

# 1.Nanotechnology

Nanotechnology encompasses the understanding of the fundamental physics, chemistry, biology and technology of nanometre-scale objects. Nanotechnology, or nanotech, is the study and design of machines on the molecular and atomic level. To be considered nanotechnology, these structures must be anywhere from 1 to 100 nanometers in size. A nanometer is equivalent to one-billionth of a regular meter, **which means**<sup>1</sup> that these structures are extremely small. Researcher K. Eric Drexler was **the first person**<sup>2</sup> to popularize this technology in the early 1980's. Drexler **was interested**<sup>3</sup> in building fully functioning robots, computers, and motors that were smaller than a cell. He spent much of the 80's defending his ideas against critics that thought this technology **would never be**<sup>4</sup> possible. Today, the word nanotechnology means something a bit different. Instead of building microscopic motors and computers, researchers are interested in building superior machines atom by atom. Nanotech means that each atom of a machine is a functioning structure on its own, but when combined with other structures, these atoms work together to fulfill a larger purpose. The U.S. National Nanotechnology Initiative has large plans for nanotech. Mihail Roco, who is involved in this organization, explains the group's future plans by dividing their goals into four generations. The first generation of nanotech is defined by passive structures that are created to carry out one specific task. Researchers are currently in this generation of the technology. The second generation will be defined by structures that can multitask. Researchers **are currently entering**<sup>5</sup> this generation and hoping to further their abilities in the near future. The third generation will introduce systems composed of thousands of nanostructures. The last generation will be defined by nanosystems **designed on**<sup>6</sup> the molecular level. These systems will work like living human or animal cells. As nanotech continues to develop, consumers will see it being used for several different purposes. This technology may be used in energy production, medicine, and electronics, **as well as**<sup>7</sup> other commercial uses. Many believe that this technology will also be used militarily. Nanotechnology will make it possible to build more advanced weapons and surveillance devices. **While**<sup>8</sup> these uses are not yet possible, many researchers believe that it is only a matter of time.

<http://nanotechnology.com/> <http://iopscience.iop.org/0957-4484>

<sup>1</sup> **Relative Clause** yapısıdır. **Relative Clause** ile ilgili bazı kurallar aşağıda verilmiştir.

|   |   |
|---|---|
| 1. Virgülden sonra <b>THAT</b> kullanılmaz.   | 7. <b>WHOSE</b> kullanımında hemen isim gelir ve araya <b>THE/MY/A/AN</b> etc. gelmez.  |
| 2. <b>WHERE, WHEN, WHY, WHOM, WHOSE, IN/ON/AT WHICH</b> daima her iki tarafı isim olması gerekenlerdir. | 8. <b>One/first/some/much/all/most of WHICH/WHOM</b> gibi sayı ve miktar bildiren <b>OF</b> edatlı <b>WHICH</b> ve <b>WHOM</b> devamında daima fiil alır. |
| 3. <b>WHICH, WHO</b> ve <b>THAT</b> istisnası olmak birlikte genellikle devamında fiil alır.            | 9. Relative clause'da <b>ACTIVE</b> kısaltma <b>VERBING/ PASSIVE</b> kısaltma <b>VERB3</b> olur.  |
| 4. Yer ifadelerinde <b>WHERE</b> yapısı yerine <b>IN/ON/AT/UNDER WHICH</b> kullanılabilir.              | <b>THE MAN, WHO STUDIED, WILL COME.</b>   |
| 5. Zaman ifadelerinde de <b>WHEN</b> yapısı yerine <b>IN/ON/AT WHICH</b> etc. kullanılabilir.           | <b>STUDYING-çalışan</b> (active kısaltma)   |
| 6. <b>WHY</b> yerine <b>FOR WHICH</b> ve <b>WHOSE</b> yerine <b>OF WHICH</b> kullanılabilir.            | <b>THE MAN, WHO WAS INVITED, WILL COME.</b>   |
|   | <b>INVITED-davet edilen</b> (passive kısaltma)  |
|   | 10. Relative clause yapılarında <b>WHAT</b> ve <b>WHATEVER</b> kullanılmaz.   |

<sup>2</sup> **THE FIRST** yapısı kendisinden sonra fiil geleceksa daima **TO** mastar eki alır.

<sup>3</sup> Passive bir yapıdır. Bütün passive yapılar **TO BE + VERB3** ile yapılır. **TO BE + NOUN/ADJECTIVE** durum cümlesi ve **TO BE + VERBing** continuous zaman yapısıdır.

|             |                    |   |   |
|-------------|--------------------|---|---|
| <b>I</b>    | AM/IS/ARE          | AN ASSISTANT / HAPPY (Bir <b>isim</b> veya <b>sıfat</b> kullanıldığında <b>DURUM CÜMLESİ</b> olur.) | <b>NOUN/ADJECTIVE</b> (STATE SENTENCES) |
| <b>YOU</b>  | WAS/WERE           |   |   |
| <b>HE</b>   | WILL BE            | HELPING ( <b>VERB/ING</b> kullanıldığında <b>CONTINUOUS</b> olur.)                                  | <b>VERB+ING</b> (CONTINUOUS TENSE)      |
| <b>SHE</b>  | HAS/HAVE BEEN      |   |   |
| <b>IT</b>   | HAD BEEN           | HELPED ( <b>VERB/3</b> kullanıldığında <b>PASSIVE</b> olur.)  | <b>VERB3</b> (PASSIVE VOICE)            |
| <b>WE</b>   | WILL HAVE BEEN     |   |   |
| <b>THEY</b> | CAN/MUST/SHOULD BE |   |   |

<sup>4</sup> **WOULD** yapısının kullanım alanı çoktur. Birkaç örnek verelim.

|  |  |
|--|--|
| <b>I WOULD HAVE GONE IF YOU HAD STUDIED</b> (type 3/if clause yapısında kullanılır.) | <b>I WOULD LIKE TO GO</b> (WANT anlamında/istemek anlamında kullanılır.)               |
| <b>I WOULD GO IF YOU CAME</b> (type 2/if clause yapısında kullanılır.)               | <b>I WOULD RATHER GO EARLIER</b> (PREFER anlamında/tercih etmek anlamında kullanılır.) |
| <b>I WOULD STUDY HARD IN THE PAST</b> (USED TO yerine kullanılır.)                   | <b>HE SAID THAT HE WOULD GO</b> (WILL yapısının <b>past</b> hali olarak kullanılır.)   |

<sup>5</sup> Zarf yapıları cümlelerin değişik yerlerinde kullanılabilir. zarflar genellikle fiili niteler. Yapıdan ziyade anlam olarak önemlidir. Zarflar genellikle passive cümlelerde fiil ve yardımcı fiil arasında kullanılır. Passive yapıyı görmeye engel olmasın.

<sup>6</sup> **RELATIVE CLAUSE** passive kısaltma bir yapıdır. **WHICH ARE DESIGNED ON** yapısının kısaltmasıdır.

<sup>7</sup> **AS WELL AS** yanısıra anlamında kullanılır ve kendisinden sonra **isim (NOUN)** veya **fiilimsi (GERUND)** gelir.

<sup>8</sup> **WHILE/WHEREAS** karşılaştırmalı zıtlık bağlacıdır. Aşağıdaki tabloda önemli zıtlık bağlaçları vardır.

|  |   |  |
|--|---|--|
| 1. Even though ( <b>-e karşın, bile</b> )          | 9. Nevertheless ( <b>yine de</b> )            | 17. In spite of ( <b>-e rağmen</b> )                 |
| 2. Although ( <b>-e rağmen</b> )                   | 10. Nonetheless ( <b>yine de</b> )            | 18. Despite ( <b>-e rağmen</b> )                     |
| 3. Though ( <b>-e karşın</b> )                     | 11. However ( <b>bununla beraber, ancak</b> ) | 19. But ... anyway ( <b>fakat, yine de</b> )         |
| 4. Much as ( <b>-e rağmen</b> )                    | 12. On the contrary ( <b>tam aksine</b> )     | 20. But ... still ( <b>fakat, yine de</b> )          |
| 5. Still ( <b>-e rağmen</b> )                      | 13. As opposed to ( <b>tam aksine</b> )       | 21. Yet ... Still ( <b>fakat, yine de</b> )          |
| 6. Even so ( <b>öyle olsa bile</b> )               | 14. Contrary to ( <b>tam aksine</b> )         | 22. No matter + wh word ( <b>ne kadar....olsa</b> )  |
| 7. Whereas (... <b>karşın, ... oysa, halbuki</b> ) | 15. But ( <b>fakat, yine de</b> )             | 23. However + sıfat/zarf ( <b>ne kadar....olsa</b> ) |
| 8. While (... <b>karşın, ... oysa, halbuki</b> )   | 16. Yet ( <b>fakat, yine de</b> )             | 24. On the other hand ( <b>diğer yandan</b> )        |

| VOCABULARY    | MEANING           | SYNONYMS                               | ANTONYMS   |
|---------------|-------------------|--|--|
| carry out     | gerçekleştirmek   | accomplish, perform                    | leave, not finish, stop                              |
| combine with  | ile birleştirmek  | unite, join; come together             | detach, disconnect, dissolve, divide, part, seperate |
| commercial    | ticari            |  | noncommercial  |
| consider      | düşünmek          | regard; take into account              | discard, dismiss, forget, ignore, neglect, reject    |
| critic        | eleştirmen        | analyzer                               |  |
| currently     | halen             | presently, at this time, most recently |  |
| defend        | savunmak          | protect, secure                        | abandon, attack, desert, leave, quit, surrender      |
| define        | tanımlamak        | explain, clarify                       | confuse  |
| device        | cihaz             | apparatus                              |  |
| encompass     | kapsamak          | surround, enclose                      |  |
| equivalent    | eşdeğer           |  | changeable, dissimilar, mismatched, unequal          |
| extremely     | aşırı             | very, highly, very much                | mildly, moderately                                   |
| fulfill       | tamamlamak        | accomplish; complete                   | fail, miss, neglect                                  |
| function      | işlev             | duty, role                             |  |
| fundamental   | temel, radikal    | basic, elemental; essential            | minor, secondary, trivial, unimportant               |
| generation    | nesil             |  |  |
| goal          | hedef             | target, aim                            |  |
| initiative    | girişim           | beginning                              |  |
| instead of    | -nın yerine       | in place of                            |  |
| interested in | ilgili olmak      | concern                                | boredom, disinterest, indifference                   |
| involve in    | ile alakası olmak |  |  |
| matter        | madde, konu       | be important, be significant           |  |
| mean          | anlam(ında olmak) | intend; indicate; signify              |  |
| militarily    | askeri bakımdan   |  |  |
| popularize    | halka sevdirmek   |  | discredit  |
| purpose       | amaç, niyet       | goal, aim; intention, objective        |  |
| structure     | yapı              | building                               |  |
| surveillance  | gözetim, izleme   | observation                            |  |
| weapon        | silah             | gun                                    |  |

## A) MATCH THE SYNONYMS

|                  |                   |
|------------------|-------------------|
| 1) mean          | accomplish        |
| 2) consider      | be significant    |
| 3) encompass     | beginning         |
| 4) currently     | clarify           |
| 5) surveillance  | unite             |
| 6) purpose       | concern           |
| 7) instead of    | essential         |
| 8) interested in | intention         |
| 9) fulfill       | observation       |
| 10) define       | presently         |
| 11) initiative   | surround          |
| 12) matter       | take into account |
| 13) combine with | indicate          |
| 14) goal         | protect           |
| 15) defend       | target            |
| 16) structure    | duty              |
| 17) extremely    | gun               |
| 18) weapon       | highly            |
| 19) fundamental  | in place of       |
| 20) function     | building          |

## B) Put the correct **PREPOSITIONS** from the following list in the sentences below.

**against in of on of to**

- A nanometer is equivalent ... one-billionth of a regular meter.
- Drexler was interested ... building fully functioning robots.
- Many researchers believe that it is only a matter ... time.
- He spent much ... the 80's defending his ideas ... critics.
- Nanotechnology, or nanotech, is the study and design of machines ... the molecular and atomic level.

## C) Put the correct **CONJUNCTIONS** from the following list in the sentences below.

**instead of as well as that when while that**

- ... these uses are not yet possible, many researchers believe ... it is only a matter of time.
- This technology may be used in energy production, medicine, and electronics, ... other commercial uses.
- The second generation will be defined by structures ... can multitask.
- ... combined with other structures, these atoms work together to fulfill a larger purpose.
- ... building microscopic motors and computers, researchers are interested in building superior machines atom by atom.

## PROBABLE QUESTIONS TEST 1

1. **Nanotechnology ..... the understanding of the fundamental physics, chemistry, biology and technology of nanometre-scale objects.**
  - a) creates
  - b) spends
  - c) encompasses
  - d) considers
  - e) designs
2. **To be considered nanotechnology, these structures must be anywhere ..... 1 to 100 nanometers ..... size.**
  - a) to/on
  - b) from/in
  - c) about/at
  - d) between/for
  - e) by/near
3. **A nanometer is equivalent to one-billionth of a regular meter, ..... means that these structures are extremely small.**
  - a) that
  - b) whose
  - c) in which
  - d) which
  - e) in that
4. **Researcher K. Eric Drexler was the first person ..... this technology in the early 1980's.**
  - a) popularizing
  - b) to be popularized
  - c) having been popularized
  - d) to have been popularized
  - e) to popularize
5. **Drexler ..... in building fully functioning robots, computers, and motors that ..... smaller than a cell.**
  - a) is interested/was
  - b) was interested/were
  - c) has been interested/being
  - d) interested/are
  - e) interests/will be
6. **He spent much ..... the 80's defending his ideas ..... critics that thought this technology would never be possible.**
  - a) of/against
  - b) to/for
  - c) in/from
  - d) during/over
  - e) off/by
7. **..... building microscopic motors and computers, researchers are interested in building superior machines atom by atom.**
  - a) In spite of
  - b) Instead of
  - c) Therefore
  - d) Meanwhile
  - e) Because
8. **Nanotech means that each atom of a machine is a functioning structure on its own, but ..... combined with other structures, these atoms work together to fulfill a larger purpose.**
  - a) so
  - b) however
  - c) notwithstanding
  - d) even though
  - e) when
9. **Researchers are ..... entering the second generation of nanotech and hoping to further their abilities in the near future.**
  - a) accordingly
  - b) bitterly
  - c) approximately
  - d) additionally
  - e) currently
10. **Nanotechnology may be used in energy production, medicine, and electronics, ..... other commercial uses.**
  - a) in terms of
  - b) as well as
  - c) such as
  - d) in spite of
  - e) instead of

# 1.NANOTECHNOLOGY

Nanotechnology [ ] the understanding of the fundamental physics, chemistry, biology and [ ] of nanometre-scale objects. Nanotechnology, or nanotech, is the [ ] and design of machines on the molecular and atomic level. To be [ ] nanotechnology, these structures must be anywhere from 1 to 100 [ ] in size. A nanometer is equivalent to one-billionth of a [ ] meter, which means that these structures are extremely small. [ ] K. Eric Drexler was the first person to [ ] this technology in the early 1980's. Drexler was interested in building fully [ ] robots, computers, and [ ] that were smaller than a cell. He spent much of the 80's defending his ideas against critics that thought this technology would never be [ ]. Today, the word nanotechnology means something a bit [ ]. Instead of building microscopic motors and [ ], researchers are [ ] in building superior machines atom by atom. Nanotech means that each atom of a machine is a functioning structure on its own, but when [ ] with other structures, these atoms work together to fulfill a larger [ ]. The U.S. National Nanotechnology [ ] has large plans for nanotech. Mihail Roco, who is [ ] in this organization, explains the group's future plans by [ ] their goals into four generations. The first generation of nanotech is [ ] by passive structures that are created to [ ] out one [ ] task. Researchers are currently in this [ ] of the technology. The second generation will be defined by structures that can multitask. Researchers are [ ] entering this generation and [ ] to further their abilities in the [ ] future. The third generation will introduce systems [ ] of thousands of nanostructures. The [ ] generation will be defined by nanosystems designed on the molecular level. These [ ] will work like living human or [ ] cells. As nanotech [ ] to develop, [ ] will see it being used for several [ ] purposes. This technology may be used in energy production, [ ], and electronics, as well as other [ ] uses. Many [ ] that this technology will also be used [ ]. Nanotechnology will make it possible to build more advanced [ ] and surveillance devices. While these uses are not yet [ ], many researchers believe that it is only a [ ] of time.

