.

   a. interesting   b. individual

   c. important   d. special

2. 'A History of India in the Eighteenth Century' is the **title** of the book I have just finished reading.

   a. name   b. award

   c. prize   d. address

3. We usually do our shopping at the **local** shops rather than go in to the city centre.

   a. cheap/less expensive

   b. in the area where we live

   c. all over the place

   d. grocery

4. At the market we can find a wide **range** of vegetables.

   a. variety   b. gas stove

c. mountains   d. counter

5. Celia has visited **nearly** all the countries of Europe.

    a. exactly

    b. on the outskirts

    c. quickly

    d. almost

6. Public safety is of **general** concern.

    a. for some people

    b. leader of the army

    c. special

    d. to all

7. John **subscribes** to The Australian Review of Applied Linguistics.

    a. agrees with most of the articles in that journal

    b. sometimes buys it

    c. has paid for it to be sent to him regularly

    d. likes

8. Elizabeth goes swimming **regularly.**

    a. sometimes

    b. at similarly separated intervals of time

    c. healthily

    d. purposefully

9. About 15 years ago, the Melbourne College of Advanced Education   **merged** with the University of Melbourne.

    a. became part of   b. clashed

    c. opposed   d. ate up

10. This book **covers** all you will need to know about motor cycle maintenance.

    a. hides   b. includes

    c.   wraps up   d. ties

11. If you telephone for an ambulance, it is important to tell them your exact **location.**

    a. city

    b. condition

    c. place where you are

    d. engine

UNIT 15
RETRIEVAL AND REFERENCE WORK

♦ Pre-reading

1. Work out as many ways as possible for finding library materials.

2. Where do users go if they want to ask for information about library materials?

3. Which way do you often use in searching library materials? Describe in detail.

♦ Reading

LOCATING LIBRARY MATERIALS

Visitors to a library can locate materials in different ways, depending on their own particular needs and interests. Someone looking for recreational reading material may wish to simply browse through the library's selection of recently published best-sellers. Libraries typically maintain a section that showcases these popular materials. Most users, however, come to the library in search of information about a particular subject. The reference desk is often the best place for these users to start their search, because

reference librarians are trained to help library users locate the materials they need. However, users must also learn how to search for information themselves if they are to make the best use of the resources the library has to offer.

Searching for and locating relevant information requires careful thought and strategy. Users can often find answers to their questions by first looking through general reference sources, such as encyclopedias, dictionaries, atlases, and other materials that are usually located near the library's reference desk. These sources can provide overviews of the subject that may lead to more-detailed sources of information. Users looking for a wide range of literature on a particular subject can search through the library's catalog, which provides an index of the library's collection. In addition, users can search through various other indexes, abstracts, and databases. These sources provide references to relevant magazine and journal articles. The Internet can also be a useful source of information.

Searching the Catalog

Library users can generally find the information they need by searching the library's catalog, which is an index to all the materials in the library's collection. Catalog entries typically list each item's author, its title, its subjects, the date it was published, the name of its publisher, and for some materials, the names of editors, illustrators, or translators. Users can search for items in most online catalogs by entering keywords in any of these categories. Users of specialized collections might have the option of searching for other characteristics of library materials as well. A rare-book collection, for example, might allow users to search for materials by the name of the printer or binder of the book.

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By searching through the catalog, users can easily determine whether the library owns works by a particular author or whether it has a work with a specific title. For example, consider a user searching for the book *What Is Natural: Coral Reef Crisis* (1999), by Jan Sapp. This user could simply conduct a title search of the catalog by typing in *What Is Natural: Coral Reef Crisis*. Or, by searching under the last name of the author, Sapp, the user could see whether the library has this book or other works by that author.

Searching for materials on a **particular** subject can be more difficult than searching for materials by authors or **title**. Before beginning a subject search, the user should first carefully consider various aspects of the information needed, identifying keywords and significant concepts associated with the given subject. These words and concepts can function as possible search terms. If searching under one term turns up too many possible works to realistically examine, a more specific term might be more useful. Likewise, if a search term reveals too few items, the user might achieve more productive results by searching under a more general term.

Some libraries feature union catalogs, which list the holdings of multiple libraries. Users can search union catalogs for materials that are unavailable at their **local** library but that may be accessible through interlibrary loan.

Searching Indexes, Abstracts, and Databases

Even though library catalogs contain listings for every item in a given library's collection, catalogs do not list individual articles in the library's magazines and scholarly journals. To find details of articles on a given subject, library users must consult indexes, abstracts, or databases. These resources provide information on articles contained in periodicals, which are publications such as

newspapers, magazines, and journals that are issued at regular intervals. Each index, abstract, or database typically focuses on a particular subject or **range** of related subjects. For example, some indexes list information about articles on art, whereas others contain information about articles on medical issues.

An index of periodicals lists citations containing bibliographic information about each article, including the article's title, author, publisher, and place and date of publication. An abstract contains the same information that a periodical index contains, as well as a paragraph or even a few paragraphs summarizing the article. Library databases are indexes and abstracts organized for easy access on a computer. Library databases are typically stored on CD-ROM or accessed via the Internet. **Nearly** all libraries have printed abstracts and indexes of periodical literature, but periodical information at most libraries is more complete on computer databases.

The *Reader's Guide to Periodical Literature* is the best-known print index to English-language periodicals of **general** interest. Published twice per month, the *Reader's Guide* lists articles in more than 150 magazines commonly **subscribed** to by public and school libraries. It arranges its listings alphabetically by author and subject, but not by title. The *Reader's Guide* generally lists six pieces of information in each citation: the article's title, author, publisher, and place and date of publication. The *Reader's Guide* is cumulated **regularly**. This means that listings in the latest issues are **merged** with the previous issue, so that to find recent articles, users need to consult only two or three issues of the *Reader's Guide*. Each of the older, bound volumes of the *Reader's Guide* covers a two-year period. Some smaller libraries subscribe only to the *Abridged Reader's Guide*, which indexes about 45 magazines.

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The *Reader's Guide* series contains listings as far back as 1890. An earlier index, *Poole's Index*, provides reference information for English-language articles published from 1802 to 1890. Although the *Reader's Guide* is still available in public and school libraries, most library patrons now use computer databases to find magazine and journal articles.

Computer databases typically **cover** a particular subject or range of subjects. For example, the PsychLIT database contains bibliographic information on articles in the field of psychology. The Modern Language Association Bibliography contains citations for articles in the arts and humanities. The Educational Resources Information Center (ERIC) maintains a database of articles from education journals. Most databases offer only indexed or abstracted information, but some databases, known as full-text databases, provide the entire text of articles. Searching strategies can vary considerably from one database to the next, but most databases give tips to guide users in searching the particular database. In addition, reference librarians are specially trained to assist users in searching through databases.

Many public, academic, and school libraries have compendiums of computer databases, such as the InfoTrac catalogs of databases. Introduced in 1985, InfoTrac catalogs integrate many different kinds of databases into a single collection that can be accessed on CD-ROM or via the Internet. For example, patrons of public or academic libraries can use a single InfoTrac catalog to search computer databases of general interest magazines, government publications, academic journals, legal publications, and health-related periodicals. InfoTrac catalogs in school libraries may be tailored to support classroom assignments at various grade levels. These catalogs typically include computer databases

containing the full text of articles in leading magazines, newspapers, and reference books.

Finding Materials on the Library Shelves

Catalog citations indicate each item's call number, which classifies the subject of the work and also identifies the item's location on the library shelves. After finding an item in the catalog, a user can refer to maps in the library indicating the general placement of works within a wide range of call numbers. For example, a library using the Library of Congress Classification system might place together on one floor all of its works with call numbers ranging from H (social sciences) to P (languages and literature). Another floor might hold the library's works with call numbers ranging from Q (science) to Z (library science). Signs on each row of shelves indicate the more specific range of materials located there. For example, one row of shelves might contain works with Library of Congress call numbers from PS3511 through PS3523. Each book in the library's collection will display the call number on the book's spine or on the outside of the back cover. Because call numbers indicate the subject content of a given work as well as its location, once a user finds one relevant item on the shelf, he or she may find other useful items simply by browsing through the materials in the same location.

Finding periodicals in the library is similar to finding books. After a user finds a useful article citation in a library database, abstract, or index, he or she must determine whether the library owns the periodical in which the article appears. The user can determine whether the library owns the publication by conducting a search of the library's catalog by publication title. Most libraries arrange all of their periodicals in one general **location** in the

library. Therefore, if the library subscribes to the periodical in question, the user can generally find the publication by searching for the magazine or journal title on the shelves of the periodical section. Some libraries also maintain periodical archives on *microfilm* (a small roll of film printed with rows of very small images that can be viewed using a library's microfilm viewer), *microfiche* (similar to microfilm, but printed on a small sheet), and CD-ROM.[*]

◆ Working with vocabulary

A. Focus on the reading

particular	Each	title	Nearly
general	regularly	list	local
subscribed	merged	location	cover
generally	range		

1. Searching for materials on a _____ subject can be more difficult than searching for materials by authors or _____.

2. Users can search union catalogs for materials that are unavailable at their _____ library but which may be accessible through interlibrary loan.

3. _____ index, abstract, or database typically focuses on a particular subject or _____ of related subjects.

4. _____ all libraries have printed abstracts and indexes of periodical literature, but periodical information at most libraries is more complete on computer databases.

5. The *Reader's Guide to Periodical Literature* is the best-known print index to English-language periodicals of _____ interest.

6. Published twice per month, the *Reader's Guide* lists articles in more than 150 magazines commonly _____ to by public and school libraries.

7. The *Reader's Guide* is cumulated _____. This means that listings in the latest issues are _____ with the previous issue, so that to find recent articles, users need to consult only two or three issues of the *Reader's Guide*.

8. Most libraries arrange all of their periodicals in one general _____ in the library.

9. Computer databases typically _____ a particular subject or range of subjects.

B. Focus on New Contexts

merge	title	many	general
subscribe	regularly	location	particular
Each	Nearly	cover	range
local			

1. It is better to_____the two small businesses (together) into one larger one.

2. The magazine is trying to get more readers to _____.

3. The _____ impression was that it had.

4. The post arrives _____ at eight every morning.

5. They have chosen a suitable _____ for their new house.

6. Is there _____ colour you would prefer?

7. Do you know the _____ of this book.

8. _____ child learns at his or her own pace.

