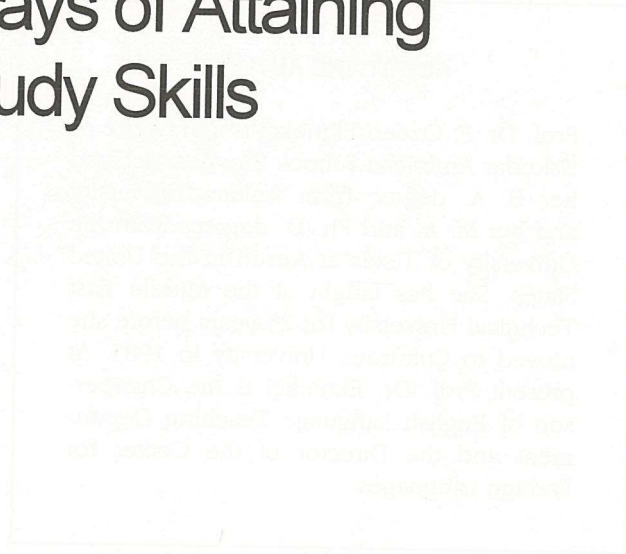


F.Özden Ekmekçi

# Ways of Attaining Study Skills



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# Ways of Attaining Study Skills

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Prof. Dr. F. Özden Ekmekçi

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## P R E F A C E

This book is written with the intention of developing the study skills of adult students who have been studying English for academic purposes. The first chapter gives students suggestions as how to become adjusted to the study program at school and how to organize themselves to be good learners. This issue has been taken from both academic and personal perspectives.

Unit Two comprises different reading tasks students may be faced with at school. The aim of the exercises is to facilitate the reading task to the students by introducing different techniques and approaches.

Unit Three enlightens the students about the set up of the library and the systems used in storing books in the library. It also gives information on how to use the library and collect bibliographical information from the written sources.

Unit Four guides the students in using the dictionary properly and also helps students in recognizing or building up new words by making use of the relevant or related roots, suffixes or prefixes.

Unit Five gives suggestions as how to take notes while listening to lecturers as well as reading their text books. Topics such as making outlines, reading strategies are also included in this section.

Unit Six is on the organization of written texts. Different organizational patterns are introduced, and the most common terminology utilized in each pattern are given in formulae.

Unit Seven introduces different test types, and the format of instruction used for each type is also provided. Students are warned what to look into as they read the instructions, and as they answer these different test items.

The exercises and the assignments given at the end of each unit are the essential parts of the book. By doing these exercises and assignments, students will feel more confident of their own acquired skills.

At this point I would like to thank several people without their help this book would not have been completed. I would like to thank my research assistants Neşe Cabbaroğlu and Leyla Martı for providing me with authentic materials to be used in exercises. Cahide Toplu helped me proofread the first draft; her contribution can never go unnoticed. I would like to thank the instructors at Ç. Ü. YADİM for their invaluable contributions in proofreading the manuscript. I would also like to thank my students at Çukurova University who motivated me in giving a final form to this book by the enthusiasm they showed while using the rough draft in their Study Skills Course.

*Özden Ekmekçi*





# What is Required of a University Student?

## TYPES OF SKILLS

As a university student you are required to attain **personal** as well as **academic** skills to achieve success in your studies. The personal ones could be cited as willingness, awareness of your strong and weak points, determination, positive attitude towards learning, planning, engaging in sportive activities to activate your mind and to keep healthy.

## ACADEMIC SIDE

The skills we usually talk about in class are the academic skills, among which the following seem to be the most important:

- making reading an active process
- ability to survey and scan in order to locate the relevant information
- recognizing the writer's purpose
- abstracting the organization of a written text
- interpreting the graphs, diagrams and tables
- following written and oral instructions
- reading between the lines by making inferences and guessing the unknown vocabulary
- drawing conclusions
- using libraries and choosing books
- using dictionaries
- reading and looking for information under pressure of time

In this unit, we will be discussing the skills developed personally and their importance for the individual in attaining success. Without the will power, determination, planning and organization, you can not go anywhere because you would not know your destination. After you choose your destination, you have to be very careful with every step you take. You should

neither haste nor be slow. As you proceed, you have to take into consideration your limits as well as the rights and benefits of others you work with.

## PERSONAL SIDE

For the achievement of academic success, personal skills are generally ignored. First of all, you need to **HAVE THE WILL TO LEARN**. If you are not willing to learn; if you are not personally motivated in improving yourself by gaining necessary information, nobody will be able to help you. Thus, determinism and the great desire to learn is the first key to success. If you attend school with the will to learn and to succeed, you will see that you will start getting up early in the morning to attend classes; you will do your assignments not as part of the class requirement, but as a tool to learn. With the same reasoning in mind, you will not complain of writing and rewriting papers for your classes.

You will be successful if you **CHOOSE A GOAL** all the time, and try to achieve that goal. Without a goal, you can easily get off the track, and consequently, you can waste time and effort to get back to the desired path. After choosing a general goal such as graduating from the university, you need to specify your detailed goals to arrive at the ultimate goal. Without specifying each step and the means to reach that step, you can never achieve your ultimate goal. This is because just deciding what you want is not enough. You need to make detailed plans and start applying these plans right away in order to achieve your ultimate goal. Do not divert from your long term goals for the sake of short term benefits. You will realize that all the work you take as burden is necessary to achieve success at the university, and consequently in your professional career.

Pauk (1984: 35) cites the following lines from *Invictus*, a poem by William E. Henley to reinforce the above arguments:

*"I am the master of my fate, I am the captain of my soul."*

When you are the master of your fate, you take the control and sit at the driver's seat. As Pauk (1984: 35) states, "to control time, you must have a goal, you must have a plan, and you must take action". When you have a specific goal, it is easier to make plans and apply these plans accordingly.

Once you are determined to learn, you start looking at the events in a positive way, and **BECOME AWARE** of your strong points, and try to **UTILIZE** these to become more successful. Moreover, you will not ignore your weak points. On the contrary, you will become aware of the points you are weak at and start modifying them.

In order to realize your weak and strong points, try to **KEEP A DIARY**. Buy a notebook, and after school, write down anything you or your teacher

have found successful in you or in your friends. Thus, you will become aware of some good points that help people achieve success. As soon as you become aware of these, start adopting them for yourself. When you realize a weak point of yours, try to find ways of modifying it.

In order to modify yourself, you need to **BE FLEXIBLE**. If you insist on using the same methods of study in spite of your being unsuccessful, it is time for you to change your study habits. To change what you have been conditioned to is not easy, but if you have the will to succeed, you should try to break your habits that do not help you achieve success.

The rate of success is also related to what degree you can **CONTROL YOUR STRESS AND TENSION**. As Pauk puts it, "stress is the body's response to a demand placed on it – and tension is the wrong response" (1984: 15). Tension can cause people to have illnesses such as high blood pressure, heart attacks, stomach ulcers. The National Association for Mental Health in the States recommend eleven tension releasers (in Pauk 1984: 16):

1. **Talk it out.**

When you have problems to worry about, try to talk these over with a friend or a faculty advisor, or with a member of the family. If the problem is a serious one, consult a professional counselor. Talking things out helps you see the problem from different perspectives, and help you find out solutions. Thus, you become aware of the source of the problem and start working on it rather than worrying about it.

2. **Escape for a while.**

When problems arise, do not start worrying about them immediately. Give yourself some time. Go out and engage yourself in some social activity.

3. **Channel your anger.**

There may be different ways of settling your emotions. You may either hum a tune, recite a poem, think of the summer vacation you are going to have, or go out and play a game such as tennis or football.

4. **Give in occasionally.**

Pauk (1984: 18) suggests the following on this issue:

A practical way to avoid arguments is this. No matter how sure you are of a fact or idea, put yourself in a neutral corner by starting with a tentative remark like "I may be wrong, but as I see it..." or "Don't you think that...?" Notice the difference. If you had instead said, "I believe that..." you would have put yourself into a tight corner. Then if your listener confronted you by saying, "I don't agree with you," you would have had to come out fighting.



**5. Do something for others.**

When you have great worries, try to do something for others who have worries as well. This way you can give yourself a chance not to think of your worries anymore. Moreover, as you help others, you might realize that what you call a problem is not a problem at all.

**6. Take one thing at a time.**

We know that tension comes when we are under pressure. Therefore, try to handle one task at a time. Don't schedule too many activities in one day. When you feel that you have more than one problem, do not consider yourself "unlucky". Take one problem at a time and try to find a solution for each problem separately.

**7. Don't be too hard on yourself.**

Consider your own capacity and try to undertake tasks that you can afford. Do not go beyond your limits in setting up your goals.

**8. Go easy with your criticism.**

Don't expect too much from others, and don't criticize them for not providing you what you expect from them. Instead of criticizing them, try to find their good qualities. Try to appreciate what you have rather than resent what you do not own.

**9. Give the other person a break.**

In achieving your goals you may get involved in competition with others. Competition is contagious and may get dangerous. Both sides can be hurt. If you give the other person a break, you would find time for yourself to relax as well.

**10. Make yourself available.**

Instead of waiting to be asked to participate, make yourself available without pushing yourself forward too much. Don't withdraw from the company. If you do, you would feel neglected and rejected. Adopt an attitude between withdrawing and pushing.

**11. Take time out for recreation.**

In order to be physically, mentally, and emotionally healthy, allow yourself time for recreation. Doing sports would keep you physically fit. Moreover, when you do sports, you are relaxed and do not feel nervous any longer. As you do your sports, you help the blood in your system circulate more and feed the cells in your brain. Consequently, you will be able to absorb more information when you start studying again.

Aside from tension, you need to **TAKE A POSITIVE ATTITUDE** to the tasks you undertake. There may be times when you may not achieve the task given to you. However, when the solution related to the given task is

provided for you, you can easily say to yourself, "This is too easy. Why didn't I think of this myself?". As soon as you become aware of the fact that what was once seemed difficult is very easy to achieve, you can easily adopt this positive attitude which will lead you to success.

This is because when you take a positive attitude, it is easy for you to **FIND A SOLUTION** to any of your problems. As Pauk states, "the secret is not to make negative statements about the tasks you have to undertake" (1984: 25). Let us look at the negative and positive ways of thinking towards the same event:

For example:

*Negative (not this)*

Three exams in two days is more than I can handle.

This time there is no escape.

Can't do these math problems.

Can't get started on this research paper. Never could write.

Can't make heads or tails out of this chapter. I'll just forget it.

*Positive (think this)*

I've survived worse things than this. I'll just do the best I can.

I'll just hang in there. There's always a way out.

I'll work on them as far as I can, and then see the T.A. [teaching assistant] first thing in the morning.

I'll make a list of ten titles or topics, then see the instructor in the morning for ideas.

I'll go as far as I can, identify what it is I don't understand, and then see the T.A. or instructor immediately.

(Pauk 1984: 25)

Your place of study also affects your success. You need to choose an **APPROPRIATE PLACE OF STUDY**. Try to study in a place where you will not be distracted from unnecessary objects or noises in your vicinity. Thus, keep your desk clean, and be sure you have the proper light for reading. If you stay in a dormitory and your place of study is noisy, you need to go to the library to do your studying, or you can use ear plugs to block the noise.

If you can **KEEP CONTROL OF YOUR TIME**, you can achieve more. Make a weekly schedule for yourself considering

1. your own class schedule,
2. your school or social activities, and
3. the time when you eat and sleep.

By making a schedule for yourself, you become aware of the free time you have for yourself and the time you need to allot for studying. Thus,

when you have to make an appointment with your friends, you can refer to your schedule, and this way you can eliminate wrong type of cramming. By giving yourself enough time for break between study hours, you will make studying enjoyable for yourself.

### **Points to be considered in making a schedule**

1. Be realistic in your plans. Do not give yourself less time for something you can achieve in a longer period of time. The time required to study the same amount of material varies from student to student. So, discover how long it takes you to do certain tasks. Start allowing yourself at least an hour of study for every hour in class. In fact Yorkey suggests that you should "... spend at least two hours on outside preparation for each hour in class. This is a minimum requirement, and it assumes that you read English as well as a native speaker. You probably read much more slowly; therefore, your assignments are likely to require more time than this minimum" (1982: 3).
2. Plan a study period for your classes that depend largely on recitation.
3. Plan a study period immediately after the courses that depend largely on lectures. If there is an outside reading assignment, do the reading before the lecture.
4. Use daylight hours for study. Pauk states that "each hour used for study during the day is equal to one and a half hours at night" (1984: 41).
5. Distribute your study hours. In other words, do not give yourself a long period of study without any breaks. "Experiments have shown that learning is more effective if you space your practice" (Yorker 1982: 3).
6. While you make plans as to what to study, give priorities to the most important things to be done.
7. Do not wait till a few days before the examination to review the material. Try to review the material weekly or, if necessary, daily.
8. When unexpected events come up, change your schedule in such a way that your study time could be replaced with the time you have planned for pleasure. In other words, during that study time do get engaged with the unexpected event but when the time for pleasure comes, give that time for yourself to study.

## **TYPES OF SCHEDULES**

There may be different types of schedules suggested for students. The best one is the one that suits you most. So, look at the different schedules and try to adopt the one that seems to be the most appropriate for your needs.



## THE MASTER SCHEDULE

A master schedule includes the activities that remain fixed for a long period of time such as a semester or a year (see Figure 1.1). First, you fill in all the required school activities such as your classes, your lab hours. Then, you add other activities that take place regularly within the period of time the schedule is planned for. Sports, a part time job, regular meetings may be among these activities. Finally, you can add your daily activities at home such as sleeping and eating. Such a schedule can be made on a 10x20 cm card and taped over your desk. You can also carry a copy of this schedule with you in your notebook.

Hours	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
7-8	DRESS AND BREAKFAST						
8-9	Ling.		History		History		
9-10		Phy. Ed.		Math.	Math.		
10-11		Chem.		Math.			
11-12	French		French		French		
12-13	LUNCH						
13-14	Gram.	Lit.	Listen.		Gram.		
14-15	Computer Lab.						
15-16	Lit.	Writing	Writing		Lit.		
16-17		Turkish		Turkish			
17-18							
18-19	DINNER						
19-20							
20-21							
21-22							
22-23							
23-24	SLEEP						

Figure 1.1 Master Schedule



## THE DETAILED WEEKLY SCHEDULE

In the weekly schedule, in addition to the routine activities, you include the other activities specifically planned for that week (see Figure 1.2). The activities may be related to your study plans for that week and your social events such as doing sports, going to the movies or to dinner parties.

Hours	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
7-8	DRESS AND BREAKFAST						
8-9	Ling.	Study Chem.	History	Study Math.	History		Tennis
9-10		Phy.Ed.	Study French	Math.	Math.	Swim	
10-11	Study French	Chem.	Study French	Math.	Study French		
11-12	French	Study Lit.	French		French		
12-13	LUNCH						
13-14	Gram.	Lit.	Listen.		Gram.	Shop	
14-15	Computer Lab.						
15-16	Lit.	Writing	Writing	Study Turkish	Lit.	Movies	
16-17		Turkish		Turkish			
17-18	FUN						
18-19	DINNER						
19-20	Study Gram.	Study Math.	Study Lit.	Study Math.	Do some writing	Party	
20-21	Study Turkish	Study Turkish	Study Reading	Study Literature	Study Linguistics		Play table tennis
21-22	Study Chem.	Do some writing	Do some writing	Study French	Study Gram.		
22-23	Read for fun						
23-24	CONVERSATION – SLEEP						

Figure 1.2 A Detailed Schedule

## THE ASSIGNMENT – ORIENTED WEEKLY SCHEDULE

This is a schedule for you to remember the assignments you are required to do for each course. For this purpose, you can prepare the assignment according to the subject area (see Figure 1.3), or according to the days of the week the assignment is due (see Figure 1.4). First, you write the name of the subject the assignment is for. Then, you write what the assignment is and how long it would take you to do it. Finally, you should note the date and the time the assignment is due. Teachers like to see the assignments done on time. Therefore, you have to be very cautious in getting the assignment done on the assigned time.

Subject	Assignment	Estimated Time	Date Due	Time Due
Electronics	Chapter V – 32 pp. Read	2 hours	Mon. 13	8:00
English	Paper to Write	18 hours	Mon. 20	9:00
Math	Problems on pp. 110-111	3 hours	Tues. 14	10:00
Industrial Safety	Make shop layouts	8 hours	Fri. 17	11:00
Graphics	Drawing TV components	6 hours	Fri. 17	1:00
Electronics	Chap VI – 40 pp. Read	2 1/2 hr.	Wed. 22	8:00

**Figure 1.3** A weekly schedule based on assignments (Focus: subject) – (Pauk 1984: 46)

Day	Assignment	Morning	Afternoon	Evening
Sun.	Electronics – Read Chap. V English – Find a Topic			7:00-9:30 9:00-10:30
Mon.	English – Gather Notes Math. – Problems		2:00-6:00	7:00-10:00
Tues.	English – Gather Notes Industrial Safety	8:00-10:00	5:00-6:00	7:00-10:00
Wed.	English – First Draft Graphics		2:00-6:00	7:00-10:00
Thurs.	Industrial Safety English – Paper Graphics	8:00-10:00	3:00-6:00	7:00-10:00
Fri.	English – Final Copy Electronics		2:00-6:00	7:00-9:30

**Figure 1.4** A weekly schedule based on assignments (Focus: days) – (Pauk 1984: 46)

## THE DAILY SCHEDULE

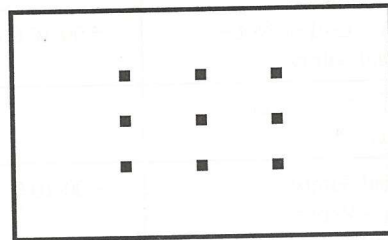
The daily schedule will be smaller than the other schedules in size so that you can carry it around in your pocket. You can only write the important things you would like to do that day. Thus, it will serve you as a reminder (see Figure 1.5). In your daily schedule, you can take notes from your master schedule every day before you leave home.

FOR MONDAY	
8-9	Psychology review Chapter V and lecture notes
9-10	Psychology lecture
10-11	Economics lecture
11-12	Economics – Fix up notes, begin Chapter VIII
1-2	Campus store – Pick up paper and binder, pen, lead, calculator
2-5	Engineering – Work on assignment
5-6	Exercise – Tennis with Joan
7-10	Accounting and Math

Figure 1.5 A daily schedule (Pauk 1984: 48)

## ASSIGNMENT

- I. Here is a task for you: The Nine-Dot Problem. Try to connect the dots in the box by drawing four straight lines without taking your pencil from the paper and without retracing any lines.



(Pauk 1984: 7)

- II. **Awareness** is the first step for success. If you become aware of your positive and negative sides, it will be easy for you to modify your



negative sides while reinforcing your positive sides. Try to answer the questionnaire below to become more aware of some of your positive and negative sides:

**In class**

1. When you have problems with your subject, do you discuss them with your teacher or your peers?
2. Do you miss classes from time to time? If so, what prevents you from coming?
3. Are you often late for class? If so, what is the reason?
4. Do you hand in your assignments on time?
5. Do you feel that the work load is too heavy for you?
6. Do you have a system for note-taking while listening to the lectures?
7. Do you have a system for note-taking while reading a book?

**Out of class****Working habits**

1. Do you believe in the merits of self-study?
2. Do you have a method of studying?
3. Do you leave doing the homework to the very last moment at night?
4. Do you try to study while the other members of the family are around talking or watching the television?
5. Do you have a system of keeping your notes of the same subject within the same file ?
6. Do you have a system of categorizing the names of the books you have read into some category; for example, by means of a file?
7. When you come home after class, do you give yourself time for relaxation before you start doing your homework?
8. Do you know how the books in the library are classified and organized on the shelves?
9. Do you make a program for yourself where you can see the hours you need to be in class and the hours you need to do private studying, and the hours you can spend for sports and for pleasure?
10. Do you have a good dictionary? Are you good at making use of the dictionaries to help you with your reading comprehension and writing essays?
11. Do you have a good reference grammar book on English?

**Personal habits**

1. Do you usually set a target?
2. Do you engage yourself in any kind of sports or do you do exercises regularly?



3. Do you have any hobbies or recreation activities that you engage yourself in to get some relaxation?
4. Do you get enough sleep (7 or 8 hours per night) ?
5. Do you skip meals? How balanced is your diet?
6. Do you make a list of the things you would like to do that day or that week?
7. After you make the list, do you check how many of the tasks you have managed to complete?
8. Do you carry a small notebook where you can write down any ideas or important notes you have to take in emergency?