animal  
believe  
carry  
combined  
commercial  
composed  
computers  
considered  
consumers  
continues  
currently  
defined  
different  
different  
dividing  
encompasses  
functioning  
generation  
hoping  
Initiative  
interested  
involved  
last  
matter  
medicine  
militarily  
motors  
nanometers  
near  
popularize  
possible  
possible  
purpose  
regular  
Researcher  
specific  
study  
systems  
technology  
weapons

## 2.What is a Nanofactory?

The nanofactory is a proposed compact molecular manufacturing system, possibly **small enough to sit**<sup>9</sup> on a desktop, **that**<sup>10</sup> could build a diverse selection of large-scale atomically precise diamondoid products. The nanofactory is potentially a high quality, extremely low cost, and very flexible manufacturing system. The principal input to a diamondoid nanofactory is simple hydrocarbon feedstock molecules **such as**<sup>11</sup> natural gas, propane, or acetylene. Small supplemental amounts of a few other simple molecules containing trace atoms of chemical elements such as oxygen, nitrogen or silicon **may also be required**<sup>12</sup>. The nanofactory must be provided with electrical power and a means for cooling the working unit. The principal output of the first commercial nanofactory will be macroscale quantities of atomically precise diamondoid products. These products may include nanocomputers, medical nanorobots, products having diverse aerospace and defense applications, devices for cheap energy production and environmental remediation, and a cornucopia of new and improved consumer products. Earlier-generation research nanofactories will produce substantially less complex products **but**<sup>13</sup> will provide an evolutionary pathway leading from the first simple DMS workstations to more mature commercial systems. The nanofactory is a molecular manufacturing system employing controlled molecular assembly that will make possible the creation of fundamentally novel products having the intricate complexity currently **found**<sup>14</sup> only in biological systems, but operating with greater speed, power, reliability, and, most importantly, entirely under human control. Molecular manufacturing **has**<sup>15</sup> the potential to be extremely clean, efficient, and inexpensive. Our nanofactory will be constructed from diamondoid components of the same sort that it can itself manufacture. While molecular manufacturing systems made from DNA, other biopolymers, or even biological organisms are possible, such systems would be unable to build products that approach the remarkable strength, stiffness, temperature range, lightness, electrical, optical and other properties that can be achieved with diamondoid materials.

<http://www.molecularassembler.com/Nanofactory/>

<sup>9</sup> ADJECTIVE **ENOUGH** TO VERB yapısıdır. Sıfat konusunda karşımıza çıkar. Önemli bazı sıfat yapıları aşağıda verilmiştir.

|  |  |
|--|--|
| He is <b>more</b> dangerous <b>than</b> this lion. (-den daha tehlikeli)                     | My car is <b>as</b> expensive <b>as</b> your car. (-e kadar ...)           |
| He is <b>younger than</b> me. (-den daha genç)   | My computer is not <b>so</b> fast <b>as</b> yours. (-e kadar ...)          |
| Dubai is <b>so</b> beautiful <b>that</b> everybody wants to go. (o kadar ... ki)             | <b>The more</b> you try, <b>the more</b> you improve. (ne kadar...o kadar) |
| Dubai is <b>such</b> a beautiful country <b>that</b> everybody wants to go. (o kadar ... ki) | He is <b>old enough to</b> go out at nights. (yeterince ...-mek için)      |
| Şanlıurfa is <b>one of the hottest</b> cities in Southeast Anatolia. (en ... den biri)       | He is <b>too small to</b> go out at nights. (fazla ... -mek için)          |

<sup>10</sup> **RELATIVE CLAUSE** yapısıdır. **THAT** virgülden sonra kullanılmaz. Kendisinden önce gelen virgül cümlecikten kaynaklanmaktadır.

<sup>11</sup> **SUCH AS** örneğin anlamında kullanılır. **FOR EXAMPLE** veya **FOR INSTANCE** ile aynı anlamı taşır ama daha çok cümle içinde kullanılır. **FOR EXAMPLE** cümle bittikten sonra da kullanılabilir.

<sup>12</sup> **PASSIVE** bir yapıdır. Bütün passive yapılar **BE + VERB3** yapısı alırlar. Aşağıda passive zamanlara birer örnek verilmiştir.

### TENSES

### ACTIVE

### PASSIVE

|                     |                                     |  |
|---------------------|-------------------------------------|--|
| Present Progressive | He <b>is washing</b> the car.       | The car <b>is being washed</b> by him.       |
| Simple Present      | He <b>washes</b> the car.           | The car <b>is washed</b> by him.             |
| Simple Past         | He <b>washed</b> the car.           | The car <b>was washed</b> by him.            |
| Past Progressive    | He <b>was washing</b> the car.      | The car <b>was being washed</b> by him.      |
| Present Perfect     | He <b>has washed</b> the car.       | The car <b>has been washed</b> by him.       |
| Past Perfect        | He <b>had washed</b> the car.       | The car <b>had been washed</b> by him.       |
| Simple Future       | He <b>will wash</b> the car.        | The car <b>will be washed</b> by him.        |
| Be going to         | He <b>is going to wash</b> the car. | The car <b>is going to be washed</b> by him. |
| Future Perfect      | He <b>will have washed</b> the car. | The car <b>will have been washed</b> by him. |

<sup>13</sup> **ZİT LİK** bağlaçları kendisinden önce verilen olumlu veya olumsuz bir anlama göre diğer cümle tersi bir anlam gerektirir.

<sup>14</sup> **RELATIVE CLAUSE** passive bir kısaltmadır. Active bir kısaltma **VERBing**, Passive bir kısaltma **VERB3** OLUR.

|  |   |
|--|---|
| THE MAN, <b>WHO STUDIED</b> , WILL COME<br><b>STUDYING (VERB+ing) ACTIVE REDUCTION</b> | THE MAN, <b>WHO WAS INVITED</b> , WILL COME<br><b>INVITED (VERB3) PASSIVE REDUCTION</b> |
|--|---|

<sup>15</sup> **HAVE** yapısı birçok kullanım alanına sahiptir. Aşağıda en önemli kullanım alanları vardır.

| PRESENT PERFECT TENSE   | MODAL                    | VERB                      | POSSESSIVE               | PHRASE                 | CAUSATIVE                                  |
|-------------------------|--------------------------|---------------------------|--------------------------|------------------------|--|
| I <b>HAVE GONE</b>      | I <b>HAVE TO GO</b>      | I <b>HAVE A BOOK</b>      | I <b>HAVE GOT A BOOK</b> | I <b>HAVE A DRINK</b>  | You should <b>HAVE YOUR HOME CLEANED</b> . |
| I <b>HAD GONE</b>       | I <b>HAD TO GO</b>       | I <b>HAD A BOOK</b>       | HE <b>HAS GOT A BOOK</b> | I <b>HAVE A SHOWER</b> | I <b>HAD MY BROTHER CARRY</b> my suitcase. |
| I <b>WILL HAVE GONE</b> | I <b>WILL HAVE TO GO</b> | I <b>WILL HAVE A BOOK</b> |                          |                        |  |
|                         | I <b>HAD BETTER GO</b>   |                           |                          |                        |  |



| VOCABULARY    | MEANING                    | SYNONYMS  | ANTONYMS  |
|---------------|----------------------------|---|---|
| acetylene     | asetilen                   | ethine  |   |
| achieve       | başarmak                   | perform, accomplish                                 | fail, lose, miss                                  |
| application   | uygulama                   | implementation                                      |   |
| approach      | yaklaşım                   | appeal to   | departure, distancing, leaving                    |
| assembly      | montaj, toplantı, küme     | meeting   |   |
| component     | bileşen, öge               | ingredient  |   |
| construct     | kurmak, dikmek             | build, assemble                                     | break, demolish, destroy, ruin                    |
| consumer      | tüketici                   | buyer   |   |
| contain       | içermek                    | include   | exclude   |
| cool          | uygun, serin(letmek)       | coldness, suitable                                  | hot, temperate, warm                              |
| cornucopia    | bolluk                     | abundance, plenty                                   | lack, poorness, rareness, scarcity                |
| currently     | şu anda                    | presently, at this time, most recently              |   |
| defense       | savunma                    | protection, security                                |   |
| diamondoid    | çokhalkalı hidrokarbon     |   |   |
| diverse       | çeşitli                    | different, varied                                   | alike, identical, parallel, similar               |
| employ        | kullanmak, çalıştırmak     | utilize, use  |   |
| entirely      | tamamen                    | totally, completely, absolutely                     | incompletely, partially                           |
| evolutionary  | gelişme ile ilgili         | developmental, progressive                          |   |
| extremely     | aşırı, fazlasıyla          | very, highly, very much                             | mildly, moderately                                |
| feedstock     | hammadde                   |   |   |
| flexible      | esnek                      | elastic, easily bent                                | inflexible, resistant, rigid, stiff               |
| improve       | geliştirmek                | make better   | damage, harm, weaken, worsen                      |
| include       | içermek                    | comprise, contain                                   | eliminate, exclude,                               |
| intricate     | karmakarışık               | complex, complicated                                | methodical, simple, systematic                    |
| leading       | öncü                       | main, principal                                     | follow  |
| lightness     | hafiflik, çabukluk         |   |   |
| macroscale    | büyük ölçekli              |   | microscale  |
| manufacture   | üretmek                    | create, make, produce                               |   |
| mature        | olgun, vadesi gelmiş       | ripe  | immature, inexperienced, young                    |
| pathway       | patika, yol                | route, course                                       |   |
| possibly      | belki, mümkün olduğunca    | perhaps, maybe                                      | impossibly, unlikely                              |
| precise       | tam, kesin, kusursuz       | exact, meticulous, exacting                         | false, imprecise, inaccurate                      |
| principal     | baş, temel, esas           | chief, head, primary, main, major                   | minor, trivial, unimportant                       |
| propose       | önermek                    | suggest, recommend                                  |   |
| provide with  | sağlamak, bulmak           | supply, furnish                                     |   |
| quality       | kalite, cins, vasıf        | excellent, character                                |   |
| quantity      | miktar, sayı               | amount, extent                                      |   |
| reliability   | güvenirlilik, dayanıklılık | credibility, dependability                          | disloyalty, faithlessness,                        |
| remarkable    | dikkate değer              | striking, noteworthy;<br>extraordinary, exceptional | normal, ordinary, typical,<br>unremarkable, usual |
| remediation   | düzeltilme                 | healing, repairing, correcting                      |   |
| require       | gerektirmek                | demand, claim                                       |   |
| stiffness     | sertlik, katılık           | inflexibility, rigidity                             | flexibility                                       |
| substantially | esasen, oldukça            | considerably, significantly                         |   |
| supplemental  | bütünleyici, ilave         | additional, extra                                   |   |
| workstation   | iş istasyonu               |   |   |

**A) MATCH THE SYNONYMS**

|                  |               |
|------------------|---------------|
| 1) contain       | absolutely    |
| 2) diverse       | complicated   |
| 3) employ        | course        |
| 4) entirely      | credibility   |
| 5) evolutionary  | demand        |
| 6) extremely     | developmental |
| 7) flexible      | different     |
| 8) improve       | elastic       |
| 9) intricate     | extraordinary |
| 10) manufacture  | include       |
| 11) mature       | inflexibility |
| 12) pathway      | make better   |
| 13) possibly     | meticulous    |
| 14) precise      | perhaps       |
| 15) propose      | produce       |
| 16) provide with | recommend     |
| 17) reliability  | ripe          |
| 18) remarkable   | supply        |
| 19) require      | utilize       |
| 20) stiffness    | very          |

**B) Put the correct PREPOSITIONS from the following list in the sentences below.**

**of on with for to to to of**

- Small supplemental amounts ... a few other simple molecules containing trace atoms ... chemical elements.
- The nanofactory must be provided ... electrical power and a means ... cooling the working unit.
- Molecular manufacturing has the potential ... be extremely clean, efficient, and inexpensive.
- The principal input ... a diamondoid nanofactory is simple hydrocarbon feedstock molecules.
- The nanofactory is a proposed compact molecular manufacturing system, possibly small enough ... sit ... a desktop.

**C) Put the correct ADVERBS from the following list in the sentences below.**

**substantially extremely potentially extremely atomically possibly**

- Earlier-generation research nanofactories will produce ... less complex products.
- The nanofactory is ... a high quality, ... low cost, and very flexible manufacturing system.
- Molecular manufacturing has the potential to be ... clean, efficient, and inexpensive.
- The principal output of the first commercial nanofactory will be macroscale quantities of ... precise diamondoid products.
- The nanofactory is a proposed compact molecular manufacturing system, ... small enough to sit on a desktop.



## PROBABLE QUESTIONS TEST 2

1. The nanofactory is a proposed compact molecular manufacturing system, possibly small enough to sit on a desktop, that ..... a diverse selection of large-scale atomically precise diamondoid products.
  - a) may be built
  - b) could have built
  - c) should be built
  - d) could build
  - e) must have built
2. The nanofactory is potentially a high quality, ..... low cost, and very flexible manufacturing system.
  - a) extremely
  - b) carefully
  - c) ceaselessly
  - d) confidentially
  - e) conversely
3. The principal input to a diamondoid nanofactory is simple hydrocarbon feedstock molecules ..... natural gas, propane, or acetylene.
  - a) rather than
  - b) such as
  - c) in addition to
  - d) as well as
  - e) as regards
4. The nanofactory must be provided ..... electrical power and a means ..... cooling the working unit.
  - a) about/in
  - b) in/from
  - c) for/by
  - d) with/for
  - e) over/without
5. Atomically precise diamondoid products may .....nanocomputers, medical nanorobots, products having diverse aerospace and defense applications, devices for cheap energy production and environmental remediation, and a cornucopia of new and improved consumer products.
  - a) control
  - b) provide
  - c) include
  - d) construct
  - e) achieve
6. Earlier-generation research nanofactories will produce ..... less complex products but will provide an evolutionary pathway leading from the first simple DMS workstations to more mature commercial systems.
  - a) effortlessly
  - b) immediately
  - c) quietly
  - d) randomly
  - e) substantially
7. The nanofactory is a molecular manufacturing system employing controlled molecular assembly that will make possible the creation of fundamentally novel products having the intricate complexity currently found only in biological systems, ..... operating with greater speed, power, reliability, and, most importantly, entirely under human control.
  - a) when
  - b) thus
  - c) unless
  - d) but
  - e) despite
8. Molecular manufacturing has the potential to be extremely clean, ....., and inexpensive.
  - a) detrimental
  - b) harmful
  - c) efficient
  - d) complex
  - e) hazardous
9. Our nanofactory .....from diamondoid components of the same sort that it can itself manufacture.
  - a) have been constructed
  - b) had been constructed
  - c) will be constructed
  - d) constructed
  - e) was constructed
10. While molecular manufacturing systems made from DNA, other biopolymers, or even biological organisms ..... possible, such systems would be unable to build products that approach the remarkable strength, stiffness, temperature range, lightness, electrical, optical and other properties that ..... with diamondoid materials.
  - a) are/can be achieved
  - b) were/could be achieved
  - c) had been/may be achieved
  - d) has been/might have been achieved
  - e) will be/will have been achieved

## 2.WHAT IS A NANOFACTORY?

The nanofactory is a compact molecular manufacturing system, small to sit on a desktop, that could build a diverse of large-scale atomically precise diamondoid. The nanofactory is a high quality, low cost, and very flexible system. The principal to a diamondoid nanofactory is simple feedstock molecules natural gas, propane, or acetylene. Small amounts of a few other simple molecules trace atoms of chemical elements such as oxygen, nitrogen or silicon also be required. The nanofactory be provided with electrical and a means for cooling the working unit. The output of the first commercial will be macroscale quantities of atomically diamondoid products. These products may include nanocomputers, nanorobots, products diverse aerospace and defense, devices for cheap energy production and remediation, and a cornucopia of new and consumer products. -generation research nanofactories will produce less complex products but will provide an evolutionary pathway leading from the first simple DMS workstations to more mature systems. The nanofactory is a molecular system employing controlled molecular that will make possible the creation of fundamentally novel products having the intricate complexity found only in biological systems, but with greater speed, power, reliability, and, most, entirely human control. Molecular manufacturing has the potential to be clean, efficient, and inexpensive. Our nanofactory will be from diamondoid components of the same sort that it can itself manufacture. While molecular manufacturing systems made from DNA, biopolymers, or even biological organisms are possible, such systems would be unable to build products that the remarkable strength, temperature range, electrical, optical and other properties that can be with diamondoid materials.