9. _____ every child in the school passed the swimming test.

10. She's a _____ girl.

11. The definition does not _____ all the meanings of the word.

12. This shop sells a wide _____ of books.

◆ Understanding the reading

A. Comprehension: True/False

Write **T** if the sentence is true and **F** if the sentence is false

1. Catalog entries typically list author, title, date, and where a copy of the book can be bought.

2. In the case of rare books, sometimes the name of the printer or binder is included in its catalog listing.

3. If you entered a the words "water birds" for a subject search, and you found 500 items, there would be fewer items if you then typed in "Asian water birds".

4. On a Union Catalog you can find books available at libraries other than the one you are at, and they may be obtainable through inter-library loan.

5. In addition to books and journals etc., library catalogs usually include the names of articles in the journals it holds.

6. The location of articles within journals can often be found through databases available on computer.

7. The well-known "Reader's Guide to Periodical Literature" lists articles in more than 150 magazines, but it only goes back to the year 1980.

8. ERIC is an important database in the field of Education.

9. Most databases provide author, title etc., and often a short abstract, and even in some cases entire articles.

10. After finding the location of one book or journal via computer, it is often useful to look at adjacent items on the shelves where that item is kept, in order to find related items.

B. Comprehension questions

Answer the questions about the reading.

1. How would you find a book in a library that had no catalog, or if you could not access the catalog?

2. What are the two main ways you could use to find the location of the following book in a library? Walter Anderson: A history of modern Japan.

3. If you could not find the book listed under the name of its author, would you give up hope of finding the book in the library?

4. List the six main items of information in a catalog entry.

5. Suppose that you have forgotten the author of the book mentioned above, and you cannot remember the exact title, but you have an idea of what the book is about. How would you try to locate it?

6. Suppose that in this connection, under 'Subject', you type in 'History of Japan', and then a very large number of titles comes up on the screen, too many to enable you to find the book you are looking for. What should you do?

7. What are union catalogs for?

8. You want to find an article entitled 'Iodine compounds', published in a recent journal of chemistry. You do not know the exact name of the journal or the exact date. How might you find where the article is located?

9. What is an abstract?

10. How and where are databases kept in libraries?

11. What is the best known printed index to general periodicals written in English?

12. How often is it published?

13. If you wanted to look up the new entries for the last two months in that guide, would you have to look up several editions of it?

14. In the reading passage, which computer database was mentioned as being relevant to arts and humanities, and which as relevant to education articles?

15. Suppose that you find from a database that the article 'Iodine compounds' was written by John Flynn. in the Newtown University Journal of Chemistry, Volume 87, No. 3 (1997). What should you do next in order to locate the article?

♦ Further practice

A. Discussion

1. What ways are often used in finding materials in Vietnamese libraries?

2. Which way do you think is the most effective?

B. Guided writing

Composition topic:

Suppose you want to write a thesis (about 100 pages) on the history of India during the nineteenth century. Describe the use you might make of library catalogs and data bases in finding source material for your writing.

Make sure to include reference to the following: (i) primary sources, i.e. documents actually written in the C.19 – or copies of these – e.g. legislation, government papers, correspondence, diaries, (ii) secondary sources, e.g. books written about the topic in recent times, (iii) articles as well as books, (iv) *realia*, e.g. works of art, monuments, (v) exactly how you would go about finding the above kinds of materials in libraries.

♦ Further reading

SEARCHING OPACS

Like the card catalog, CD-ROM or COM catalog, OPACs allow searching by author, title and subject. In each case, it is necessary to follow the directions for that particular system. Some systems use a series of menus from which the user selects the

desired type of search. Other systems require the user to type in a command to select the type of desired search. Since the computer can read all words in each entry, it is possible to provide additional points of access such as: keyword search. free text keyword searching, searching by ISBN, ISSN, OCLC number, call number, by date or a range of dates, and by language.

Author searches: when doing an author search, the author's name should be searched using last name (family name) first. One may enter just the author's last name or use a truncated or shortened term. This means that one can enter as many letters of the last name as are known. The system will display all the authors whose last name begins with those letters and the student can then choose the desired entry. For example, if the student enters Green? The system will display: Green, Greenblat, Greene, Greenstone, Greentree, etc.

Title searches: doing a title search, the student can type in the whole title or just enter as many words of the title as are known; the OPAC will display on the screen all the books that start with those words. The desired title can then be selected from the list. For example:

Search: T = Beach

Line   Title

Beach and the Sea Animals

Beach at St. Addressee

Beach Ball

The Beach Before Breakfast

Beach Bird

Beach Boys

Subject searches: may present the most difficulty as some systems require that the subject entered matches exactly with the Library of Congress Subject Headings (LCSH). Incorrect subject headings may lead to no matches. Also, if the student has not consulted LCSH, guessing correct headings is even more difficult. Some systems are "kinder" ("more friendly user") than others and instead of saying 'no match', provide an alphabetical list of terms that surround the heading entered. Some systems may also provide cross references and show the number of entries for each cross reference. This feature allows student to choose other subjects without rekeying the search.

Some systems allow the student to *combine the author's name and the title* in one search. If the author is common or the author has published many books, this option enables student to have the desired title with fewer steps.

Keyword searches: these often produce the most number of entries and it is necessary to have a good search strategy. In keyword searching, the computer looks for a word at any place it appears in the author index, title index or subject index. Some systems allow free text keyword searching, that is the system searches for that word any place in the record. Some systems also allow the use of Boolean searching in the keyword search.

In many ways, OPACs are just elaborate card catalogs and we should not expect more than they provide. Some systems display a message "no match" on your search term, the same result is sometimes obtained when searching the card catalog. Some systems are more helpful, providing cross references. Some card catalogs also provide cross references and by flipping through the cards in the card catalog, we can find the words before and after the term searched. OPACs are constantly developing and changing.

Boolean searching

In those OPACs that include Boolean search capabilities, th
Boolean operators generally include "and". "or" and "not
Boolean searches can be done in other types of databases such a
periodical index on CD-ROM or via other on-line vendors a
DIALOG or BRS. In those systems, there are the addition:
operators "with" and "near".

The use of the "and" operator serves to narrow a search b
looking for entries that contain both terms, e.g. North "and" Soutl
The "or" operator serves to enlarge the search by looking fc
entries that contain either of the terms, e.g. North "or" South. Th
"not" search narrows a search by eliminating from the search a
citations with the undesired term, e.g. North "not" South. (Se
illustration below) [*]
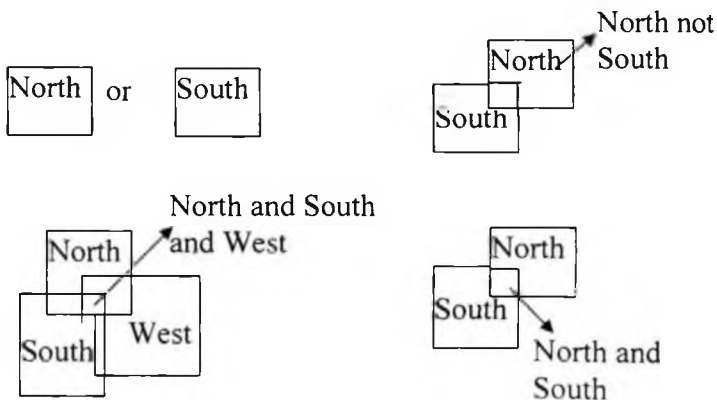
A. Word forms

Study the list of verbs, nouns, adjectives and adverbs. Notice how they are related to each other, then choose the correct word for each sentence. Use a word from line 1 in sentence 1, and so on. Make the nouns plural if necessary and be sure to use the correct tense.

Verb	Noun	Adjective	Adverb
1.	(ab)normality	(ab)normal	(ab)normally
2.	habit	habitual	habitually
3.	intensity	intense	intensely
4.	permanence	permanent	permanently
5. relieve	relief	relieved	
6. volunteer	volunteer	(in)voluntary	(in)voluntarily
7. reason	reason	(un)reasonable	(un)reasonably
8. encourage	encouragement	encouraged	
9. discourage	discouragement	discouraged	
10. confide	confidence	confident	confidently
11. personalize	person	personal	personally
12. familiarize	familiarity	(un)familiar	familiarly
13. complain	complaint		

1. _____, classes begin at 8, but there is a special meeting today.

2. The present tense is used for _____ actions.

3. Susan feels everything very _____.

4. Julia married a Frenchman and is going to live _____ in France.

5. Mary felt _____ when she found out her daughter had arrived   safely   at her grandparents' place.

6. Mark did not go into the army _____. He went because it is the law   that all young men must serve in the army.

7. Julie was very angry. We tried to _____ with her, but she was completely swayed and wouldn't listen at all.

8. A shy child needs a lot of _____ to build self-confidence.

9. Michael felt _____ when he wasn't accepted at the university that was his first choice.

10. Joan stood _____ before the class and began her speech.

11. _____, I like my initials on my luggage.

12. If you _____ yourself with the language center before the first day of classes, you will not get confused about where you should go.

13. The roadworks caused much _____ among local residents.

B. Articles

Fill in the blanks with correct articles when necessary.

Topsy and Tim have delighted children of 3-7 for over thirty years since their creation in 1959. After appearing in over 100 books Topsy and Tim are now household names, firmly established among the classic characters of children's fiction.

The key to Topsy and Tim's continuing popularity is that they appeal directly to (1)_____ young children. Parents may sometimes feel bemused by their child's enthusiastic response to apparently predictable stories, but to a young child, every real life situation is a new challenge and (2)_____ Topsy and Tim books have always aimed to present these situations in a way that is both entertaining and reassuring. (3)_____ mixture of (4)_____ new with the familiar gives a young child a strong sense of (5)_____ security and helps to explain why children return to the Topsy and Tim stories again and again.

Jean and Gareth Adamson have always been (6)_____ first to recognize and point out (7)_____ needs of children in a changing society. As a result, Topsy and Tim books have evolved from simple bedtime stories into stories which are informative and thought-provoking, often acting as a vital guideline to parents having to deal with (8)_____ potentially sensitive situations: stories such as, *Topsy and Tim meet* (9)_____ *Police* (which introduces the 'stranger danger' message in a very natural way), *Topsy and Tim go to* (10)_____ *Doctor*, *Topsy and Tim go to* (11)_____ *Dentist*, and *Topsy and Tim go to* (12)_____ *Hospital*. Topsy and Tim books are regularly kept up-to-date. Jean Adamson keeps in (13)_____ close contact with her young audience, visiting nurseries, primary schools and libraries and talking to children and parents. With (14)_____ grown-up children of her own Jean maintains: 'It's wonderful to have, in Topsy and Tim, two children who never have to grow up.'