III. Look at the daily schedule below and see whether you can suggest anything to improve this schedule.

Time Start	End	Time Used	Activity – Description
7:45	8:15	30	Dress
8:15	8:40	25	Breakfast
8:40	9:00	20	Nothing
9:00	10:00	1.00	Psychology lecture
10:00	10:40	40	Coffee – Talking
10:40	11:00	20	Nothing
11:00	12:00	1.00	Economics lecture
12:00	12:45	45	Lunch
12:45	2:00	1.15	Reading magazine
2:00	4:00	2.00	Biology lab
4:00	5:30	1.30	Recreation – Volleyball
5:30	6:00	30	Nothing
6:00	7:00	1.00	Dinner
7:00	8:00	1.00	Nap
8:00	8:50	50	Study statistics
8:50	9:20	30	Break
9:20	10:00	40	Study statistics
10:00	10:00	50	Chat with Bob
10:50	11:30	40	Study accounting
11:30	11:45	15	Ready for bed
11:45	7:45	8.00	Sleep

(Pauk 1984: 48)

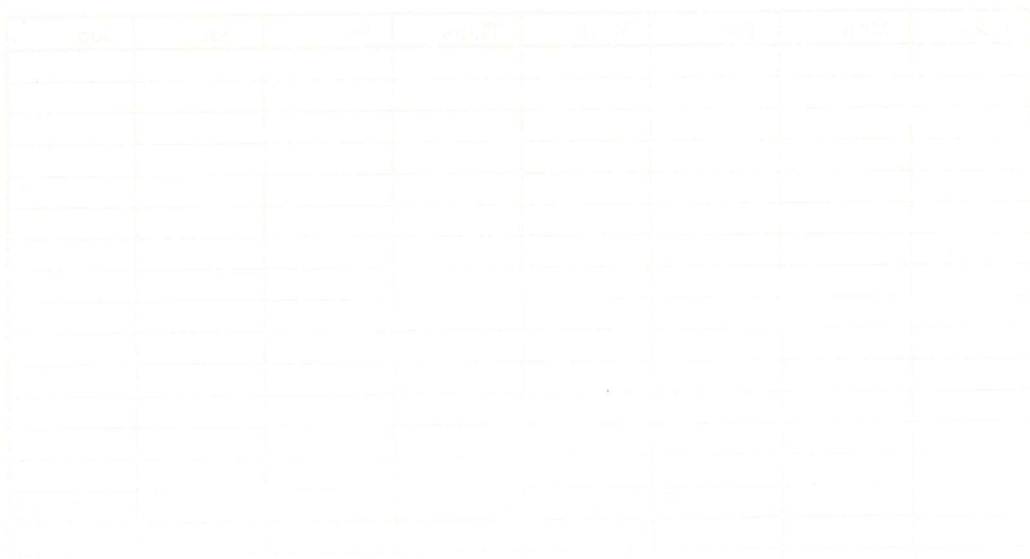
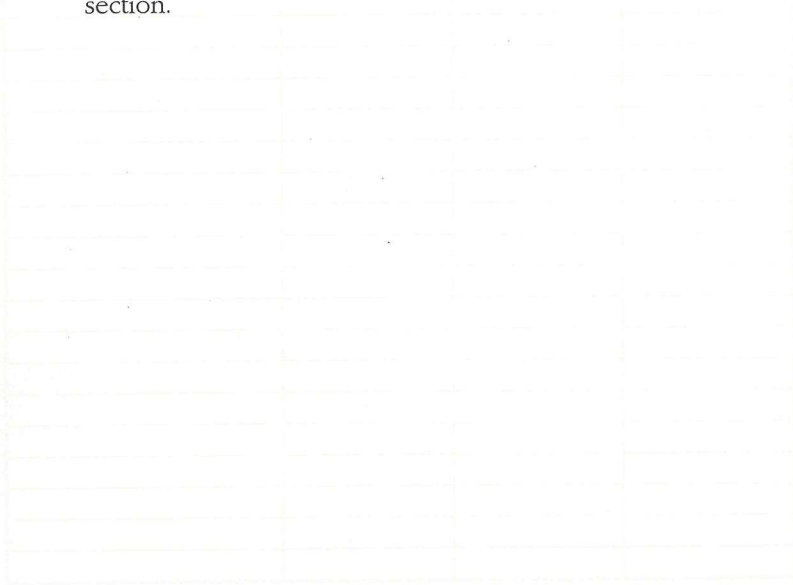
**IV.** Try to fill in your own daily schedule for tomorrow.

[illegible]

V. Make your own master schedule.

[illegible]

The rest the sections in this book are geared towards different academic skills. The last section is devoted to testing. Information on test taking strategies and on test types will hopefully help you prepare yourself more efficiently for the examination. You may glance at this section anytime you like and try to do the exercises that are relevant to the skills dealt with in each section.



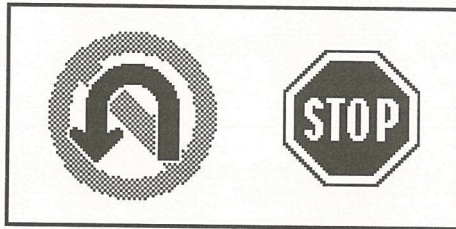
# Reading Skills

## WHAT DO WE READ ? – CONCEPT OF READING

Reading does not only involve reading books, magazines, journals, or newspapers. There are so many different instances where we are confronted with reading. As soon as we go out, we start reading the billboards, the signs on the buses etc. In this unit, we will be focusing on reading from different perspectives. Reading in our terms is to get information, and in more elaborate terms, to communicate. There are different ways of communication. We can communicate by means of visual images as well as language. There are instances where communication by language is impossible. In such instances, we use images. For instance, deaf people use sign language to communicate. The traffic policeman and the man directing the pilot to the final destination on the ground at the airport have to use signs for communication. On the roads we read the traffic signs to obey the traffic rules (Figure 2.1).

There are instances where we can use either language or a sign to express the same message (Figures 2.2 - 2.3).

**Figure 2.1**  
Traffic signs



Sign

**BAGGAGE  
CLAIM**

Language



Sign

**NO SMOKING**

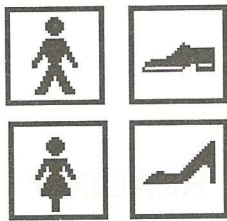
Language

**Figures 2.2 - 2.3** Communication with language or signs



In fact we use different images for the same message (Figures 2.4 - 2.5).

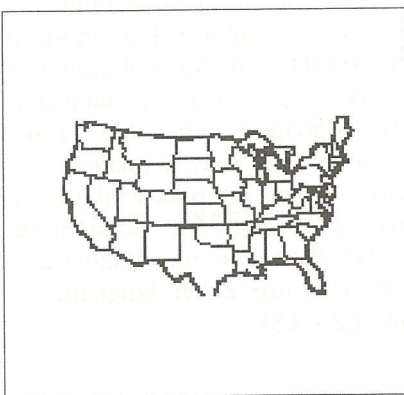
Written texts even include visuals such as maps (Figure 2.6), graphs (Figure 2.7), diagrams (Figure 2.8), and pictures (Figure 2.9).



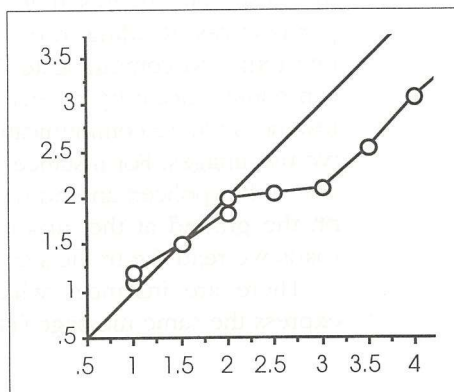
**Figure 2.4**  
Signs for restrooms



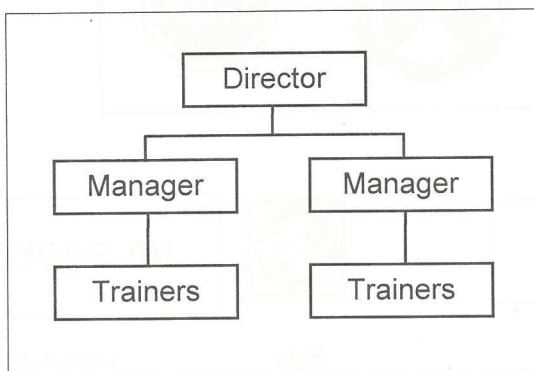
**Figure 2.5** Signs for telephones



**Figure 2.6** A map of the States



**Figure 2.7** A graph



**Figure 2.8** A diagram



**Figure 2.9** A picture

You do not have to sit to concentrate on reading. Suppose you want to go to a library in a town you are not familiar with. As soon as you go out, you start reading street names (Figure 2.10) and bus signs (Figure 2.11), and schedules (Figure 2.12) to go to the right bus stop, and to get on the right bus.

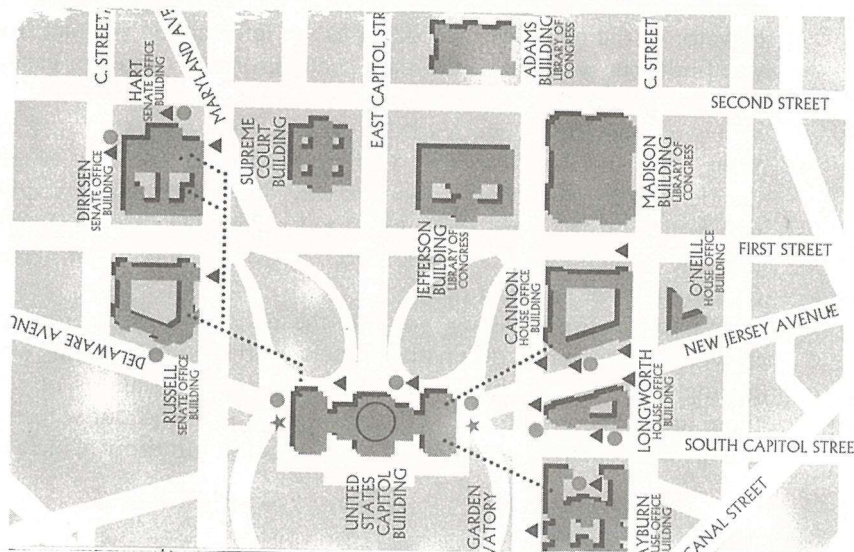


Figure 2.10 Street plan indicating the names of the streets and the important buildings in the district

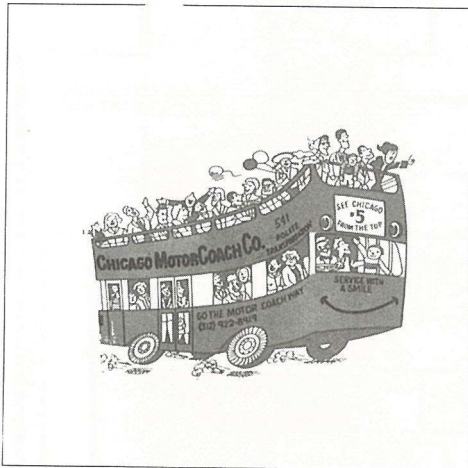


Figure 2.11 Sign of a tour-bus

	WEEKDAYS					SATURDAYS				
	9AM	NOON	5PM	9PM	2AM	9AM	NOON	5PM	9PM	2AM
M13	9	9	9	20	45	15	15	15	15	45
M14	2	3	3	5	30	4	4	4	5	30
M16/34	4	5	4	8	40	6	5	5	8	40
M19	4	7	5	10	40	7	7	7	10	40
M20	12	20	12	20	-	20	20	20	20	-
M21	15	20	15	20	-	20	20	20	20	-
M22	6	10	6	15	40	8	10	10	15	42
M23	6	6	6	7	40	6	6	6	8	40
M27/50	2	5	3	5	40	10	8	8	8	40
M30	7	15	12	-	-	-	20	20	-	-
M35	11	15	11	30	-	22	16	13	30	-
M42	3	4	4	4	45	10	8	6	5	45
M57	8	10	8	12	-	14	12	12	15	-
M58	8	10	8	12	-	15	12	12	15	-
M66	6	10	6	10	40	10	7	7	10	40
M72	10	15	8	10	-	15	10	10	12	-
M79	3	6	5	9	40	6	5	5	8	40
M86	3	4	4	8	40	7	5	5	9	40
Bx6	6	10	9	12	63	10	10	10	15	63
Bx12	3	5	4	10	40	6	4	3	10	40
Bx15	9	9	9	15	50	10	10	10	20	50
Bx19	6	6	6	12	45	8	6	6	12	45

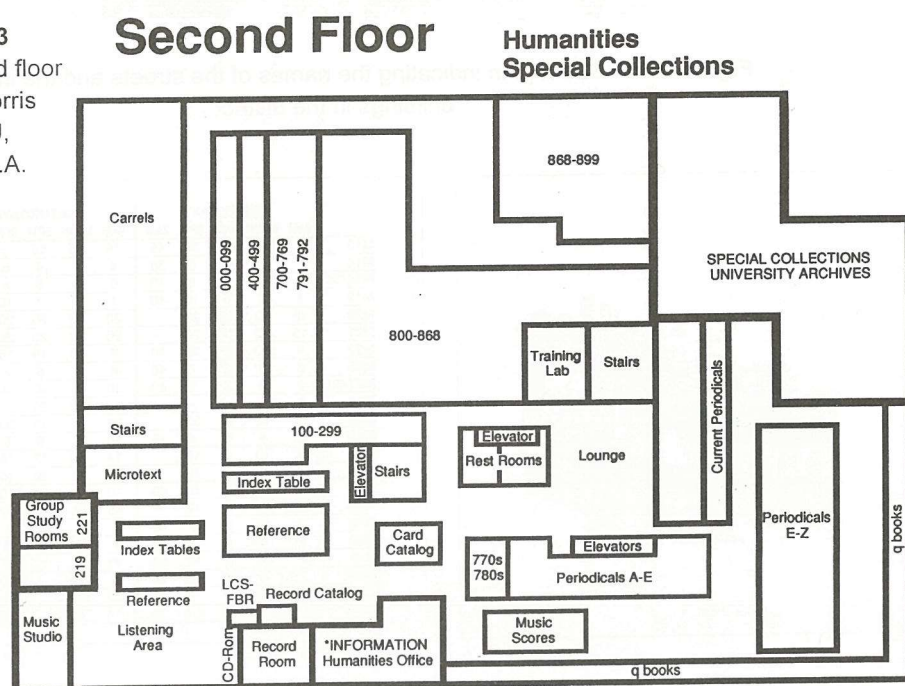
Figure 2.12 Bus schedule

After you get off the bus, you start looking for street names and the names of the buildings. As soon as you reach the library, you take out your list you have prepared in advance, and read the names of the books you would like to borrow. In order to get to the section where you can find the books you are looking for, you need to ask for the floor plan (Figure 2.13) from the information desk, or you need to look at the floor plan of the library which is usually displayed on the wall somewhere close to the elevator or the entrance. According to the information you get from the plan, you find your way out to the right section; or else, you can easily get lost in a library with multi-levels and wings.

Even as we drive, we read. For instance, if you want to go to the zoo in Saint Louis for the first time, you need to read the map (Figure 2.14) to decide which road to take. On the way, if you get hungry, or if you need gas, you look for signs indicating food or gas (Figure 2.15). When you go into the restaurant or a coffee shop, you read the menu (Figure 2.16) to decide on what to eat or drink.

While you are traveling, you feel the need to read in order to be able to arrive at your final destination safely and without being worried about getting lost. At big airports, train or underground stations or bus terminals, there are signs (Figure 2.17) all over to help you find out where you want to go. With the help of these signs, you can easily find out which train to take,

**Figure 2.13**  
The second floor  
plan for Morris  
Library SIU,  
Illinois U.S.A.





which gate or runway to go to in order to get on your plane or your train. If you read the signs carefully, you can get many other things done without asking for anybody's help.

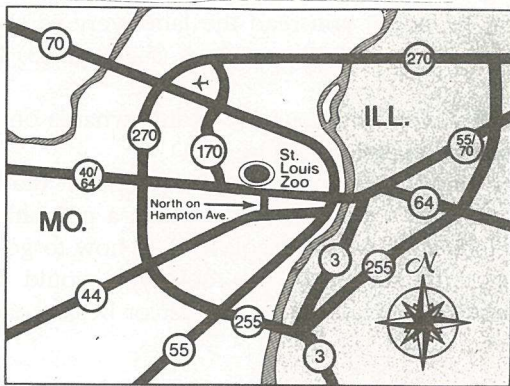


Figure 2.14

A map showing how to get to St. Louis Zoo

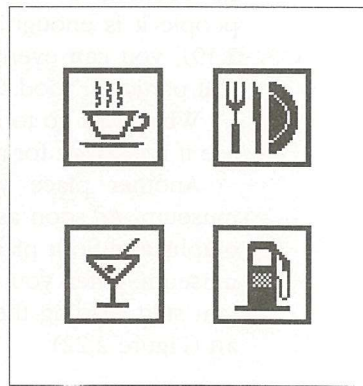


Figure 2.15

Signs for food and gas



Figure 2.16

A menu



Figure 2.17 Different signs seen at bus or train terminals



While you are shopping, you read the labels to see the names (Figure 2.18), the prices, the ingredients (Figure 2.19) on the package of the food you want to buy. When the item you are looking for is the main ingredient for cooking, by reading the label, you can get information on how many people it is enough for. In fact, if you read the label very carefully (Figure 2.19), you can even find some interesting recipes (Figure 2.20) for cooking that particular food.

When you go to a party, you find yourself reading what is on the cake to see if it is made for a special occasion (Figure 2.21).

Another place you find yourself involved in careful reading is the museum. As soon as you enter the museum, you take a pamphlet including graphs and floor plans indicating what to look for and how to go around the museum. After you reach the section or the room you would like to visit, you start reading the notes provided for you under or beside each piece of art (Figure 2.22).

**Figure 2.18**  
The name of the  
product on the label

## **Hunt's tomato paste**

**Figure 2.19**  
Ingredients on the  
label

Ingredients: tomatoes, vinegar  
For interesting recipes see inside.

**Figure 2.20**  
Recipe inside the  
label

### **Gilbert's Garden Pasta Sauce**

1 cup chopped onions  
2 cloves garlic  
2 Table sp. olive oil  
1 (28 oz) can Hunt's Tomato Sauce  
1 lb. fresh or frozen mixed vegetables  
1 cup grated fresh Romano cheese  
2 tea sp. each: oregano, basil, rosemary, salt  
and firmly-packed light brown sugar  
Hot cooked mostacioli pasta

In large saucepan, sauté onions and garlic in  
hot oil 5 minutes. Add remaining ingredients;  
bring to boil. Simmer uncovered, 20 minutes.  
Makes 8 servings.

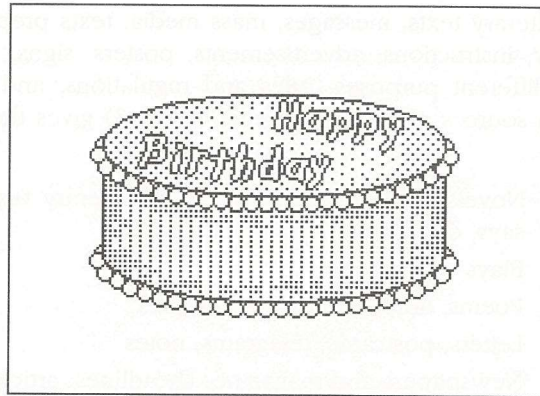


Figure 2.21 A birthday cake

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## Welcome to the Gallery

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▲  
**Japan Face**

by Austin Durbin  
Los Angeles, CA

Figure 2.22 A picture from a gallery

Literary texts, messages, mass media, texts prepared for specific fields of study; instructions, advertisements, posters, signs, lists, and forms prepared for different purposes, rules and regulations, and reference books are the main sources of reading. Grellet (1981: 3) gives the following main types of text:

- Novels, short stories, tales; other literary texts and passages (e.g. essays, diaries, anecdotes, biographies)
- Plays
- Poems, limericks, nursery rhymes
- Letters, postcards, telegrams, notes
- Newspapers and magazines (headlines, articles, editorials, letters to the editor, stop press, classified ads, weather forecast, radio/TV/theatre programmes)
- Specialized articles, reports, reviews, essays, business letters, summaries, précis, accounts, pamphlets (political and other)
- Handbooks, textbooks, guidebooks
- Recipes
- Advertisements, travel brochures, catalogues
- Puzzles, problems, rules for games
- Instructions (e.g. warnings), directions (e.g. How to use...), notices, rules, and regulations, posters, signs (e.g. road signs), forms (e.g. application forms, landing cards), graffiti, menus, price lists, tickets
- Comic strips, cartoons and caricatures, legends (of maps, pictures)
- Statistics, diagrams, flow/pie charts, time-tables, maps
- Telephone directories, dictionaries, phrasebooks

## EXERCISES

- I. Here are some pieces of printed matter thrown into the waste basket in a publisher's office. By making use of the above list, try to identify each type, and write it on the line provided for each piece.