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### 3.Space

Space is the limitless, boundless, three-dimensional extent **where**<sup>16</sup> objects and events occur and have relative position and direction. Generally, physical space is conceived in 3 linear dimensions, **although**<sup>17</sup> modern physicists typically consider it (along with time) to be part of the boundless four-dimensional continuum that is known **as**<sup>18</sup> spacetime. In the world of mathematics, 'spaces' are usually examined with different numbers of dimensions and with different underlying structures. Space, the concept, **is generally considered**<sup>19</sup> to be of critical importance to an understanding of the physical universe - although philosophers disagree about **whether**<sup>20</sup> space is itself an entity, a relationship between entities, or part of a conceptual framework. In the view of the great English physicist, mathematician, astronomer, natural philosopher, alchemist, and theologian Isaac Newton (1643-1727), space was absolute - in the sense that it existed permanently and independently of whether there were any matter in the space. Other philosophers such as Gottfried Leibniz, thought instead that space was a collection of relations between objects, given by their distance and direction from each another. In the 18th century, the German philosopher Immanuel Kant described space and time as elements of a systematic framework that humans use to structure their experience. In 1905, the brilliant theoretical physicist and philosopher, Albert Einstein, published a paper on a special theory of relativity, where he proposed that space and time be combined into a single construct **known**<sup>21</sup> as spacetime. Ultimately, space is best described as the continuous extension in all directions in which all matter exists, and this is our final answer to the question, what is space?

#### What is Outer Space?

Outer space is generally described as anything beyond the atmosphere of Earth. There is no air to scatter the light, **thus**<sup>22</sup> **what we see**<sup>23</sup> when we look up into the night sky is a black emptiness spangled with stars, planets and other extraterrestrial matter. It is important to understand **however**<sup>24</sup>, that 'space' does actually include everything within the Earth's atmosphere as well as all of the land and water on its surface.

<http://www.whatisspace.com/>

<sup>16</sup> **WHERE** yer ifadelerinde kullanılan bir **RELATIVE PRONOUN**'dur.

<sup>17</sup> **ALTHOUGH, THOUGH, MUCH AS** ve **EVEN THOUGH** birer zıtlık bağlacıdır. **THOUGH** iki virgül veya nokta virgül arasında kullanıldığında **GERÇİ** anlamındadır. Bu tür bağlaçlarda her iki cümle arasındaki anlam ön plana çıkmaktadır.

<sup>18</sup> **AS** burada **OLARAK** anlamında kullanılmıştır. Aşağıda bazı **AS** kullanımları verilmiştir.

|    |    |                  |  |    |    |                        |   |
|----|----|------------------|--|----|----|------------------------|---|
| 1  | As | olarak           | He was known <b>as</b> one of the most famous teacher. | 12 | As | karşılaştırmada        | She is <b>as</b> beautiful <b>as</b> her husband is ugly. |
| 2  | As | LIKE gibi        | Jack works <b>like</b> a horse.                        | 13 | As | as a result            | <b>As a result</b> , he will join us.                     |
| 3  | As | gibi             | Please do <b>as</b> I say.                             | 14 | As | as far as              | This is <b>as far as</b> we can go.                       |
| 4  | As | -iken(while)     | Inhale and exhale deeply <b>as</b> you exercise.       | 15 | As | as if / as though      | She looks <b>as if</b> she knows all about you.           |
| 5  | As | çünkü,nedeniyle  | <b>As</b> he was in hurry, he decided to take a taxi.  | 16 | As | as much as (kadar)     | Please try <b>as much as</b> possible.                    |
| 6  | As | her ne kadar     | <b>Much as</b> I would like to, I cannot go there.     | 17 | As | as of (itibari ile)    | <b>As of</b> tomorrow, we will be here.                   |
| 7  | As | ...dikçe         | <b>As</b> knowledge increases, wonder deepens.         | 18 | As | as regards(-e gelince) | Now, <b>as regards</b> money, what is to be done?         |
| 8  | As | -miş gibi        | They treated him <b>as</b> a burglar.                  | 19 | As | as long as (şartıyla)  | <b>As long as</b> you help, we will achieve.              |
| 9  | As | gibi (conj.)     | <b>As</b> everybody knows, she lives here.             | 20 | As | as soon as (-ir, -mez) | <b>As soon as</b> the wounds heal, we will go.            |
| 10 | As | kısaltmalarda    | <b>As</b> planned, she will come early.                | 21 | As | as well (de)           | We look forward to see you <b>as well</b> .               |
| 11 | As | devrik yapılarda | Tired <b>as</b> I was, I didn't go on working.         | 22 | As | as well as (yanısıra)  | <b>As well as</b> being tired, he was very angry.         |

<sup>19</sup> **PRESENT PASSIVE** bir yapıdır. Bazen passive yapılarda yardımcı fiil ile fiil arasında zarf kullanılır. Passive yapıyı görmenize engel olmasın.

<sup>20</sup> **WHETHER ... OR** olup olmadığı anlamındadır.

<sup>21</sup> **KNOWN** bilinen anlamındadır. **WHICH IS KNOWN** yapısının kısaltmasıdır.

<sup>22</sup> **THEREFORE, SO, HENCE** ve **THUS** bundan dolayı veya bu yüzden şeklinde çevrilir. **THEREFORE, THUS** ve **HENCE** cümle ortasında da kullanılabilir. Ama **SO** bu anlamıyla cümle ortasında kullanılmaz.

<sup>23</sup> **NOUN clause** yapısıdır. **NOUN clause** yapıları cümlede hem **özne görevinde** hem **nesne görevinde** hem de **tamamlayıcı görevinde** bulunabilir.

| AS AN OBJECT (NESNE OLARAK)                                 | AS A SUBJECT (ÖZNE OLARAK)          | AS A COMPLEMENT (TAMAMLAYICI OLARAK)              |
|---|-------------------------------------|---|
| I haven't decided <b>what I am going to buy for him</b> .   | <b>What you want</b> is important.  | It is important <b>that you study English</b> .   |
| I can't remember <b>when I bought this sweater</b> .        | <b>Where you went</b> is not known. | It is important <b>whether you study or not</b> . |
| I have no idea <b>what they have done about this case</b> . | <b>How he is</b> is not important.  | It is important <b>what you know</b> .            |

<sup>24</sup> **HOWEVER** bununla birlikte, yine de anlamlarında kullanılan bir bağlaçtır. **NEVERTHELESS** ve **NONETHELESS** yapıları da aynı anlamda kullanılabilir.

**HOWEVER** cümle başında kullanıldığında kendisinden sonra bir **SIFAT** gelmesi gerekir. **HOWEVER BEAUTIFUL SHE IS** gibi. Anlamı **ne kadar güzel olursa olsun**. Bunun dışında **HOWEVER bununla birlikte** anlamında öncesinde cümle ister.

| VOCABULARY               | MEANING                             | SYNONYMS                            | ANTONYMS   |
|--------------------------|-------------------------------------|-------------------------------------|--|
| <b>absolute</b>          | <i>mutlak, tam, sınırsız</i>        | complete                            |  |
| <b>actually</b>          | <i>aslında, gerçekte</i>            | in fact, practically, indeed        |  |
| <b>boundless</b>         | <i>sınırsız, sonsuz</i>             | borderless, unrestricted            | limited, restricted                                  |
| <b>brilliant</b>         | <i>parlak, görkemli</i>             | outstanding, splendid               |  |
| <b>combine</b>           | <i>birleştirmek</i>                 | unite, join; come together          | detach, disconnect, dissolve, divide, part, separate |
| <b>conceived</b>         | <i>tasarlanmış</i>                  | understand                          |  |
| <b>concept</b>           | <i>fikir, kavram</i>                | idea, thought                       |  |
| <b>conceptual</b>        | <i>kavramsal, anlayan</i>           |                                     |  |
| <b>consider</b>          | <i>düşünmek</i>                     | regard; take into account           | discard, dismiss, forget, ignore, neglect, reject    |
| <b>construct</b>         | <i>kurmak, düzenlemek</i>           | build, assemble                     | break, demolish, destroy, ruin                       |
| <b>continuum</b>         | <i>süreç</i>                        | continuous sequence                 |  |
| <b>disagree</b>          | <i>anlaşmamak</i>                   | differ                              | agree, coincide, harmonize                           |
| <b>emptiness</b>         | <i>boşluk</i>                       | blank, blankness, depletedness, gap | capacity, fill, fullness                             |
| <b>entity</b>            | <i>varlık, öz</i>                   |                                     |  |
| <b>exist</b>             | <i>var olmak</i>                    | live, be                            | die  |
| <b>experience</b>        | <i>deneyim, yaşam</i>               | try                                 |  |
| <b>extension</b>         | <i>genişletme, artırma</i>          | expansion                           | abbreviation, decrease, reduction, shortening        |
| <b>extent</b>            | <i>genişlik, alan, kapsam</i>       | scope, range                        |  |
| <b>extraterrestrial</b>  | <i>dünya dışı</i>                   | alien                               |  |
| <b>framework</b>         | <i>yapı, kadro, çatı, iskelet</i>   | skeleton; structure; system         |  |
| <b>importance</b>        | <i>önem</i>                         | significance                        | insignificance                                       |
| <b>include</b>           | <i>içermek</i>                      | contain                             | eliminate, exclude, neglect, reject                  |
| <b>independently</b>     | <i>bağımsız olarak</i>              | freely                              | dependently  |
| <b>limitless</b>         | <i>sınırsız</i>                     | unlimited                           | finite, limited                                      |
| <b>outer</b>             | <i>dış, harici</i>                  | external; extreme; distant          | central, inner, interior                             |
| <b>permanently</b>       | <i>kalıcı olarak</i>                | regularly; constantly; perpetually  |  |
| <b>propose</b>           | <i>önermek</i>                      | suggest, recommend                  |  |
| <b>publish</b>           | <i>yayınlamak</i>                   |                                     |  |
| <b>relationship</b>      | <i>ilişki</i>                       | connection, association             |  |
| <b>relativity</b>        | <i>görecelik, izafiyet</i>          |                                     |  |
| <b>scatter</b>           | <i>dağıtmak, yayılmak</i>           | spread, disperse                    | collect, gather                                      |
| <b>spacetime</b>         | <i>uzayzaman</i>                    |                                     |  |
| <b>spangle</b>           | <i>pullarla süslemek, kaplamak</i>  |                                     |  |
| <b>three-dimensional</b> | <i>üç boyutlu</i>                   |                                     |  |
| <b>ultimately</b>        | <i>en sonunda</i>                   | in the end, eventually              |  |
| <b>underlying</b>        | <i>belli başlı, öncelikli, esas</i> | fundamental, basic; prior           | secondary  |

**A) MATCH THE SYNONYMS**

|                     |              |
|---------------------|--------------|
| 1) absolute         | unrestricted |
| 2) actually         | alien        |
| 3) boundless        | assemble     |
| 4) brilliant        | blankness    |
| 5) combine          | complete     |
| 6) construct        | connection   |
| 7) emptiness        | contain      |
| 8) extension        | disperse     |
| 9) extraterrestrial | eventually   |
| 10) framework       | expansion    |
| 11) importance      | freely       |
| 12) include         | fundamental  |
| 13) independently   | indeed       |
| 14) limitless       | join         |
| 15) permanently     | outstanding  |
| 16) propose         | perpetually  |
| 17) relationship    | significance |
| 18) scatter         | skeleton     |
| 19) ultimately      | suggest      |
| 20) underlying      | unlimited    |

**B) Put the correct PREPOSITIONS from the following list in the sentences below.**

**as to of on of into beyond of about In to of**

- Outer space is generally described as anything ... the atmosphere of Earth.
- Space, the concept, is generally considered ... be ... critical importance ... an understanding ... the physical universe .
- Philosophers disagree ... whether space is itself an entity, a relationship between entities, or part ... a conceptual framework.
- ... 1905, the brilliant theoretical physicist and philosopher, Albert Einstein, published a paper ... a special theory ... relativity.
- He proposed that space and time be combined ... a single construct known ... spacetime.

**C) Put the correct CONJUNCTIONS from the following list in the sentences below.**

**as well as although thus when in which where**

- Space is the limitless, boundless, three-dimensional extent ... objects and events occur and have relative position and direction.
- Generally, physical space is conceived in 3 linear dimensions, ... modern physicists typically consider it to be part of the boundless four-dimensional continuum.
- There is no air to scatter the light, ... what we see ... we look up into the night sky is a black emptiness spangled with stars, planets and other extraterrestrial matter.
- Space is best described as the continuous extension in all directions ... all matter exists.
- Space does actually include everything within the Earth's atmosphere ... all of the land and water on its surface.

## PROBABLE QUESTIONS TEST 3

1. **Space is the limitless, boundless, three-dimensional extent ..... objects and events occur and have relative position and direction.**
  - a) whom
  - b) whose
  - c) what
  - d) where
  - e) which
2. **Generally, physical space is conceived in 3 linear dimensions, ..... modern physicists typically consider it (along with time) to be part of the boundless four-dimensional continuum that is known as spacetime.**
  - a) despite
  - b) therefore
  - c) meanwhile
  - d) although
  - e) as long as
3. **..... the world of mathematics, 'spaces' are usually examined ..... different numbers of dimensions and with different underlying structures.**
  - a) On/about
  - b) In/with
  - c) For/from
  - d) At/among
  - e) Between/into
4. **In the view of the great English physicist, mathematician, astronomer, natural philosopher, alchemist, and theologian Isaac Newton (1643-1727), space was absolute - in the sense that it existed permanently and ..... of whether there were any matter in the space.**
  - a) ultimately
  - b) actually
  - c) usually
  - d) generally
  - e) independently
5. **Other philosophers ..... Gottfried Leibniz, thought instead that space was a collection of relations between objects, given by their distance and direction from each another.**
  - a) more than
  - b) so that
  - c) such as
  - d) in addition
  - e) instead
6. **In the 18th century, the German philosopher Immanuel Kant described space and time ..... elements of a systematic framework that humans use to structure their experience.**
  - a) as
  - b) after
  - c) such
  - d) for
  - e) like
7. **In 1905, the brilliant theoretical physicist and philosopher, Albert Einstein, published a paper on a special theory of relativity, where he ..... that space and time be combined into a single construct ..... as spacetime.**
  - a) had proposed/knew
  - b) proposed/known
  - c) was proposed/to know
  - d) has been proposed/to be known
  - e) was proposing/knowing
8. **Ultimately, space is best described as the ..... extension in all directions in which all matter exists.**
  - a) special
  - b) dependent
  - c) permanent
  - d) continuous
  - e) empty
9. **There is no air to scatter the light, thus what we see when we ..... into the night sky is a black emptiness spangled with stars, planets and other extraterrestrial matter.**
  - a) combine into
  - b) examine with
  - c) object to
  - d) look up
  - e) describe as
10. **It is important to understand however, that 'space' does actually include everything within the Earth's atmosphere ..... all of the land and water on its surface.**
  - a) in spite of
  - b) by means of
  - c) in fact
  - d) in order to
  - e) as well as



# 3.SPACE

Space is the [ ], boundless, three-[ ] extent where objects and events [ ] and have relative position and [ ]. Generally, physical space is [ ] in 3 linear dimensions, [ ] modern physicists typically [ ] it (along with time) to be part of the [ ] four-dimensional [ ] that is known as spacetime. In the [ ] of mathematics, 'spaces' are usually [ ] with different numbers of [ ] and with different underlying [ ]. Space, the concept, is generally considered to be of critical [ ] to an understanding of the physical universe - although [ ] disagree about whether space is itself an entity, a [ ] [ ] entities, or part of a conceptual [ ]. In the view of the great English physicist, mathematician, [ ], natural philosopher, alchemist, and [ ] Isaac Newton (1643-1727), space was absolute - in the sense that it existed [ ] and independently of whether there were any matter in the [ ]. Other philosophers such as Gottfried Leibniz, thought instead that space was a [ ] of relations between objects, given by their [ ] and direction from each [ ]. In the 18th century, the German philosopher Immanuel Kant [ ] space and time as elements of a systematic framework that humans use to structure their experience. In 1905, the brilliant theoretical physicist and [ ], Albert Einstein, [ ] a paper on a special theory of [ ], where he proposed that space and time be combined into a single construct [ ] as spacetime. Ultimately, space is best described as the [ ] extension in all directions in which all matter [ ], and this is our final answer to the question, what is space?