C. Phrasal verbs

Complete the following story using appropriate phrasal verbs. Use the list of the phrasal verbs in the box. You will also have to decide which tense to use.

clear up	take off	get over
cheer up	go through	check in
look back	set off	brush up
look up	wear off	try out
look after	come across	look forward

Barbara will always remember the day when she flew from Amsterdam to spend the weekend in London with her friend Ralph. She (1)_____ for the airport early one cold, wet Friday afternoon and arrived in plenty of time to (2)_____ for her flight. Soon after the plane (3)_____, she started to get a headache and feel sick. The flight attendants were very kind and helpful.

'Don't worry about a thing. We're here to (4)_____ you,' they said. After a while, her headache (5)_____. and when she heard the captain's announcement, she immediately (6)_____ .

'We will be arriving at London Heathrow in approximately 15 minutes. The temperature is 20 degrees, and you'll be glad to hear that the weather has (7)_____ .

Barbara was (8)_____ to staying in an English-speaking country. She had spent the last month (9)_____ her English but still felt nervous about using it. However. she soon (10)_____

her nerves after she had asked for street directions in the city centre. She could understand 90 per cent of what was said!

At Ralph's hotel in Victoria they made a plan for that evening. Ralph (11)_____ *Time Out* magazine to find out what shows were on and Barbara (12)_____ 'Chinese Restaurants' in *Eating Out in London*. Her book informed her that the Soho area was full of little Chinese restaurants.

'Let's eat before going to a show,' suggested Ralph. 'I'd love to (13)_____ some real Chinese cooking.'

In Soho they (14)_____ a lovely little restaurant where lots of Chinese people were eating. It was the start of a magical weekend that they always (15)_____ on with pleasure.

♦ Building Vocabulary Skills

Vocabulary review

Write the missing words in the sentences below. Choose from the following:

CD-ROM	Microforms	database	OPAC (x2)
overdue	Returned	beginning	borrowed
cleared			

1. _____ is the generic name for an online library catalog.

2. _____ stands for 'Compact Disk - Read Only Memory'.

3. _____ stands for 'Online Public Access Catalog'.

4. _____ allow a library to keep large collections of historical documents and newspapers which would otherwise take up much space or might be damaged by frequent handling.

5. A _____ is comprised of individual records which can be accessed and searched via a computer.

6. If a borrowed item is not returned by the due date it becomes _____.

7. Reference material is only for use within the library, it cannot be _____.

8. Chapters and corresponding page numbers are listed in the Table of Contents at the _____ of the book.

9. Once an item is overdue your borrowing privileges are suspended throughout the Library system until all your overdue items have been _____ and _____ by library staff.

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VOCABULARY REFERENCE

This section comprises vocabulary related to the main topics in each unit. Most of the words listed are used in the book, but a few others have been added where they might be useful. Common words which students at this level should know by now have not been included. The following abbreviations are used:

n - noun   v - verb   adj – adjective adv – adverb

UNIT 1

institution [insti'tju:ʃn]	- cơ quan, trụ sở cơ quan
collection [kə'lekʃn]	- sự sưu tầm
material [mə'tiəriəl]	- tài liệu
reference ['refərəns]	- sự tham khảo
contain [kən'tein]	- chứa đựng, bao gồm
variety [və'raiəti]	- nhiều thứ, đủ loại
maintain [mein'tein]	- duy trì
include [in'klu:d](v)	- bao gồm, gồm có
manuscript ['mænjuskript]	- bản viết tay, bản thảo
microfiche ['maikroufi:ʃ]	- tấm vi phim
computer software ['sɔ ftweə]	- phần mềm của máy tính
database ['deitəbeis]	- cơ sở dữ liệu

media ['miːdiə] (n)	- phương tiện truyền thông đại chúng
in addition (to something) [ə'diʃn]	- thêm vào
feature ['fiːtʃə] (v)	- có
telecommunication [ˌtelikəˌmjuːni'keiʃn]	- viễn thông
provide [prə'vaid]	- cung cấp, cung ứng
site [sait] (n)	- nơi, chỗ, vị trí
mission ['miʃn]	- nhiệm vụ
collect [kə'lekt]	- thu thập, sưu tầm
organize ['ɔːgənaiz]	- tổ chức
preserve [pri'zəːv]	- bảo quản, lưu giữ
knowledge ['nɔlidʒ]	- sự hiểu biết, kiến thức, tri thức
generation [ˌdʒenə'reiʃn]	- thế hệ
essential [i'senʃəl] (adj)	- cần thiết, chủ yếu
format ['fɔːmæt]	- khổ (sách, giấy, bìa...)
ensure [in'ʃuə]	- bảo đảm
profession [prə'feʃn]	- nghề, nghề nghiệp
assist [ə'sist]	- giúp đỡ, trợ lý, cộng sự
obtain [əb'tein]	- đạt được, giành được, thu được
supplement ['sʌplimənt] (v)	- bổ sung, phụ thêm vào
enhance [in'hɑːns]	- làm tăng, nâng cao
official [ə'fiʃl]	- viên chức, công chức
define [di'fain]	- định nghĩa (một từ...), định rõ

obligation [ˌɔbliˈgeiʃn]	- nghĩa vụ, bổn phận
spell out [spel]	- giải thích rõ ràng
aspiration [ˌæspəˈreiʃn]	- lòng mong muốn, nguyện vọng
derive (from) [diˈraiv]	- xuất phát từ, bắt nguồn từ
long-term ˈlɔŋtəːm](adj)	- dài hạn, lâu dài
formulate [ˈfɔːmjuleit] (v)	- làm thành công thức, trình bày rõ ràng
support [səˈpɔːt] (v)	- ủng hộ, cổ vũ
formal. [ˈfɔːməl] (adj)	- chính thức, chính qui
contribute [kənˈtribjuːt]	- đóng góp, góp phần
literacy [ˈlitərəsi]	- sự biết viết, sự biết đọc
vocational training [vouˈkeiʃənl, treiniŋ]	- sự đào tạo ngành nghề, sự dạy nghề
vocational school [vouˈkeiʃənl skuːl	- trường dạy nghề
encourage [inˈkʌridʒ]	- khuyến khích, cổ vũ, động viên
cultivate [ˈkʌltiveit]	- trau dồi, tu dưỡng (trí tuệ...)
sustain [səˈstein]	- chống đỡ, giữ vững (trong thời gian dài)
further [ˈfəːðə] (v)	- đẩy mạnh, xúc tiến, giúp cho
prime [praim]	- chủ yếu, căn bản
stimulate [ˈstimjuleit]	- khích động, khuyến khích
intellectual [ˌintiˈlektjuəl]	- (thuộc) trí óc, (thuộc) trí tuệ
relate [riˈleit]	- gắn liền với, liên hệ, liên kết

involve [in'vɔlv]	- làm dính líu, làm dính dáng
arise (from) [ə'raiz]	- xuất hiện, nảy sinh ra
distinguish [dis'tiŋgwiʃ]	- phân biệt
spring (from) [spriŋ]	- xuất phát
effectiveness [i'fektivnis]	- sự có hiệu lực
catalog ['kætəlɔg] (v)	- ghi vào mục lục
statistics [stə'tistiks]	- số liệu thống kê

♦ Further reading

manifesto [,mæni'festou]	- bản tuyên ngôn
gateway ['geitwei]	- cổng ra vào, cửa ngõ
prosperity [prɔ'sperəti]	- sự thịnh vượng, sự phát đạt
attain [ə'tein]	- đạt được, giành được
endeavor [in'devə]	- sự cố gắng, sự nỗ lực, sự gắng sức
censorship ['sensəʃip]	- cơ quan / quyền kiểm duyệt, công tác kiểm duyệt
innovation [,inou'veiʃn]	- sự đổi mới
legislation [,ledʒis'leiʃn]	- sự xây dựng luật, pháp luật, pháp chế
co-ordination [kou,ɔ:di'neiʃn]	- sự phối hợp, sự kết hợp
imply [im'plai]	- hàm ý; ngụ ý
outreach [aut'ri:tʃ] (v)	- vượt hơn, với xa hơn
adapt [ə'dæpt]	- phỏng theo, thích nghi (với môi trường...)

indispensable [ˌindis'pensəbl] (adj	- tuyệt đối cần thiết; không thể thiếu được

UNIT 2

consist (of) [kən'sist]	- gồm có
employee [ˌimplɔ i'i:]	- người lao động, người làm công
staff [stɑ :f]	- nhân viên
part-time ['pɑ :ttaim] (adj)	- làm không trọn ngày, làm bán thời gian
assistant [ə'sistənt]	- người giúp đỡ, người phụ tá
proportion [prə'pɔ :ʃn]	- tỷ lệ
depend (on) [di'pend]	- phụ thuộc
budget ['bʌ dʒit]	- ngân sách, ngân quỹ
professional [prə'feʃənl] (adj)	- chuyên nghiệp
constitute ['kɔ nstitju:t]	- cấu thành, tạo thành
science ['saiəns]	- khoa học, ngành khoa học
generate ['dʒenəreit]	- tạo ra, phát ra
record [ri'kɔ :d]	- ghi lại, ghi chép
store [stɔ :] (v)	- tích trữ, cất giữ
retrieve [ri'tri:v]	- truy lục, gọi ra (thông tin được lưu trữ)
transmitte [trænz'mit]	- truyền
bibliographic	- (thuộc) thư mục