Piece 1 .....	Piece 9 .....
Piece 2 .....	Piece 10 .....
Piece 3 .....	Piece 11 .....
Piece 4 .....	Piece 12 .....
Piece 5 .....	Piece 13 .....
Piece 6 .....	Piece 14 .....
Piece 7 .....	Piece 15 .....
Piece 8 .....	Piece 16 .....



**WHERE TO FIND IT:**

**COOKERY:** 16 *Enjoy a heartwarming cereal!* 29 *What's Cooking?*  
 49 *The taste of Covent Garden;* 52 *Cook of the Realm;*  
**HOMEMAKING:** 35 *Embroidered tablecloth;* 42 *What a picture!*  
**KNITTING:** 30 *What's black and white and hot fashion news?*  
**FASHION:** 8 *The smartest ways to wrap up this winter*  
**BEAUTY:** 14 *How to beat the cold beautifully*  
**FICTION:** 24 *Shattered Silk, part one;* 51 *End of the road*  
**OFFER:** 38 *It's party time!* **FEATURE:** 12 *Happy Birthday, Prince*  
**REGULAR FEATURES:** 4 *All around the Realm;* 6 *What's new*  
 11 *Your child and you;* 11 *Heard the one about ...?* 26 *Patricia Hayes;* 26 *Prize crossword;* 33 *Your pet and you;*  
 33 *Your money and you;* 45 *Children's Realm;* 47 *Nicholas Lyndhurst;*  
 54 *The Royle Mail;* 59 *Your stars;* 60 *Gill Corrie;*  
 62 *Sunday Best* — Nicholas Lyndhurst



“What’s this I hear about you leaving us for a firm that’s giving you more money, better benefits, and actually treats you like a human being?”

**Washingtonians Are Busier and Busier, Caught in Traffic, Juggling Home and Work, Taking Aspirin, Feeling Stressed. Here Is a Special Section on Ways to Relax to Relieve**

But never do they relax and let themselves in the rhythmic monotony of pedaling. By morning’s end, they are ankle-deep in sections of the *New York Times*, *Street Journal*...

**GWENDOLEN** [catching sight of him]: Ernest! My Jack! Gwendolen! Darling! [Offers to kiss her.]  
**GWENDOLEN** [drawing back]: A moment! May I ask you if you are engaged to be married to this young lady? [Points to Cecily.]  
**JACK** [laughing]: To dear little Cecily! Of course not! I have put such an idea into your pretty little head?  
**GWENDOLEN**: Thank you. You may! [Offers her cheek.]  
**CECILY** [very sweetly]: I knew there must be some misunderstanding. The gentleman whose arm is at present round my waist is my guardian, Mr John Worthing.  
**GWENDOLEN**: I beg your pardon?  
**CECILY**: This is Uncle Jack.  
**GWENDOLEN** [receding]: Jack! Oh!

[Enter ALGERNON.]

**CECILY**: Here is Ernest.

**MOTHER'S JACKET**

**MATERIALS** Emu Supermatch Chunky, two 50-g balls in first colour, A. Emu Daisy, thirteen 50-g balls in second colour, B and four 50-g balls in third colour, C. One pair each of 4½ and 5½mm OR nos.7 and 5 knitting needles. An open-ended zip fastener 76cm OR 30in long. A pair of shoulder pads. Yarn quantities are based on average requirements, therefore they are only approximate.

**MEASUREMENTS** To suit bust 86 to 97cm OR 34 to 38in (actual measurement 128cm OR approx 50¾in), length from shoulder 73.5cm OR 29in, sleeve seam approx 40cm OR 15¾in.

**TENSION** 15 sts and 22 rows to 10cm OR 4in measured over plain st st on 5½mm OR no.5 needles.

**ABBREVIATIONS** K = knit; P = purl; st(s) = stitch(es); st st = stocking stitch; foll = following; cont = continue; beg = begin(ning); alt = alternate; rem = remain(ing); inc = increase; dec = decrease; cm = centimetres; in = inches.

q motifs



**ALLYSON LOUIS GALLERY**, 7200 Wisconsin  
Bethesda (656-2877). Featuring works of  
Neiman, Impiglia, Erte, Estes, Delac  
Knight, Rosenquist, Yamagata, Ting, K  
do, A.B., Ross, Doty, and other select c

**AMERICANA WEST GALLERY**, 1630  
Ave., NW (265-1630). Exhibit of two N  
can artists whose expressive works  
by their Indian culture: Kevin Red  
Indian from Montana who works in  
ors, etchings, serigraphs, and wor  
Chippewa Indian Presley La Fount  
bronze and alabaster figures. C  
artists will be present.

**ANTIQUE ART GALLERIES**, 37  
(just off Connecticut Ave.), F  
2152). Sat. and Sun. noon-4 p  
18th- and 19th-century Am  
oil paintings. We buy, s

**ART BARN GALLERY**  
6719). Monthly e  
and emerging a  
15 painte  
1-26

6

Monday

12-2pm  
3-5pm  
5-9pm

Lap Swim  
Family Swim  
Lap Swim

Tuesday

7-9am  
12-2pm  
3-5pm

Lap Swim  
Lap Swim  
Family Sw

Wednesday

7-9am  
12-2pm  
3-5pm

Lap S

7

## THE DONKEY

When fishes flew and forests walked,  
And figs grew upon thorn,  
Some moments when the moon was blood,  
Then surely I was born :

8

With monstrous head and sickening cry,  
And ears like errant wings,  
The devil's walking parody  
On all four-footed things.

to find a

... 1 Someone who

... or energy. *wo The*

... with poor vision and

... waved his hands feebly...

... afraid to do things and is

... influenced by other people. *wo*

... feeble and cowardly.

... is feeble 2.1 does not have much

... strength. *wo ...the feeble light of the*

... hallway... 'Hello,' he said in a feeble voice.

... *wo The heater glowed feebly in the far*

... ner. 2.2 is not effective, good, or convincing. *wo*

... Their attempts at conversation grew even feebler...

... feeble excuses... ...a feeble joke. *o feebly. wo 'They*

... seemed all right to me,' I explained feebly.

**feeble-minded.** Someone who is feeble-minded is

unable to think or understand things very quickly.

**feed /fi:d/, feeds, feeding, fed.** 1 If you feed a

baby, a person who is helpless, or an animal, you

give them food, in some cases actually putting the

food into their mouth. *wo She fed the baby some*

milk... He had just come back from feeding the

ponies with sugar... Garbage was carefully saved and

fed to the pig. *o feeding, feedings. wo His feeding*

time was still an hour away.

2 When an animal or baby feeds, it eats something. *v:*

*wo Not all bats feed on insects... The baby feeds when*

... is hungry.

... when a baby or animal has a feed, it is given food.

... time is the next feed?

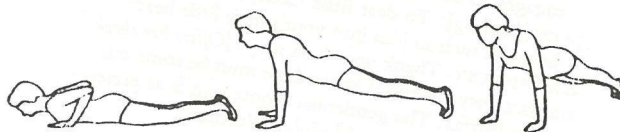
9

10



11

## Push-ups



**Start** Lie face down, legs straight and together, toes turned under, hands directly under shoulders.

**Push up** from hands and toes until arms are fully extended.

Keep body and legs in a straight line. Return to touch chest to floor and repeat.

**Count** Each time chest touch

# Where the Sun is

Lake-on-the-Campus

12

Bear

13

MEET THE TOUR AT THE FOLLOWING LOCAL

14

SEARS TOWER (Wacker @ Jackson)  
Skydeck, Northwestern & Union Stations

STATE STREET by request (Washington @ State)  
State Street Shopping (Marshall Fields...)

ART INSTITUTE (Michigan @ Adams) Orchestra Hall,  
Viva's Hallmark Souvenirs

FIELD MUSEUM (North Parking Lot) Shedd Aquarium,  
Adler Planetarium, Soldier Field

PASSENGER TICKET AND BAGGAGE CHECK  
SUBJECT TO CONDITIONS OF CONTRACT  
NOT TRANSFERABLE

15

## COUNTRY FAIR

Right: camel cashmere  
and wool mix country  
classic coat, £130, in sizes  
small, medium and large.  
Cream cotton polo-neck  
sweater, £12-95, in small,  
medium and large; wool  
printed shawl, £29-95;  
plum floral printed canvas  
satchel, £21-95; all from  
main branches of  
Laura Ashley

**Sagittarius** (Nov. 23 • Dec. 21) The Archer's career frustrations can't be ignored any longer. Admit it: You're fed up with that puny paycheck. Partners are doing well, but you've got to make your own way. When Mercury switches direction on the 11th, expect misunderstandings with friends and lovers. At the same time, retrograde Mercury encourages Archer to understand the dynamics between you and him—the real feelings behind the attraction. Sagittarius may be having some problems with a man, but Jupiter in the sector of sexuality means lovemaking is still hot—especially the 19th, 20th, and 23rd.

ISSUED BY  
AIRTRAK  
NAME OF ISSUING AGENT  
ASK ME FOSTER  
NAME OF PASSENGER  
UNAL/NESE  
XIC FROM  
XIC TO  
NOT VALID FOR\*\*  
TRANSPORTATION

ARC FLIGHT COUPON  
XXXXX  
THUNDE CARBONDALE  
PNR/CARRIER CODE  
7474R4/1P MULTI  
CARRIER FLIGHT CROSS DATE TIME STATUS  
THIS IS YOUR RECEIPT

PLACE OF  
FARE BASIS/TICKET DESIGNATOR

16

- ii. Look at the pieces on page 36 and 37 and try to match them in a list as instructed below.

There are two pieces torn from each specific topic. One set of the pairs is placed on page 36, and these pieces have been numbered from 1 to 10. The other set of the pairs have been pasted on page 37, and they have been indicated by letters from A to J. See whether you can match the pieces on page 36 with the ones on page 37. In order to indicate the order of discourse, put the corresponding letter before or after the number.

.....	1	.....	6	.....
.....	2	.....	7	.....
.....	3	.....	8	.....
.....	4	.....	9	.....
.....	5	.....	10	.....



The Director,  
Vacation Studies and Adventure  
Holidays Limited,  
14-16 Athol Gardens,  
London, W18 7TR

Dear Sir, I have seen the German edition of your 1983 Handbook and wish to apply for the following:

1. The 2-week Adventure Holiday in Cumbria, Number 10.
2. The 2-week sailing and canoeing course for 2 people.

I will be glad to have your reply as soon as possible.

Yours faithfully,

28671

Yours faithfully,  
Karl Dehmel

	148 Street, 135 Street, Man...	
4	Lexington Av Express	Woodlawn, Bronx and Ulton Avenue, Brooklyn All ti and €
4	Lexington Av Local	Woodlawn, Bronx and New Lots Avenue, Brooklyn Night early
5	Lexington Av Express	Dyre Avenue, Bronx and Bowling Green, Manhattan All ti hour
5	Lexington Av Express-Bronx Tux Express	Dyre Avenue, Bronx and Flatbush Avenue, Brooklyn Rush
5	Lexington Av Express-Bronx Tux Express	241 Street, Bronx and Flatbush Avenue, Brooklyn Rush
5	Shuttle	Dyre Avenue and E 180 Street, Bronx Night
6	Lexington Av Local	E 177 St, Bronx and Brooklyn Bridge, Manh...
	Lexington Av Pelham	Pelham Bay

7 fre5 Nk6 8 Nd3 N7 9 Ne2 Be7 1-  
Ng3 Bg4 11 Bg3 Ng5  
11 13 Nxe6 Qb8 (13...Q  
Kd8

White: **S. Smagin Black: D. Sahov**  
 Nimzowitsch  
 62 d4 d5 3 e5  
 465 Nd2 f6

8  
Mr and Mrs Harold B. Whipp  
request the pleasure of the company of  
Idela Segor

request the pleasure of  
Miss Candela Segovia  
at the marriage of their daughter Laura to Mr Martin Grey at  
St Mary's Church, Oldford, on Saturday, June 18th 1983, at  
2.30 p.m., and at a Reception afterwards at Iovdese, Farm  
Road, Oldford.

R.S.V.P.

9

partner's actions may make you angry, or you may create a tense situation by your assertiveness! Either way, stating the issue won't help; it would be better to give in fully and accept it. Family peace and improving finances will lift your spirits.

2

Pare away the rind from the oranges and place in a pan with the milk. Bring to the boil and leave to infuse for about 1 hour. Drain, reserving milk. Return the pan with the sugar, sago, coconut and cinnamon. Stir over a gentle heat for 5 minutes or until the sugar has melted. Cook for a further 10 minutes, stirring occasionally until sago is cooked and the mixture has thickened. Remove pith from oranges and cut into segments, catch in a sieve and drain. Add orange juice and a dash of lemon juice.

3

**C**hris Nash, photographer, who last year won the Dance Umbrella/*Time Out* Award "for making the face of dance more recognisable", has three shows running concurrently. The first, which is touring Britain, has already been to Norwich and Kendal, and reaches Newcastle in December. "It's perhaps the straightest of my exhibitions, in that it catalogues the dance companies who are

PURE STYLE

Right: black pure wool Russian-inspired coat with astrakhan collar and cuffs from Hennes, £92-99, in sizes 10 to 14. Felt hat from The Hat Shop, £26-95. Emerald wool fringed muffler by Debenhams, £8-99. Leather gauntlets by Hennes, £12-99

## ACROSS

7. Model question (5); 8. C. not a motion picture! (5); 9. bearings Norm held (5); 10. F. to follow a professional advertisement campaign (9); 11. Damage done holiday time (8); 12. Don and S. together turned out to be unse types (6); 13. The state of a large brewed (7); 14. Capital—the “Smoke” (6); 15. Certain to fct rate value (8); 16. ed before tir

**I can't stand  
her tears** 10

**My wife and I generally have a very good relationship, but when we argue she always ends up getting her own way — not because I agree, but because I can't cope with tears, so the moment she cries I'll do anything to stop her. It's begun to really annoy me now but that doesn't stop me giving way. I'm the same when any woman cries. Am I being manipulated?**



July 23 - Aug 23

A

B



# DOWN

1. Change the men on it
2. Go back and apply medication to (7); 3. Bear being light (4); 4. Father Th...
- 3, 3, 5); 5. Always unsurpass...
- 4); 6. Has enough money laid for fashion fads (7); 11. A coat one's finger-tips (4, 7); 13. It happens after the English find opening (5); 16. One securing l...
- 7); 17. Pets Mia trained out of interest (7); 18. Wealthy following East German bird has (7); 19. Rot...

Miss Candela Segona thanks Mr and Mrs Whipp for their invitation to the wedding of their daughter Laura, and to the Reception afterwards. She is pleased to accept the invitation

22a High Street, Oldford.

C

D

live and perhaps necessary. It might help you figure out why tears have such an effect on you to think back to how you felt when your mum cried. Perhaps others' tears make you feel very vulnerable, especially if you can not cry yourself. Try not to give way simply because the water-works have been turned on. If

E

F

G

Dear Mr Dehmel,

15 April 1981.

I have passed all the details to the Holiday Centre in Cumbria and to Stanton School. Both accept your application and offer a welcome in advance.

I enclose detailed Prospectuses and travel tions, with dates and times of arrival, etc. Arr are being made for your accommodation at Stanton of Mrs C. Blake of 21 Grace Road, a fir school. Sh

- 2 large oranges
- 1 pt. (568 ml) milk
- 1 oz (25 g) caster sugar
- 2 oz (50 g) sago
- 2 oz (50 g) desiccated coconut
- 1/2 tsp (2.5 ml) ground cinnamon
- 2 tbsp (30 ml) orange liqueur (optional)
- 5 fl oz (150 ml) single cream

To decorate:  
1 oz (25 g) toasted flaked coconut



H

## Night Service

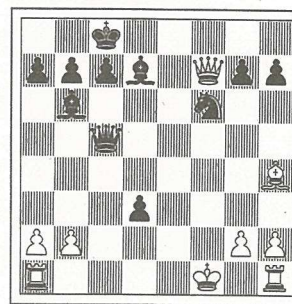
During the late night hours, some service summarizes major changes.

- 3 shuttle bus runs between 148 St and 1
- 4 runs local, replacing the 6 in Manhatta
- 5 runs between Dyre Av and E 180 St, B
- 6 runs between Pelham Bay Park, Bronx
- A runs local, replacing the C.
- B runs between Coney Island and 36 St,
- E replaces Q service between 47-50 St, I
- Q extends to 179 St, replacing the F and
- H replaces the A and C in the Rockaways
- M runs between Metropolitan Av, Queens
- R runs between 95 St and 36 St, Brookly

For NYCTA Travel Info

J

Black





## WHY DO WE READ? – REASONS FOR READING

"Before you start reading a book or a long article that is connected with your studies, it is always worthwhile taking a minute or two to ask yourself why you are reading it, and what you hope to learn from it" (Wallace 1980: 9). If you have no idea why you are reading a text, you may get bored, or you may be confronted with lack of comprehension or misunderstanding. When you know the reason, your expectation about the text increases, and this helps you understand the text better. For that reason, when you have finished reading, ask yourself: "Have my purposes in reading been answered? What have I learnt?" (Wallace 1980: 9).

We read for different purposes, mainly for information and pleasure. When we read for information, we try to gather data about **people, places, events, and functions**. We usually want to be informed about these because we might be working together with these people. They might be our medical or educational advisors, our employers, or our customers. If we are the employer ourselves, we would be interested in finding out information about the people we would like to employ in our institution. That is why, in the personnel office of each department, you would see a file of staff record cards (Figure 2.23).

CITYBANK MACKA-ISTANBUL	
-----	
CONFIDENTIAL	STAFF RECORD CARD
SURNAME .....Thomas.....	FIRST NAME ...John...
SEX ..... Male.....	MARITAL STATUS ...Single...
NATIONALITY ...American.....	HEIGHT.....6'3"....
DATE OF BIRTH ... 6/21/64...	PLACE OF BIRTH ...Austin, TX....
ADDRESS ....19, Tanzimat Cad....	
..... Erenkoy, Istanbul....	
TELEPHONE .....342...2812.....	
PRESENT POST.....Program Assistant.....	
INTERESTS .....Music, Theater, Tennis.....	
SIGNED ...J. Thomas.... DATE ....March 10, 1993.....	

Figure 2.23 A personal record card

Women's clothes					
Size	Bust/hip		Waist		
	inch	cm	inch	cm	
8	30/32	76/81	23	58	
10	32/34	81/86	24	61	
12	34/36	86/91	26	66	
14	36/38	91/97	28	71	
16	38/40	97/102	30	76	

Figure 2.24 Chart showing measurements

Doctors read the daily medical records of their patients. Clerks at the shops need to use a tape measure and a measurement chart (Figure 2.24) to find out the size of their customers so that they can help them try the right size of dress.

Sometimes, for example, when we want to go to a place for a vacation, we need to find information about that place either to locate it on the map, or to find how to go there by bus, train or plane. If we want to go there for a vacation, we might want to find out what is worthwhile to visit there. The climate and the transportation system are other aspects we might have to find information about regarding the place we want to visit.

We like to get information about events because we want to keep up with what is going on in the world. Politicians, lawyers, detectives read to get information about the on-going events so that they can set up their strategy accordingly and see the link between events in order to arrive at a sound conclusion about what seems to be unknown.

We read about functions of different gadgets, instruments, machines, and systems in order to make full use of these. With the rapid development of technology, we find ourselves obliged to use a new machine everyday. Every machine seems to run differently as compared to the others. Therefore, before we use a product, we need to read the manual carefully to see how it functions.

Aside from the points cited above, Wallace (1980: 9) gives the following additional reasons for reading under a separate category:

1. because the book is on the course booklist
2. to keep up with the other students

**EXERCISES**

- I.** Look at the texts given in the figures the numbers of which are cited below. What would be your reason for reading each of these texts? Find a reason for each and write it on the corresponding line.

Figure 2.1 .....  
 Figure 2.4 .....  
 Figure 2.8 .....  
 Figure 2.10 .....  
 Figure 2.12 .....  
 Figure 2.20 .....  
 Figure 2.21 .....  
 Figure 2.22 .....