## What is Outer Space?

Outer space is [ ] described as anything beyond the [ ] of Earth. There is no air to [ ] the light, thus what we see when we look up into the night sky is a black [ ] spangled with stars, planets and other [ ] matter. It is important to understand however, that 'space' does [ ] include everything within the Earth's atmosphere [ ] all of the land and water on its [ ].

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relationship  
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scatter  
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structures  
surface  
theologian  
world

## 4.Zoology

Zoology is the division of biology that deals with the animal kingdom. It's the scientific study of everything **having to do with**<sup>25</sup> animals, just as botany is the scientific study of plants. Zoology is a huge field that covers the classification of every animal on earth as well as many broader fields of experimentation and inquiry related to animal life, and the field keeps expanding **due to**<sup>26</sup> scientific advances that continue to open new areas of research. Defining zoology was relatively simple back in the 4th Century BC **when**<sup>27</sup> the ancient Greek philosopher, Aristotle, gave us some of the first broad classifications of living things. In his treatise Meteorology, Aristotle first (and logically) divided all living things into plants and animals. It **could be said**<sup>28</sup> that as soon as he wrote those words, biology, botany and zoology were born. Next, Aristotle divided animals into those with blood and those **without**<sup>29</sup>—**by which**<sup>30</sup> he actually meant animals without red blood, such as insects and crustaceans. He then further divided creatures into those that walked, those that flew, and those that swam. Aristotle's classifications stayed in use until the 16th Century, when scientists during the Age of Enlightenment finally began taking a closer look at things. Today zoology—in fact<sup>31</sup>, all of biology—has become much more complex, with living thing divided into five Kingdoms, of which animals (animalia) are just one, and the Kingdoms themselves divided into the ever-smaller categories of Phylum, Class, Order, Family, Genus and, finally, Species. In fact, animal species are now **so finely divided from one another based on their physical and genetic characteristics that**<sup>32</sup> we recognize millions of species and subspecies of different creatures. Twenty-first Century zoologists can specialize in one of a variety of much narrower sciences including **such fields as**<sup>33</sup> Arachnology (the study of spiders), Cetology (whales and dolphins), Ichthyology (fish), Herpetology (snakes) Ornithology (birds) and even Paleozoology (the study of extinct animals). But earlier we mentioned that in a definition for zoology, classification was only part—**though**<sup>34</sup> a big part—of the picture. In fact, the International Society of Zoological Sciences recognizes Taxonomy (**aka**<sup>35</sup> classification) as one of only 17 branches in their definition of zoology. The others are Anatomy and Morphology, Animal Nutriology, Biochemistry, Biodiversity and Conservation, Biophysics, Developmental Biology, Ecology, Etiology, Evolution, Genetics, Molecular and Cell Biology, Paleontology, Physiology, Reproductive Biology and Zoogeography. —Paul Guernsey <http://www.allaboutwildlife.com/what-is-a-definition-for-zoology>

<sup>25</sup> **HAVING TO DO WITH/IS CONNECTED TO/IS RELATED TO/INVOLVES** -e bağlı, ile ilişkili anlamlarında kullanılır.

<sup>26</sup> **DUE TO** –den dolayı anlamındadır. **OWING TO, BECAUSE OF, IN VIEW OF, ON ACCOUNT OF** yapıları da aynı anlamda kullanılır.

<sup>27</sup> **WHEN** -diğinde, -diğinde anlamında kullanılan bir bağlaçtır. Aynı grupta kullanılan diğer bağlaçlar aşağıdadır.

|  |  |   |
|--|--|---|
| 1. <b>After</b> (-den sonra)                 | 7. <b>Whenever</b> (her ne zaman)        | 13. <b>No sooner... than...</b> (...mesi ile ...mesi bir oldu)      |
| 2. <b>Before</b> (-den önce)                 | 8. <b>Since</b> (-den beri)              | 14. <b>Hardly... when / before ...</b> (tam ...mıştı ki ...oldu)    |
| 3. <b>When</b> (...-diğında, -diği zaman)    | 9. <b>Until / till</b> (-e kadar)        | 15. <b>Scarcely ... when / before ...</b> (tam ...mıştı ki ...oldu) |
| 4. <b>While/Just as</b> (...iken, süresince) | 10. <b>As soon as</b> (... olur olmaz)   | 16. <b>Barely ... when / before...</b> (tam ...mıştı ki ...oldu)    |
| 5. <b>As</b> (...iken, süresince)            | 11. <b>Once</b> (... olur olmaz)         | 17. <b>Immediately</b> (hemen, derhal)                              |
| 6. <b>By the time</b> (-e kadar)             | 12. <b>As/so long as</b> (... süresince) | 18. <b>The moment</b> ( olduğunda)                                  |

<sup>28</sup> **MODAL passive** bir yapıdır. **Modal** yapıları genellikle çevirisini bilmek daha önemlidir. Çünkü anlamı daha çok ön plana çıkar.

|  |  |  |  |
|--|--|--|--|
| <b>You must write a story.</b><br><b>You must have written a story.</b><br><b>You will have to write a story.</b><br><b>You had to write a story.</b><br><b>You have to write a story.</b> | Bir hikaye yazmalısın.<br>Bir hikaye yazmış olmalısın (% 99 ihtimal).<br>Bir hikaye yazmak zorunda kalacaksın.<br>Bir hikaye yazmak zorunda kaldın.<br>Bir hikaye yazmalısın.      | <b>You should write a story.</b><br><b>You should have written a story.</b><br><b>You ought to have written a story.</b><br><b>You ought to write a story.</b>     | Bir hikaye yazman gerekiyor.<br>Bir hikaye yazmalıydın.<br>Bir hikaye yazman gerekiyordu.<br>Bir hikaye yazman gerekiyor.          |
| <b>You would write a story.</b><br><b>You would like to write a story.</b><br><b>You would have written a story.</b>   | Bir hikaye yazardın.<br>Bir hikaye yazmak istiyorsun.<br>Bir hikaye yazmış olacaktın.  | <b>You dare write a story.</b><br><b>You needn't have written a story.</b><br><b>You needn't write a story.</b>  | Bir hikaye yazmaya cesaretin var.<br>Bir hikaye yazmana gerek yoktu.<br>Bir hikaye yazmana gerek yok.                              |
| <b>You may write a story.</b><br><b>You may have written a story.</b><br><b>You might have written a story.</b><br><b>You might write a story.</b>   | Bir hikaye yazabilirsin (% 50 ihtimal).<br>Bir hikaye yazmış olabilirsin (% 50 ihtimal).<br>Bir hikaye yazabilirdin (% 30-0 ihtimal).<br>Bir hikaye yazabilirsin (% 30-0 ihtimal). | <b>You used to write stories.</b><br><b>You get used to writing stories.</b><br><b>You never used to write stories.</b><br><b>You are used to writing stories.</b> | Hikaye yazardın.(artık yazmıyorsun)<br>Hikaye yazmaya alışıyorsun.<br>Daha önce hiç hikaye yazmadın.<br>Hikaye yazmaya alışkınsın. |
| <b>Shall I write a story?</b>  | Bir hikaye yazayım mı?   | <b>You had better write a story.</b>   | Bir hikaye yazsan iyi olur.  |

<sup>29</sup> **WITHOUT** -sız, -siz anlamında kullanılır. Kendisinden sonra fiil gelirse **ING** takısı alır.

<sup>30</sup> **BY WHICH** –ki bu sayede anlamında kullanılır. **WHEREBY** ve **THEREBY** ile anlamda kullanılabilir.

<sup>31</sup> **IN FACT** aslında anlamında kullanılır. **ACTUALLY** ve **INDEED** ile aynı anlamda kullanılır.

<sup>32</sup> **SO ADJECTIVE/ADVERB THAT** ve **SUCH A ADJ + NOUN THAT** yapısı **öyle...ki** anlamlarındadır ve kendilerinden sonra cümle isterler. **ADJECTIVE + ENOUGH** ve **TOO + ADJECTIVE** yapıları kendilerinden sonra **TO VERB** yapısı alırlar ve **TOO** genelde olumsuz anlam verir. **THE MORE** ..... **THE MORE** yapısı **ne kadar** ... **o kadar** anlamını verir. **MORE** yapısı genelde **THAN** yapısı ile kullanılır. **THE MOST** yapısı ise bir gruptan **en** olanı belirtir.

<sup>33</sup> **SUCH AS** gibi anlamına geliyor. Kendisinden önce gelen yapıya örnek vermek amacıyla kullanılır.

<sup>34</sup> **THOUGH** burada **GERÇİ** anlamında kullanılmıştır.

<sup>35</sup> **A.K.A (ALSO KNOWN AS)** aynı zamanda ... olarak bilinen anlamında kullanılmıştır.

| VOCABULARY      | MEANING                       | SYNONYMS                                | ANTONYMS   |
|-----------------|-------------------------------|---|--|
| actually        | <i>gerçekte, aslında</i>      | in fact, practically, indeed            |  |
| ancient         | <i>eski</i>                   | very old, antique                       | modern, new, young   |
| base on         | <i>dayandırmak</i>            | establish on, support on                |  |
| biology         | <i>biyoloji</i>               | study of life                           |  |
| botany          | <i>bitkibilim</i>             |   |  |
| broad           | <i>geniş, göze çarpan</i>     | wide; extensive                         | narrow, small  |
| classification  | <i>sınıflandırma</i>          | sorting                                 |  |
| cover           | <i>kapsamak</i>               | include                                 |  |
| creature        | <i>varlık, yaratık, kul</i>   | living being                            |  |
| crustacean      | <i>Kabuklu (hayvan)</i>       |   |  |
| deal with       | <i>ilgilenmek</i>             | handle, take care of                    |  |
| definition      | <i>tanım</i>                  | explanation, meaning                    |  |
| divide          | <i>bölmek</i>                 | separate; share                         | attach, collect, combine, connect, gather, join, link, unite |
| division        | <i>bölünme, küme</i>          | ranking                                 | accord, agreement, connection, unification, unison, unity    |
| dolphin         | <i>yunus</i>                  |   |  |
| etiology        | <i>nedenbilim</i>             |   |  |
| expand          | <i>genişle(t)mek</i>          | spread out, grow larger; broaden        | abbreviate, contract, lessen, lower, shorten, shrink         |
| experimentation | <i>deneyim, deneycilik</i>    | testing, trying                         |  |
| extinct         | <i>yok olmuş</i>              | nonexistent; vanished, dead             | alive, existing, extant, living                              |
| further         | <i>daha ileri, ayrıca</i>     | more; in addition                       |  |
| genus           | <i>cins, familya, tür</i>     | category, class, kind                   |  |
| huge            | <i>kocaman</i>                | very big, enormous, gigantic            | dwarf, little, miniature, minute, small, tiny                |
| inquiry         | <i>soruşturma, danışma</i>    | exploration, questioning, investigation |  |
| insect          | <i>böcek</i>                  |   |  |
| mention         | <i>ima etmek, ima</i>         | indicate; refer to                      |  |
| narrow          | <i>dar</i>                    | tight, strait                           | broad, generous, liberal, unconfined, unrestricted, wide     |
| order           | <i>düzen, sipariş</i>         | command                                 |  |
| phylum          | <i>dil grubu, filum</i>       |   |  |
| recognize       | <i>tanımak, kabul etmek</i>   | identify; acknowledge, know; admit      |  |
| relate to       | <i>dair, bağlı olmak</i>      |   |  |
| relatively      | <i>nispeten</i>               | almost, approximately, nearly           |  |
| reproductive    | <i>üretken, üretici</i>       |   |  |
| scientific      | <i>bilimsel</i>               |   |  |
| snake           | <i>yılan</i>                  |   |  |
| specialize      | <i>uzmanlaşmak, ayırmak</i>   |   |  |
| spider          | <i>örümcek</i>                |   |  |
| subspecies      | <i>altcins</i>                |   |  |
| treatise        | <i>bilimsel inceleme, tez</i> |   |  |
| whale           | <i>balina</i>                 |   |  |

**A) MATCH THE SYNONYMS**

|                     |               |
|---------------------|---------------|
| 1) ancient          | testing       |
| 2) base on          | admit         |
| 3) broad            | broaden       |
| 4) classification   | command       |
| 5) creature         | comparatively |
| 6) deal with        | establish on  |
| 7) definition       | explanation   |
| 8) divide           | extensive     |
| 9) expand           | gigantic      |
| 10) experimentation | indicate      |
| 11) extinct         | investigation |
| 12) further         | kind          |
| 13) genus           | living being  |
| 14) huge            | more          |
| 15) inquiry         | separate      |
| 16) mention         | sorting       |
| 17) narrow          | take care of  |
| 18) order           | antique       |
| 19) recognize       | tight         |
| 20) relatively      | vanished      |

**B) Put the correct PREPOSITIONS from the following list in the sentences below.**

**On of into in until in of of with of**

- Zoology is a huge field that covers the classification ... every animal ... earth.
- Aristotle first (and logically) divided all living things ... plants and animals.
- Aristotle's classifications stayed ... use ... the 16th Century.
- Twenty-first Century zoologists can specialize ... one ... a variety ... much narrower sciences.
- Zoology is the division ... biology that deals ... the animal kingdom.

**C) Put the correct CONJUNCTIONS from the following list in the sentences below.**

**that until when without due to such as that when by which**

- Aristotle divided animals into those with blood and those ... —... he actually meant animals without red blood, ... insects and crustaceans.
- Aristotle's classifications stayed in use ... the 16th Century, ... scientists during the Age of Enlightenment finally began taking a closer look at things.
- The field keeps expanding ... scientific advances ... continue to open new areas of research.
- Defining zoology was relatively simple back in the 4th Century BC ... the ancient Greek philosopher, Aristotle, gave us some of the first broad classifications of living things.
- Zoology is a huge field ... covers the classification of every animal on earth.