[ˌbibliə'græfik] (adj)	
technological	- (thuộc) công nghệ
[ˌteknə'lɔ dʒikl](adj)	
communication	- sự giao tiếp
[kə,mju:ni'keiʃn]	
interpersonal [ˌintə'pə:snl] (adj)	- giữa cá nhân với nhau
ability [ə'biliti]	- khả năng hoặc năng lực làm cái gì
professional ability	- năng lực chuyên môn, năng lực nghiệp vụ
competence ['kɔ mpitəns]	- năng lực, khả năng
administer [əd'ministə]	- quản lý, cai quản
managerial [ˌmænə'dʒiəriəl] (adj)	- (thuộc) người quản lý
worldwide ['wə:ld'waid] adj & adv	- khắp nơi, khắp thế giới
mutual ['mju:tjuəl] adj	- người này đối với người kia, lẫn nhau
to assume responsibility	- đảm đương, gánh vác trách nhiệm
non-professional [ˌnɔ n prə'feʃənl]	- không chuyên
input ['input] (v)	- đưa (dữ liệu) vào máy tính, nhập liệu
code [koud] (v)	- viết bằng mã, mã hoá
verify ['verifai] (v)	- thẩm tra, kiểm tra lại

circulation [ˌsəːkjuˈleiʃn]	- sự lưu thông
check (out) (book) [tʃek]	- ghi tên sách khi ra về
operation [ˌɔ pəˈreiʃn]	- sự hoạt động, quá trình hoạt động
full-time [ˈfullˈtaim] (adj)	- làm việc trọn ngày hoặc trọn tuần
shelve [ʃelv] (v)	- xếp (sách) vào ngăn
clerical [ˈklerikəl]	- (thuộc) văn phòng
carry (out) [ˈkæri]	- tiến hành, thực hiện
volunteer [ˌvɔ lənˈtiə]	- người tình nguyện
combine [kɔ mˈbain]	- kết hợp, phối hợp
take (on) [teik]	- đảm nhiệm, gánh vác
to take on responsibilities	- đảm nhận trách nhiệm
accomplish [əˈkɔ mpliʃ]	- hoàn thành, làm xong, làm trọn
portion [ˈpɔ ːʃn]	- phần chia
acquisition [ˌækwiˈziʃn]	- sự giành được, sự thu được, sự đạt được
pattern [ˈpæt(ə)n]	- mẫu, mô hình, kiểu, khuôn mẫu

♦ **Further reading**

global [ˈgloubəl] (adj)	- toàn cầu, toàn bộ
conference [ˈkɔ nfərəns] (n)	- cuộc thảo luận, hội nghị

headquarters ['hed'kwɔ :təz] (n)	sở chỉ huy, cơ quan đầu não
provision [prə'viʒn] (n)	- sự cung cấp, đồ cung cấp
delivery [di'livəri] (n)	- sự phân phát (thư, hàng)
widespread ['waidspred] (adj)	- lan rộng, phổ biến
pursue [pə'sju:] (v)	- theo đuổi, đeo đuổi
endorsement [in'dɔ :smənt] (n)	- sự chứng thực, sự tán thành
embody [im'bɔ di] (v)	- thể hiện, bao gồm
equitable ['ekwitəbl] adj	- công bằng, hợp tình hợp lý
democratic [,demə'krætik] adj	- dân chủ
well-being ['wel'bi:iŋ] (n)	- tình trạng hạnh phúc, khoẻ mạnh.
conviction [kən'vikʃn] (n)	- sự kết án, sức thuyết phục
federation [,fedə'reiʃn] (n)	- liên đoàn, liên bang
gender ['dʒendə] (n)	- (ngôn ngữ học) giống
scheme [ski:m] (n)	- sự sắp xếp theo hệ thống, sự phối hợp
status ['steitəs] (n)	- tình trạng (làm việc, ăn ở..), địa vị
consultative [kən'sʌ ltətiv] adj	- cố vấn, tư vấn
debate [di'beit] (v)	- tranh luận, bàn cãi (một vấn đề...)
supreme [su:'pri:m] adj	- tối cao, cao nhất (quyền lực, cấp bậc)

governing ['gʌvəniŋ] adj	- cai quản, quản trị
elect [i'lekt] (v)	- bầu, quyết định
resolution [ˌrezə'luːʃn] (n)	- nghị quyết, cam kết; quyết tâm
co-opted [kou'ɔpt] (v)	- bầu vào, kết nạp
executive [ig'zekjutiv] (adj)	- chấp hành, quản trị
executive [ig'zekjutiv] (n)	- (từ Mỹ,nghĩa Mỹ) uỷ viên ban chấp hành/ ban quản trị (hãng kinh doanh, tổ chức...)
ex-officio [ˌeksə'fiʃiou] adj & adv	- đương nhiên, mặc nhiên

UNIT 3

efficient [i'fiʃənt]	- có hiệu lực, có hiệu quả
service ['səːvis]	- sự phục vụ
readership ['riːdəʃip]	- tập thể độc giả của một tờ báo, tạp chí...
private ['praivit]	- tư nhân
private school	- trường tư
utmost ['ʌtmoust] (adj)	- vô cùng; cực kỳ
requirement [ri'kwaiəmənt]	- nhu cầu
alter ['ɔːltə]	- thay đổi, biến đổi, đổi
performance [pə'fɔːməns]	- sự thực hiện, sự thi hành (lệnh...)
dual ['djuːəl] (adj)	- hai mặt, gấp đôi
benefit ['benifit]	- lợi, lợi ích

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extremely [iks'tri:mli] (adv)	- vô cùng, cực độ, cực kỳ
sophisticated [sə'fistikeitid]	- phức tạp
up-to-date [,ʌp tə'deit] (adj)	- hiện đại, cập nhật
appropriate [ə'proupriət]	- thích hợp, thích đáng
promote [prə'mout]	- xúc tiến, đẩy mạnh
image ['imidʒ]	- hình ảnh
consideration. [kən,sidə'reiʃn]	- sự cân nhắc, sự suy xét
to take something into consideration	- tính đến, lưu tâm đến cái gì
individual [,indi'vidjuəl]	- một mình, riêng lẻ
exploit [iks'plɔit]	- khai thác
confidence ['kɔnfidəns]	- sự tin cậy, sự tin tưởng
participate (in sth) [pɑ:'tisipeit]	- tham gia vào (một hoạt động)
procedure [prə'si:dʒə]	- thủ tục (trong kinh doanh, chính trị...)
location [lou'keiʃn]	- địa điểm hoặc vị trí
mistake [mis'teik]	- lỗi

♦ Further reading

adjust [ə'dʒʌst] (v)	- đặt lại cho đúng vị trí trật tự, điều chỉnh
graphics ['græfiks] (n) pl.	- chữ viết, hình vẽ..., đồ hoạ
interact (with) [,intər'ækt] (n)	- ảnh hưởng, tác động lẫn nhau, tương tác

integrate ['intigreit] (v)	- hợp nhất, hoà nhập
cognitive ['kɔ gnətiv] (adj)	- thuộc nhận thức
psychology [sai'kɔ lədʒi] (n)	- tâm lý (của một người..),tâm lý học
interdisciplinary [,intə'disiplinəri] (adj)	- thuộc nhiều lĩnh vực học thuật
background ['bækgraund](n)	- tầng lớp xã hội, sự giáo dục, đào tạo của một người
background ['bækgraund](n)	- tầng lớp xã hội, sự giáo dục, đào tạo của một người
permit ['pə:mit] (n)	- giấy phép
characteristic [,kæriktə'ristik] (n)	- nét đặc trưng, đặc điểm
classification [,klæsifi'keiʃn] (n)	- sự phân loại
vary ['veəri] (v)	- làm cho khác nhau, thay đổi, biến đổi
modernize ['mɔ də:naiz] (v)	- hiện đại hoá, đổi mới
expand [iks'pænd] (v)	- mở rộng, trải ra
association [ə,sousi'eiʃn]	- hội, hội liên hiệp, đoàn thể

UNIT 4

face [feis] (v)	- đương đầu, đối phó
survival [sə'vaivl] (n)	- sự sống sót, sự tồn tại

justify ['dʒʌ stifai] (v)	- chứng minh
existence [ig'zistəns] (n)	- sự tồn tại
demonstrate ['demənstreit] (v)	- chứng minh, giải thích
priority [prai'ɔ rəti]	- quyền ưu tiên, sự ưu tiên
devise [di'vaiz] (v)	- nghĩ ra, đặt (kế hoạch)
concept ['kɔ nsept]	- khái niệm
potential [pə'tenʃl] (adj)	- tiềm năng, tiềm tàng
inappropriate [,inə'proupriit]	- không thích hợp, không thích đáng
occur [ə'kɜ :(r)]	- xảy ra, xuất hiện
fad [fæd] (n)	- sự thích thú kỳ cục, điều mốt nhất thời
marketing ['ma:kitiŋ]	- sự tiếp thị
anticipate [æn'tisipeit] (v)	- thấy trước, biết trước, đoán trước
perception [pə'sepʃn]	- sự nhận thức
sinister ['sinistə] (adj)	- gở, xấu, nham hiểm
manipulative [mə'nipjuleitiv] (adj)	- lôi cuốn, hấp dẫn
function ['fʌ ŋkʃn] (n)	- chức năng
leaflet ['li:flit] (n)	- tờ giấy in rời, tờ rơi
relevant ['reləvənt]	- có liên quan
scenario [si'na :riou] (n)	- viễn cảnh, viễn tưởng
measurable ['meʒərəbl]	- đo được, lường được
internal [in'tə:nl]	- ở bên trong, nội bộ, nội địa

external [eks'tə:nl]	- ở ngoài, bên ngoài (hiện tượng...)
segment ['segmənt] (v)	- cắt từng đoạn, phân đoạn
reveal [ri'vi:l] (v)	- bộc lộ, biểu lộ, tiết lộ
argue ['ɑ:gju:] (adj)	- diễn đạt ý kiến đối lập, tranh cãi
present ['preznt] (adj)	- hiện nay, hiện tại, hiện thời
means [mi:nz] (n)	- phương tiện, biện pháp, cách thức
successive [sək'sesiv] (adj)	- liên tục, liên tiếp, lần lượt
stage [steidʒ]	- giai đoạn
peripheral [pə'rifərəl] (adj)	- (thuộc) ngoại vi/ ngoại biên
charge [tʃɑ:dʒ] (n)	- tiền phải trả, tiền công, tiền thù lao
overdue ['ouvə'dju:] (adj)	- quá chậm, quá hạn

♦ **Further reading**

conclude [kən'klu:d] (v)	- kết luận, kết thúc
quote [kwout] (n)	- lời trích dẫn, đoạn trích dẫn
advocate ['ædvəkit] (n)	- người biện hộ, bênh vực, người ủng hộ
occupy ['ɒkjʊpai] (v)	- chiếm , giữ (một địa vị chính thức)
advertise ['ædvətaiz]/advertize	- thông báo, quảng cáo
mega-bookstore tiền tố	- thật to lớn