- II.** Go back to Exercise I at the end of the section "What do we read?" (pp. 33-35).

Read each piece and write what type of information you get from each. Label them as "people" (1. about people themselves and/or 2. about people's opinions), "places", "events", "facts", or "functions".

Piece 1 .....	Piece 9 .....
Piece 2 .....	Piece 10 .....
Piece 3 .....	Piece 11 .....
Piece 4 .....	Piece 12 .....
Piece 5 .....	Piece 13 .....
Piece 6 .....	Piece 14 .....
Piece 7 .....	Piece 15 .....
Piece 8 .....	Piece 16 .....

- III.** Answer the questions about John by looking at the personal record in Figure 2.23. As you write the answers, follow the instructions in parentheses about how to answer the questions.

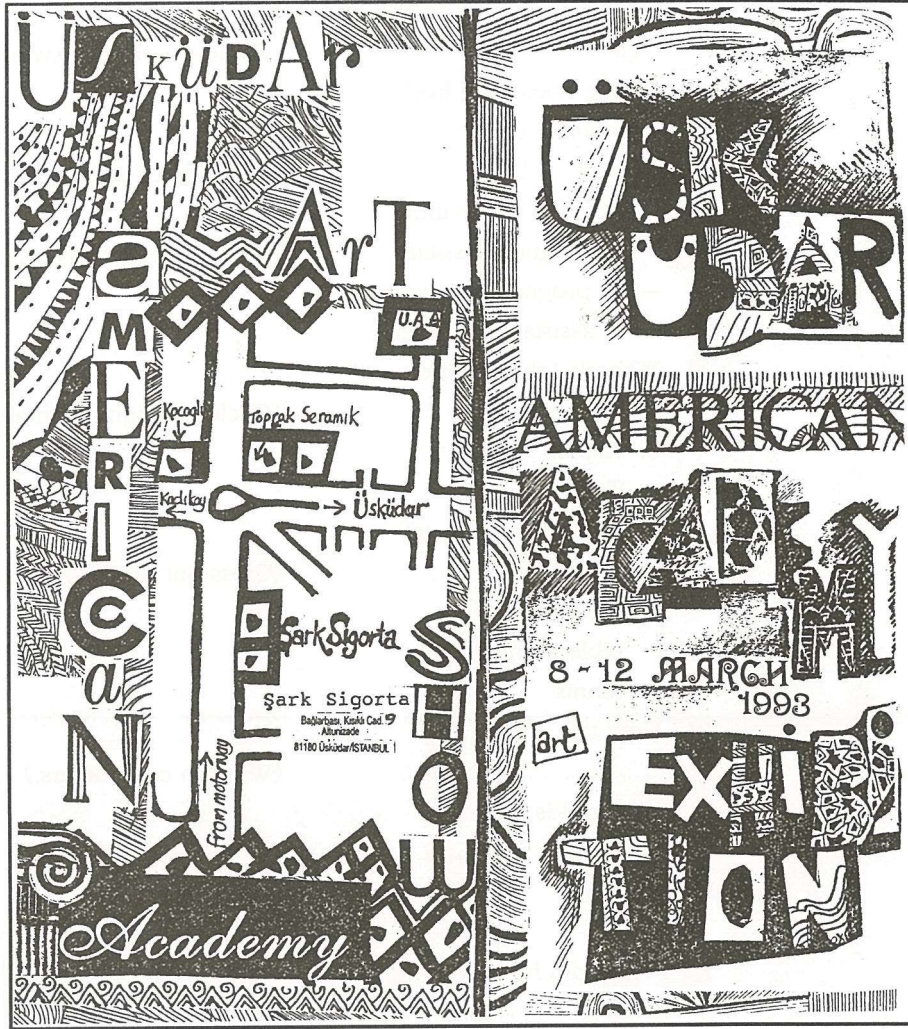
1. What's John's surname?  
 ..... (Use block letters.)
2. John is    male    female    (Underline.)
3. Which country does he come from?  
 ..... (Use block capitals.)

4. Does John have a telephone?  
YES      NO      (Circle the right answer.)
5. Where does John live?  
Istanbul    ☐  
Ankara      ☐      (Put a check mark.)
6. What is his occupation?  
-- a. program assistant      (Tick the right answer.)  
-- b. program manager  
-- c. assistant manager
7. Where's John's hometown?  
a. Houston      (Circle the right alternative.)  
b. Austin  
c. Texas
8. What are his interests?  
- music      (Cross out the irrelevant.)  
- theater  
- table tennis  
- tennis
9. How tall is he?  
..... (Write in centimeters.)
10. How old is he?  
..... (Write it out.)
11. John is    single    ☐      (Put an x.)  
                 married   ☐
12. When did he fill out the form?  
..... / ..... / ..... (day/month/year)

**IV.** Suppose you found this notice in your post box (see page 42). Examine the notice carefully and answer the following questions.

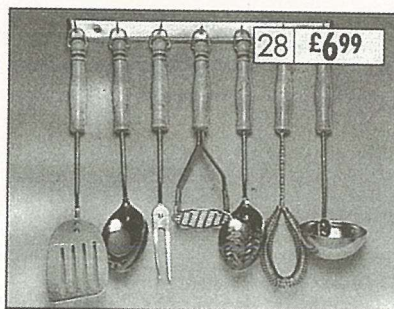
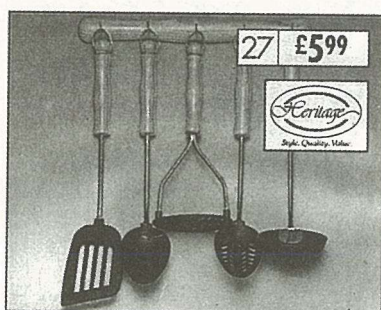
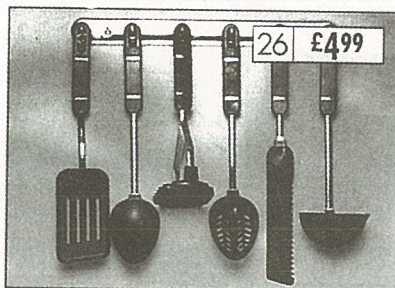
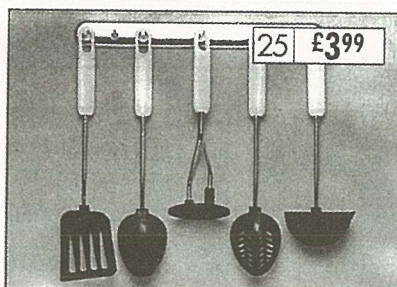
1. What is this notice about?  
a. event  
b. people  
c. function
2. What are the two names used for this occasion?  
.....
3. When does it take place?





4. Which city does it take place?
5. Who organizes the event?
6. Which building does the event take place?
7. What's the exact address of the building?
8. On which side is the building as you come from the motorway?
9. When you come from Üsküdar, do you make a right turn or a left turn? Where do you turn?
10. If you come from Üsküdar American Academy (UAA), how do you get to the building?

- V. You want to order a kitchen tool set for your mother from a catalogue. You have only 6 pounds to spend for this present. Look at the alternatives given and decide which one to buy. Afterwards, fill in the order



**25. KITCHEN TOOL SET.** 5 pieces plus hanging rack. Beige handles with matt black nylon heads. Ideal for non-stick pans.

**Cat. No. 841/1017** **£3.99**

**26. BLACK AND CHROME KITCHEN TOOL SET.** 6 pieces plus a chrome hanging rack. Black nylon blades. Can be used with non-stick pans.

**Cat. No. 841/0410** **£4.99**

**27. HERITAGE KITCHEN TOOL SET.** Natural pine handles with nylon blades. 6 pieces including matching pine hanging rack. Recommended for non-stick pans.

**Cat. No. 840/6486** **£5.99**

**28. KITCHEN TOOL SET.** 8 pieces including hanging rack. Natural pine handles. Chrome plated blades.

Cat. No. 841/1141 £6.99

**Argos**  
TAKES CARE OF IT

## CUSTOMER SELECTION FORM

[illegible]



- VI. This is a postcard sent to Ali. Look at the postcard and answer the questions.



1. Where is this postcard most probably sent from?
2. What figures or pictures do cards contain when they are about a specific city?
3. What is the name of the statue on the card?
4. How many pounds does it weigh?
5. What is the total height of the statue?
6. How wide is the mouth?
7. How long is the nose?
8. How long is the right arm?
9. What is the distance between the eyes?
10. What is the height of he statues from base to the torch?
11. How many persons can stand in the torch?
12. How many persons can stand on the head?

13. As the information is transferred from the card to this figure, a few typing errors have been made. Can you find these errors?

**VII.** Suppose you are in Chicago, and you want to go to Carbondale over the weekend by train. You can leave Chicago Friday afternoon, and you need to be back in Chicago on Sunday before midnight. You want to have a decent meal on the train as well. Look at the train schedule below and decide which train to take.

Chicago ... Champaign-Urbana ... Carbondale					
391	59	◀ Train Number ▶		58	392
Daily 400	Daily 400	◀ Days of Operation ▶		Daily 400	Daily 400
READ DOWN			READ UP		
4 00P	6 30P	Dp Chicago, IL	Ar	9 59A	9 35P
4 40P	7 20P	Homewood, IL		8 44A	8 32P
5 10P	7 53P	Kankakee, IL		8 12A	8 01P
5 32P		Gilman, IL		7 46A	7 37P
6 01P	8 43P	Rantoul, IL		7 18A	7 11P
6 29P	9 11P	Champaign-Urbana, IL		7 05A	6 57P
7 07P	9 50P	Mattoon, IL		6 01A	6 08P
7 33P	10 14P	Effingham, IL		5 35A	5 42P
8 21P	11 06P	Centralia, IL		4 46A	4 58P
8 50P		Du Quoin, IL			4 19P
9 30P	12 17A	Ar Carbondale, IL	Dp	3 55A	4 05P

☒ Tray meal table service, sandwiches, snacks and beverages.  
 ☑ Sandwiches, snack and beverage service. ☑ Checked Baggage Service.  
 ● Tickets cannot be purchased at this location. You may purchase your tickets on the train (without penalty) or from any Amtrak appointed travel agency. Please call 1-800-USA-RAIL to make special arrangements when boarding/detraining assistance is required.  
 ♣ The station and/or platform area is accessible to disabled and elderly passengers. Please call 1-800-USA-RAIL to make special arrangements when boarding/detraining assistance is required.  
 ♣ Feature-length motion picture entertainment.  
 Ⓢ Passengers not carried locally between this station and Chicago except when connecting at Chicago to/from other Amtrak trains.  
 Ⓢ Stops at Dwight on Sundays only at 7:00 PM. Ⓢ Will also operate 5/25, 7/3 and 9/7.  
 Ⓢ Will not operate 5/25, 7/3 or 9/7. Ⓢ Service is financed in part through funds made available by the State Department of

If you say that you can only have a sandwich on the train, what alternatives would you have? After you choose the times, give your arrival and departure times for both ways.

Chicago - Carbondale  
Dept. Arriv.

Carbondale - Chicago  
Dept. Arriv.

Food  
Sandw

## ASSIGNMENT

- I. Bring some instructional materials to demonstrate in class.
- II. Bring some written texts to indicate different reasons for reading.

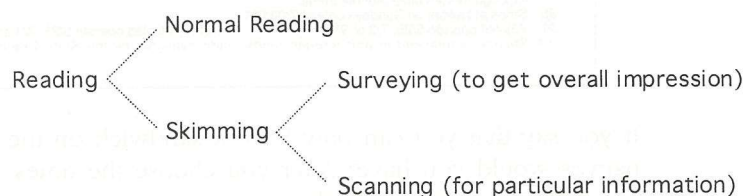


## HOW DO WE READ? – STRATEGIES FOR READING

While reading, we adopt different strategies depending on our purpose. In general, scholars talk about four types of reading (Grellet 1981: 4):

- **Skimming:** Skimming is "quickly running one's eyes over a text to get the gist of it." We use this strategy when we want to get a **general idea** about the text.
- **Scanning:** If we want to find only **a specific piece of information** rather than reading the whole text in detail, we quickly go through the text. We apply this strategy as we look up a word in a dictionary or a name in a directory, or a date in an encyclopedia.
- **Extensive reading:** When we read **long texts**, usually for **pleasure**, without putting ourselves into any stress, we would be doing extensive reading. All the **novels** we read during vacation requires this type of reading. We do not bother to look for every word we do not know because we are interested in **global understanding**. Thus, we read very **fluently**.
- **Intensive reading:** When we read **shorter texts** to extract information in depth, we need to be involved in more **accurate** reading focusing on **details** as well.

Wallace (1980: 26) gives a different perspective of these reading techniques. He states that both scanning and surveying are forms of skimming:



Grellet (1981: 4) also indicates that "these different ways of reading are not mutually exclusive. For instance, one often skims through a passage to see what it is about before deciding whether it is worth scanning a particular paragraph for the information one is looking for."

While scanning a book for specific information, we sometimes refer to the index, or the list of contents to get help. With shorter texts, however, there are not many clues we can utilize except for the diagrams and pictures that may have been given to illustrate the information in the text.

Reading involves different kinds of skills. John Munby as indicated in Grellet (1981: 4) gives the following list reading skills:

- Recognizing the script of a language
- Deducting the meaning and use of unknown words

- Understanding explicitly stated information
- Understanding information when not explicitly stated (inference)
- Understanding conceptual meaning
- Understanding the communicative value (function) of sentences and utterances
- Understanding relations within the sentence
- Understanding relations between the parts of a text through lexical cohesion devices
- Interpreting text by assigning meaning to the text
- Recognizing indicators in discourse
- Identifying the main point or important information in a piece of discourse
- Distinguishing the main idea from supporting details
- Extracting salient points to summarize (the text, an idea etc.)
- Selecting extraction of relevant points from a text
- Basic reference skills
- Skimming
- Scanning to locate specifically required information
- Transcoding information to diagrammatic display

## EXERCISES

### I. Put the events in the right order.

Buy the tickets	.....	Watch the film	.....
Take your seat	.....	Go to the theater	.....
Decide to go to the movies	...1....	Find your seat	.....
Leave the movie theater	.....		

### II. Here is some statistical information indicating the rate of forgetting textbook material. What type of conclusion/s can you deduce from these pieces of information? Try to ask yourself questions to arrive at some sound decisions.

Time from First Learning	Percentage of Material Remembered	Percentage of Material Forgotten
After 1 day	54%	46%
After 7 days	35%	65%
After 14 days	21%	79%
After 21 days	18%	82%
After 28 days	19%	81%
After 63 days	17%	83%

(Pauk 1984: 84)

*a shirt for Ahmet*  
*curtains for the kitchen*  
*electric coffee maker*  
*two towels*  
*tobacco for Ali*  
*needles and thread*  
*some underwear*  
*a tube of toothpaste*  
*6 forks and spoons*

A

**3rd FLOOR**

Menswear, Childrenwear, Sportwear and Equipment

**2nd FLOOR**

Ladieswear and Lingerie

**1st FLOOR**

Towels and Linen, Bedding, Sewing Machines and Sewing Kits, Curtains

**GROUND FLOOR**

Toiletries, Jewellery, Hats, Scarfs, and Gloves, Tobacco, Confectionery

**BASEMENT**

China and Glass, Kitchenware, Cutlery, Electrical Appliances, Luggage, Coffee Shop

B

- III. Suppose you are out at a big department store to do your shopping with a shopping list (A) in your hand. You have your shopping list in your hand and the store directory (B) is posted up on the wall near the entrance. Can you write down which floors you need to go to in order to buy each item?

*Shopping List*

*Store Directory*

.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

- IV. Suppose you want to order a dress from a catalogue and do not know which size you wear. Find out your size by using the chart given in Figure 2.24 on Page 39.



- V. As you did Exercise II in relation to the given texts on page 36 and 37, you read the texts to be able to label the type. Therefore, you will remember what type of texts they were such as a recipe, a poem, an instruction, etc., but you will not remember what the recipe was for because your reading strategy was suitable to your aim, and your aim was not to look for what the recipe was about. Now let's look at these texts again one by one and try to read them for different purposes.

<p><b>A.1</b></p> <p>Mr and Mrs Harold B. Whipp request the pleasure of the company of</p> <p><u>Miss Candela Segovia</u></p> <p>at the marriage of their daughter Laura to Mr Martin Grey at St Mary's Church, Oldford, on Saturday, June 18th 1983, at 2.30 p.m., and at a Reception afterwards at Ivydene, Farm Road, Oldford.</p> <p>R.S.V.P</p>	<p><b>A.2</b></p> <p>Miss Candela Segovia thanks Mr and Mrs Whipp for their invitation to the wedding of their daughter Laura, and to the Reception afterwards. She is pleased to accept the invitation</p> <p>22a High Street, Oldford.</p>
--	--

1. Look at the letter in A.1. What type of a letter is this?
2. Is it a formal or informal invitation? How did you arrive at this decision?
3. What is the invitation for?
4. Who is invited?
5. Is this a wedding invitation?
6. Who is sending the invitation?
7. What is the bride's name?
8. Who is she going to get married to?
9. Where is the wedding going to take place?
10. When is the wedding?
11. Is there going to be a reception after the wedding? If so, where?
12. What does R.S.V.P. stand for?
13. Is Candela Segovia married?
14. Who is the second letter (A.2) addressed to?
15. Will Candela Segovia be able to go to the wedding? How do you know?

<p><b>B</b></p> <p><b>2 large oranges</b>  <b>1 pt (568 ml) milk</b>  <b>1 oz (25 g) caster sugar</b>  <b>2 oz (50 g) sago</b>  <b>2 oz (50 g) desiccated coconut</b>  <b>½ tsp (2.5 ml) ground cinnamon</b>  <b>2 tbsp (30 ml) orange liqueur (optional)</b>  <b>5 fl oz (150 ml) single cream</b>  <i>To decorate:</i>  <b>1 oz (25 g) toasted flaked coconut</b></p>	<p>Pare away the rind from the oranges and place in a pan with the milk. Bring to the boil and leave to infuse for about 1 hour. Drain, reserving milk. Return to pan with the sugar, sago, coconut and cinnamon. Stir over a gentle heat for 5 minutes or until the sugar has melted. Cook for a further 10 minutes, stirring occasionally until sago is cooked and the mixture has thickened. Remove pith from oranges, cut into segments, catch in a sieve or juice and use as decoration.</p>
---	---

1. What is this recipe for?
2. What is the main ingredient?
3. How much is one pint?
4. Do you have to use orange liqueur?
5. What do you use coconut for?
6. Do you bake or boil?
7. How long does it take to make it?
8. How much is one ounce?

<p><b>C</b></p> <p>...ing them as  ...ive and perhaps necessary.  It might help you figure out why tears have such an effect on you to think back to how you felt when your mum cried. Perhaps others' tears make you feel very vulnerable, especially if you cannot cry yourself. Try not to give way simply because the water-works have been turned on. If</p>
---

1. Who is this note addressed to: a male or a female? How do you know?
2. How many times are the words *cry* and *tears* mentioned?
3. Find the other expression used for *tears*.

D



*"What's this I hear about you leaving us for a firm  
that's giving you more money, better  
benefits, and actually treats you like a human being?"*

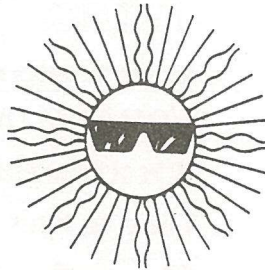
1. Who do you think is the speaker?
2. Who is he most probably talking to?
3. Do you think he treats his employers like human beings?

E

## Where the Sun is . . .

Lake-on-the-Campus

# Beach!



1. Where is the beach?
2. Fill in the blanks according to the given words in the advertisement.  
Where the ..... is.  
Where the ..... is.



- VI.** Go over the texts given in Exercise V and decide what type of reading skills you have made use of in answering the related questions. Refer to the reading skills given on page 46.

<i>Type (A, B, C, D, E)</i>	<i>Question number</i>	<i>Technique</i>
Ex. B	1	Prediction
.....		
.....		
.....		
.....		

- VII.** Match the following titles with different types of text provided for you on pages 36 and 37.

<i>Title of the text</i>	<i>Number of the text</i>
<b>Ten Ways to Keep Fit</b>	.....
The Importance of Being Earnest	.....
<b>The Fashion of the Year</b>	.....
Where to Eat	.....
Collins Dictionary	.....
<b>Art in New York</b>	.....
<b>RELAX</b>	.....
LIGHT SIDE	.....
<b>YOUR HOROSCOPE</b>	.....
<b>WOMAN'S OWN</b>	.....
<b>TC Pool Schedule</b>	.....
Time to Knit	.....
<b>Poems for Children</b>	.....
Tours in London	.....