## PROBABLE QUESTIONS TEST 4

1. **Zoology is the division of biology that ..... the animal kingdom.**
  - a) divides into
  - b) deals with
  - c) agrees with
  - d) bases on
  - e) looks after
2. **Zoology is a huge field that covers the classification of every animal on earth as well as many broader fields of experimentation and inquiry related to animal life, and the field keeps expanding ..... scientific advances that continue to open new areas of research.**
  - a) so that
  - b) in spite of
  - c) due to
  - d) such as
  - e) according to
3. **Defining zoology was ..... simple back in the 4th Century BC when the ancient Greek philosopher, Aristotle, gave us some of the first broad classifications of living things.**
  - a) logically
  - b) finally
  - c) finely
  - d) actually
  - e) relatively
4. **..... his treatise Meteorology, Aristotle first (and logically) divided all living things ..... plants and animals.**
  - a) For/to
  - b) On/from
  - c) In/into
  - d) About/for
  - e) To/at
5. **It could be said that as soon as Aristotle ..... those words, biology, botany and zoology .....**
  - a) writes/are born
  - b) wrote/were born
  - c) had written/born
  - d) was writing/had been born
  - e) will write/will be born
6. **Aristotle's classifications stayed in use until the 16th Century, ..... scientists during the Age of Enlightenment finally began taking a closer look at things.**
  - a) when
  - b) if
  - c) thus
  - d) owing to
  - e) unless
7. **Today zoology ..... much more complex, with living thing ..... into five Kingdoms, of which animals are just one.**
  - a) becomes/to divide
  - b) has been become/dividing
  - c) has become/divided
  - d) will become/to be divided
  - e) became/to be dividing
8. **In fact, animal species are now so finely divided from one another based on their physical and genetic characteristics ..... we recognize millions of species and subspecies of different creatures.**
  - a) which
  - b) where
  - c) whose
  - d) why
  - e) that
9. **We mentioned that ..... a definition for zoology, classification was only part ..... the picture.**
  - a) at/about
  - b) in/of
  - c) off/for
  - d) on/over
  - e) into/from
10. **The International Society of Zoological Sciences ..... Taxonomy as one of only 17 branches in their definition of zoology.**
  - a) recognized
  - b) has been recognized
  - c) recognizes
  - d) will recognize
  - e) is recognized

## 4.ZOOLOGY

Zoology is the [ ] of biology that deals with the animal kingdom. It's the [ ] study of everything having to do with animals, just as [ ] is the scientific study of plants. Zoology is a huge field that [ ] the classification of every animal on earth as well as many [ ] fields of experimentation and inquiry [ ] to animal life, and the field keeps [ ] due to scientific advances that continue to open new areas of research. Defining zoology was [ ] simple back in the 4th Century BC when the [ ] Greek philosopher, Aristotle, gave us some of the first broad [ ] of living things. In his treatise Meteorology, Aristotle first (and logically) [ ] all living things into plants and animals. It could be said that [ ] he wrote those words, biology, botany and [ ] were born. Next, Aristotle divided [ ] into those with blood and those without—by which he actually meant animals [ ] red blood, such as [ ] and crustaceans. He then further divided [ ] into those that walked, those that flew, and those that swam. Aristotle's classifications stayed in use until the 16th Century, when [ ] during the Age of [ ] finally began taking a closer look at [ ]. Today zoology—in fact, all of biology—has become much more complex, with living thing divided into five Kingdoms, of which animals (animalia) are just one, and the [ ] themselves divided into the ever-smaller [ ] of Phylum, Class, [ ], Family, Genus and, finally, Species. In fact, animal species are now so [ ] divided from one another [ ] their physical and genetic characteristics that we [ ] millions of species and subspecies of different creatures. Twenty-first [ ] zoologists can specialize in one of a [ ] of much narrower sciences [ ] such fields as Arachnology (the study of spiders), Cetology (whales and dolphins), Ichthyology (fish), Herpetology (snakes) Ornithology (birds) and even Paleozoology (the study of extinct animals). But [ ] we mentioned that in a definition for zoology, classification was [ ] part—though a big part—of the picture. In fact, the International [ ] of Zoological Sciences recognizes [ ] (aka classification) as one of only 17 [ ] in their definition of zoology. The [ ] are Anatomy and [ ], Animal Nutriology, Biochemistry, Biodiversity and [ ], Biophysics, Developmental Biology, [ ], Etiology, Evolution, Genetics, [ ] and Cell Biology, Paleontology, [ ], Reproductive Biology and Zoogeography. —Paul Guernsey

ancient  
animals  
as soon as  
based on  
botany  
branches  
broader  
categories  
Century  
classifications  
Conservation  
covers  
creatures  
divided  
division  
earlier  
Ecology  
Enlightenment  
expanding  
finely  
including  
insects  
Kingdoms  
Molecular  
Morphology  
only  
Order  
others  
Physiology  
recognize  
related  
relatively  
scientific  
scientists  
Society  
Taxonomy  
things  
variety  
without  
zoology



## 5. Earthquake

An earthquake (also known as a quake, tremor or temblor) is **the result of**<sup>36</sup> a sudden release of energy in the Earth's crust that creates seismic waves. The seismicity, seismism or seismic activity of an area refers to the frequency, type and size of earthquakes experienced over a period of time. Earthquakes are measured using observations from seismometers. The moment magnitude is **the most common**<sup>37</sup> scale on which earthquakes larger than approximately 5 are reported for the entire globe. The more numerous earthquakes **smaller than**<sup>38</sup> magnitude 5 reported by national seismological observatories are measured mostly on the local magnitude scale, also referred to as the Richter scale. These two scales are numerically similar over their range of validity. Magnitude 3 or lower earthquakes are mostly **almost**<sup>39</sup> imperceptible and magnitude 7 and over potentially cause serious damage over large areas, depending on their depth. The largest earthquakes in historic times **have been**<sup>40</sup> of magnitude slightly over 9, **although**<sup>41</sup> there is no limit to the possible magnitude. **The most**<sup>42</sup> recent large earthquake of magnitude 9.0 or larger was a 9.0 magnitude earthquake in Japan in 2011 (**as of**<sup>43</sup> March 2011), and it was the largest Japanese earthquake since records began. Intensity of shaking is measured on the modified Mercalli scale. **The shallower an earthquake, the more**<sup>44</sup> damage to structures it causes, **all else being equal**<sup>45</sup>. At the Earth's surface, earthquakes manifest themselves by shaking and sometimes displacement of the ground. When the epicenter of a large earthquake is located offshore, the seabed may be displaced sufficiently to cause a tsunami. Earthquakes can also trigger landslides, and occasionally volcanic activity. **In its most general sense**<sup>46</sup>, the word earthquake is used to describe any seismic event — whether natural or caused by humans — that generates seismic waves. Earthquakes are caused mostly by rupture of geological faults, but also by other events such as volcanic activity, landslides, mine blasts, and nuclear tests. An earthquake's point of initial rupture is called its focus or hypocenter. The epicenter is the point at ground level directly above the hypocenter.

<http://en.wikipedia.org/wiki/Earthquake>

<sup>36</sup> **THE RESULT OF** –nın sonucu anlamındadır. **AS A RESULT** sonuç olarak anlamındadır. **AS A RESULT OF** –nın sonucu olarak anlamında kullanılır.

<sup>37</sup> **SUPERLATIVE** bir yapıdır. “**SUPERLATIVE**” Türkçede “**EN**” ..... anlamında kullanılır. Tek heceli sıfatlarda sıfatın sonuna (**EST**) eki, başına da “**THE**” getirilir. Bazı adjective’ler düzensizdir.

| Adjectives | Meaning | Comparative | Adjectives   | Superlative | Adjectives |
|------------|---------|-------------|--------------|-------------|------------|
| Bad        | Kötü    | Worse       | (daha kötü)  | The worst   | (en kötü)  |
| Good       | İyi     | Better      | (daha iyi)   | The best    | (en iyi)   |
| Few        | Az      | Less        | (daha az)    | The least   | (en az)    |
| Little     | Az      | Less        | (daha az)    | The least   | (en az)    |
| Many       | Çok     | More        | (daha fazla) | The most    | (en fazla) |
| Much       | Çok     | More        | (daha fazla) | The most    | (en fazla) |

<sup>38</sup> **COMPARATIVE** yapısı daima bir karşılaştırma bildirir ama her zaman karşılaştırılan kısım cümlede olmayabilir.

<sup>39</sup> **ALMOST/NEARLY/APPROXIMATELY** hemen hemen anlamında kullanılır.

<sup>40</sup> **TO BE** yapısıdır. Bütün zamanların **TO BE** çekimi aşağıda verilmiştir.

### TO BE (olmak)

| PAST PERFECT                  | PAST                      | PRESENT PERFECT                | PRESENT                  | FUTURE                       | FUTURE PERFECT                      | FUTURE IN THE PAST            |
|-------------------------------|---------------------------|--------------------------------|--------------------------|------------------------------|-------------------------------------|-------------------------------|
| had been                      | was/were                  | have/has been                  | am / is / are            | will be                      | will have been                      | would be                      |
|                               |                           |                                |                          |                              |                                     |                               |
| You <b>had been</b> a teacher | You <b>were</b> a teacher | You <b>have been</b> a teacher | You <b>are</b> a teacher | You <b>will be</b> a teacher | You <b>will have been</b> a teacher | You <b>would be</b> a teacher |
| Öğretmen imişsin              | Öğretmen idin             | İki yıldır öğretmensin         | Öğretmensin              | Öğretmen olacaksın           | Öğretmen olmuş olacaksın            | Öğretmen olacaktın            |

<sup>41</sup> **ALTHOUGH, THOUGH, MUCH AS** ve **EVEN THOUGH** birer zıtlık bağlacıdır. **THOUGH** iki virgül veya nokta virgül arasında kullanıldığında **GERÇİ** anlamındadır. Bu tür bağlaçlarda her iki cümle arasındaki anlam ön plana çıkmaktadır.

<sup>42</sup> **THE MOST** bir **SUPERLATIVE** yapısıdır. **EN**’leri seçmek için kullanılır. Tek başına kullanılan **MOST** ile karıştırmamak lazım. Tek başına **MOST** çoğu anlamında kullanılır.

<sup>43</sup> **AS OF** –den başlayarak/itibari ile anlamında kullanılır.

<sup>44</sup> **THE MORE ... THE MORE** ...yapısıdır.

<sup>45</sup> **ALL ELSE BEING EQUAL** herşey eşit olduğunda anlamında kullanılmıştır.

<sup>46</sup> **ITS MOST GENERAL SENSE** en genel anlamı olarak kullanılır.

| VOCABULARY    | MEANING                       | SYNONYMS                               | ANTONYMS                           |
|---------------|-------------------------------|--|------------------------------------|
| approximately | yaklaşık olarak               | nearly, almost                         |                                    |
| blast         | patlama                       | explode, blow up; destroy, ruin        |                                    |
| crust         | kabuk(lanmak)                 | coating                                |                                    |
| depend on     | bağlı olmak                   | rely on                                |                                    |
| depth         | derinlik                      | deepness                               |                                    |
| directly      | direk olarak                  | right away                             | indirectly                         |
| displace      | yerine geçmek                 | replace                                |                                    |
| displacement  | yer değişimi                  |  |                                    |
| entire        | bütün, saf, tam               | whole, complete, full                  | incomplete, limited, part          |
| epicenter     | merkez üssü                   | central point                          |                                    |
| equal         | eşit, emsal                   | same, identical                        | different, unequal, unlike         |
| fault         | hata, kusur, fay              | defect                                 |                                    |
| focus         | odak(lanmak)                  | center, concentrate                    |                                    |
| frequency     | sıklık, titreşim sıklığı      |  | infrequency, irregularity          |
| generate      | üretmek                       | create, produce                        |                                    |
| globe         | küre, dünya                   |  |                                    |
| hypocenter    | içmerkez                      |  |                                    |
| intensity     | yoğunluk, şiddet              | strength                               | dullness, inactivity, laziness     |
| imperceptible | algılanamaz, belli belirsiz   | undetectable                           |                                    |
| initial       | baştaki, ilk                  | first                                  | closing, final, last               |
| landslide     | heyelan, göçme                | fall, slide down                       |                                    |
| locate        | yerleştirmek                  | situate, place                         |                                    |
| magnitude     | büyüklik, önem                | size, extent                           | insignificance, unimportance       |
| manifest      | belli, göstermek              | obvious, evident, clear                |                                    |
| measure       | ölçmek, ölçü, ayarlamak       | assess, evaluate, estimate             |                                    |
| modify        | değiştirmek, nitelemek        | change, adjust, adapt                  |                                    |
| mostly        | çoğunlukla, başlıca           | mainly, usually                        |                                    |
| observation   | gözlem, yorum                 | supervision                            |                                    |
| observatory   | gözlem evi                    |  |                                    |
| occasionally  | ara sıra                      | sometimes, now and then                | continually, regularly, steadily   |
| offshore      | kıyıdan uzak, yabancı ülkeden |  |                                    |
| potentially   | potansiyel olarak             | possibly                               |                                    |
| quake         | sarsıntı, deprem, titreme     | tremor, tremble; earthquake            |                                    |
| refer to      | adlandırmak, ifade etmek      | apply to                               |                                    |
| release       | serbest bırakma               | set free, liberate                     | check, collection, gathering, hold |
| rupture       | kopmak, kırmak                | tear                                   |                                    |
| seabed        | deniz yatağı                  | seafloor                               |                                    |
| shaking       | sallanma, titretme            | trembling                              |                                    |
| shallow       | yüzeysel, sığ                 | not deep                               | deep                               |
| slightly      | hafifçe, belli belirsiz       | somewhat, partly; delicately           | a lot, considerably, greatly       |
| sudden        | ani                           | unexpected, surprising; abrupt, rapid  |                                    |
| sufficiently  | yeterince                     | adequately                             | inadequately                       |
| tremor        | sarsıntı, titreme             | trembling                              |                                    |
| trigger       | tetiklemek                    | start, precipitate, initiate; activate |                                    |
| validity      | geçerlilik, sağlamlık         |  |                                    |
| wave          | dalga, sallanmak              |  | invalidity                         |

**A) MATCH THE SYNONYMS**

|                         |               |
|-------------------------|---------------|
| 1) <b>blast</b>         | abrupt        |
| 2) <b>depend on</b>     | activate      |
| 3) <b>depth</b>         | adequately    |
| 4) <b>entire</b>        | adjust        |
| 5) <b>epicenter</b>     | central point |
| 6) <b>intensity</b>     | deepness      |
| 7) <b>imperceptible</b> | delicately    |
| 8) <b>locate</b>        | evaluate      |
| 9) <b>magnitude</b>     | explode       |
| 10) <b>manifest</b>     | extent        |
| 11) <b>measure</b>      | obvious       |
| 12) <b>modify</b>       | possibly      |
| 13) <b>observation</b>  | rely on       |
| 14) <b>potentially</b>  | situate       |
| 15) <b>rupture</b>      | strength      |
| 16) <b>slightly</b>     | supervision   |
| 17) <b>sudden</b>       | tear          |
| 18) <b>sufficiently</b> | trembling     |
| 19) <b>tremor</b>       | undetectable  |
| 20) <b>trigger</b>      | whole         |

**B) Put the correct PREPOSITIONS from the following list in the sentences below.**

**from above of in in at by of in to at**

- The epicenter is the point ... ground level directly ... the hypocenter.
- The most recent large earthquake ... magnitude 9.0 or larger was a 9.0 magnitude earthquake ... Japan ... 2011.
- ... the Earth's surface, earthquakes manifest themselves ... shaking and sometimes displacement ... the ground.
- ... its most general sense, the word earthquake is used ... describe any seismic event.
- Earthquakes are measured using observations ... seismometers.

**C) Put the correct CONJUNCTIONS from the following list in the sentences below.**

**although and whether when that but also such as and**

- The largest earthquakes in historic times have been of magnitude slightly over 9, ... there is no limit to the possible magnitude.
- ... the epicenter of a large earthquake is located offshore, the seabed may be displaced sufficiently to cause a tsunami.
- Earthquakes are caused mostly by rupture of geological faults, ... by other events ... volcanic activity, landslides, mine blasts, ... nuclear tests.
- Earthquakes can also trigger landslides, ... occasionally volcanic activity.
- The word earthquake is used to describe any seismic event - ... natural or caused by humans - ... generates seismic waves.