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vie [vai] (v) / vied	- ganh đua
relevance ['reləvəns] (n)	- sự thích đáng, thích hợp,sự có liên quan
bearing (n) ['beəriŋ]	- sự chịu đựng
convey [kən'vei] (v)	- chở, chuyên chở, vận chuyển
unique [ju:'ni:k] (adj)	- độc nhất vô nhị, chỉ có một
perceive [pə'si:v] (v)	- hiểu được, nhận thấy, nhận biết
savvy ['sævi] (n)	- sự hiểu biết; lương tri
visibility [,vizə'biləti] (n)	- tính chất, tình trạng có thể thấy được
radar ['reidə] (n)	- hệ thống ra-đa, máy ra-đa
appreciation [ə,pri:ʃi'eiʃn] (n)	- sự đánh giá đúng,sự hiểu rõ giá trị
dynamic (adj) [dai'næmik]	- (thuộc) động lực, (thuộc) động lực học
retail ['ri:teil] (n)	- sự bán lẻ, việc bán lẻ
foster ['fɔ stə] (v)	- khuyến khích, tăng cường, thúc đẩy
clout [klaut] (n)	- mảnh vải (để vá), khăn lau, giẻ lau
mandate ['mændeit] (n)	- sự uỷ nhiệm, sự uỷ thác, sự uỷ quyền.
tap (v) [tæp]	- mở vòi, đóng vòi, gõ nhẹ, vỗ nhẹ
humility [hju:'militi] (n)	- sự khiêm tốn, tình trạng thấp kém
reluctant [ri'lʌ ktənt] (adj)	- miễn cưỡng, bất đắc dĩ

capitalize ['kæpitəlaiz] / capitalise (v)	- chuyển thành tư bản, viết chữ hoa
myth [miθ] (n)	- thần thoại, chuyện hoang đường
apparent [ə'pærənt] (adj)	- rõ ràng, hiển nhiên
confusion [kən'fju:ʒn] (n)	- sự lộn xộn, sự rối loạn, sự bối rối
interchangeability ['intə,tʃeindʒə'biliti]	- tính có thể thay cho nhau
fear [fiə] (n)	- sự sợ hãi, sự khiếp sợ
manipulative [mə'nipjuleitiv] (adj)	- thấy trước, biết trước, đoán trước
anticipate (v) [æn'tisipeit]	- chặn trước, liệu trước, lường trước
stumble ['stʌmbl] (n)	- sự vấp, sự sẩy chân, sự trượt chân
conceptualization [kən'septjuəlizm] (n)	- (triết học) thuyết khái niệm
embed [im'bed] (v)	- ấn/ đóng/ gắn vào, ghi vào (trí nhớ)
convert [kən'və:t] (v)	- đổi, biến đổi
habitual [hə'bitʃuəl] (adj)	- thường lệ, quen thuộc

UNIT 5

| reach (out to) [ri:tʃ] | - vươn tới, nắm được cái gì, với lấy |
| common ['kɔmən] (adj) | - thông thường, phổ biến |

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exhibit [ig'zibit] (v)	- trưng bày, triển lãm
puppet-show ['pʌ pit'ʃou]	- trò múa rối
contest [kən'test] (n)	- cuộc thi, trận đấu
booth [bu:đ] (n)	- quán, rạp, lều
youngster ['jʌ ŋstə] (n)	- người thanh niên
adult ['ædʌ lt, ə'dʌ lt] (n)	- người hoặc động vật đã trưởng thành
origami [,ɒ ri'gɑ :mi]	- nghệ thuật xếp giấy của Nhật Bản
information retrieval bank [ri'tri:v]	- ngân hàng thu hồi thông tin
loan [loun] (v)	- cho vay, cho mượn
interlibrary [,intə'laibrəri] (adj)	- giữa các thư viện
microfilm ['maikroufilm]	- micrôfim, vi phim
auditorium [,ɔ :di'tɔ :riəm] (n)	- phòng dành cho thính giả, thính phòng
exhibition [,eksi'biʃn]	- sự trưng bày, cuộc triển lãm
request [ri'kwest] (v)	- yêu cầu, đề nghị
nursing home ['nə:siŋhoum]	- nhà thương, bệnh xá, nơi an dưỡng
jail [dʒeil]	- nhà tù, nhà giam, sự bỏ tù
summarize ['sʌ məraiz]	- tóm tắt, tổng kết
encyclopedia [en,saiklou'pi:djə](n)	- bộ sách bách khoa
interior [in'tiəriə] (n)	- phần bên trong, phía trong (phòng, nhà...)

device [di'vais] (n)	- vật sáng chế ra thiết bị, dụng cụ
subject ['sʌbdʒikt] (n)	- chủ đề, môn loại
wheelchair ['wi:ltʃeə] (n)	- xe lăn cho người tàn tật
ramp [ræmp] (n)	- dốc, đoạn đường dốc thoai thoải
install [in'stɔ:l] (v)	- lắp đặt (hệ thống máy móc...)
handicapped ['hændikæpt]	- tật nguyền về thể xác
retirement [ri'taiəmənt] (n)	- sự về hưu, sự nghỉ việc
branch [brɑ:ntʃ] (n)	- chi nhánh, ngành
bookmobile ['bukmoubail] (n)	- thư viện lưu động
eyesight ['aisait] (n)	- thị lực, tầm nhìn

♦ Further reading

disability [,disə'biliti] (n)	- sự bất lực, sự ốm yếu tàn tật
modification [,mɔdifi'keiʃn] (n)	- sự sửa đổi, sự thay đổi
Braille system	- hệ thống chữ nổi dành cho người mù
sight [sait] (n)	- thị lực, khả năng nhìn, tầm nhìn
The Americans with Disabilities Act (ADA)	- đạo luật đối với người tàn tật của Mỹ
discrimination [dis,krimi'neiʃn]	- sự suy xét và nhận thức đúng đắn

book stack [stæk] (n)	- giá sách, kho sách (trong thư viện)
patron ['peitrən] (n)	- người bảo trợ, người đỡ đầu
edition [i'diʃn] (n)	- loại sách xuất bản, số bản in ra
tactile ['tæktail] adj	- (thuộc) xúc giác
scan [skæn] (v)	- đọc lướt; xem lướt
keyboard ['ki:bɔ:d] (n)	- bàn phím (pianô), bàn chữ (máy chữ)
monitor ['mɔnitə] (n)	- người nghe và ghi các buổi phát thanh
abbreviation [ə,bri:vi'eiʃn] (n)	- sự tóm tắt, bài tóm tắt, chữ viết tắt.

UNIT 6

facilities [fə'silitiz] (n)	- điều kiện dễ dàng, thuận lợi
sparsely ['spɑ:sli] (adv)	- thưa thớt, rải rác
system ['sistəm] (n)	- hệ thống
rural area ['ruərəl, 'eəriə]	- vùng nông thôn
urban area ['ə:bən, 'eəriə]	- khu vực đô thị
downtown area ['dauntaun, 'eəriə]	- khu buôn bán kinh doanh
truck [trʌk]	- xe ba gác, xe tải (như) lorry
trailer ['treilə]	- xe moóc, toa moóc
regardless of [ri'gɑ:lis'ɔv] (adj)	- không chú ý, quan tâm đến ai/cái gì

citizenship ['sitizn∫ip] (n)	- quyền công dân, tư cách công dân
ethnicity [eθ'nisiti] (n)	- tính cách sắc tộc
background ['bækgraund] (n)	- tầng lớp xã hội, sự giáo dục, đào tạo của một người
teenager ['ti:neidʒə] (n)	- thanh thiếu niên (tuổi 13 đến 19)
socialize ['sou∫əlaiz] (v)	- hoà nhập xã hội, thích nghi với xã hội
recreational [,rekri'ei∫ənl] (adj)	- có tính chất giải trí, tiêu khiển
phase [feiz] (n)	- giai đoạn, thời kỳ (phát triển, biến đổi)
immigrant ['imigrənt] (n)	- người nhập cư
diverse [dai'və:s] (adj)	- nhiều loại khác nhau, thay đổi khác nhau
challenge ['t∫ælindʒ]	- sự thách thức
reflect [ri'flekt]	- phản ánh, cho thấy bản chất của
span [spæn] (v)	- mở rộng, kéo dài ra bên trên hoặc ngang
spectrum ['spektrəm] (n)	- sự phân bố theo độ lớn, theo tính chất
paperback ['peipəbæk] (n)	- sách đóng trên bìa giấy mềm, sách bìa mềm - nghệ thuật; mỹ thuật
art [ɑ :t] n	- nghệ thuật; mỹ thuật
reproduction	- sự sao chép, bản sao chép,

[ˌriːprəˈdʌkʃn]	phiên bản
section [ˈsekʃn]	- bộ phận, khu, khu vực
focus (on) [ˈfoukəs]	- tập trung
divide (into) [diˈvaid]	- tách rời ra, chia, phân ra
gallery [ˈgæləri] (n)	- phòng trưng bày các tác phẩm nghệ thuật
register [ˈredʒistə] (v)	- đăng ký, ghi vào sổ, vào sổ
department [diˈpɑːtmənt] (n)	- bộ phận, bộ, ban
machine [məˈʃiːn] (n)	- thiết bị, cỗ máy