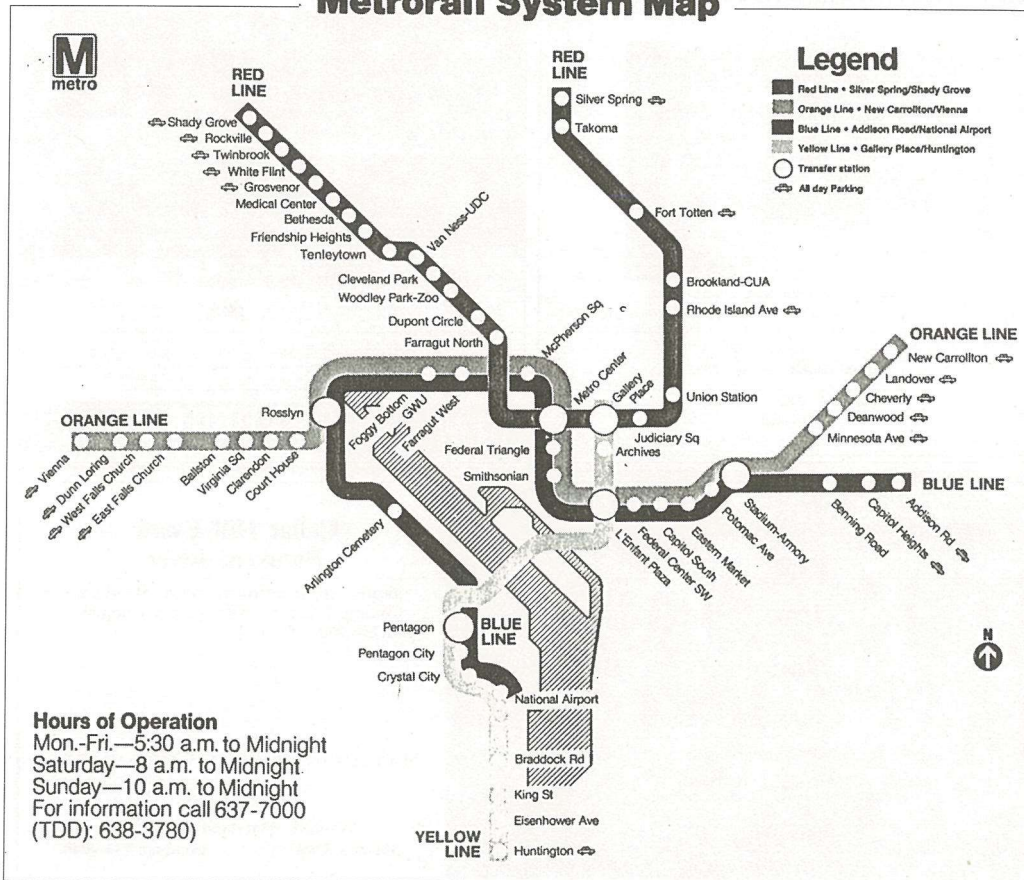
- VIII.** Suppose you are in Washington D.C., and you want to eat at a fancy restaurant. Decide on a restaurant from the list given and by looking at the Metrorail System Map on Page 53, make your itinerary. Give us information about the following:

1. Which Line do you have to take?
2. Is it going to be the East Bound, West Bound, North Bound, or South Bound?
3. Do you need to transfer lines?
4. If so, where do you make your transfer?
5. Which station do you get off?

#### List of Restaurants

Brickseller Restaurant at Dupont Circle  
 Portofino Restaurant at Crystal City  
 China Inn at Gallery Place  
 Café Mozart at McPherson Square

### Metrail System Map



# LUXURY HOMES AND ESTATES

## CLASSIC

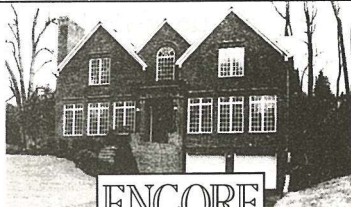


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## INEZ FOREST

presents

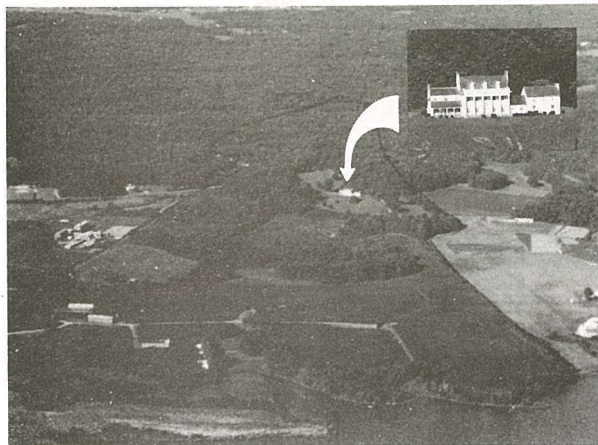
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**IX.** Suppose you live in Washington D.C., and you have enough money to buy a house there. Look at the houses advertised on Page 54 and answer the following questions:

- A. Read the information given for the houses on sale, and decide which one you would like to buy. Give your reasons.
- B. Choose two houses and try to compare these two.
- C. If you prefer in-town residence, which would be your best choice?

**X.** Here are some titles taken from different books, chapters, and essays, and notices. After you read each title, try to predict the topic or the idea aimed to be conveyed.

1. **WHERE TO BUY** .....
2. *letters from readers* .....
3. Books .....
4. Who do you think you are? .....
5. **How to Study in College** .....
6. Your Stars .....
7. **REWARD** .....
8. Saving the Kids .....
9. How to Beat Stress .....
10. **Reunion** .....
11. **Beauty pageant** .....
12. Language Acquisition .....
13. **Steam Engine** .....
14. **Television and Children** .....

**XI.** Here is a list of parts of a textbook in general. Arrange these parts in the order they most likely appear.

Chapter 1	Index
Conclusion	Chapter 2
Preface	Introduction
Bibliography	Table of Contents
Appendix	

**XII.** Here is a reading passage taken from Garbutt and O'Sullivan (1991: 90). Some of the words or phrases have been deleted from the original text. As you read, try to predict the missing IDEA (Exercise A) and the LANGUAGE (Exercise B). Go over these to get the total picture (Exercise C).

## The Role of Universities in Contemporary 1.....

Traditionally, universities have carried out 2..... main activities: research and teaching. Many academics would argue that both these activities play a critical role in 3..... The fundamental question, however, is: 4.....

In recent years universities have been coming under increasing pressure from both governments and the public to 5..... that they do not remain 'ivory towers' of study divorced from the realities of everyday life. University teachers have been encouraged, and in some cases constrained, to provide more courses which 6..... and research that practical benefits which are commercially exploitable. If Aristotle wanted 7..... in a tertiary institution in 8..... today, he would have a good chance of teaching 9..... but would not be so readily employable as a philosopher.

**A. The missing IDEA:**

Now look at the essay and try to predict the idea in each missing part. Choose the best idea for each missing part.

*Missing parts**Missing ideas*

- |   |   |
|---|---|
| 1 | a) a name referring to a group of people<br>b) a name referring to universities<br>c) a name referring to schools |
| 2 | a) a word referring to 'restrictions'<br>b) a word referring to 'number'<br>c) a word referring to the 'action'   |
| 3 | a) a phrase indicating place<br>b) a phrase indicating time<br>c) a phrase indicating action                      |
| 4 | a) a phrase modifying the question<br>b) a phrase explaining the question<br>c) a phrase containing the question  |
| 5 | a) a reason<br>b) a request<br>c) a suggestion  |
| 6 | a) a phrase modifying universities<br>b) a phrase modifying courses<br>c) a phrase modifying teachers             |
| 7 | a) an action<br>b) a wish<br>c) a demand  |

- 8 a) a date  
b) a place  
c) a building
- 9 a) the name of a person  
b) the name of a company  
c) the name of a subject

**B. The missing LANGUAGE:**

Now that you have predicted the missing ideas, match them with the missing language. Choose from the following.

- A. serving the community  
B. computer science  
C. Society  
D. two  
E. to work  
F. how does the community want or need to be served?  
G. the UK  
H. ensure  
I. produce graduates with technical skills required for the commercial sector

- C.** Now use all your answers to complete this chart. Then use the chart to complete the text.

PART	1	2	3	4	5	6	7	8	9
IDEA	a								
LANGUAGE	C								

- XIII.** Here is a reading selection taken from Evanson (1984: 110). There is only one problem however. While typing the text, I had a problem with my computer. Therefore, the order of the paragraphs were all changed. Put the following paragraphs in the right sequence.

(1) The roast was cooking, the potatoes were already half done, and her green bean casserole was bubbling in the oven. Rose punched down the rising dough for the last time and carefully shaped the curved dinner rolls with her fingers. She hummed as she worked.

(2) Rose and Abe had been married for a month now. Since Abe always complained about her cooking, Rose had been taking cooking lessons at the



local trade school. Tonight she was making her first important dinner since the wedding. All afternoon she worked in the kitchen, remembering all the helpful hints she's learned in class. "Never salt the meat before it is half cooked, or you will have shrinkage. Stir the flour into warm water until it is smooth, then add the meat juices. Otherwise the gravy will be lumpy." She could hear the teacher's voice echoing across the room with all the secrets that turn an ordinary cook into a successful chef.

(3) "Abe will change his mind about my cooking after tonight. He probably thinks the course has been a waste of time, but he'll see." She smiled and went about setting the table. All that was left to do was make the salad and shake up the ingredients for the special dressing. "I'm so excited," she thought. "I can't wait until Abe comes home from the shop."

(4) Dinner was served. First came the crisp salad with its special dressing. Roast beef, baked potatoes, green beans casserole, and canned carrots followed. The hot rolls were baked and sat steaming in a bowl in the center of the table. The butter ran down in pools at the sides of each roll. Abe ate the salad, the roast beef, the potatoes, and three hot rolls. He made a pig out of himself with the green bean casserole and took two helpings of carrots.

(5) Rose showered and tried to look as though she had been relaxing all day. The door swung open and she greeted her husband with a kiss. He returned her welcome with a giant bear hug and threw his coat onto a chair in the hall.

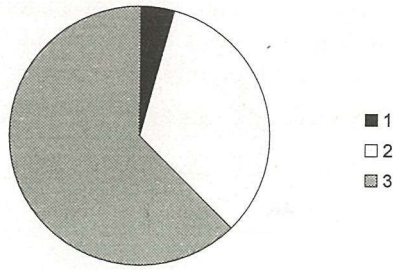
(6) When she could take his silence no longer, Rose almost shouted the words, "Well, how did you like it? How was the dinner? Tell me Abe, was everything all right?"

(7) When Abe finished eating, he leaned back in his chair and reached for the newspaper that was lying on the table. Rose could hardly stand it. He hadn't uttered a word during the meal.

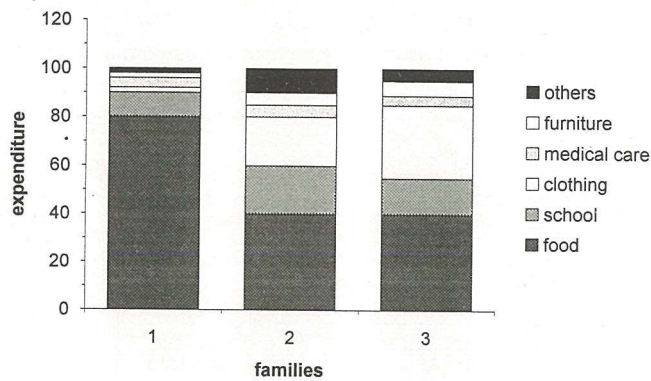
(8) True to his usual sense of humor, Abe replied, "The carrots were delicious."

1. Which paragraph gives an account of the cooking in the right sequence?
2. Which paragraph gives a good description of the meal Rose has prepared?
3. Which paragraph gives the reason for Rose taking cooking classes?
4. Go over the bold and underlined words one by one and state what words are inferred by each.
5. Was Rose happy with the remark Abe made? Why? Has the answer been stated clearly in the text? How do we know then?

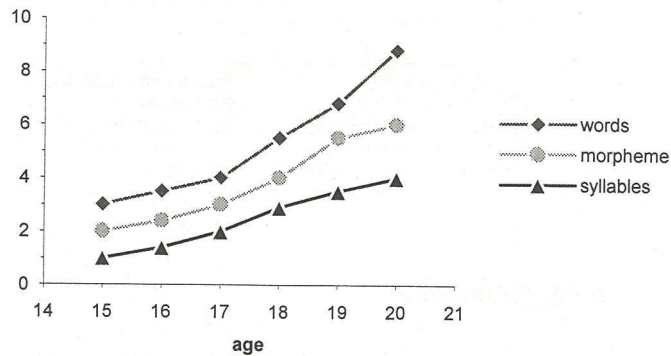
- XIV.** Form pairs and ask each other questions to elicit information about the following graphs and charts.



- A.** This is a pie chart indicating the monthly expenditure of three families on clothing. Can you guess the percentage for each family.



- B.** This is a bar chart indicating the monthly expenditure of three families on different items. Write a paragraph giving information about the expenditures of the families.

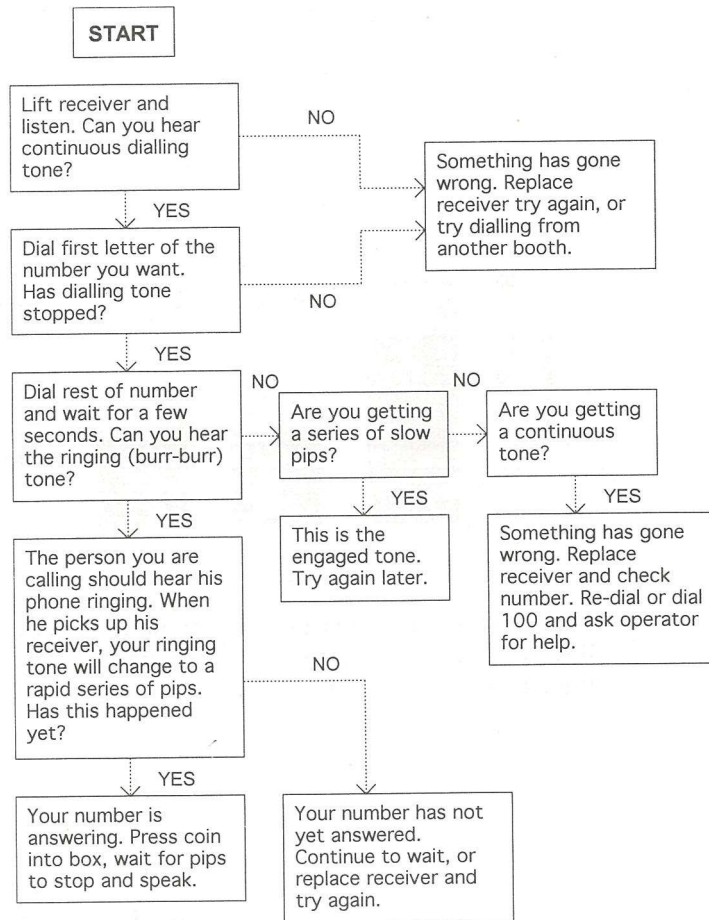


- C.** This is a graph indicating the language development of a child in terms of words, morphemes and syllables. Write a paragraph giving

information about the language development of this child by referring to the numbers on the graph.

- XV.** Following is an algorithm for making a telephone call. (From Flow Charts, Logical Trees and Algorithms for Rules and Regulations by B. N. Lewis, I. S. Horbin and C. P. Cane in Wallace 1980: 50).

Study the algorithm and try to design one yourself.



## ASSIGNMENT

- I. Collect some titles of books, chapters or paragraphs, and try to predict the topics or ideas.
- II. Bring some graphs and charts to class for discussion.



# Using the Library and Choosing Books

## TYPES OF BOOKS AND MATERIALS IN THE LIBRARY

As a university student you cannot achieve much if you do not know how to use the library properly. In the library, besides the traditional collection of books and journals, you can find microfilm, microfiche and CD ROM collections. Audio materials on records, cassettes, and tapes are also available in most of the libraries.

In order to maintain the most efficient use of the library, you need to know the rules and regulations set for the library. Moreover, you need to know the plan and set up of the library so that you can easily locate the materials you are looking for in that library. In every library, you will see the materials grouped under three main categories:

1. General books
2. Reference books
3. Periodicals

General books are shelved in the main stacks of the library. In some libraries the stacks are open to students. In such a case, students have an opportunity to look through the books on the shelves. In some libraries however, the stacks are closed to the students. When they want to look for a book, they should first look into the card catalogue to find the catalogue number of the book they want to borrow. Reference books are not usually taken out of the library. They are there for the students to look up for a specific piece of information. Dictionaries, encyclopedias, almanacs, atlases, books containing statistical information, are some examples of reference books.

Periodicals are kept in different places. The current issues, in other words, the latest issues are kept on the shelves in the Periodical Room or in the Periodical Section. Back issues are bound according to years and are generally stacked at another location.

## CLASSIFICATION OF BOOKS

In the libraries, books are classified and shelved according to their subject. There are many systems of classification, but two of them are widely used. These classifications with their classification system are given below:

### 1. The Library of Congress Classification

A	General Works	M	Music
B	Philosophy	N	Fine Arts
C	History, Auxiliary Sciences	P	Language and Literature
D	Foreign History & Topography	Q	Science
E-F	American History	R	Medicine
G	Geography, Anthropology	S	Agriculture
H	Social Sciences	T	Technology
J	Political Science	U	Military Science
K	Law	V	Naval Science
L	Education, Science	Z	Bibliography, Library

### 2. The Dewey Decimal Classification

000	General Works	500	Pure Science
100	Philosophy	600	Applied Science
200	Religion	700	Arts and Recreation
300	Social Sciences	800	Literature
400	Linguistics	900	History

Each division is divided into ten smaller sections which in turn include ten more smaller units. An example from the classification of Literature would illustrate this division:

800	General Literature
810	American Literature
811	American Poetry
811.3	American Poetry – middle nineteenth century (1830-1861)
812	American Drama
813	American Fiction
817	American Satire and Humor
820	English Literature
830	German Literature
840	French Literature
850	Italian Literature
860	Spanish Literature
870	Latin Literature
880	Greek Literature
890	Other Literatures (e.g. Indian, Russian, Tibetan)

(Sears 1973: 3)

## CALL NUMBER OF A BOOK

In an open stack library, you can see the call number on the spine of the book. In a closed library since you have no direct access to books, you have to refer to the card catalogue. In the card catalogue, the number is indicated on the upper left corner of the card. The call number of a book will vary according to what classification system has been adopted in that library. Here are samples from both classifications.

## DEWEY DECIMAL SYSTEM

Book: Bradbook, M.C., *The Growth and Structure of Elizabethan Drama*

Call number: 822.09  
B81  
g

As explained before, the three digit number starting with 8 denotes literature. The other numbers to the right of the decimal point, indicate that this is a critical historical work on English drama. On the second line, the letter *B* indicates that the last name of the author starts with *B*. The number following the letter (81) is a code number giving information about the full name of the author. On the third row, the small *g* indicates that the title of the book starts with a word beginning with *g*. In such cases articles are always ignored. For that reason, instead of *t* we see the use of *g*.

## LIBRARY OF CONGRESS

Book: Smith, John, *Variations: Reading Skills/Oral Communication for Beginning Students of ESL*

Call number: PE  
1128  
D84  
1986

In this case *P* stands for *language*. *E* stands for *English*. We often see the utilization of double letters in this system. The number on the second line, denotes a subdivision under English language. On the third line, as in the Dewey Decimal System, the letter indicates the initial of the author's last name, and the numbers are the special codes related to that name. On the fourth line, the year of publication is indicated. This date is omitted if the book is reprinted.



If there are particular collections in the library, they will be labeled with a special call number.

For example:	Ref	Lincoln Collection
	810.9	911.3
	D9	H16

Some books may be located in departmental libraries or at different buildings on the campus. In such circumstances, the location is indicated.

For example:	Art Room	Phys. Lab
	721.9	537.12
	H2	C20

Works of fiction are classified alphabetically by the author's last name under the label *Fiction*. In some libraries below the call number, they put a number indicating the order of the arrival of the book compared to the arrival of all the other books in the library.