## PROBABLE QUESTIONS TEST 5

**1. An earthquake is the result of a sudden release of energy in the Earth's crust ..... creates seismic waves.**

- a) that
- b) where
- c) in which
- d) whose
- e) in that

**2. The seismicity, seismism or seismic activity of an area ..... to the frequency, type and size of earthquakes experienced over a period of time.**

- a) measures
- b) manifests
- c) refers
- d) displaces
- e) damages

**3. The moment magnitude is ..... common scale on which earthquakes ..... than approximately 5 are reported for the entire globe.**

- a) the more/the larger
- b) more/larger
- c) the most/larger
- d) less/the largest
- e) the least/large

**4. The more numerous earthquakes smaller than magnitude 5 ..... by national seismological observatories ..... mostly on the local magnitude scale, also referred to as the Richter scale.**

- a) reporting/has been measured
- b) reported/are measured
- c) to report/measured
- d) to have been reported/were measured
- e) having reported/measure

**5. The largest earthquakes in historic times have been of magnitude slightly over 9, ..... there is no limit to the possible magnitude.**

- a) despite
- b) unless
- c) therefore
- d) meanwhile
- e) although

**6. .... the Earth's surface, earthquakes manifest themselves ..... shaking and sometimes displacement of the ground.**

- a) On/for
- b) At/by
- c) In/without
- d) For/from
- e) About/over

**7. When the epicenter of a large earthquake is located offshore, the seabed may be displaced ..... to cause a tsunami.**

- a) occasionally
- b) mostly
- c) sufficiently
- d) slightly
- e) directly

**8. Earthquakes ..... also..... landslides, and occasionally volcanic activity.**

- a) may/ be triggered
- b) should/ trigger
- c) could/ have triggered
- d) can/trigger
- e) must/have triggered

**9. In its most general sense, the word earthquake is used to describe any seismic event — ..... natural or caused by humans — that generates seismic waves.**

- a) whether
- b) unless
- c) even if
- d) so long as
- e) what if

**10. Earthquakes are caused mostly by rupture of geological faults, ..... also by other events such as volcanic activity, landslides, mine blasts, and nuclear tests.**

- a) so
- b) in spite of
- c) but
- d) even though
- e) as well as

## 5.EARTHQUAKE

An  (also known as a quake, tremor or temblor) is the  a sudden release of energy in the Earth's  that creates seismic waves. The seismicity, seismism or  activity of an area refers to the , type and size of earthquakes  over a period of time. Earthquakes are  using observations from seismometers. The moment  is the most common scale on which earthquakes larger than  5 are reported for the entire globe. The more  earthquakes smaller than magnitude 5 reported by  seismological  are measured mostly on the  magnitude scale, also referred to as the Richter scale. These two scales are  similar over their range of . Magnitude 3 or lower earthquakes are  almost imperceptible and magnitude 7 and over potentially cause  damage over large areas, depending on their . The largest earthquakes in  times have been of  slightly over 9, although there is no limit to the  magnitude. The most recent large earthquake of magnitude 9.0 or  was a 9.0 magnitude earthquake in Japan in 2011 (as of March 2011), and it was the largest  earthquake since records began.  of shaking is  on the modified Mercalli scale. The  an earthquake, the more damage to structures it causes, all else being equal. At the Earth's surface, earthquakes  themselves by shaking and sometimes  of the ground. When the epicenter of a large earthquake is  offshore, the seabed may be displaced  to cause a tsunami. Earthquakes can also trigger landslides, and  volcanic activity. In its most general , the word earthquake is used to describe any seismic event —  natural or caused by humans — that  seismic waves. Earthquakes are  mostly by rupture of geological faults, but also by other events such as  activity, landslides, mine , and nuclear tests. An  point of  rupture is called its focus or . The epicenter is the point at ground level directly above the hypocenter.

approximately  
blasts  
caused  
crust  
depth  
displacement  
earthquake  
earthquake's  
experienced  
frequency  
generates  
historic  
hypocenter  
Intensity  
initial  
Japanese  
larger  
local  
located  
magnitude  
magnitude  
manifest  
measured  
measured  
mostly  
national  
numerically  
numerous  
observatories  
occasionally  
possible  
result of  
seismic  
sense  
serious  
shallower  
sufficiently  
validity  
volcanic  
whether

## 6.Biodiversity

Biodiversity is the variety of species, their genetic **make-up**<sup>47</sup>, and the natural communities in which they occur. It includes all of the native plants and animals in Pennsylvania and the processes that sustain life on Earth. Pennsylvania is **home to**<sup>48</sup> over 25,000 different species of organisms, and of this total, over 800 **are considered to be**<sup>49</sup> rare, threatened, or endangered. For many groups of organisms, such as insects, fungi, and algae, very little is known about them - not even what species occur in Pennsylvania! The need to understand the state's rich natural resources has never been more critical.

The term ecosystem is defined as a community of living organisms combined with their associated physical environment. It is our "home system" that makes life possible. Ecosystems are the full tapestry of nature that support life and they also provide valuable services.

Wetland ecosystems filter out toxins, clean the water, and control floods.

Estuaries act as marine-life nurseries.

Forest ecosystems supply fresh water, provide oxygen, control erosion, and remove carbon from the atmosphere.

Many species, working together, are needed to provide these critical services. The loss of biodiversity reduces nature's ability to perform these functions. As greater fluctuations occur, ecosystems **as a whole**<sup>50</sup> become less stable. Instability causes ecosystems to be more vulnerable to extreme conditions and may also decrease productivity.

### Why is Biodiversity Important?

While the term "biodiversity" may not be well known or understood, the ecological services provided by biodiversity are vital to everyday life. Not a day, hour, or even second goes by that we do not depend on biodiversity for survival.

**The air we breathe**<sup>51</sup> is a product of photosynthesis by green plants.

Insects, worms, bacteria, and other tiny organisms **break down**<sup>52</sup> wastes and aid in the decomposition of dead plants and animals **to enrich**<sup>53</sup> soils.

More than 90 percent of the calories **consumed**<sup>54</sup> by people worldwide are produced from 80 plant species.

Almost 30 percent of medicines are developed from plants and animals, and many more are derived from these sources.

<http://www.pabiodiversity.org/whatisbiodiversity.html>

<sup>47</sup> **MAKE-UP** buradaki anlamıyla **yapı** demektir. **MAKE** fiili edatlarla birçok kullanıma sahiptir. Aşağıda anlamlarıyla birlikte birkaç örnek verilmiştir.

|                  |                            |                     |                                    |
|------------------|----------------------------|---------------------|------------------------------------|
| <b>Make do</b>   | Elde olan ile idare etmek  | <b>Make sure of</b> | Bir şeyin yapıldığından emin olmak |
| <b>Make for</b>  | Bir yöne doğru ilerlemek   | <b>Make up</b>      | Uydurmak, meydana getirmek         |
| <b>Make off</b>  | Kaçmak, sıvışmak           | <b>Make up for</b>  | Telafi etmek, tazmin etmek         |
| <b>Make out</b>  | Anlamak, kavramak          | <b>Make up to</b>   | Beğeni kazanmaya çalışmak          |
| <b>Make over</b> | Kullanım hakkını devretmek |                     |                                    |

<sup>48</sup> **HOME TO evsahipliği yapma** anlamında kullanılmıştır.

<sup>49</sup> **Passive** fiillerden sonra gelen fiiller daima **TO** almak zorundadır.

<sup>50</sup> **AS A WHOLE** burada **bir bütün olarak** anlamında kullanılmıştır.

<sup>51</sup> Cümle ortasında herhangi bir bağlaç veya bir noktalama işareti olmaksızın yeni bir cümleye başladığı her yerde gizli bir **THAT** vardır. Çeviri yaparken dikkat etmek gerekir.

<sup>52</sup> **BREAK DOWN** genellikle **parçalamak** ve **bozmak** anlamlarında kullanılır. Aşağıda **BREAK** fiili ile sık kullanılan edatlar ve anlamları verilmiştir.

|                      |  |
|----------------------|--|
| <b>Break into</b>    | Bir yere zorla girmek                    |
| <b>Break out</b>     | Patlak vermek, aniden başlamak           |
| <b>Break through</b> | Bir zorluğu, engeli aşmak                |
| <b>Break up</b>      | Ayrılmak, toplantıyı, gösteriyi dağıtmak |

<sup>53</sup> Cümle ortasında kullanılan **TO VERB** yapıları **amaç** bildirir.

<sup>54</sup> **RELATIVE CLAUSE** passive bir kısaltmadır. **Active** bir kısaltma **VERBing**, **passive** bir kısaltma **VERB3** olur.



| VOCABULARY     | MEANING                   | SYNONYMS   | ANTONYMS   |
|----------------|---------------------------|--|--|
| algae          | <i>suyosunu</i>           | sea-weed   |  |
| associate      | <i>birleřtirmek</i>       | connect; unite   | disconnect, disjoin, dissociate, disunite, divide, part, separate      |
| break down     | <i>bozmak</i>             | break  | confuse  |
| breathe        | <i>nefes almak</i>        | exhale   |  |
| combine        | <i>ile birleřmek</i>      | unite, join  | detach, disconnect, dissolve, divide, part, separate                   |
| community      | <i>topluluk</i>           |  |  |
| consider       | <i>düşünmek</i>           | regard; take into account                                  | discard, dismiss, forget, ignore, neglect, reject                      |
| consume        | <i>tüketmek</i>           | eat or drink; destroy; use up                              |  |
| decomposition  | <i>ayırřma</i>            | disintegration   | combination, development, growth, improvement                          |
| decrease       | <i>düşürmek</i>           | reduce, lessen; decline                                    | addition, development, enlargement, expansion, growth, increase, raise |
| define         | <i>tanımlamak</i>         | explain, clarify   |  |
| derive from    | <i>-den türemek</i>       | come from  |  |
| ecological     | <i>ekolojik</i>           |  |  |
| endanger       | <i>tehlikeye atmak</i>    | put in danger, put at risk                                 |  |
| enrich         | <i>zenginleřmek</i>       | improve, make better                                       | decrease, deplete, impoverish, reduce                                  |
| extreme        | <i>ařırđ, fazla</i>       | radical, excessive   | limited, mild, moderate  |
| filter out     | <i>sızmak, duyulmak</i>   |  |  |
| flood          | <i>sel</i>                | overflow   |  |
| fluctuation    | <i>dalgalanma</i>         | instability  |  |
| fungi          | <i>mantar</i>             |  |  |
| instability    | <i>dengeřizlik</i>        | changeability  | balance, constancy, soundness, stability, steadfastness                |
| insect         | <i>böcek</i>              |  |  |
| loss           | <i>kayıp</i>              | destruction  |  |
| make-up        | <i>oluřturmak</i>         | construct; constitute                                      |  |
| marine         | <i>deniz</i>              | of the sea, of the ocean                                   |  |
| nursery        | <i>bakımevi, fidanlık</i> |  |  |
| occur          | <i>ortaya çıkmak</i>      | happen, take place   | disappear, hide  |
| perform        | <i>gerçekteřtirmek</i>    | do, carry out  |  |
| photosynthesis | <i>fotosentez</i>         |  |  |
| process        | <i>iřlemek</i>            | advance  |  |
| productivity   | <i>verimlilik</i>         | generativeness, creativeness                               | unproductivity   |
| provide        | <i>sağlamak</i>           | supply, furnish  |  |
| rare           | <i>nadir</i>              | uncommon, unusual  | common, frequent, regular, typical, usual                              |
| reduce         | <i>azaltmak</i>           | lessen, diminish, decrease                                 | expand, grow, increase, raise  |
| remove         | <i>çıkarmak</i>           | take off, eliminate, get rid of; eject, dismiss, discharge | fix, place, remain, stay   |
| soil           | <i>toprak</i>             |  |  |
| stable         | <i>istikrarlı</i>         | steady   | inconstant, shaky, unfixed, unstable                                   |
| supply         | <i>sağlamak</i>           | furnish, equip; make up for, compensate for                |  |

|                   |                                |  |  |
|-------------------|--------------------------------|--|--|
| <b>support</b>    | <i>desteklemek</i>             | financially assist, provide for                    |  |
| <b>survival</b>   | <i>hayatta kalma</i>           |  |  |
| <b>sustain</b>    | <i>desteklemek</i>             | support, provide for, finance                      |  |
| <b>tapestry</b>   | <i>duvara asılan işli örtü</i> |  |  |
| <b>threaten</b>   | <i>tehdit etmek</i>            | endanger   |  |
| <b>tiny</b>       | <i>mini, ufacık</i>            | miniature, very small                              | big, enormous, gigantic,<br>great, huge, large, vast |
| <b>valuable</b>   | <i>değerli</i>                 | important  | unimportant, useless, valueless, worthless           |
| <b>variety</b>    | <i>değişiklik</i>              | diversity, multiplicity;<br>assortment; kind, sort |  |
| <b>vital</b>      | <i>hayati</i>                  | lively, living, crucial, critical,<br>necessary    |  |
| <b>vulnerable</b> | <i>hassas</i>                  | unprotected, defenseless;<br>exposed; susceptible  |  |
| <b>waste</b>      | <i>boş, atık, ıssız</i>        | useless, leftover, unused                          |  |
| <b>worldwide</b>  | <i>dünya çapında</i>           | global, universal                                  | limited, local                                       |
| <b>worm</b>       | <i>kurt (dökmek)</i>           | creep, crawl                                       |  |

**A) MATCH THE SYNONYMS**

|                  |                |
|------------------|----------------|
| 1) consider      | advance        |
| 2) consume       | carry out      |
| 3) decomposition | changeability  |
| 4) decrease      | come from      |
| 5) derive from   | constitute     |
| 6) fluctuation   | creativity     |
| 7) instability   | decrease       |
| 8) make-up       | disintegration |
| 9) occur         | furnish        |
| 10) perform      | important      |
| 11) process      | instability    |
| 12) productivity | provide for    |
| 13) provide      | reduce         |
| 14) rare         | regard         |
| 15) reduce       | support        |
| 16) support      | take place     |
| 17) sustain      | uncommon       |
| 18) valuable     | unprotected    |
| 19) vulnerable   | use up         |
| 20) waste        | useless        |

**B) Put the correct PREPOSITIONS from the following list in the sentences below.**

**of from in as of from of to with**

- The need ... understand the state's rich natural resources has never been more critical.
- The term ecosystem is defined ... a community of living organisms combined ... their associated physical environment.
- Ecosystems are the full tapestry ... nature that support life and they also provide valuable services.
- Almost 30 percent ... medicines are developed ... plants and animals, and many more are derived ... these sources.
- Biodiversity is the variety ... species, their genetic make-up, and the natural communities ... which they occur.

**C) Put the correct CONJUNCTIONS from the following list in the sentences below.**

**while as and such as that that**

- For many groups of organisms, ... insects, fungi, and algae, very little is known about them - not even what species occur in Pennsylvania.
- Ecosystems are the full tapestry of nature ... support life and they also provide valuable services.
- ... the term "biodiversity" may not be well known or understood, the ecological services provided by biodiversity are vital to everyday life.
- ... greater fluctuations occur, ecosystems as a whole become less stable.
- It includes all of the native plants and animals in Pennsylvania ... the processes ... sustain life on Earth.