♦ **Further reading**

memorial [məˈmɔːriəl] (adj)	- (thuộc) kỷ niệm, để ghi nhớ
rename [riːˈneim] (v)	- đặt tên mới, đổi tên, (người, đường phố...)
premier [ˈpremiə(r)] (n)	- thủ tướng (người đứng đầu chính phủ)
comprehensive [ˌkɔmpriˈhensiv] (adj)	- bao hàm toàn diện, lĩnh hội nhanh, sáng ý
disciplinary [ˈdisiplinəri] (adj)	- (thuộc) kỷ luật; để đưa vào kỷ luật
moderate [ˈmɔdərit] (adj)	- vừa phải, có mức độ, ôn hoà, điều độ
personage [ˈpəːsənidʒ] (n)	- nhân vật quan trọng, có địa vị cao sang

xerox ['ziərɔ ks] (n)	- kỹ thuật sao chụp không dùng mực ướt

UNIT 7

elementary [,eli'mentəri] (adj)	- thuộc hoặc ở giai đoạn đầu, sơ cấp
junior high school ['dʒu:njə]	- trường trung học cơ sở 6, 7, 8 và 9
high school	- trường trung học phổ thông 10, 11 và 12
instruction [in'strʌ kʃn]	- sự dạy, chỉ thị, lời chỉ dẫn
artifact ['ɑ :tifækt]	- vật do người làm ra
computer lab [læb]	- phòng thí nghiệm, phòng pha chế
emphasize ['emfəsaiz]	- nhấn mạnh
interpretation [in,tə:pri'teiʃn]	- sự giải thích, làm sáng tỏ, sự phiên dịch
assignment [ə'sainmənt]	- nhiệm vụ/ bổn phận đã được phân cho ai
locate [lou'keit]	- xác định vị trí, định vị
interpret [in'tə:prit]	- giải thích, làm sáng tỏ, phiên dịch
credentials [kri'denʃəlz] (n)	- giấy ủy nhiệm
curriculum [kə'rikjuləm]	- chương trình giảng dạy
encounter [in'kauntə] (n)	- sự chạm trán, sự đọ sức

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illustrate ['iləstreit] (v)	- minh hoạ
concentrate (on) ['kɔ nsntreit]	- tập trung (sự chú ý, cố gắng.....)
supplement ['sʌ plimənt] (v)	- bổ sung, phụ thêm vào
sophisticated [sə'fistikeitid] (adj)	- tinh vi, phức tạp, rắc rối; công phu
differ (from) ['difə]	- khác, không giống
social ['souʃl] (adj)	- có tính chất xã hội
humanity [hju:'mæniti] (n)	- loài người, nhân loại
accommodate [ə'kɔ mədeit] (v)	- cung cấp
equip [i'kwip] (v)	- trang bị (cho ai... cái gì)

♦ **Further reading**

categorize ['kætigəraiz] (v)	-chia loại, phân loại
upgrade [ʌ p'greid] (v)	- nâng cao chất ượng (sản phẩm)
strengthen ['streŋθn]	- làm cho mạnh, vững, củng cố, tăng cường
distribute [dis'tribju:t] (v)	- phân bổ, phân phối, phân loại
draw up	- kéo lên, rút lên, múc (nước...) lên
envisage [in'vizidʒ] (v)	- đương đầu, vạch ra (kế hoạch), nhìn trước

achievement [ə'tʃiːvmənt] (n)	- thành tích, thành tựu, sự đạt được
attain [ə'tein] (v)	- đạt được, giành được
consultant [kən'sʌltənt] (n)	- người tư vấn, cố vấn
lustrous ['lʌstrəs] (adn)	- bóng láng, rực rỡ, chói ngời
installation [,instə'leiʃn] (n)	- sự lắp đặt, cái được lắp đặt
microcomputer [,maikroukəm'pjuːtə:]	- máy tính nhỏ

UNIT 8

conceivable [kən'siːvəbl] (adj)	- có thể hiểu được, nhận thức được
conceive [kən'siːv] (v)	- hình thành (ý nghĩ, kế hoạch...) trong đầu
discipline ['disiplin] (n)	- kỷ luật, ngành kiến thức, môn học
immense [i'mens] (adj)	- mênh mông, bao la, rộng lớn
fund [fʌnd] (n)	- nguồn tài chính, tiền bạc, ngân quỹ
affiliate (to, with) [ə'filjeit]	- nhập, liên kết
mechanism ['mekənizm] (n)	- máy móc, cơ cấu, cơ chế
undergraduate [,ʌndə'grædʒuət]	- sinh viên chưa tốt nghiệp
exclusively [iks'kluːsivli] (adv)	- dành riêng, độc quyền

rare [reə] (adj)	- hiếm, hiếm thấy, hiếm có, ít có
handwritten ['hænd,ritən] (adj)	- viết bằng tay (thay vì đánh máy)
ongoings ['ɔn,gouiŋz] (n) (pl)	- việc đang xảy ra, đang phát triển liên tục
incoming ['inkʌmiŋ] (adj)	- sắp dọn vào, mới được bầu hoặc chỉ định
accreditation [əˈkredi teiʃn]] (n)	- sự ủy nhiệm
tool [tuːl] (n)	- dụng cụ, đồ dùng, công cụ
equipment [iˈkwipmənt] (n)	- đồ trang bị, thiết bị, dụng cụ, đồ dùng
accredit (v)	- chỉ định
sponsor ['spɔnsə] (v)	- đỡ đầu, bảo trợ
evaluation [i,vælju'eiʃn]	- sự ước lượng, sự đánh giá

♦ **Further reading**

realize ['riəlaiz]/realise ['riəlaiz] (v)	- có thể hiểu được, nhận thức được
handful ['hændful] (n)	- (một) nhúm, (một) ít (người...).
come (into being)	- hình thành, ra đời
incorporate [inˈkɔːpərit] (adj)	- kết hợp chặt chẽ, hợp thành tổ chức

volume ['vɔ lju:m] (n)	- (viết tắt) vol quyển, tập, cuốn sách
division [di'viʒn] (n)	- sự phân chia, phần, đoạn
computerization [kəm,pju:tərai'zeiʃn]	- sự điện toán hoá/tin học hoá/vi tính hoá
spine [spain] (n)	- xương sống, gáy (sách)
PC-based system	- hệ thống máy tính cá nhân
promise ['prɔ mis] (n)	- lời hứa, điều hứa, sự hứa hẹn
innovative ['inouveitiv] (n)	- người đổi mới, nhà cải cách
competent ['kɔ mpitənt] (adj)	- thạo, rành, giỏi
implement ['implimənt] (n)	- đồ dùng (đồ đạc quần áo...), dụng cụ

UNIT 9

corporation [,kɔ :pə'reiʃn]	- tập đoàn
business ['biznis] (n)	- việc buôn bán, kinh doanh thương mại
agency ['eidʒənsi] (n)	- đại lý, hãng
centre ['sentə] (n)	- tâm, trung tâm
technical ['teknikl] (adj)	-(thuộc) cơ khí và khoa học ứng dụng, kỹ thuật
firm ['fə:m] (n)	- hãng, công ty
religious [ri'lidʒəs] (adj)	- (thuộc) tôn giáo, tín ngưỡng, tu hành
legal ['li:gəl] (adj)	- thuộc về hoặc dựa trên luật pháp

lawyer ['lɔ :jə]	- luật sư, luật gia
health [helθ] (n)	- sức khoẻ
evaluate [i'væljueit] (v)	- định giá, đánh giá
package ['pækidʒ] (v)	- đóng gói, đóng kiện, xếp vào bao bì
present ['prizent] (v)	- giới thiệu
productivity [ˌprɔ dʌ k'tivəti]	- năng suất, hiệu quả, hiệu suất
achieve [ə'tʃiːv] (v)	- đạt được, giành được, hoàn thành
facilitate [fə'siliteit] (v)	- làm cho dễ dàng, thuận tiện, tạo điều kiện
aerospace ['eərouspeis] (n)	- không gian vũ trụ
engineering [ˌendʒi'niəriŋ] (n)	- công việc hoặc nghề nghiệp của kỹ sư
interaction [ˌintər'ækʃn]	- sự ảnh hưởng, tác động với nhau, sự tương tác
network ['netwəːk] (n)	- mạng lưới, hệ thống
♦ **Further reading**	
credit ['kredit] (v)	- (to credit somebody / something with something) tin rằng ai/cái gì có cái gì
subdivision [sʌ bdi'viʒn]	- sự chia nhỏ ra, cái do chia nhỏ ra mà có
appoint [ə'pɔ int]	- cử, bổ nhiệm

chapter 'tʃæps]	- chương (sách), đề tài, vấn đề
bulletin ['bulitin]	- bản trình bày tin tức ngắn gọn, bản tin
to keep abreast of (with)	- theo kịp, không lạc hậu so với
pivotal ['pivətl] (adj)	- (thuộc) nòng cốt; (nghĩa bóng) then chốt
cessation [se'seiʃn]	- sự dừng, sự ngừng, sự chấm dứt
roadmap ['roudmæp]	- bản đồ chỉ dẫn đường sá, bản đồ đường bộ
span [spæn] (v)	- mở rộng ra bên trên hoặc ngang, kéo dài qua
visibility [,vizə'biləti] (n)	- sự việc có thể trông thấy được, tầm nhìn
diverse [dai'və:s] (adj)	- gồm nhiều loại khác nhau, thay đổi khác nhau

UNIT 10

catalog ['kætələ g] (n)	- bảng mục lục, danh mục liệt kê
catalog ['kætələ g] (v)	- ghi vào mục lục
union catalog ['ju:niən, 'kætələ g]	- mục lục liên hợp
classified catalog ['klæsifaid, ['klæsifai]	- mục lục phân loại

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index ['indeks] (n)	- danh mục các tên hoặc vấn đề được nói đến trong một quyển sách, bảng chú dẫn
enable [i'neibl] (v)	- làm cho có thể (làm gì)
own [oun] (v)	- sở hữu, có
determine [di'tə:min] (v)	- xác định, định rõ, quyết định, quyết tâm
need [ni:d] (n)	- sự cần thiết; nhu cầu
classify ['klæsifai] (v)	- sắp xếp cho có hệ thống; phân loại
call number ['kɔ:l,nʌmbə]	- ký hiệu xếp giá
majority [mə'dʒɔriti] (n)	- phần lớn, phần đông, đa số
update [,ʌp'deit] (v)	- làm cho cập nhật, hiện đại hoá
issue ['isju:] (v)	- đưa ra, phát hành, lưu hành, in ra
description [dis'kripʃn] (n)	- sự tả, sự diễn tả, sự mô tả, sự miêu tả
alphabetically [,ælfə'betikəli] (adv)	- theo thứ tự abc
alternate [ɔ:l'tə:nət ; 'ɔ:ltə:nət] (adj)	- xen kẽ, lần lượt kế tiếp nhau
label ['leibl] (n)	- nhãn, nhãn hiệu
item ['aitəm] (n)	- khoản, món (ghi trong đơn hàng...)
capital ['kæpitl] (n)	- thủ đô, thủ phủ, chữ viết hoa
acceptance [ək'septəns] (n)	- sự chấp nhận, chấp thuận, sự công nhận

master ['mɑ:stə] (adj)	- chính, chủ yếu
display [dis'plei] (v)	- bày ra, phô bày, trưng bày
resemble [ri'zembl] (v)	- giống với, tương tự, có sự tương đồng với
establish [is'tæbliʃ] (v)	- lập, thành lập, thiết lập, kiến lập
subsequently (adv) ['sʌbsikwəntli]	- rồi thì, rồi sau đó
parameter [pə'ræmitə(r)] (n)	- thông số, tham số, tham biến, giới hạn
peculiarity [pi,kju:li'ærəti] (n)	- tính chất riêng, nét riêng biệt, nét đặc biệt
complicate ['kɔmplikeit] (v)	- làm phức tạp, làm rắc rối
pseudonym ['sju:dənim] (n)	- biệt hiệu, bút danh