For example:	Fiction
	B
	4785

## USE OF LIBRARY CARD CATALOGUES

The card catalogues are in an alphabetical order. Each book in the library is classified under three categories:

1. the *author*
2. the *title*
3. the *subject*

Depending on how much information you have about what you are looking for, you can refer to one of these particular catalogues. For instance, if you know the name of the author but do not remember the title, you have a chance to find it under the author catalogue. You may know the title but may not be able to locate the place in the library. In that case, you look it up under the title catalogue. If you go to the library to learn something about a topic, you look it up under the subject catalogue. The books that might be of interest to you may not be under one subject. For example, Chaucer and the Fifteenth Century, by H. S. Bennett, will be filed under three cards in three different catalogues with the following headings as indicated in Figure 3.2.

1. Bennett, H. S. (author's name)
2. Chaucer and the Fifteenth Century (title)
3. Chaucer Geoffrey: English Literature – History and Criticism (subject)

In searching for material on a topic, subject cards are often the most useful. First, you start with a topic, then you see some cross references that

indicate the other related subjects for you to look under (Figure 3.1). If you cannot find any information on the topic you look for, look for a more general idea.

Chaucer, Geoffrey  
see  
English Literature  
Poetry - History and Criticism

Figure 3.1 Cross references

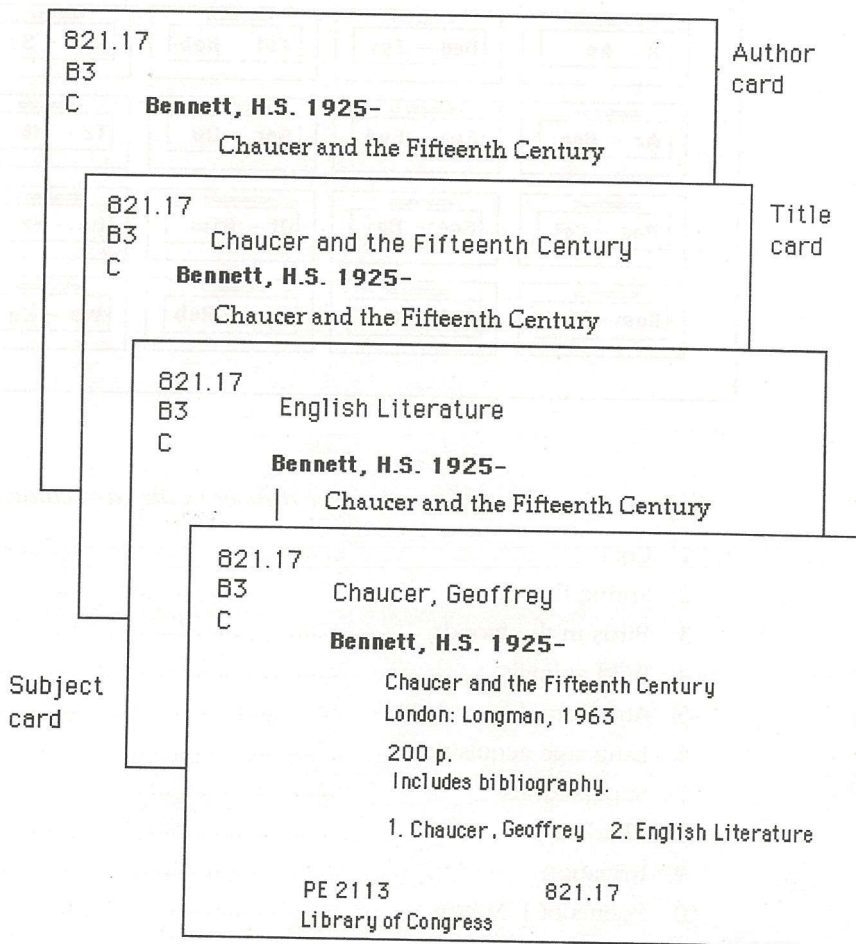
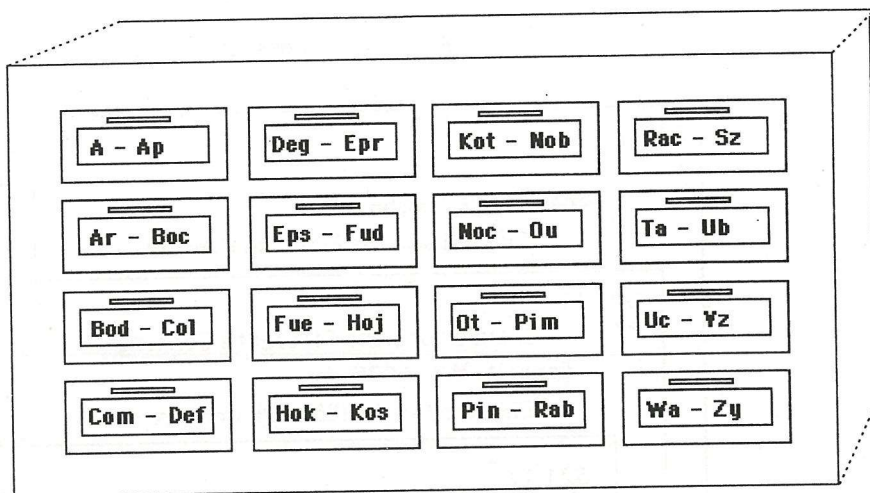


Figure 3.2 Examples of cards found in different catalogues

**EXERCISES**

- I. Below is a subject card catalogue in which cards are classified alphabetically in 16 drawers. Suppose you need to find information on the following subjects. Which drawer would you look into for each subject? In the library, you may find the need to look into different drawers due to cross references. Write the letters of the drawers on the lines provided.

*Subject**The drawer in the card catalogue*

- |                         |       |       |
|-------------------------|-------|-------|
| 1. Coal                 | ..... | ..... |
| 2. Spring flowers       | ..... | ..... |
| 3. Birds in the woods   | ..... | ..... |
| 4. Wild animals         | ..... | ..... |
| 5. American drama       | ..... | ..... |
| 6. Language acquisition | ..... | ..... |
| 7. Superstitions        | ..... | ..... |
| 8. Child care           | ..... | ..... |
| 9. Irrigation           | ..... | ..... |
| 10. Poems of J. Milton  | ..... | ..... |
| 11. Use of computers    | ..... | ..... |
| 12. John Kennedy        | ..... | ..... |



- II. Try to find the answers to the following questions by referring to the library card below.

190	American humanism: its meaning for world survival	
J	<b>Jones, Howard Mumford, 1892-</b>	
a	American humanism : its meaning for world survival. [1st ed.] New York, Harper [1957]	
	108p. 20 cm. (World perspectives, v. 14)	
	1. Humanism,	I. Title
	B821.J627	190 144 57-9586
	Library of Congress	

1. Which type of catalogue has this card been taken from? .....
2. What is the title of the book? .....
3. What is the name of the author? .....
4. When was the author born? .....
5. Who is the publisher of the book? .....
6. Where was it published? .....
7. Which year was it published? .....
8. What's the call number? .....
9. Which system has been used? .....
10. What are some other subjects under which this book could be found? .....
11. Is the code for Library of Congress also given? If so what is the code? .....
12. What is the total number of pages in this book? .....
13. How is the spine of the book? .....
14. Which edition is it? .....
15. What is the number at the bottom of the card to the very right? .....
16. What does *J* in this call number stand for? .....
17. What does *a* in this call number stand for? .....

- III.** Some topics may be too narrow to look for in the subject catalogue. In such cases, you need to find a broader topic that would include that specific subject. Match the broader topics in the box with the specific ones given in the list form. Write the letter corresponding to the topic on the line provided.

- ..... 1. Acquisition of negation
- ..... 2. Attributive adjectives
- ..... 3. Backwater
- ..... 4. Bilabial sounds
- ..... 5. Calcium
- ..... 6. Cheese
- ..... 7. Magnifying glass
- ..... 8. Deficit spending
- ..... 9. Paper chase
- ..... 10. The quantum theory

- |                      |
|----------------------|
| A. Rivers            |
| B. Grammar           |
| C. Language learning |
| D. Minerals          |
| E. Dairy products    |
| F. Phonetics         |
| G. Optics            |
| H. Races             |
| I. Economics         |
| J. Physics           |

- IV.** Which section (general stacks (G), reference (R), periodicals (P)) would you normally find the following? Indicate it by writing the relevant letter on the line provided for each title.

- ..... 1. Modern Language Journal
- ..... 2. Longman Dictionary of Scientific Usage
- ..... 3. Technical Writing: Structure, Standards, and Style
- ..... 4. Dissertation Abstracts International
- ..... 5. Mental Measurements Yearbook
- ..... 6. History of U.S. Political Parties
- ..... 7. Thesaurus
- ..... 8. American Men of Science
- ..... 9. Language Learning Vol. 35
- ..... 10. World Atlas
- ..... 11. Writing with a Purpose
- ..... 12. Longman Dictionary of Contemporary English
- ..... 13. Academic Satire in Alice Books
- ..... 14. Historical Linguistics
- ..... 15. Who's who in Turkey
- ..... 16. The Pocket Book of Quotations
- ..... 17. Information Please Almanac
- ..... 18. Encyclopedia Britannica
- ..... 19. The Last Tycoon
- ..... 20. Fitzgerald in the Twenties

- V. Where would you go to find information if you were to find answers to the following questions? Would you refer to the card catalogue, a periodical, or a reference book? If it is a reference book, which type would you most probably find the answer in?
1. Where was Elvis Presley born?
  2. What is the plural form of *datum*?
  3. When was Queen Elizabeth born?
  4. What are some other words that can be used instead of *habit*?
  5. What does *pygmy* mean?
  6. Who is the author of *Pygmalion*?
  7. Where is Trieste located?
  8. Which American Universities offer Ph.D. courses on English Language Teaching?
  9. Who is considered to be the representative of the impressionist painters?
  10. What are some idiomatic expressions including the word *band*?
  11. Which mountains are located to the west of South America?
  12. Are there any quotations in which hastiness is emphasized?
  13. What do the initials UNICEF stand for?
  14. Has there been any dissertation written on the acquisition of Turkish?
  15. What are the names of some gem-stones? What color are they?
  16. What are the names of some rich businessmen in Turkey?
  17. What is the recent trend in language teaching?
  18. Which language group does English belong to? How far can we trace English language in history?
  19. Where can you find information about France from different perspectives?
  20. What is a *gourd*?
  21. What are some famous American inventors?
  22. What is the highest waterfall in the world?
  23. What's the population density of New York?
  24. What are the dialect boundaries in the United States?
  25. What may be the U.S. income-tax tables for the years 1990-1992?



## **SELECTING THE MATERIAL LOCATED IN THE LIBRARY**

When we investigate the documented sources for our research, we follow four main steps (Ross 1974: 27):

1. Locating the materials
2. Selecting the materials
3. Evaluating the materials
4. Recording the evidence

Since we have limited memory, we cannot store everything in our brain. Therefore, the degree of our success does not so much depend on what we know but on how skillful we are at finding answers to our questions. As university students, you need to acquire the skill of locating the material you need. After finding the location, you start selecting what you would like to read and what to eliminate as you go through the text. In order to make the correct selection from all the materials you have located, you have to go over each material quickly to see whether it contains the information you are looking for. You might think that you need to read all the materials you have collected in order to decide which ones are applicable for your purpose. There is no need to do this because there are certain techniques that will help you decide whether the material you have located contains the pertinent information. If you learn the parts of a book and the information given in each part, you will easily determine whether that particular book would serve your purpose or not.

## **PARTS OF A BOOK AND THEIR CONTENTS**

The main parts of a book comprises the following:

1. Title page
2. Details on publication
3. Preface or foreword
4. Table of contents
5. Introduction
6. Text
7. Illustrations (if any)
8. Appendix
9. Bibliography
10. Index

1. The **title page** includes the title, the name of the author. If there is an editor, translator or compiler, his/her name is also written on this page. The edition of the book is indicated on this page as well. The revised and the latest editions are important in technical and scientific fields. At the bottom of the page you see the publisher's name and the place of publication. A reputable publisher is usually an indicator of the reliability of the book. If it is written by a reputable writer whose judgments you trust, you would automatically check it out from the library. After you read the title, you can ask yourself if it is relevant to the topic you are interested in. You might try to judge if you can use the whole book or just a part of it.
2. All the **details about the publication** are usually given at the back of the title page. The librarians get all the information for the card catalogue from this page. As you read the information, about publication date, you can find out if the book is out-of-date or not.
3. The **preface** of the book tells you a great deal about the purpose of the book. You can also tell whether the book is above or below the level you are studying.
4. **Table of contents** gives you the scope of the writer's treatment of the subject. The main sub-titles are also included in the table of contents.
5. **Illustration page** gives a list of the maps, graphs, charts and diagrams given in the text. It is easier to locate the illustration sections by means of this list.
6. If the book has an **introduction** part, it should be read very carefully because in this section the main treatment of the book is clearly stated.
7. The **text** is the main part of the book. After you decide on the book, you start reading the text.
8. The **appendices** usually contain tables, questionnaires, and other extra material that would supplement the text.
9. The **bibliography or reference section** of a book is helpful in locating other materials related to your subject.
10. The **index** section is the most vital part of the book. For minor details, you look it up from the index to see if there is any reference to the topic you are interested in that book.

# **Historical Linguistics: an introduction**

Third edition

Winfred P. Lehmann



London and New York

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Library card to be filled out



## EXERCISES

I. On page 72 you see the first two pages of a book. With the given information, try to fill in the library card for this book.

II. Below you see the contents page of a book.

1. What is the subject of the book?
2. What do you expect to find in this book?

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III. On page 74 you see the two pages of a book.

1. Where would you normally find these pages?
2. Which part comes first?
3. What type of index is this?

IV. Here is a print out from the computer in a library. By looking at the print out, try to answer the following questions.

1. What do you think the student is searching for?
2. Which library is he in?
3. Does he know the name of the author?
4. Are there any books by that author in the library? If yes, what are the titles of the books?
5. What is the publication date of this book?
6. Where in the library can he find the first book indicated?
7. How many copies are there in the library?
8. Has the book been borrowed by someone else?

```

48MYJOB                                TYP N/B                                P 00

Author Search: BROPHY, J E                You are searching
                                           SIU-Carbondale

TITLE: Looking in classrooms /

CALL NO: 371.16646L1987                    * 1005631
----- SIU-Carbondale -----
Line Copy Volume Loan Periods Status and Location
1. 1 16/8/4 weeks Available
4th floor-Educ and Psych stacks
2. 2 16/8/4 weeks Available
4th floor-Educ and Psych stacks

----- Press <ENTER> after making choice ----- LCSMONOM
? - Help 6 - Go back N - Next call no.
M - Main menu T - Try new author A - All libraries
==> _

48MYJOB                                TYP N/B                                P 00

Author Search: BROPHY, J E                You are searching
                                           SIU-Carbondale

TITLE: Teacher behavior and student achievement /

CALL NO: Q.371.10288734TE                    * 957498
----- SIU-Carbondale -----
Line Copy Volume Loan Periods Status and Location
1. 1 16/8/4 weeks Available
4th floor-Educ and Psych quarto

```



9. For how long can he borrow this book?
10. What is the call number of the book?
11. What is the title of the second book ?
12. How many copies of the second book are there in the library?
13. Where can he find the second book?
14. What is the call number of this book?
15. Is this book on the same floor with the first one?
16. Is the book available? Can he borrow it right away?

V. Here is another print out. Try to answer the following questions.

1. What is the method of research the student has used?
2. What is the title?
3. Is this the title of a book or an article?
4. Where can he find this essay?
5. When is this article published?
6. What is the issue of the journal?
7. How many pages is the article ?
8. On which page of the journal does the article start?

```

=====Q=====
Display   Narrow   Explore | Esc Brief citation display  F3 Print
                        | F1 Help    F2 Start over   F4 Mark
Display brief citations      | - Previous F10 PowerTrac   + Next
=====+=====
InfoTrac EF | Expanded Academic Index          Full Records
=====+=====
| Key Words: teacher evaluation 125 of 234 -----+
| Source: Times Educational Supplement, Sept 21, 1998 n3873 p18(1).
| Title: Trained relations. (Platform) (teacher training must be moved
| Author: Mary Warnock          into schools, and training establishments must find new roles)
| Subjects: Teachers - Training
|           Mentors in education - Evaluation
|           Education - Graduate work
|           Interns (Education) - Training
|           Student teachers - Training
| Features: illustration; cartoon
| Ref. No.: 09175788

```

VI. Try to answer the following questions regarding the print out on page 77.

1. What topic is the student interested in?
2. What is the title of the work he has found?
3. Is this a book or an article? How do you know?
4. Who is the author?
5. Under what other subjects can we find the same work listed?

```

=====+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+
1 Key Words: teacher evaluation 189 of 234 -----+-----+-----+-----+-----+-----+
+ Source: The Elementary School Journal, Jan 1990 v90 n3 p337(13).
  Title: Assessment in whole-language classrooms: theory into practice.
  Author: Brian Cambourne and Jan Turbill
  Subjects: Language experience approach in education - evaluation
            Child development - observations
            Global method of teaching - technique
            Reading (Primary) - Language experience approach
            Teachers - Training
  Features: illustration; chart
  Captions: Summary of one teacher's assessment procedures. (chart)
  Ref. No.: 06887957
                                     -- end --
=====+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+

```

6. Are there illustrations in the work?
7. What else is there aside from the illustrations?
8. What is the publication date?
9. Where do you think you can find this work?
10. What is the reference number?

## ASSIGNMENT

- I. Find out which of the following facilities are available in the library or libraries at your university. Put a check mark for the available items.

	<i>Departmental Lib.</i>	<i>Main Lib.</i>
Open Stacks	_____	_____
Reference Room	_____	_____
Periodical Room	_____	_____
Reserve Book Room	_____	_____
Poetry Room	_____	_____
Art Room	_____	_____
Music Room	_____	_____
Browsing (or informal reading room)	_____	_____
Typing Room	_____	_____
Computer Room	_____	_____
Private Study Areas	_____	_____
Personal Cubicles	_____	_____
Smoking Room	_____	_____
Microfilm File and Projector	_____	_____
ERIC System	_____	_____
Interlibrary-loan System	_____	_____
Citation Index	_____	_____
Record Collections (what kind)	_____	_____

- II. Make a list of the journals related to English Language, English Language Teaching, and Linguistics.

**English Language**

.....  
.....  
.....

**English Language Teaching**

.....  
.....  
.....

**Linguistics**

.....  
.....  
.....

- III. A. In the library, find a book from each of these topics. Write the **title**, the **author**, the **publisher**, the **date** of publication, and the **call number** of each book.

1. Economics

.....  
.....  
.....  
.....

2. Psychology

.....  
.....  
.....  
.....

3. English Literature

.....  
.....  
.....  
.....

4. Cancer

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.....  
.....  
.....



## 5. Physics

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.....

## 6. Plantation

.....

.....

.....

.....

## 7. Dam Construction

.....

.....

.....

.....

## 8. Solar Energy

.....

.....

.....

.....

- B.** Check which of the following features are included in these books.  
The books are indicated by number in each column.

FEATURES	1	2	3	4	5	6	7	8
Table of Contents	—	—	—	—	—	—	—	—
List of illustrations	—	—	—	—	—	—	—	—
Preface	—	—	—	—	—	—	—	—
Introduction	—	—	—	—	—	—	—	—
Appendices	—	—	—	—	—	—	—	—
Bibliography								
End of the book	—	—	—	—	—	—	—	—
End of the chapter	—	—	—	—	—	—	—	—
Index								
General index	—	—	—	—	—	—	—	—
Subject index	—	—	—	—	—	—	—	—
Author index	—	—	—	—	—	—	—	—
Other types	—	—	—	—	—	—	—	—

**IV.** Check the ones which are available to you in your library.

1. Encyclopedia Britannica
2. Education Index
3. The Random House Dictionary of English Language
4. World Almanac and Book of Facts
5. Oxford English Dictionary
6. The Europe Year Book: A World Survey
7. Handbook of Fine Chemicals
8. The Student's Dictionary of Anglo Saxon
9. Good's World Atlas
10. Encyclopedia Americana

**V.** See if the books of the following writers are available in your library. Choose a book written by each author and give all the card catalogue information.

1. Hobson, W.
2. De Vogel, C. J.
3. Hemingway, Ernest
4. Shaw, G. Bernard
5. Stoecker, Wilbert F.
6. Karaosmanoğlu, Yakup, K.
7. Jensen, William A.
8. İnan, Afet
9. Wallace, Michael J.
10. Soylu, Sitki

**VI.** See if there are any books on the following topics in your library. Write the card catalogue information for each book you find.