## PROBABLE QUESTIONS TEST 6

1. **Biodiversity is the variety of species, their genetic make-up, and the natural communities ..... they occur.**
  - a) which
  - b) that
  - c) whose
  - d) of which
  - e) in which
2. **It includes all of the native plants and animals in Pennsylvania and the processes that ..... life on Earth.**
  - a) occur
  - b) clean
  - c) sustain
  - d) provide
  - e) combine
3. **Pennsylvania is home ..... over 25,000 different species of organisms, and ..... this total, over 800 are considered to be rare, threatened, or endangered.**
  - a) for/from
  - b) to/of
  - c) in/at
  - d) from/over
  - e) on/under
4. **For many groups of organisms, ..... insects, fungi, and algae, very little is known about them - not even what species occur in Pennsylvania.**
  - a) as well as
  - b) as regards
  - c) in terms of
  - d) such as
  - e) in spite of
5. **The term ecosystem ..... as a community of living organisms ..... with their associated physical environment.**
  - a) defined/combining
  - b) has defined/to combine
  - c) was defined/to have combined
  - d) is defined/combined
  - e) is defining/to be combined
6. **Ecosystems are the full tapestry of nature that support life and they also provide ..... services.**
  - a) valuable
  - b) fresh
  - c) stable
  - d) vulnerable
  - e) extreme
7. **Forest ecosystems ..... fresh water, provide oxygen, control erosion, and remove carbon from the atmosphere.**
  - a) cause
  - b) breath
  - c) supply
  - d) waste
  - e) decrease
8. **The loss ..... biodiversity reduces nature's ability ..... perform these functions.**
  - a) for/of
  - b) about/over
  - c) in/for
  - d) on/with
  - e) of/to
9. **..... the term "biodiversity" may not be well known or understood, the ecological services provided by biodiversity are vital to everyday life.**
  - a) As soon as
  - b) However
  - c) Whether
  - d) So that
  - e) While
10. **Insects, worms, bacteria, and other tiny organisms ..... wastes and aid in the decomposition of dead plants and animals to enrich soils.**
  - a) break down
  - b) combine with
  - c) derive from
  - d) make up
  - e) result from

## 6. BIODIVERSITY

Biodiversity is the [ ] of species, their genetic [ ], and the natural communities in which they occur. It [ ] all of the native plants and animals in Pennsylvania and the [ ] that sustain life on Earth. Pennsylvania is [ ] to over 25,000 different species of [ ], and of this total, over 800 are [ ] to be rare, threatened, or [ ]. For many groups of organisms, such as insects, fungi, and algae, very little is [ ] about them - not even what species [ ] in Pennsylvania! The need to understand the state's rich natural [ ] has never been more critical. The term ecosystem is [ ] as a [ ] of living organisms combined with their [ ] physical environment. It is our "home system" that makes life [ ]. Ecosystems are the full tapestry of nature that [ ] life and they also provide valuable services.

Wetland [ ] filter out toxins, clean the water, and [ ] floods.

■ Estuaries [ ] as marine-life nurseries.

■ Forest ecosystems [ ] fresh water, provide oxygen, control [ ], and remove carbon from the atmosphere.

Many species, working [ ], are needed to provide these critical services. The loss of [ ] reduces nature's ability to perform these functions. As greater [ ] occur, ecosystems as a whole become less stable. [ ] causes ecosystems to be more [ ] to extreme conditions and may also decrease [ ].

Why is Biodiversity Important?: While the term "biodiversity" may not be [ ] known or [ ], the ecological services provided by biodiversity are [ ] to everyday life. Not a day, hour, or even second goes by that we do not [ ] on biodiversity for survival.

The air we [ ] is a product of photosynthesis by green plants.

■ Insects, worms, bacteria, and other tiny organisms break down wastes and aid in the [ ] of [ ] plants and animals to [ ] soils.

■ More than 90 percent of the calories [ ] by people worldwide are [ ] from 80 plant species.

■ [ ] 30 percent of medicines are [ ] from plants and animals, and many more are [ ] from these sources.

act  
Almost  
associated  
biodiversity  
breathe  
community  
considered  
consumed  
control  
dead  
decomposition  
defined  
depend  
derived  
developed  
ecosystems  
endangered  
enrich  
erosion  
fluctuations  
home  
Instability  
includes  
known  
make-up  
occur  
organisms  
possible  
processes  
produced  
productivity  
resources  
supply  
support  
together  
understood  
variety  
vital  
vulnerable  
well

## 7.Global warming

Global warming is when the earth heats up (the temperature rises). It happens when greenhouse gases (carbon dioxide, water vapor, nitrous oxide, and methane) trap heat and light from the sun in the earth's atmosphere, which increases the temperature. This hurts many people, animals, and plants. Many cannot take the change, **so**<sup>55</sup> they die. The greenhouse effect is when the temperature rises because the sun's heat and light is trapped in the earth's atmosphere. This is like when heat is trapped in a car. On a very hot day, the car gets hotter when it is out in the parking lot. **This is because**<sup>56</sup> the heat and light from the sun can get into the car, by going through the windows, but it can't get back out. This is what the greenhouse effect does to the earth. The heat and light can **get through**<sup>57</sup> the atmosphere, but it can't get out. As a result, the temperature rises. The sun's heat can get into the car through the windows but is then trapped. This makes what ever the place might be, a greenhouse, a car, a building, or the earth's atmosphere, hotter. This diagram shows the heat coming into a car as visible light (light you can see) and infrared light (heat). Once the light is inside the car, it is trapped and the heat builds up, **just like**<sup>58</sup> it does in the earth's atmosphere. Sometimes the temperature can change in a way that helps us. The greenhouse effect makes the earth appropriate for people to live on. Without it, the earth would be freezing, or **on the other hand**<sup>59</sup> it would be burning hot. It would be freezing at night because the sun would be down. We would not get the sun's heat and light to make the night somewhat warm. **During**<sup>60</sup> the day, especially during the summer, it would be burning because the sun would be up with no atmosphere to filter it, so people, plants, and animals would be exposed to all the light and heat. Although the greenhouse effect makes the earth able to have people living on it, **if there gets to be too many gases, the earth can get unusually warmer, and many plants, animals, and people will die**<sup>61</sup>. They would die because there would be less food (plants like corn, wheat, and other vegetables and fruits). This would happen because the plants would not be able to take the heat. This would cause us to have less food to eat, but it would also limit the food that animals have. With less food, like grass, for the animals that we need to survive (like cows) we would even have less food. Gradually, people, plants, and animals would all die of hunger. Greenhouse gasses are in the earth's atmosphere that collect heat and light from the sun. With too many greenhouse gasses in the air, the earth's atmosphere will trap too much heat and the earth will get too hot. As a result people, animals, and plants would die because the heat would be too strong. [http://library.thinkquest.org/CR0215471/global\\_warming.htm](http://library.thinkquest.org/CR0215471/global_warming.htm)

<sup>55</sup> **SO bu yüzden** anlamında kullanılmıştır. **SEBEP/SONUÇ** bağlaç grubundadır. Aşağıdaki tabloda aynı grupta yer alan diğer bağlaçların bir kısmına yer verilmiştir.

|   |   |   |
|---|---|---|
| 1. Now that ( <b>çünkü, için, den dolayı</b> )      | 12. Because of ( <b>den dolayı</b> )                        | 23. As a result of ( <b>-nın sonucu olarak</b> )      |
| 2. Because ( <b>çünkü, için, den dolayı</b> )       | 13. Due to ( <b>den dolayı</b> )                            | 24. As a result ( <b>sonuç olarak</b> )               |
| 3. Since ( <b>çünkü, için, den dolayı</b> )         | 14. Owing to ( <b>den dolayı</b> )                          | 25. As a consequence of ( <b>-nın sonucu olarak</b> ) |
| 4. As ( <b>çünkü, için, den dolayı</b> )            | 15. On account of ( <b>den dolayı</b> )                     | 26. Consequently ( <b>sonuç olarak</b> )              |
| 5. In as much as ( <b>çünkü, için, den dolayı</b> ) | 16. In view of ( <b>den dolayı</b> )                        | 27. As a consequence ( <b>sonuç olarak</b> )          |
| 6. Seeing that ( <b>çünkü, için, den dolayı</b> )   | 17. On the grounds of ( <b>den dolayı</b> )                 | 28. In consequence ( <b>sonuç olarak</b> )            |
| 7. On the grounds that ( <b>den dolayı</b> )        | 18. By reason of ( <b>den dolayı</b> )                      | 29. Therefore ( <b>bu yüzden</b> )                    |
| 8. In that ( <b>çünkü</b> )                         | 19. For/on the purpose (that) ( <b>amacıyla</b> )           | 30. Thus ( <b>bu yüzden</b> )                         |
| 9. For ( <b>çünkü, için, den dolayı</b> )           | 20. So (that) / In order (that) ( <b>için, olsun diye</b> ) | 31. Hence ( <b>bu yüzden</b> )                        |
| 10. Accordingly ( <b>bu yüzden</b> )                | 21. So as to / in order to ( <b>-mak, -mek için</b> )       | 32. So ( <b>bu yüzden</b> )                           |
| 11. Thanks to ( <b>den dolayı/sayesinde</b> )       | 22. Thereby/whereby/by which ( <b>bu sayede</b> )           | 33. That's why/that is ( <b>bu sebeple</b> )          |

<sup>56</sup> **THIS IS BECAUSE bunun sebebi** anlamında kullanılmıştır.

<sup>57</sup> **GET THROUGH** burada **içinden geçmek** anlamında kullanılmıştır. Aşağıdaki tabloda çok sık kullanılan edatlı **GET** yapıları vardır.

|                       |   |                        |   |
|-----------------------|---|------------------------|---|
| <b>Get along with</b> | iyi ilişkilerde bulunmak, iyi geçinmek  | <b>Get out of</b>      | sorumluluktan kaçmak                    |
| <b>Get around</b>     | kandırmak                               | <b>Get out of hand</b> | kontrolden çıkmak                       |
| <b>Get away with</b>  | suçun yanına kar kalması, cezasız kalma | <b>Get over</b>        | atlatmak, hastalığı atlatmak, iyileşmek |
| <b>Get off</b>        | araçtan inmek                           | <b>Get rid of</b>      | başından savmak, kurtulmak              |
| <b>Get on with</b>    | birisi ile iyi geçinmek                 | <b>Get through</b>     | bitirmek, tüketmek, içinden geçmek      |

<sup>58</sup> **JUST LIKE tıpkı** anlamında kullanılmıştır.

<sup>59</sup> **ON THE OTHER HAND diğer taraftan** anlamındadır.

<sup>60</sup> **DURING esnasında** anlamında kullanılır. Kendisinden sonra gelen zaman yapısına göre hem **SIMPLE PAST TENSE (during 1990-2000)** hem de **PRESENT PERFECT TENSE (during the last two weeks)** ile kullanılır. **WHILE** ile aynı anlama gelir ama **WHILE** cümle, **DURING** isim alır.

<sup>61</sup> **IF CLAUSE** yapısıdır. **IF** ile ilgili bilinmesi gerekenler aşağıdaki tabloda verilmiştir. Bir birine bağlı olayları anlatmada kullanılır.

| IF CLAUSE yapılarına birer örnek   |   |
|--|---|
| 1. If Clause ve Main Clause gibi iki temel cümlesi vardır.                   | <b>TYPE 1:</b> If you help me, I will finish the study earlier.                         |
| 2. Genel itibarıyla 3 bölüme ayrılır. Sık kullanılan 2 adet MIX TYPE vardır. | <b>TYPE 2:</b> If you helped me, I would finish the study earlier.                      |
| 3. Main clause cümlesinde have V3 / had V3 kullanılmaz.                      | <b>TYPE 3:</b> If you had helped me, I would have finished the study earlier.           |
| 4. DEVRİK yapılarda anlam hiçbir şekilde değişmez.                           | <b>MIX TYPE 1:</b> If you had helped me, I would finish the study now/today/at present. |
| <b>DİĞER IF CLAUSE BAĞLAÇLARI</b>  |   |
| <b>IF CLAUSE cümlelerinin DEVRİK halleri</b>                                 |   |
| I wish / If only   | <b>TYPE 1: SHOULD</b> you help me, I will finish the study earlier.                     |
| Unless   | <b>TYPE 2: WERE</b> you TO HELP me, I would finish the study earlier.                   |
| As if / As Though  | <b>TYPE 3: HAD</b> you helped me, I would have finished the study earlier.              |
| Even if  | <b>MIX TYPE 1: HAD</b> you helped me, I would finish the study now/today/at present.    |
| Imagine (that)   | <b>MIX TYPE 2: WERE</b> he to be your real friend, he would have helped you yesterday.  |
| What if  |   |
| Whether ... or not   |   |
| In case  |   |
| Provided / Providing (that)  |   |
| As long as / so long as  |   |
| What if  |   |
| Suppose / Supposing / Assuming (that)  |   |
| Only if  |   |
| Without  |   |



| VOCABULARY            | MEANING                           | SYNONYMS  | ANTONYMS  |
|-----------------------|-----------------------------------|---|---|
| <b>appropriate</b>    | <i>uygun, ayırmak</i>             | suitable, proper, set aside                             | improper, unbecoming, unfitting, unseemly, unsuitable, unsuited     |
| <b>as a result</b>    | <i>sonuç olarak</i>               | due to that, therefore, accordingly                     |   |
| <b>build up</b>       | <i>kurmak, yükseltmek</i>         | construct   |   |
| <b>collect</b>        | <i>toplamak</i>                   | gather, assemble  | dispense, disperse, disseminate, distribute, divide, scatter, share |
| <b>cow</b>            | <i>inek, yıldırmaq</i>            | frighten  |   |
| <b>diagram</b>        | <i>şema, taslak</i>               |   |   |
| <b>especially</b>     | <i>özellikle</i>                  | particularly, specifically                              | commonly, generally, normally, ordinarily, unexceptionally, usually |
| <b>freezing</b>       | <i>dondurucu</i>                  | very cold, icy  |   |
| <b>gradually</b>      | <i>yavaş yavaş</i>                | progressively   | abruptly, fastly, intermittently, suddenly                          |
| <b>grass</b>          | <i>çim, esrar</i>                 |   |   |
| <b>heat up</b>        | <i>ısıtmak, kızdırmak</i>         |   |   |
| <b>increase</b>       | <i>artırmak</i>                   | growth, expansion, enlarge                              | decrease, depletion, diminishment, loss, subtraction                |
| <b>infrared light</b> | <i>kızılötesi ışın</i>            |   |   |
| <b>inside</b>         | <i>içinde</i>                     | within, in  | exterior, external, outer, outside                                  |
| <b>methane</b>        | <i>metan</i>                      |   |   |
| <b>nitrous oxide</b>  | <i>azot oksit, nitroz oksit</i>   | chemical compound                                       |   |
| <b>parking lot</b>    | <i>otopark</i>                    | parking garage  |   |
| <b>somewhat</b>       | <i>bir parça, biraz</i>           | slightly  |   |
| <b>then</b>           | <i>ondan sonra, zira, o zaman</i> | afterwards  |   |
| <b>through</b>        | <i>içinden, sayesinde</i>         | by way of   |   |
| <b>trap</b>           | <i>tuzak, yakalamak</i>           | capture, contain  |   |
| <b>unusually</b>      | <i>olağandışı olarak</i>          | uncommonly, irregularly; extraordinarily, exceptionally |   |
| <b>vapor</b>          | <i>buhar, kuruntu</i>             | steam   |   |
| <b>visible</b>        | <i>görülebilir</i>                | observable; obvious, apparent                           | concealed, hidden, invisible, obscured, unseeable                   |
| <b>without</b>        | <i>olmadan, meksizin</i>          | with none   |   |

**A) MATCH THE SYNONYMS**

|                   |                   |
|-------------------|-------------------|
| 1) appropriate    | accordingly       |
| 2) as a result    | afterwards        |
| 3) build up       | apparent          |
| 4) collect        | assemble          |
| 5) cow            | by way of         |
| 6) especially     | capture           |
| 7) freezing       | chemical compound |
| 8) gradually      | construct         |
| 9) increase       | enlarge           |
| 10) inside        | exceptionally     |
| 11) nitrous oxide | frighten          |
| 12) parking lot   | parking garage    |
| 13) somewhat      | particularly      |
| 14) then          | progressively     |
| 15) through       | slightly          |
| 16) trap          | steam             |
| 17) unusually     | suitable          |
| 18) vapor         | very cold         |
| 19) visible       | with none         |
| 20) without       | within            |

**B) Put the correct PREPOSITIONS from the following list in the sentences below.**

**in for to on through from with in in out**

- The heat and light can get ... the atmosphere, but it can't get ....
- Sometimes the temperature can change ... a way that helps us.
- The greenhouse effect makes the earth appropriate ... people ... live ....
- ... too many greenhouse gasses ... the air, the earth's atmosphere will trap too much heat and the earth will get too hot.
- Greenhouse gasses are ... the earth's atmosphere that collect heat and light ... the sun

**C) Put the correct CONJUNCTIONS from the following list in the sentences below.**

**but once if because without on the other hand although**

- The greenhouse effect is when the temperature rises ... the sun's heat and light is trapped in the earth's atmosphere.
- ... the light is inside the car, it is trapped and the heat builds up, just like it does in the earth's atmosphere.
- ... it, the earth would be freezing, or ... it would be burning hot.
- ... the greenhouse effect makes the earth able to have people living on it, ... there gets to be too many gases, the earth can get unusually warmer, and many plants, animals, and people will die .
- The sun's heat can get into the car through the windows ... is then trapped.

