

# A1

## KEY

## SEMINAR 5 – ANSWER

### The Library

#### Task 1

1. library (**building or room**) vs. bookcase (**furniture**) vs. bookshop (**store**)
2. donation (**gift**) vs. purchase (**with payment**)
3. reading area (**desk area**) vs. stacks (**area where the bookshelves are**)
4. (**electronic**) database vs. (**card**) catalogue
5. newspaper vs. magazine (**dif. format**) vs. periodical (**issue frequency**) vs. (**scholarly**) journal
6. publication (**of any literature**) vs. volume (**part of a series**)
7. on-site reference (**only viewed at library**) vs. available on loan (**can be taken off-site, or home**)
8. bibliography (**particular details listed at end of research**) vs. publication details (**all, e.g. ISBN**)

#### Task 2

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

#### Task 3

**Exercise 1** – c – Egypt Opens the New Library of Alexandria

Notes: certain parts of the texts correspond as follows:

a) 2, e) 3, f) 4

b) Old Trouble at Alexandria's New Library is not suitable because the text does not focus on problems

d) Famous Egyptian Centre of Research Reopens is not suitable because although research is important, the article treats the Bibliotheca Alexandrina primarily as a library.

#### Exercise 2

a) **F** - The Pharos Lighthouse was one of the Seven Wonders of the Ancient World. (1)

b) **F** - The new one is situated on the Eastern Harbour on or near the site of the original, in the shape of a massive disc inclined toward the Mediterranean, evoking the image of the Egyptian sun illuminating the world. (1)

c) **F** - Egypt is the cradle of civilization and the birthplace of three monotheistic religions, so the library will very much reflect (not symbolize) religious tolerance. (2)

d) **T** - Research, the advancement of knowledge, and the open exchange of ideas. (2)

e) **T** - Dozens of countries are sending books. (3)

- f) **F** - the Ptolemies ... seized books from every ship that came into harbour. They made a copy for the ship, but kept the originals for themselves. (4)
- g) **F** - historians believe... (4)
- h) **F** - By the middle of the new millennium, the library had fallen completely. Historians believe that not a single scroll survives. Also, it was not one particular fire. (6)

### Exercise 3

1. .... Alexandria is trying to recapture the spirit of perhaps its richest legacy — the Great Library of Alexandria ... (1)
2. some eight centuries ... from about the third century B.C. to the fourth century A.D. (1)
3. the centre of scientific research, philosophy (5).... (Alexandria is where Euclid devised geometry; Herophilus discovered that the brain, not the heart, was the seat of thought; Aristarchus, 1800 years before Copernicus, determined that the Earth revolved around the sun; and Eratosthenes set up a simple experiment that measured the Earth's circumference.)
4. Athens (4)
5. ...where Queen Cleopatra first laid eyes on Julius Caesar.(1) , ...in 48 B.C., when Julius Caesar laid siege to Alexandria and set fire to the city (6)
6. building, its world importance, the way of acquiring volumes, ....
7. (3)
8. October 16, 2002 (in the source note at the end)
9. library, museum, planetarium (5)
10. Australia, Antarctica, South America are not referred to; the others are mentioned – Africa – Egypt; Europe – Italy, France, Greece; Asia – the Middle East, Buddhist texts; North America – USA

### Task 4

One of the fundamental missions of libraries is to (1) **conserve** collections so that they may be communicated and passed on to (2) **future** generations. Conservation first of all means (3) **prevention**: making sure that collections are housed in an environment which prevents all damage and keeps each item (4) **available** for future use. This involves:

- maintenance of library buildings, and ensuring that temperature and (5) **moisture** conditions in stockrooms remain stable
- (6) **theft** and fire prevention
- storage quality control
- (7) **monitoring** the conditions under which documents are communicated.

Conservation also means protecting the documents themselves with appropriate bindings or other specially manufactured protective (8) **coverings**. Substitute copies of documents are now more and more (9) **frequently** used for communication purposes. Photographic or microform (10) **replication**, and - more recently - digital techniques, are all used to (11) **prolong** the lifetime of particularly (12) **vulnerable** originals. The work involved in protecting and replicating library documents requires a (13) **thorough**

knowledge of the history of graphic material, of papers and parchments, inks, and photographic and audiovisual (14) **techniques**. Document lifetimes vary enormously, (15) **depending** on the nature of each item and on the processes used to produce it. Continuous monitoring of the collections and advanced scientific (16) **research** are essential in defining the most appropriate conservation methods in each case.

## **Bibliography**

### **Exercise 1**

- 1) book, – 1 author, 2 publisher
- 2) journal article – 1 – title of the journal, 2 – issue number, 3 – page
- 3) book – 1 - title of a chapter, 2 – editors, 3 – title of the book

### **Exercise 2**

Missing:

- 1) year, pages (not always necessary)
- 2) form of the title (italics, underlined, etc.), publisher
- 3) volume number, issue number

### **Exercise 3**

**A** acceptable

**B** not consistent in the use of one style.

**C** not complete, accurate, or consistent in the use of one style.

- an acceptable version:

Breuilly, John. 1993. *Nationalism and the State*. 2nd edn. Manchester: Manchester University Press.

Campbell, John and Sherrard, Philip. 1968. *Modern Greece*. London: Ernest Benn.

Connor, Walker. 1993. *Ethno-nationalism: The Quest for Understanding*. Princeton: Princeton University Press.

Gellner, Ernest. 1973. 'Scale and nation', *Philosophy of the Social Sciences* 3: 1-17.

Gellner, Ernest. 1994. *Encounters with Nationalism*. Oxford: Blackwell.

Hobsbawm, Eric. 1990. *Nations and Nationalism since 1780*. Cambridge: Cambridge University Press.

Hobsbawm, Eric and Ranger, Terence. (eds.). 1983. *The Invention of Tradition*. Cambridge: Cambridge University Press.

Tipton, Leon (ed.). 1972. *Nationalism in the Middle Ages*. New York: Holt, Rinehart and Winston.

Tivey, Leonard (ed.). 1980. *The Nation-State*. Oxford: Martin Robertson.

## **Grammar**

### **Exercise 1**

a-c): If + subject + present simple, ... I will present simple ...

e.g. **If it is** only available as an on-site reference, **I will copy** the parts I would like to work with.

d-g) If + subject + past simple, ... I would present simple ...

e.g. **If I lost** a book from a library, **I would pay** for it.

h-k) If + subject + past perfect, ... subject + would have + past participle ...

e.g. **If he had not invented** the printing press, **someone else would have done** so.

### Exercise 2

a) If the international community **had not helped**, the library in Alexandria **would not have reopened**.

b) If you **wish / wished** to consult microfilms or rare books, you **will have to / would have to** use special reading rooms.

c) If it **were not** against copyright laws, I **would copy** the whole book.

d) If you **had requested** the book a month ago, you **could have read** it by now.

e) If the Ptolemies **lived** today, the new library **would surprise** them.

f) I wish I **had known** this place last semester.

g) If you **do not understand** the word, **look it up** in the dictionary. (imperative)

or If you **do not understand** the word, **you should / could look it up** in the dictionary. (advice)

h) In recent years, the modernization of the library **would not have been** possible if the staff **had not been trained**.

i) Egypt **would be** the right place for "an institution of dialogue, tolerance, understanding and rationality" if its religious authorities **did not keep** banning books.

j) If only I **had taken** the right way to the Moravian Regional Library.