1. Human Behavior
2. Atomic Weapons
3. Vitamin A in Human Nutrition
4. Linguistics
5. Psycholinguistics
6. Biology
7. Chemical Reaction
8. Phonetics

**VII.** In the Special Subject Matter Reference Works Section, see which of the following you will be able to find. Write the call number for each.

1. Larousse Medical
2. The Penguin Medical Encyclopedia
3. Henderson's Dictionary of Biological Terms
4. English in Biological Science
5. Illustrated World of Science Encyclopedia

# Vocabulary and Use of Dictionary

## WHAT TO LOOK FOR IN A WORD

Rodman and Ellis (1989: 2) suggest that you need to know certain information about the words or phrases as you try to learn them. The following questions might help you attain the desired information.

- What does this word mean?
- How do you spell it?
- How do you pronounce this word?
- Is it a noun, a verb (or could be either), an adjective, etc.?
- Is it a common word/phrase?
- Is it used only in formal or informal situations?
- How do you use it in a sentence?

## USE OF A DICTIONARY

You can find answers to the questions cited above in a dictionary. Therefore, you should know how to use a dictionary very well. When you buy a dictionary for yourself, avoid looking for an English-Turkish dictionary. It is much better if you buy a desk type English-English dictionary. You cannot find all the information you need in small, abridged, pocket-book type dictionaries.

The first requirement for using a dictionary is to know the alphabetical arrangement in English:

A B C D E F G  
H I J K L M N O P  
Q R S T U V  
W X Y Z

In a dictionary, words are organized according to the first letter of the word. If words begin with the same letter, then you need to refer to the



second letter in those words and make your arrangement accordingly. Personal names are arranged according to the last name. While you are looking a word up in a dictionary, look at the top of the pages. On the left page at the top left, you will see the bold print of the first word on that page. On the right page at the top to the right, you will see the bold print of the last word on that page (Fig. 4.1). If you look at these cue words, you can quickly reach the page where you would find the word you are looking for. Then you can go over the small printed words on that page until you find the exact word.

Some words with the same spelling may have different meanings. You need to be careful if there is a change in the stress which would affect the pronunciation of the word. For example, the word *record* is pronounced as /ri'cord/ as a verb, but /'rekərd/ as a noun.

May (1991: 17) while suggesting that you buy the most comprehensive and up-to-date dictionary possible, gives the following information and instruction in using a dictionary.

1. The introduction will tell you how to find an item; its meaning(s), style, pronunciation and grammatical characteristics.
2. Practise looking up some words and phrases you already know.
3. When you are reading English, only look up a new word if you are sure that:
  - a) its meaning is essential for understanding.
  - b) the context does not give sufficient information for you to guess the meaning.
4. Use one notebook just for vocabulary items. For each new item check its spelling and which part of speech it is. Make a note of its meaning(s), pronunciation (note GB/US differences) and style. Write an example of its usage for each different meaning.
5. For every new item, decide which of the following categories it belongs to:
  - a) language for active use, such as structural words and useful expressions.
  - b) language that only needs to be understood when it is heard or read.
  - c) language which you don't think would be particularly useful to know.
6. Practise the **category a** expressions (see above) the next time you are speaking or writing. Make a note of the contexts in which you read or hear **category b** expressions.

(May 1991: 17)

## recondite

be opposed to each other are successfully brought together so that they are in agreement. *eg ...the reconciliation of full employment with relatively low economic growth... two attitudes between which there can be no reconciliation.*

**recondite** /ri'kɒndait, rɛkɒndait/. Something that is recondite is not known about by many people and is therefore difficult to understand; a formal word. *eg ...this recondite area of learning... He felt his enigmas were becoming too recondite.*

**recondition** /ri'kɒndɪʃən/, **reconditions**, **reconditioning**, **reconditioned**. To recondition a machine or piece of equipment means to repair or replace all the parts that are worn or broken. *eg This one's new, but the others have only been reconditioned. o reconditioned. eg ...a reconditioned cooker.*

**reconnaissance** /ri'kɒni'sɒns/ is the process of obtaining military information about an army or an area by sending small groups of soldiers to explore or by using planes or satellites; a military term. *eg The decision was taken to step up reconnaissance of enemy naval movements... reconnaissance planes...*

**reconnoitre** /rɛkɒnɔɪtə/, **reconnoitres**, **reconnoitring**, **reconnoitred**; also spelled **reconnoiter** in American English. To reconnoitre means to obtain information about the size and position of an army or about the geographical features of an area, by sending a small group of soldiers to explore or by using planes or satellites; a military term. *eg Small armoured task forces had reconnoitred the area.*

**reconsider** /ri'kɒnsɪdə/, **reconsiders**, **reconsidering**, **reconsidered**. If you reconsider something, you think about it again so that you can decide whether you ought to do something different. *eg He asked me to reconsider my decision... They urged the Government to reconsider their position... The military have had to reconsider how modern warfare should be waged. o reconsideration /ri'kɒnsɪdərɪʃən/. eg This would allow time for debate and reconsideration... a reconsideration of the strategy of the war.*

**reconstitute** /ri'kɒnstɪtju:t/, **reconstitutes**, **reconstituting**, **reconstituted**. 1 To reconstitute an organization means to form it again in a different way. *eg The group was reconstituted after 26 March. o reconstituted. eg ...the reconstituted provisional government.*

2 If you reconstitute a food that is dried, you change it back to its original form by adding water to it. *eg Use warm water to reconstitute dried yeast.*

**reconstruct** /ri'kɒnstrʌkt/, **reconstructs**, **reconstructing**, **reconstructing**, **reconstructed**. 1 To reconstruct a building that has been destroyed or badly damaged means to build it again. *eg When they started to reconstruct the building, they found a false wall. o reconstructed. eg ...the reconstructed royal palace.*

2 To reconstruct a system or policy means to replace it with one that works in a different way. *eg The present system should be reconstructed or abandoned... a systematic attempt to reconstruct race relations policy.*

3 If you reconstruct an event that happened in the past, you create a complete description of what it was like by combining a lot of small pieces of information. *eg He reconstructs in his books the details of unimportant lives... The historian tries to reconstruct societies in terms of what is familiar to him... The police were able to reconstruct the events leading to the girl's disappearance.*

**reconstruction** /ri'kɒnstrʌkʃən/, **reconstructions**. 1 Reconstruction is the process of making a country normal again after a war, for example by replacing buildings that have been damaged or destroyed. *eg They played an active role in the reconstruction of post-war Britain.*

2 A reconstruction is a copy of something that no longer exists. *eg ...a giant reconstruction of the skeleton of a dinosaur.*

3 The reconstruction of a building is the act of building it again. *eg The reconstruction of the Town Hall is scheduled to start next month.*

4 The reconstruction of a system is the act of forming it again in a different way. *eg Asquith announced the belated reconstruction of his government.*

1204

## record

5 The reconstruction of an event that happened in the past is an attempt to recreate it by combining a lot of small pieces of information. *eg ...a detailed reconstruction of some of the events.*

**record**, **records**, **recording**, **recorded**. The word **record** is pronounced /ri'kɒd/ when it is a verb and /rɛkɔ:d/ when it is a noun and adjective.

1 A record is an account of an event or piece of information which is kept in writing or some other form so that it is available for people to refer to. *eg Keep a record of any repair bills... Could I have your name and address for my records?... Record sheets must be filled in... medical records.*

2 If you record a piece of information, you keep it in writing or some other permanent form so that it is available for people to refer to. *eg All personnel details could be recorded on a computer... his lifelong habit of recording events and keeping a diary... throughout recorded history... Their every action and expression was recorded by concealed cameras.*

3 To record something that has happened means to make it known in writing or some other form. *eg The minutes recorded that there had been a heated argument... The school magazine records an interesting debate... My father's reply is worth recording.*

4 If you record your opinion, you express it publicly so that it can be written down or kept in some other permanent form and people will know what your opinion was. *eg I'd just like to record my reservations about the decision the committee has made.*

5 If something records a measurement or value, it shows that measurement or value. *eg The clock records the time as seven forty-five... Every milestone he passed recorded the distance to Stonehenge.*

6 If you record a piece of music, you perform it so that the sound can be copied onto a round flat piece of plastic and played later on a record-player. *eg I'd love Sinatra to record some of my songs... Did you ever record with Louis Armstrong?*

7 If you record something such as speech, a performance, or an event, you put it onto tape or film so that it can be heard or seen again later. *eg The film was recorded on video-tape... I'd like to record your voice... We had better be careful what we're saying since it's being recorded. o recorded. eg ...a recorded interview.*

8 A record is also 8.1 a round flat piece of plastic on which sound, especially music, is recorded. The sound can be heard again by playing the record on a record-player. *eg I've got every record by Elvis Presley... We were playing jazz records... She made her debut album in 1973 for a minor record company. 8.2 the music which is on a particular record or cassette, and which is available for people to buy. eg That's a very good record. 8.3 the time, distance, number of victories, etc which is the best that has ever been achieved in a particular sport or other activity. eg The record is just over 10 seconds... He held the record for running the mile... Lewis could break world records in the 100 and 200 metres.*

9 Record means higher, lower, better, etc than has ever been achieved before. *eg Unemployment was at a record high... The bank rate was increased to a record 8%.*

10 Someone's record is 10.1 all the facts that are known about their past achievements or character. *eg Mr Gerran has a very distinguished record... Such committees have had a poor record in the past... a man with a record of instability. 10.2 a list of the crimes that a person has been found guilty of and which is kept by the police. eg He's got a record as long as my arm.*

11 The word **record** is also used in the following expressions. 11.1 If something that you say is off the record, it is not official and not intended to be published or made known. *eg Now that remark was off the record, understand?... I don't mind Frank talks off the record. 11.2 If you go on record or if you are on record as saying something, you have said it publicly and officially and it has been written down, for example in a newspaper. eg You're on record as saying that you will retire from football at the end of the year. 11.3 If you keep information on record, you keep an account of it in writing or in some other form so that it is available for people to refer to. eg*

Figure 4.1 A page from Collins Cobuild English Language Dictionary (1987)



**EXERCISES**

I. A. Put the following words in alphabetical order.

word	school	teacher	whiteboard
letter	later	fight	fate
fry	frighten	forget	street
teach	fatal	forgive	present
press	progress	price	brick

- |         |         |
|---------|---------|
| 1.....  | 11..... |
| 2.....  | 12..... |
| 3.....  | 13..... |
| 4.....  | 14..... |
| 5.....  | 15..... |
| 6.....  | 16..... |
| 7.....  | 17..... |
| 8.....  | 18..... |
| 9.....  | 19..... |
| 10..... | 20..... |

B. Put the following names in alphabetical order.

James Johnson	1.....
Elizabeth Arden	2.....
James Johns	3.....
Jimmy Connors	4.....
Michelangelo	5.....
Smith Corona	6.....
Bill Clinton	7.....
Turgut Özal	8.....
Victor Hugo	9.....
Bernard Shaw	10.....
Ivy McDonald	11.....
John Mac Gormick	12.....

C. Put the following lists in the order in which they should appear in a dictionary.

get out of	grown	as cheap as dirt
get up	grow	dirt track
get-together	grow into	dirty
getaway	growl	dirty trick
get away	grow out	dirt farmer
get up to	grow up	give sb. a dirty look
get off	growth	dirty work



1. Which side of the dictionary is this? .....
2. Which words have been illustrated? .....
3. Find two words derived from *monopoly*. .....
4. Is there a use of a prefix in any of these words? If so, what does it mean? .....
5. *Monsieur* and *monsignor* are both titles but what is the difference between the two? .....
6. Find two derivations of the same word where we observe a shift of the stress to the second syllable due to suffixation. ....
7. Find a word which has two different meanings. ....

**mono-graph** /ˈmɒnəɡrəf/ ˈmɑːnəɡrəf/ *n* [(on)] a serious article or short book on one particular subject that the writer has studied deeply

**mono-lingual** /ˈmɒnəʊˈlɪŋɡwəl/ ˈmɑːnə-/ *adj* *tech* speaking or using only one language: a *monolingual dictionary* —compare *BILINGUAL*

**mono-lith** /ˈmɒnəlɪθ/

ˈmɑː- *n* a large block of stone, usu. taller than it is wide, standing by itself, esp. as put up in former times for religious purposes

**mono-lith-ic** /ˈmɒnəlɪθɪk/ ˈmɑː-/ *adj* 1 of or like a monolith: a *monolithic office building* 2 often derog forming a large unchangeable whole: a *monolithic totalitarian state* — ~ *ally* /kli/ *adv*

**mono-logue** // also **monolog** *AmE* /ˈmɒnəlɒɡ/ ˈmɑːnəlɒɡ; -lɑːɡ/ *n* 1 a long speech for a single actor or actress, usu. alone on stage 2 *infml* a rather long period of talking by one person, which prevents others from taking part in the conversation —compare *DIALOGUE* (2), *SOLILOQUY*

**mono-mani-a** /ˈmɒnəʊˈmeɪniə/ ˈmɑː-/ *n* [U] a condition of the mind in which a person keeps thinking of one particular idea or subject

**mono-mani-ac** /ˈmɒnəʊˈmeɪniæk/ ˈmɑː-/ *n, adj* (a person) suffering from monomania

**mono-nu-cle-o-sis** /ˈmɒnəʊnjuːkliˈəʊsɪs/ ˈmɑːnəʊ-  
nuː-/ *n* [U] *esp. AmE* for *GLANDULAR FEVER*

**mono-ph-thong** /ˈmɒnəfθɒŋ/ ˈmɑːnəfθɒŋ/ *n tech* a single vowel sound, in which the organs of speech remain in the same position while it is being pronounced: *The vowel sound in "me" is a monophthong.* —compare *DIPH-THONG*

**mono-plane** /ˈmɒnəpleɪn/ ˈmɑː-/ *n* an aircraft with only one wing on each side —compare *BIPLANE*

**mono-p-o-list** /ˈmɒnəpɒlɪst/ ˈmɑːnə-/ *n* a person who has a monopoly — ~ *ic* /ˈmɑːnəpɒlɪstɪk/ ˈmɑːnə-/ *adj*: *giant monopolistic corporations*

**mono-p-o-lize** // also *-lize* *BrE* /ˈmɒnəpəlaɪz/ ˈmɑːnə-  
v [T] to have or get complete unshared control of: *The company eventually monopolized the entire cigarette industry.* | *Robert completely monopolized the conversation last night.* | *Sally and I couldn't get a word in edgeways!* — *lization* /ˈmɑːnəpəlaɪˈzeɪʃən/ ˈmɑːnəpəlo-/ *n* [U] (of)

**mono-p-o-ly** /ˈmɒnəpəli/ ˈmɑːnə-/ *n* 1 [C (of)] a right or power held by one single person or group to provide a service, produce something, etc.: *The postal service is a government monopoly.* (= no one else is allowed to provide this service) 2 [S+of] possession of, or control over, something which is not shared by others: *He seems to think he has a monopoly of brains.* (= that he alone is clever) | *A university education shouldn't be the monopoly of the rich.* 3 [U] *tdmk (usu. cap.)* a board game in which the winner obtains all the pretended money, property, etc.

**mono-rail** /ˈmɒnəreɪl/ ˈmɑː-/ *n* (a train travelling along the top of, or hanging from) a railway system with a single *RAIL*

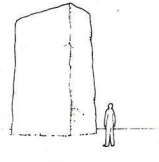
**mono-sod-i-um glu-tam-ate** /ˈmɒnəsəʊdiəm  
ˈgluːtəmeɪt/ ˈmɑːnə- *n* [U] a chemical compound added to certain foods, esp. meat, to make their taste stronger

**mono-syl-lab-ic** /ˈmɒnəsɪləbɪk/ ˈmɑː-/ *adj* 1 *tech* (of a word) having one *SYLLABLE* 2 (of a remark) short and rather rude: *He was sulking, and would give only monosyllabic replies, such as "yes" and "no".* — ~ *ally* /kli/ *adv*

**mono-syl-la-ble** /ˈmɒnəsɪləbəl/ ˈmɑː-/ *n tech* a word with one *SYLLABLE*: *"Can", "hot", and "neck" are monosyllables.*

**mono-the-is-m** /ˈmɒnəθeɪzəm/ ˈmɑːnə-/ *n* [U] *tech* the belief that there is only one God —compare *POLY-*

monolith



**THEISM** — *ist* *n* — *tic* /ˈmɒnəθɪˈstɪk/ ˈmɑːnə-/ *adj*: *Christianity is a monotheistic religion.*

**mono-tone** /ˈmɒnətoʊn/ ˈmɑː-/ *n* [S] a way of speaking or singing in which the voice neither rises nor falls, but continues on the same note: *to speak in a monotone*

**mono-tonous** /ˈmɒnəˈtəʊnəs/ ˈmɑːnə-/ *adj* having a tiring uninteresting sameness and lack of variety, dull: *He spoilt the poem by reading it in a monotonous voice.* | *My job is rather monotonous.* — ~ *ly* *adv*

**mono-ton-ny** /ˈmɒnəˈtɒni/ ˈmɑːnə-/ also **mono-tonous-ness** /ˈmɒnəˈtəʊnəs/ ˈmɑːnə-/ *n* [U] sameness; lack of variety: *the monotony of his voice/the job*

**mono-ox-ide** /ˈmɒnəksaɪd/ ˈmɑːnəks-/ *n* [C;U] *tech* a chemical compound containing one atom of oxygen to every atom of another *ELEMENT*: *carbon monoxide*

**Mon-sieur** /ˈmɒˈsjɜː/ ˈmɑːˈsjɜː/ *n* *Messieurs* /meɪˈsjɜːz/ ˈmɑːˈsjɜːz/ (used as a title for a French-speaking man) Mr: *Monsieur Legrand*

**mon-si-gnor** /ˈmɒnˈsɪnjə/ ˈmɑːn-/ *n* (*usu. cap.*) (used as a title for a priest of high rank in the Roman Catholic church): *I agree, Monsignor.* | *Monsignor Bruce Kent*

**mon-soon** /ˈmɒnˈsuːn/ ˈmɑːn-/ *n* 1 [the+S] a (the period or season of) heavy rains which fall in India and other Asian countries from about April to October 2 the wind that brings these rains 3 [C] *infml* a very heavy fall of rain

**mon-ster** /ˈmɒnstə/

ˈmɑːn-/ *n* 1 a strange typically imaginary animal that is large, frightening, and usu. fierce: a *sea monster* | *She dreamt that terrible monsters with flaming eyes and sharp teeth were chasing her.* 2 a very evil person: *This monster murdered 15 women before the police caught him.* 3 *infml* an animal, plant, or thing of unusually great size: *His dog is huge — a real monster!* | *a monster potato*



**mon-strance** /ˈmɒnstrəns/ ˈmɑːn-/ *n* a cup usu. of silver or gold, and holding the holy bread, raised by the priest before the people during a service in a Roman Catholic church

**mon-stro-si-ty** /ˈmɒnstrosɪti/ ˈmɑːnˈstraː-/ *n* *infml* something, esp. something large, that is very ugly: *Have you seen their new office building? What a monstrosity!*

**mon-strous** /ˈmɒnstrəs/ ˈmɑːn-/ *adj* 1 extremely bad, improper, immoral, or shocking: *DISGRACEFUL*: *It's monstrous to charge £80 for a hotel room!* | *monstrous cruelty* | *a monstrous accusation* 2 of unnaturally large size, strange shape, etc. — ~ *ly* *adv*

**mons ven-er-is** /ˈmɒnzˈvenərɪs/ ˈmɑːnz-/ *n* *med* the raised rounded area of flesh between the top of a woman's legs and just above the sex organs

**mon-tage** /ˈmɒntaːʒ/ ˈmɑːnˈtaːʒ/ *n* 1 [C] a picture or a piece of writing or music made from separate parts combined together 2 [U] the choosing, cutting, and combining together of separate photographic material to make a connected film

**month** /mʌnθ/ *n* 1 any of the 12 named divisions of the (Western) year: *The month of January has 31 days.* | *He's coming home next month.* 2 a period of about four weeks: *The baby is six months old.* | *He got (= was sent to prison for) three months for dangerous driving.* | *I haven't seen him for months.* (= for a long time) 3 in a *month of Sundays* *infml* in a very long time: *I haven't seen her in a month of Sundays.* (= It's a very long time since I've seen her.) —see also *CALENDAR MONTH*, *LUNAR MONTH*

**month-ly** 1 /ˈmʌnθli/ *adj, adv* (happening, appearing, etc.) every month or once a month: *a monthly meeting* **monthly** 2 *n* a magazine appearing once a month

**mon-u-ment** /ˈmɒnjʊmənt/ ˈmɑː-/ *n* 1 [(to)] a building, *PILLAR*, etc., built to preserve the memory of a person or event: *This statue is a monument to one of our greatest statesmen.* | (fig.) *Those empty office buildings are a monument to bad planning.* —compare *MEMORIAL*

Figure 4.2 A page from *Longman Dictionary of Contemporary English*, (New Edition 1987)



8. What are the derivatives of *monster*? .....
9. Find a word which is specifically American English. ....
10. Find a word which is specifically British English. ....
11. Is it possible to say *a monotony*? .....
12. Which is correct: *a monoxide* or *monoxide*? .....