♦ **Further reading**

proactive [prəʊ'aktiv] (adj)	- tiên phong thực hiện
constituent [kən'stitjuənt] (adj)	- cấu tạo, hợp thành, lập thành.
endorse [in'dɔ:s] (v)	- chứng thực đằng sau, viết đằng sau, ghi đằng sau
license ['laisəns] ['laisəns] (v)	- cho phép, cấp giấy phép, cấp môn bài, cấp đăng ký

responsive [ri'spɔ nsiv] (adj)	- đáp ứng nhiệt tình, thông cảm

UNIT 12

classification [ˌklæsifi'keiʃn] (n)	- sự phân loại
identify [ai'dentifai] (v)	- nhận ra, nhận biết, nhận dạng
indication [ˌindi'keiʃn] (n)	- sự biểu thị, sự biểu lộ, dấu hiệu
Dewey Decimal Classification (DDC)	- bảng phân loại thập tiến Dewey
structure ['strʌ ktʃə] (n)	- kết cấu, cấu trúc
dramatically [drə'mætikəli] (adv)	- đột ngột
expansion [iks'pænʃn]	- sự mở rộng, sự phát triển
deci..al ['desiməl] (adj)	- (toán học) thập phân
fraction ['frækʃn] (n)	- (toán học) phân số, phần nhỏ, miếng nhỏ
indicate ['indikeit] (v)	- chỉ, cho biết, ra dấu
denote [di'nout] (v)	- biểu hiện, biểu thị, chỉ rõ, bao hàm (nghĩa)
category ['kætigəri] (n)	- hạng, loại
subclass ['sʌ bklɑ :s] (n)	- (sinh vật học) phân lớp
hierarchical [ˌhaiə'rɑ :kikl] (adj)	- có thứ bậc, có tôn ti

additional [ə'diʃənl] (adj)	- cộng thêm, thêm vào
base (on) [beis] (v)	- dựa vào, căn cứ vào
multiple ['mʌ ltipl] (n)	- (toán học) bội số
astronomy [əs'trɔ nəmi] (n)	- thiên văn học
allied [æ'laid, 'ælaid] (adj)	- liên kết, có quan hệ với, tương tự
paleontology [,pæliɔ n'tɔ lədʒi] (n)	- môn cổ sinh vật học
paleozoology [,pæliou zou'ɔ lədʒi]	- cổ động vật học
analytical [,ænə'litikəl] (adj)	- (thuộc) phân tích
chemistry ['kemistri]	- ngành hoá học, môn hoá học hoá học
qualitative analysis [ə'næləsis] (n)	- sự phân tích, phép phân tích định tính
quantitative analysis	- phép phân tích định lượng
inorganic chemistry [,inɔ :'gænik]	- hoá học vô cơ
organic chemistry [ɔ :'gænik]	- hoá học hữu cơ
crystallography [,kristə'lɔ grəfi] (n)	- tinh thể học
mineralogy [,minə'rælədʒi] (n)	- khoáng vật học
so on (and so forth) (adv)	- vânvân

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flexibility [,fleksə'biliti] (n)	- tính mềm dẻo, tính linh hoạt
tailor ['teilə]	- làm cho cái gì thích ứng với ai/cái gì
close classification	- phân loại chính xác, phân loại chi tiết
broad classification	- phân loại khái quát, phân loại rộng
movement ['mu:vmənt] (n)	- sự vận động, sự cử động
customize ['kʌstəmaiz] (v)	- làm theo yêu cầu của khách hàng
strength ['streŋθ] (n)	- mặt mạnh
combination [,kɔmbi'neiʃn]	- sự kết hợp, sự phối hợp
shortcoming ['ʃɔːt,kʌmiŋ] (n)	- sự thiếu sót, lỗi, điều thiếu sót
inconsistency [,inkən'sistənsi] (n)	- sự mâu thuẫn, sự không trước sau như một
classification number	- ký hiệu phân loại (ký hiệu số)
spine [spain] (n)	- xương sống
alphanumeric [,ælfənju:'merik] (adj)	- (trình bày kiểu) vừa có chữ vừa có số
Cutter number	- số cutter, ký hiệu cutter
simplify ['simplifai] (v)	- làm đơn giản, đơn giản hoá
necessitate [ni'sesiteit] (v)	- đòi hỏi phải, cần phải có
revision [ri'viʒn] (n)	- sự xem lại, duyệt lại, sự sửa lại, sự ôn lại

cornerstone ['kɔ :nəstoun] (n)	- viên đá đặt nền, nền tảng, cơ sở
widespread ['waidspred] (adj)	- lan rộng, phổ biến
Online Computer Library Center (OCLC)	- trung tâm thư viện máy tính online

♦ **Further reading**

contrast ['kɔ ntræst] (v)	- làm tương phản, trái ngược hẳn
evolve [i'vɔ lv] (v)	- mở ra, rút ra, suy ra, làm tiến triển
collaborate [kə'læbəreit] (v)	- cộng tác
anthropology [,ænθrə'pɔ lədʒi] (n)	- nhân loại học
subdivide [sʌ bdi'vaid] (v)	- chia nhỏ ra
represent [,repri'zent] (v)	- miêu tả, đại diện cho, tượng trưng cho
digit ['didʒit] (n)	- con số (A-rập)
alphanumeric [,ælfənju:'merik](adj)	- vừa có chữ vừa có số ký hiệu
notation [nou'teiʃn] (n)	- lời chú thích, lời chú giải, lời ghi chú
hemisphere ['hemisfiə] (n)	- bán cầu
hierarchical [,haiə'rɑ :kikəl] (adj)	- có thứ bậc, có tôn ti

structure ['strʌktʃə] (n)	- kết cấu, cấu trúc
abridge [ə'bridʒ] (v)	- rút ngắn lại, cô gọn, tóm tắt, hạn chế
restrict [ri'strikt] (v)	- giảm bớt (quyền...), hạn chế, giới hạn
abandon [ə'bændən] (v)	- từ bỏ, bỏ rơi, ruồng bỏ

UNIT 13

physical ['fizikl] (adj)	- tự nhiên
countless ['kauntlis] (adj)	- vô số, vô kể, không đếm xuể
destruction [dis'trʌkʃn]	- sự phá hoại, sự phá huỷ
civilization [,sivəlai'zeiʃn; ,sivəli'zeiʃn]	- nền văn minh
decay [di'kei] (n)	- tình trạng đổ nát, tình trạng mục nát
acid ['æsid] (adj)	- chua
infestation [,infes'teiʃn] (n)	- sự tràn vào quấy phá, phá hoại
excessive [ik'sesiv] (adj)	- quá mức, thừa
mildew ['mildju:] (n)	- nấm minđiu, nấm mốc sương
humidity [hju:'miditi] (n)	- sự ẩm ướt, độ ẩm
decomposition [,di:kɔmpə'ziʃn]	- sự phân huỷ, sự làm mục rữa
pollution [pə'lu:ʃn] (n)	- sự ô nhiễm
universal [,ju:ni'və:sl] (adj)	- (thuộc) thế giới, phổ biến, chung
massive ['mæsiv] (adj)	

	- có quy mô lớn, nghiêm trọng
estimate ['estimit - 'estimeit] (v)	- đánh giá, ước lượng
risk [risk]	- sự rủi ro
maintenance ['meintinəns]	- sự bảo dưỡng, sự bảo quản
stem (from) [stem] (v)	- xuất phát từ, nảy sinh từ, bắt nguồn từ
rags [rægz] (n) pl.	- giẻ, giẻ rách
pulp [pʌlp] (n)	- lõi cây
residual [ri'zidjuəl] (adj)	- còn dư, còn lại
brittle ['britl] (adj)	- giòn, dễ gãy, dễ vỡ
rate [reit] (n)	- tỷ lệ, tốc độ
original [ə'ridʒənl] (adj)	- (thuộc) gốc, nguyên bản chính
susceptible [sə'septəbl] (adj)	- dễ mắc, dễ bị ảnh hưởng / tổn thương
accelerate [ək'seləreit] (v)	- làm nhanh thêm, làm chóng đến
crumble ['krʌmbl] (v)	- vỡ vụn, đổ nát, bở
retard [ri'tɑ:d] (v)	- làm cho chậm lại, trì hoãn tiến trình
prolong [prə'lɔŋ] (v)	- kéo dài ra, nối dài ra, gia hạn
alkaline ['ælkəlain] (adj)	- (hoá học) kiềm
neutralize ['nju:trəlaiz] (v)	- (hoá học) trung hoà
gaseous ['geizjəs] (adj)	- (thuộc) thể khí
mixture ['mikstʃə] (n)	- sự pha trộn, sự hỗn hợp
strictly ['striktli] (adv)	- một cách nghiêm khắc