V. Whitcut (1979: 12) gives the following pairs of sentences for you to see the differences in meaning between the pairs. Try to put the stress in the right place, and be careful with the pronunciation of these pairs.

1. There were TEARS in her eyes.  
There were TEARS in her trousers.
2. Have you signed the CONTRACT?  
Metal will CONTRACT as its temperature falls.
3. I want a LEAD pencil.  
He is to LEAD the orchestra.
4. She is lovely beyond COMPARE.  
Please COMPARE these two photographs.
5. This machine RECORDS the force of the wind.  
Come and hear my new RECORDS.
6. This is the woman THAT shot him.  
THAT's the man she shot.
7. I could ADVANCE you £10.  
Would you like an ADVANCE of £10?
8. There's not much PROSPECT for winning.  
He went to Australia to PROSPECT for gold.
9. You need a PERMIT to enter.  
This card will PERMIT you to enter.
10. Just wait a MINUTE.  
He described the event in MINUTE detail.
11. I can't hear with that ROW going on.  
They're all sitting in a ROW.
12. Do you SEPARATE the boys from the girls?  
Do the boys and the girls work in SEPARATE rooms?




## BEST WAYS OF REMEMBERING MEANING

Rodman and Ellis (1989: 3) suggest some ways that will help you remember the new words you have learned:

- translating (*book*: kitap)
- writing an example sentence (I'm *afraid of* dogs.)
- writing an explanation in the target or the first language (*Apple pie* is a kind of dessert.)



- drawing a picture (*rose*:  )

Forming associations with the new word also helps you to categorize the new word together with the other related words, and this helps you in recalling the word. For instance, 'shoes' can be associated with other items of clothing or with the word 'foot'. You can form the association by chaining the new word with one group of words belonging to the same topic (1), or you can assign the new word a one to one reference (2) with the actual item that the word represents.

(1) Rose: daisy, tulip, carnation etc.

(2) (+) : (plus)

Yorkey (1982: 76) suggests the following for fixing a word and its meaning firmly in your mind:

1. When you look up a word in a dictionary, copy it onto a card or into your note book. As you copy it down, notice how it is spelled. Spell it aloud. If the word has an unusual spelling, write it down several times. Underline the unexpected spelling (e.g. description).
2. Say the word aloud as you copy the pronunciation. Compare the spelling with the pronunciation.
3. If it is a verb, see whether it has a regular past tense form. If it is a noun, see how the plural is formed. If it is an adjective see what the comparative and superlative forms are.
4. Note down the context you have heard or seen the word in. See which definition in the dictionary fits best to the meaning of the word as used in that context. Don't write the first definition you see in the dictionary as the definition of that new word.
5. Copy the definition that best fits the meaning. Do not spend time looking for other meanings for the time being.
6. Make up a sentence or find a sentence in the dictionary that includes that word. Write it down in your notebook. Underline the new word.

7. Try to analyze the word. See whether there is any suffix or prefix.
8. Review your vocabulary list regularly. Allow yourself five minutes to go through 25 words. Try to find an opportunity to use the words you have recently learned.

## EXERCISES

- I.** Read the first word. Then write down any other words which immediately come into your mind.

Example:

school: students, teacher, books, blackboard, desks

red .....

bus .....

sea .....

restaurant .....

war .....

green .....

Compare your answers with your partner's. Are they similar or different? If so, why?

- II.** Fill in each blank by reading the rest of the sentence.

1. A ..... bedroom ..... is where you sleep.
2. A ..... is where you cook.
3. A ..... is where you take a shower.
4. A ..... is where you eat.

- III.** Fill in the blanks.

- a) A ..... plays football.
- b) An ..... acts on the stage.
- c) A ..... paints pictures.
- d) A ..... serves in the army.
- e) A ..... works at school.
- f) A ..... examines the patients.
- g) A ..... drives a taxi.
- h) A ..... runs his own business.

Provide some examples of your own.

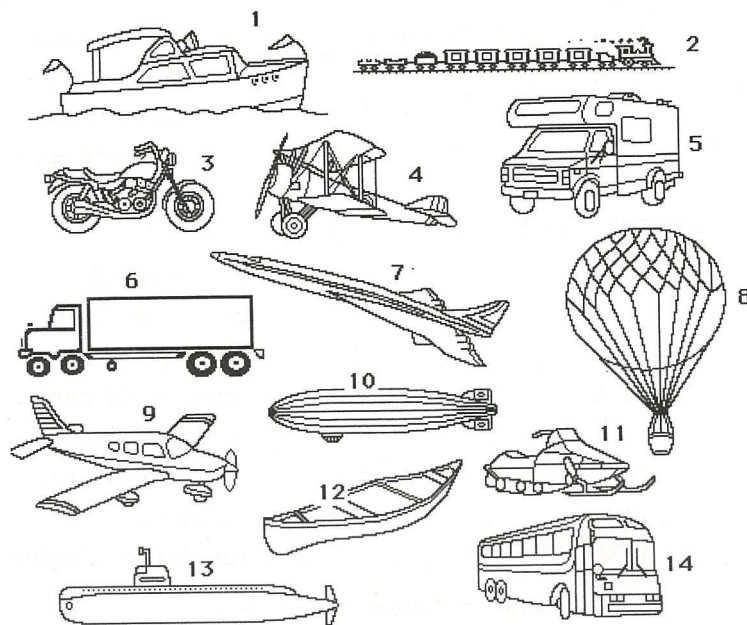
IV. Circle the one word which does not belong to the group.

- |              |          |         |         |
|--------------|----------|---------|---------|
| 1. first     | second   | third   | four    |
| 2. Italy     | Iceland  | Island  | Egypt   |
| 3. pound     | lira     | kilo    | dollar  |
| 4. Africa    | America  | Asia    | Austria |
| 5. tennis    | football | court   | golf    |
| 6. shoes     | socks    | shirt   | button  |
| 7. look      | took     | watch   | glance  |
| 8. doctor    | nurse    | patient | fever   |
| 9. spool     | fork     | knife   | spoon   |
| 10. cucumber | carrot   | lettuce | orange  |
| 11. pencil   | paper    | hands   | pen     |
| 12. pilot    | driver   | teacher | captain |

Extend this list.

V. Can you match the following words with the pictures.

- |                  |                              |
|------------------|------------------------------|
| --- a train      | --- a small plane            |
| --- a motorcycle | --- a small boat             |
| --- a camper     | --- a blimp                  |
| --- a bus        | --- a plane with propellants |
| --- a jet plane  | --- a submarine              |
| --- a truck      | --- a helicopter             |
| --- a motor boat | --- a zeppelin               |





**VI.** Here is a list of items:

rice, chops, tomatoes, beans, food, vegetables, barley, meat, rye, dish,  
wheat, steak, potatoes, lettuce, roast, grain, sausage.

In this list:

One word identifies the whole category : .....

One of the words does not belong in this category : .....

Three of the words identify the three major divisions of the category:

.....

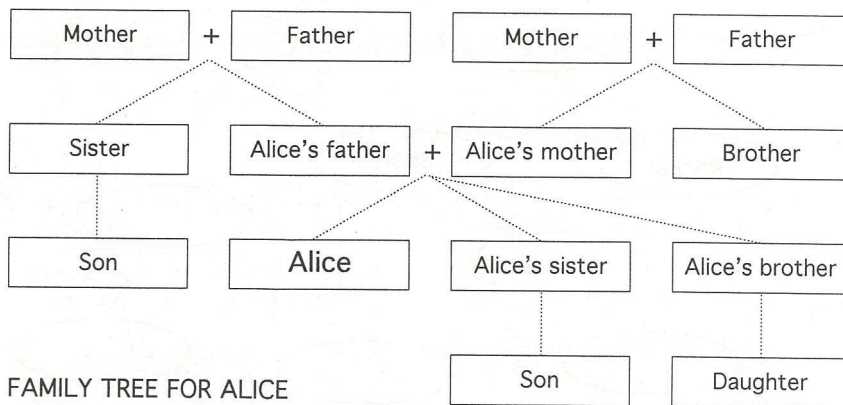
The rest of the words are examples of the three major divisions. List them in categories here:

.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....

(Johnston and Zukowski/Faust: 1985: 36)

**VII.** This is the family tree for Alice. Look at the family tree and find:

- Alice's father's mother. What does Alice call her?
- Alice's mother's father. What does Alice call him?
- Alice's mother's brother. What does Alice call him?
- Alice's father's sister. What does Alice call her?
- Alice's father's brother's son. What does Alice call him?
- Alice's brother's daughter. What does Alice call her?
- Alice's sister's son. What does Alice call him?



Give names to the members of the family and try to enlarge the family and see what other family relations you can come up with.

Draw a tree for your own family.

**VIII.** We call the people from **Turkey** *Turkish*.

Find out what we call people from:

China .....

Spain .....

Germany .....

Japan .....

France .....

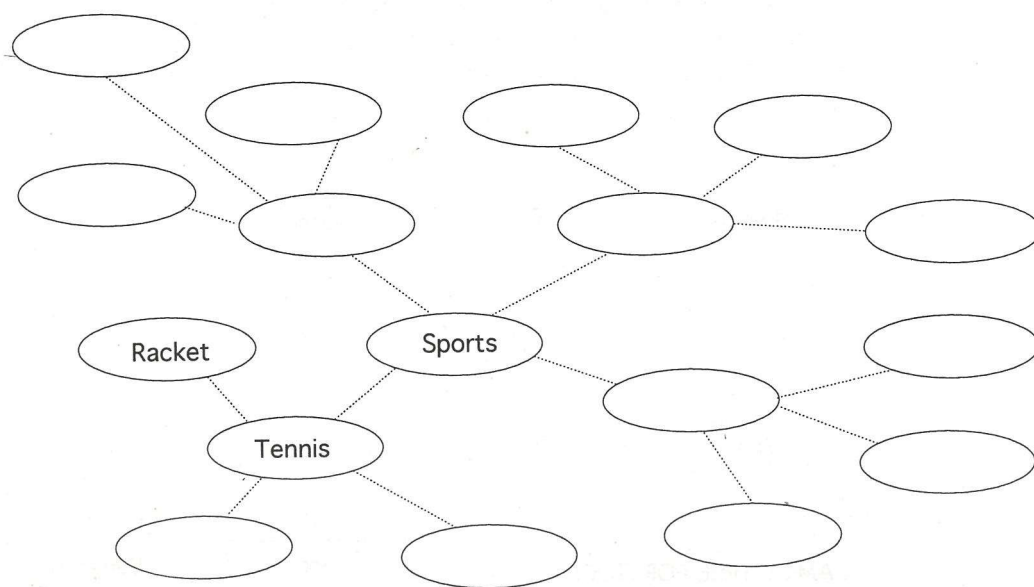
Greece .....

the USA .....

Italy .....

Extend your list.

**IX.** With the concept of categorization in mind, fill the circles with an appropriate word.



- X. Try to fill in the chart with suitable words. You may use more than one word for each slot. You can make use of the words in the box below.

Sport	Place	Equipment
Football		boots, shorts
		racket
golf		
	pool	
	slope	
running		

tennis, trunks, golf, slope, pitch, clubs, skiing, course, track, spikes, boots, pool, shorts, bathing suit, goggles, running, tennis, racket, sticks, swimming, vest, gloves

- XI. Here is a list of animals having either horns, tails, shells, or feathers. This exercise (Ellis and Ellis 1982: 41) helps you form associations and thus remember the words better.

horns	tails	shells	feathers
sheep	monkey	snail	ostrich
rhinoceros	cow	oyster	eagle
buffalo	tortoise		vulture
cow			

Can you extend the list?

- XII. List the following phrases in a logical sequence.

look at the menu	order the meal
eat the meal	get up
have breakfast	leave the restaurant
leave for work	enter the restaurant
tip the waiter	prepare the breakfast
pay the bill	



**XIII.** Here are ten words listed for you.

- |              |                |
|--------------|----------------|
| 1. circulate | 6. nebulous    |
| 2. spinster  | 7. description |
| 3. zonked    | 8. nationality |
| 4. skylark   | 9. harbor      |
| 5. perish    | 10. hankie     |

Look these words up in a dictionary to find the answer to the following:

- How is it spelled? Spell it aloud. If the spelling is unusual, write it down in your note book.
- How is it pronounced? Find the stress pattern and indicate the primary stress.
- What part of speech is it (e.g. a verb or a noun or both)?

Find the way inflectional suffixes are added to the word.

- If it is a noun, what is the plural form?
  - If it is a verb, what are the past and participle forms, and how the /-ing/ is suffixed?
  - If it is an adjective or an adverb, what are the comparative and superlative forms?
- What are the derivatives (what other words can be formed from the same root)? Underline the changes that take place as a result of suffixation (e.g. ABLE-ABILITY).
  - Are there any idioms containing that word?
  - Is there a picture or a diagram illustrating that word?
  - Has the syllable division been indicated? if so, how is it divided?
  - Is there information about the usage (e.g. American, English, colloquial, dialectic, slang)?
  - Is it a foreign origin word? If so, which language has it been borrowed from?
  - Use each word in a sentence of your own.

## WAYS OF ENLARGING VOCABULARY

Dudley (1977: 51) suggests six ways of enlarging one's vocabulary:

- By finding and studying synonyms.
- By finding and studying antonyms.
- By forming masculine and feminine words.
- By the use of phrasal verbs.
- By adding suffixes to words.
- By adding prefixes to words.

## SYNONYMS-ANTONYMS, FEMININE-MASCULINE

Synonyms may not exactly mean the same. Although they would carry the same general concept, they may indicate slight variances. For instance, although the following words may be considered the synonym of *walk*, they all have slight differences in meaning:

hike - walk vigorously  
 march - walk in regular paces  
 pace - walk with slow regular steps  
 stagger - walk unsteadily  
 stride - walk with long steps  
 stroll - walk leisurely  
 tiptoe - walk on the points of the toes  
 wander - walk without a settled plan

Some English nouns have different forms according to the sex.

actor - actress  
 cock - hen  
 bachelor - spinster  
 duke - duchess  
 barman - barmaid  
 emperor - empress  
 god - goddess  
 comedian - comedienne

## PHRASAL VERBS

Phrasal verbs are very common in English. If you do not know these idioms, it is difficult to conduct healthy communication. For instance, when you hear a male, say "I gave her a ring," do not take it as they got engaged because *to give a ring* means *to telephone*. As you see, these phrasal verbs can cause confusion. This is because when a verb takes a preposition to become a phrasal verb, the meaning changes totally. For instance, *call* is used to refer to someone by name or title, or to say the name in a loud voice to attract his or her attention. But if you *call for* something, you demand that it should happen. If you *call in* somebody, you ask him to come and help you. If you *call off* an even, you cancel it. If you *call someone up*, you telephone him or her. From the given examples you can easily see that there is no relation between the main verb and the related phrasal verbs when used in context.

## Exercises

### I. Organize the following words in pairs of antonyms or synonyms.

full, awake, ugly, rude, clean, dirty, thin, empty, stop, asleep, awful,  
impolite, continue, go on, choose, thick, select, beautiful, industrious,  
lazy, hard-working

*Antonyms*

*Synonyms*

.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

### II. How would you answer the following questions? Choose your answers from statements in the box.

- |                                  |       |
|----------------------------------|-------|
| 1. Can I help you?               | ..... |
| 2. Can I borrow your dictionary? | ..... |
| 3. Have you got a watch?         | ..... |
| 4. Anything else?                | ..... |
| 5. Could you give me a hand?     | ..... |
| 6. What's the matter?            | ..... |
| 7. Can I leave a message?        | ..... |

I'm being served, thank you.  
No, that's all for today.  
I'm sorry. I have to catch the bus.  
Sure, may I take it.

Yes, go ahead.  
Yes, it's ten o'clock.  
Nothing important. Why?



- III. Respond to the following statements using one of the expressions in the box.

turn something off	tidy something up
switch something off	put something out
turn something up	wake somebody up
hang something up	turn something on
put something off	give something back

1. A. We don't need the lamps on.  
B. ....
2. A. Why is Ahmet's coat on the floor?  
B. ....
3. A. I think Ali has to get up.  
B. ....
4. A. I can't hear the news on the radio.  
B. ....
5. A. I wonder if that cigarette is still burning.  
B. ....
6. A. I hear the water dripping down the faucet.  
B. ....
7. A. This desk looks awful.  
B. ....
8. A. Would you like to watch the beauty pageant on TV?  
B. ....
9. A. If it rains, will they still have the football game?  
B. ....
10. A. I finished reading the book I borrowed from the library.  
B. Then .....

- IV. Find a suitable reply from B for each sentence in group A. As you do this exercise (Rodman and Ellis 1989: 14), underline the words and phrases which helped you find the answers.

<i>A says...</i>	<i>... and B replies</i>
One or two of the actors are a bit weak.	I think the whole album's great.
The people in front of me didn't think much of it.	Yes, it's a superb orchestra.
There are some good jokes in the first part.	I think the whole exhibition is very odd.
A couple of the songs are really nice.	Well, perhaps a lot of the audience felt that way.
One or two of the paintings are a bit strange.	I think the whole book's boring, actually.
The first chapter is a bit slow.	Well, I think most of the cast are pretty poor.
Some of the musicians are excellent.	The whole team's playing badly, if you ask me.
Several of the players are a bit off-form at the moment.	I think the whole thing's very funny actually.

- V. Here are three verbs with which you can use different words to form different phrases. Go over the phrases and see whether you know the meanings of each. Look it up in the dictionary to extend your list.

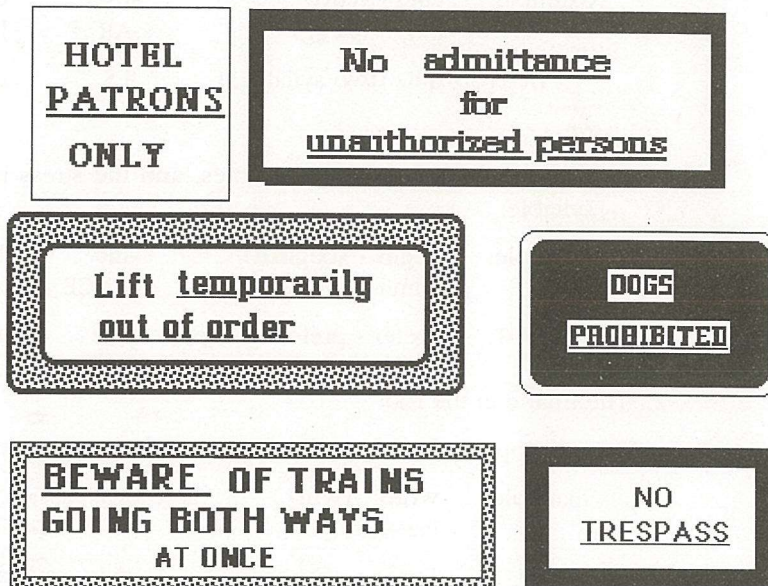
KEEP	a secret	MAKE	a mistake	GET	married
	a promise		a decision		changed
	a record		the bed		divorced
	a diary		a mess		ready

- VI. Try to insert one of the adjectives given in the box to each of the following expressions with 'have'. Then use them in complete sentences.

have a party  
have a look  
have a swim  
have a break  
have a try  
have a rest  
have a drink  
have a shower

cold  
good  
small  
long  
short  
hot  
quick  
brief

- VII. The following are some signs and notices in formal English. Where would you normally see these signs? Try to express the same meaning without using the underlined words or phrases.



## SUFFIXES AND PREFIXES

In English most related words are derived from the same root by adding different prefixes or suffixes. These are added either at the beginning or at the end of a word to modify or change the meaning. A suffix is added at the end of a word, and it usually changes the part of speech of the word it is added to. However, the suffix itself does not always indicate which part of speech a word belongs to. The use of the word in a sentence has to be considered as well.

Example: The **beginning** of the play was **boring**.  
(Noun) (Adj.)

He is **beginning** to play.  
(Verb)

This monotonous work is **boring** me.  
(Verb)

In the suffixation process there are some general spelling rules (Ekmekçi 1984: 80-83):