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airborne ['eəbɔːn] (adj)	- ở trên không
filter out ['filtə] (v)	- lọc
aside (from)[ə'said] (adj)	- ngoài ra, trừ ra
pollutant [pə'luːtənt]	- chất gây ô nhiễm (do xe cộ, ... thải ra)
ensure [in'ʃuə] (v)	- bảo đảm
fragile ['frædʒail] (adj)	- dễ vỡ, dễ hỏng; mỏng mảnh
miniature ['minətʃə] (adj)	- nhỏ, thu nhỏ lại
transparency [træns'pærənsi] (n)	- sự trong suốt, tính trong suốt
confront [kən'frʌnt] (v)	- đương đầu
nitrate ['naitreit] (n)	- (hoá học) Nitrat
motion-picture ['mouʃn'piktʃə] (n)	- phim điện ảnh
resilient [ri'ziliənt] (adj)	- bật nảy, co giãn, đàn hồi
acetate ['æsitit] (n)	- (hoá học) Axetat
delicate ['delikət] (adj)	- dễ vỡ
unstable [ʌn'steibl] (adj)	- khưng vững chắc, không bền
wax cylinders [wæks, 'silində]	- sáp ong hình trụ
obsolescent [ˌɔbsə'lesnt] (adj)	- không còn dùng nữa, cũ đi
incriminate [in'krimineit] (v)	- buộc tội, đổ tội cho, đổ trách nhiệm cho
scandal ['skændl] (n)	- vụ bê bối, chuyện gây xôn xao dư luận
transfer ['trænsfəː] (v)	- chuyển, dọn (từ chỗ này sang

time-consuming ['taim kən'sju:miη] (adj) - tốn nhiều thời gian, cần nhiều thời gian

conservator ['kɔ nsə:veitə] (n) - người giữ gìn, người bảo quản

archivist ['ɑ :kivist] (n) - chuyên viên lưu trữ văn thư

♦ **Further reading**

vigilance ['vidʒiləns] (n) - sự cảnh giác, thận trọng, sự đề phòng

shabby ['ʃæbi] (adj) - mòn, sờn, hư hỏng

rebind ['ri:'baind] (v) (qk. Rebound) - buộc lại, đóng lại (sách)

rebound ['ri:'baund] (n) - sự bật lại, sự nẩy lên (của quả bóng...)

rebound ['ri:'baund] (v) - bật lại, có ảnh hưởng ngược trở lại đối với

photostat ['foutəstæt] (n) - sự sao chụp

discard [di,skɑ :d] (n) - sự bỏ, loại bỏ, vứt bỏ

transitory ['trænsitri] (n) - ngắn ngủi, tạm thời, chốc lát; nhất thời

reassure [,ri:ə'ʃuə] (v) - cam đoan một lần nữa

dispose (of) [dis'pouz] (v) - sắp đặt, bố trí, vứt bỏ, tống khứ

breakthrough ['breik'θru:] (n) - (quân sự) sự chọc thung phòng tuyến

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stiffen ['stifn] (v)	- làm cứng, cứng thêm, làm mạnh thêm
adhesive [əd'hi:siv] (adj)	- dính, bám chắc

UNIT 14

seek [si:k] (v)	- mưu cầu, theo đuổi, cố gắng đạt tới
collaborate [kə'læbəreit] (v)	- cộng tác
version ['və:ʃn] (n)	- bản dịch sang một ngôn ngữ khác
tremendous [tri'mendəs] (adj)	- (thông tục) rất lớn, bao la, to lớn
amount [ə'maunt] (n)	- lượng, số lượng
burden ['bə:dn] (n)	- gánh nặng (nghĩa đen) & (nghĩa bóng)
development [di'veləpmənt] (n)	- sự phát triển, mở rộng, sự phát đạt
effort ['efət] (n)	- sự cố gắng, sự nỗ lực
advance[əd'vɑ :ns] (n)	- sự tiến bộ
reduction [ri'dʌ kʃn]	- sự thu nhỏ, sự giảm bớt
The Machine-Readable Catalog (MARC)	- mục lục đọc trên máy
Research Library Information Network (RLIN)	- mạng thông tin của các thư viện nghiên cứu

evolve [i'vɔ lv] (v)	- tiến triển, tiến hoá
compile [kəm'pail] (v)	- biên soạn, sưu tập tài liệu
replace[ri'pleis] (v)	- thay thế, thay chỗ của ai/cái gì
designate ['dezigneit] (v)	- chỉ rõ, định rõ

♦ Further reading

framework ['freimwə:k] (n)	- cốt truyện, (nghĩa bóng) cơ cấu tổ chức
innovation [,inou'veiʃn] (n)	- sự đổi mới, sự cách tân
consumption [kən'sʌ mpʃn] (n)	- sự tiêu thụ, sự tiêu dùng (hàng hoá,...)
promulgate ['prɔ mlgeit] (v)	- ban hành, thông báo chính thức
expertise [,ekspə'ti:z] (n)	- sự thành thạo, sự tinh thông
relatedness [ri'leitdnis] (n)	- sự có họ hàng, bà con thân thuộc
perpetual [pə'petʃuəl] (adj)	- vĩnh viễn, liên tiếp, thường xuyên
browse [brauz] (v)	- (nghĩa bóng) đọc lướt qua, xem lướt qua
gateway ['geitwei] (n)	- cổng ra vào
Encoded Archival Description (EAD	- mô tả tài liệu lưu trữ đã được lập mã
The Standard Generalized Markup Language (SGML)	- ngôn ngữ chuẩn tăng cường tổng quát
digitize ['didʒitaiz] (v)	- số hoá

digitization [didʒitai'zeiʃn] (n)	- việc số hoá
dissertation [,disə:'teiʃn] (n)	- luận văn, luận án
theological [θiə'lɔ dʒikl]	- (thuộc) thần học
capture ['kæptʃə] (n)	- sự bắt giữ, sự giành được
pioneer [,paiə'niə(r)] (v)	- đi tiên phong (một công việc gì...)
interface ['intəfeis] (n)	- bề mặt chung (cho hai vật...)
abatement [ə'beitmənt] (n)	- sự yếu đi, sự thanh toán, sự huỷ bỏ
prestigious [pre'stidʒəs] (adj)	- có uy tín, thanh thế
co-host (v)	- đồng dẫn (chương trình), đăng cai tổ chức (hội nghị, cuộc tranh tài thể thao...)
forum ['fɔ :rəm] (n)	- diễn đàn, toà án
highlight ['hailait] (n)	- chỗ nổi bật nhất, điểm nổi bật nhất
sustainable [səs'teinəbl] (adj)	- có thể chống đỡ được
collaboration [kə,læbə'reiʃn] (n)	- sự cộng tác
grant [grɑ :nt] (n)	- tài trợ, trợ cấp
devotion [di'vouʃn] (n)	- sự hết lòng, sự tận tâm
operability [ɔ pərə'biliti] (n)	- khả năng làm được
pursuit [pə'sju:t] (n)	- hành động tiếp tục theo đuổi
seamless ['si:mlɪs] (adj)	- không có đường nối, liền một mảnh

elusive [i'lu:siv] (adj)	- có tính chất lảng tránh, thoái thác
ubiquitous [ju(:)'bikwitəs] (adj)	- có mặt ở khắp nơi, tồn tại ở khắp nơi
encompass [in'kʌmpəs] (v)	- bao quanh, bao gồm, hoàn thiện
algorithm ['ælgərizm] (n)	- thuật toán
protocol ['proutəkɔl] (n)	- nghi thức ngoại giao, lễ tân
threefold ['θri:fould] (adj)	- gồm ba phần, ba yếu tố, gấp ba
meta	- (tiền tố) sau, siêu, biến đổi, biến sắc
persistent [pə'sistənt] (adj)	- bền bỉ, kiên trì, dai dẳng, liên tục, bền
pointer ['pɔintə(r)] (n)	- kim, thanh, que, triển vọng
authentication [ɔ:,θenti'keiʃn] (n)	- sự xác nhận là đúng, sự làm cho có giá trị, sự nhận thức
ease [i:z] (n)	- sự thanh thản, sự thoải mái
geospatial ['speiʃl] (adj)	- (thuộc) không gian dưới đất
spatial or spacial ['speiʃəl] (adj)	- (thuộc) không gian, có trong không gian
dimension [di'menʃn] (n)	- chiều, kích thước, khổ, cỡ
profiling ['proufailiŋ] (n)	- sự gia công định hình, sự chép hình
customisation [,kʌstəmai'zeiʃn] (n)	- sự chế tạo, sửa chữa theo yêu cầu

UNIT 15

editor ['editə]	- người biên tập , biên tập viên thể thao…
illustrator ['iləstreitə]	- người vẽ tranh minh hoạ (cho sách báo), người minh hoạ, vật minh hoạ
translator [træns'leitə]	- người dịch (nhất là dịch viết)
keyword ['ki:wə:d] (n)	- từ then chốt
option ['ɔ pʃn] (n)	- sự chọn lựa, quyền lựa chọn
associate (with) [ə'souʃiit]	- hợp sức, liên hợp lại, liên kết lại
scholarly ['skɔ ləli] (adj)	- học vấn, có tính học thuật, khoa học
a scholarly journal	- một tạp chí học thuật
abstract ['æbstrækt] (n)	- bản tóm tắt (cuốn sách, luận án...)
cumulate ['kju:mjulit] (v)	- chất chứa, dồn lại, tích luỹ
merge [mə:dʒ] (v)	- hoà vào, kết hợp, hợp nhất
subscribe [səb'skraib]	- đặt mua dài hạn
Educational Resources Information Center (ERIC)	- trung tâm thông tin nguồn giáo dục (Mỹ)
term [tə:m] (n)	- từ, thuật ngữ
general ['dʒenərəl] (adj)	- chung, phổ biến
interval ['intəvəl] (n)	- thời gian giữa hai sự kiện
likewise ['laikwaiz] (adv)	- như thế, tương tự như vậy
compendium	- bản tóm tắt, bản trích yếu

[kəm'pendiəm] (n)	
refer (to) [ri'fə:] (v)	- xem, tham khảo
archives ['ɒ:kaivz] (n) (pl)	- cơ quan lưu trữ văn thư, văn khố

♦ **Further reading**

menu ['menju:] (n)	- thực đơn, (tin học) bảng chọn, menu
ISBN number (International Standard book number)	- mã/ ký hiệu sách tiêu chuẩn quốc tế về tạp chí
ISSN number(International Standard Serial Number)	- mã/ ký hiệu tiêu chuẩn quốc tế về tạp chí
Online Computer Library Center (OCLC)	- trung tâm thư viện máy tính Online
truncated ['trʌŋkeitid] (adj)	- cụt
beach [bi:tʃ] (n)	- sỏi cát ở bãi biển, bãi biển
elaborate [i'læbərit] (adj)	- phức tạp, tỉ mỉ, trau chuốt, tinh vi
vendor ['vendə:] (n)	- người bán dạo (bán thực phẩm hoặc các thứ lặt vặt khác ở quầy ngoài trời)
LCSH (Library of Congress Subject Heading)	- bộ đề mục chủ đề của Thư viện quốc hội (Mỹ)
BRS (Bibliographic Retrieval Service)	- dịch vụ tìm tin thư mục