## PROBABLE QUESTIONS TEST 7

1. **Global warming ..... when greenhouse gases trap heat and light from the sun in the earth's atmosphere, which ..... the temperature.**

- a) happened/increased
- b) happens/increases
- c) is hapenning/has been increased
- d) had happened/has increased
- e) was happened/increased

2. **This is because the heat and light ..... the sun can get into the car, by going ..... the windows, but it can't get back out.**

- a) on/in
- b) near/by
- c) over/at
- d) from/through
- e) for/off

3. **The sun's heat can get into the car through the windows ..... is then trapped.**

- a) however
- b) unless
- c) but
- d) in order that
- e) so long as

4. **Without heat, the earth ..... freezing, or on the other hand it would be burning hot.**

- a) can be
- b) may be
- c) ought to be
- d) might have been
- e) would be

5. **During the day, ..... during the summer, it would be burning because the sun would be up with no atmosphere to filter it, so people, plants, and animals would be exposed to all the light and heat.**

- a) unusually
- b) especially
- c) gradually
- d) appropriately
- e) strongly

6. **..... the greenhouse effect makes the earth able to have people living on it, if there gets to be too many gases, the earth can get unusually warmer, and many plants, animals, and people will die.**

- a) Nevertheless
- b) Although
- c) Providing
- d) Furthermore
- e) When

7. **Without heat, there would be less food to eat, ..... it would also limit the food that animals have.**

- a) whereas
- b) whether
- c) in order that
- d) so as to
- e) but

8. **..... less food, like grass, for the animals that we need ..... survive (like cows) we would even have less food.**

- a) For/on
- b) Without/for
- c) Under/off
- d) By/from
- e) With/to

9. **Greenhouse gasses are in the earth's atmosphere ..... collect heat and light from the sun.**

- a) whose
- b) in that
- c) that
- d) those
- e) where

10. **With too many greenhouse gasses in the air, the earth's atmosphere will ..... too much heat and the earth will get too hot.**

- a) trap
- b) survive
- c) expose
- d) burn
- e) increase

# 7.GLOBAL WARMING

Global warming is when the earth [ ] (the temperature rises). It [ ] when greenhouse gases (carbon dioxide, [ ] vapor, nitrous oxide, and methane) trap heat and light from the sun in the earth's atmosphere, which [ ] the temperature. This hurts many people, animals, and [ ]. Many cannot take the change, so they die.

What is the greenhouse effect?: The [ ] effect is when the temperature [ ] because the sun's heat and light is [ ] in the earth's atmosphere. This is like [ ] heat is trapped in a car. On a very hot day, the car gets [ ] when it is out in the parking lot. This is because the heat and [ ] from the sun can get into the car, by going [ ] the windows, but it can't get back out. This is what the greenhouse [ ] does to the [ ]. The heat and light can [ ] the atmosphere, but it can't get out. [ ], the temperature rises. The sun's heat can get into the car through the windows but is [ ] trapped. This makes what ever the place [ ], a greenhouse, a car, a building, or the earth's atmosphere, hotter. This [ ] shows the heat coming into a car as [ ] light (light you can see) and infrared light (heat). Once the light is [ ] the car, it is trapped and the heat builds up, [ ] it does in the earth's atmosphere.

Sometimes the temperature can change in a way that helps us. The greenhouse effect makes the earth [ ] for people to live on. Without it, the earth would be [ ], or on the other hand it would be burning hot. It would be freezing at night [ ] the sun would be down. We would not get the sun's [ ] and light to make the night [ ] warm. During the day, especially [ ] the summer, it would be [ ] because the sun would be up with no atmosphere to [ ] it, so people, plants, and animals would be exposed to all the light and heat.

[ ] the greenhouse effect makes the earth able to have people living on it, if there gets to be too many gases, the earth can get unusually [ ], and many plants, animals, and people will die. They would die because there would be less food (plants like corn, wheat, and other [ ] and fruits). This would [ ] because the plants would not be able to take the heat. This would cause us to have less food to eat, but it would also limit the food that animals have. [ ] less food, like grass, for the animals that we [ ] to survive (like [ ]) we would even have less food. Gradually, people, plants, and animals would all die of hunger.

What are greenhouse gasses?: Greenhouse gasses are gasses are in the earth's atmosphere that [ ] heat and light from the [ ]. With too many greenhouse gasses in the air, the earth's atmosphere will trap too much heat and the earth will get too hot. As a result people, animals, and plants would [ ] because the heat would be too strong.

Although appropriate  
As a result  
because  
burning  
collect  
cows  
die  
during  
earth  
effect  
filter  
freezing  
get through  
greenhouse  
happen  
happens  
heat  
heats up  
hotter  
increases  
inside  
just like  
light  
might be  
need  
plants  
rises  
somewhat  
sun  
then  
through  
trapped  
vegetables  
visible  
warmer  
water  
when  
With

## 8.Global warming 2

### What is global warming doing to the environment?

Global warming **is affecting** <sup>62</sup>many parts of the world. Global warming makes the sea rise, and when the sea rises, the water covers many low land islands. This is a big problem for many of the plants, animals, and people on islands. The water covers the plants and causes some of them to die. When they die, the animals lose a source of food, along with their habitat. Although animals have a better ability to adapt to what happens than plants do, they may die also. **When** <sup>63</sup>the plants and animals die, people lose two sources of food, plant food and animal food. They may also lose their homes. As a result, they **would** <sup>64</sup>also have to leave the area or die. This would be called a break in the food chain, or a chain reaction, one thing happening that leads to another **and so on** <sup>65</sup>.

The oceans are affected by global warming in other ways, **as well** <sup>66</sup>. Many things that are happening to the ocean are linked to global warming. One thing that is happening is warm water, caused from global warming, is harming and killing algae in the ocean. Algae is a producer that you can see floating on the top of the water. (A producer is something that makes food for other animals through photosynthesis, like grass.) This floating green algae is food to many consumers in the ocean. (A consumer is something that eats the producers.) One kind of a consumer is small fish. There are many others **like** <sup>67</sup>crabs, some whales, and many other animals. Fewer algae is a problem because there is less food for us and many animals in the sea. Global warming is doing many things to people **as well as** <sup>68</sup>animals and plants. It is killing algae, but it is also destroying many huge forests. The pollution that causes global warming is linked to acid rain. Acid rain gradually destroys almost everything it touches. Global warming is also causing many more fires that wipe out whole forests. This happens because global warming can make the earth very hot. In forests, some plants and trees leaves can be so dry that they catch on fire.

### What causes global warming?

Many things cause global warming. One thing that causes global warming is electrical pollution. Electricity causes pollution in many ways, some **worse than** <sup>69</sup>others. In most cases, fossil fuels are burned to create electricity. Fossil fuels are made of dead plants and animals. Some examples of fossil fuels are oil and petroleum. Many pollutants (chemicals that pollute the air, water, and land) are sent into the air when fossil fuels are burned. Some of these chemicals are called greenhouse gasses. We use these sources of energy **much more than** <sup>70</sup>the sources that **give off** <sup>71</sup>less pollution. Petroleum, one of the sources of energy, is used a lot. It is used for transportation, making electricity, and making many other things. Although this source of energy gives off a lot of pollution, it is used for 38% of the United States' energy.

[http://library.thinkquest.org/CR0215471/global\\_warming.htm](http://library.thinkquest.org/CR0215471/global_warming.htm)

<sup>62</sup> **PRESENT CONTINUOUS TENSE** kendisinden sonra gelen zaman zarfına göre hem **SIMPLE PRESENT TENSE** ile (**NOWADAYS/THESEDAYS**), hem de **FUTURE TENSE** ile (**TOMORROW**) kullanılabilir.

<sup>63</sup> **WHEN** zaman bağlacıdır ve genellikle kendi cümlesi **WILL/WOULD/SHALL** almaz.

**Cümlecik olarakta hem NOUN CLAUSE hem de RELATIVE CLAUSE yapılarında kullanılabilir.**

**WHEN WILL HE COME? (Question Word)**

**I KNOW WHEN HE WILL COME (Noun Clause)**

**WHEN HE COMES, WE WILL GO (Adverbial Clause)**

**Geçmiş zaman cümlesi her 3 past zaman ile de kullanılabilir.**

**WHEN HE CAME, I WENT**

**WHEN HE CAME, I WAS GOING**

**WHEN HE CAME, I HAD GONE**

<sup>64</sup> **WOULD** yapısının kullanım alanı çoktur. Birkaç örnek verelim. Daha önce de vermiştik ama çok sık karşılaştığımız için bir daha verme gereği gördüm.

**I WOULD HAVE GONE IF YOU HAD STUDIED (type 3/if clause yapısında kullanılır.)**

**I WOULD GO IF YOU CAME (type 2/if clause yapısında kullanılır.)**

**I WOULD STUDY HARD IN THE PAST (USED TO yerine kullanılır.)**

**I WOULD LIKE TO GO (WANT anlamında/istemek anlamında kullanılır.)**

**I WOULD RATHER GO EARLIER (PREFER anlamında/tercih etmek anlamında kullanılır.)**

**HE SAID THAT HE WOULD GO (WILL yapısının past hali olarak kullanılır.)**

<sup>65</sup> **AND SO NO** ve benzeri anlamında kullanılır. **ETCETERA (etc.)**, **AND OTHERS** ve **AND SO FORTH** ile aynı anlamda kullanılır.

<sup>66</sup> **AS WELL -da, -de** anlamında ve genellikle cümle sonunda kullanılır.

<sup>67</sup> **LIKE** burada **gibi** anlamında kullanılmıştır.

<sup>68</sup> **AS WELL AS** **yanısıra** anlamında kullanılmıştır. **IN ADDITION TO**, **AND ALSO**, **AND LIKewise** ile aynı anlamda kullanılır.

<sup>69</sup> **WORSE THAN** düzensiz bir **COMPARATIVE** yapısıdır. **BAD (ADJECTIVE) /WORSE (COMPARATIVE) /THE WORST (SUPERLATIVE)**

<sup>70</sup> **MUCH MORE THAN** comparative yapısıdır. **-DEN ÇOK DAHA FAZLA** anlamında kullanılır.

<sup>71</sup> **GIVE OFF** burada **salmak** anlamında kullanılmıştır. Aşağıdaki tabloda **GIVE** fiili ile birlikte kullanılan edatları anlamlarıyla birlikte yer verilmiştir.

|                     |                                |
|---------------------|--------------------------------|
| <b>Give back</b>    | Geri vermek, borcu geri ödemek |
| <b>Give in to</b>   | Boyun eğmek, teslim olmak      |
| <b>Give out</b>     | Serbest bırakmak, yaymak       |
| <b>Give rise to</b> | Yol açmak, sebep olmak         |
| <b>Give up</b>      | Bırakmak, terk etmek           |

| VOCABULARY     | MEANING                     | SYNONYMS                                   | ANTONYMS   |
|----------------|-----------------------------|--|--|
| ability        | <i>yetenek</i>              | power, capacity, capability; skill, talent |  |
| adapt to       | <i>uyum sağlamak</i>        | conform                                    |  |
| affect         | <i>etkilemek</i>            | influence                                  |  |
| almost         | <i>hemen hemen</i>          | nearly, closely                            |  |
| along with     | <i>ile birlikte</i>         | together with                              |  |
| as well as     | <i>yanısıra</i>             | in addition to, and also, and likewise     |  |
| break          | <i>kırmak, bozmak</i>       | crack                                      | association, attachment, binding, combination, fastening, juncture |
| burn           | <i>yanmak, yakmak</i>       | be on fire                                 |  |
| catch          | <i>yakalamak</i>            | capture                                    |  |
| cause          | <i>sebep olmak</i>          | make happen, bring about                   |  |
| chain          | <i>zincir</i>               |  |  |
| consumer       | <i>tüketici</i>             | buyer                                      |  |
| cover          | <i>kapsamak</i>             | encase; protect; include                   |  |
| crab           | <i>yengeç, kusur bulmak</i> | complain; criticize                        |  |
| destroy        | <i>yok etmek</i>            | demolish, ruin                             |  |
| dry            | <i>kuru(tmak)</i>           |  | damp, humid, juicy, moist, watery, wet                             |
| float          | <i>yüzmek</i>               | drift                                      |  |
| forest         | <i>orman</i>                |  |  |
| give off       | <i>yaymak, çıkarmak</i>     | emit; send out                             |  |
| gradually      | <i>yavaş yavaş</i>          | progressively                              | abruptly, fastly, intermittently, suddenly                         |
| habitat        | <i>yaşam alanı</i>          | environment, surroundings                  |  |
| harm           | <i>zarar vermek</i>         | cause damage, injure                       | advantage, benefit, blessing, good, pleasure                       |
| leave          | <i>ayrılmak</i>             |  | limitation, prohibition, restriction                               |
| link to        | <i>-e bağlamak</i>          | connect                                    |  |
| lose           | <i>kaybetmek</i>            |  |  |
| on fire        | <i>yanmakta</i>             | burning                                    |  |
| pollutant      | <i>kirletici</i>            | contaminant                                |  |
| pollution      | <i>kirlilik</i>             | contamination                              |  |
| send           | <i>göndermek</i>            |  |  |
| transportation | <i>ulaşım</i>               | shipping, transit                          |  |
| whale          | <i>balina</i>               |  |  |
| whole          | <i>bütün</i>                | complete                                   | fractional, incomplete, part, partial                              |
| wipe out       | <i>silme, temizlemek</i>    | destroy                                    |  |
| worse          | <i>daha kötü</i>            |  |  |



**A) MATCH THE SYNONYMS**

|                    |                |
|--------------------|----------------|
| 1) ability         | be on fire     |
| 2) adapt to        | burning        |
| 3) affect          | capture        |
| 4) along with      | cause damage   |
| 5) as well as      | complete       |
| 6) burn            | conform        |
| 7) catch           | connect        |
| 8) cause           | contamination  |
| 9) destroy         | demolish       |
| 10) float          | destroy        |
| 11) give off       | drift          |
| 12) gradually      | environment    |
| 13) habitat        | in addition to |
| 14) harm           | influence      |
| 15) link to        | make happen    |
| 16) on fire        | progressively  |
| 17) pollution      | send out       |
| 18) transportation | shipping       |
| 19) whole          | talent         |
| 20) wipe out       | together with  |

**B) Put the correct PREPOSITIONS from the following list in the sentences below.**

**of for in to on to to out**

- a) Global warming is also causing many more fires that wipe ... whole forests.
- b) Algae is a producer that you can see floating ... the top ... the water.
- c) Fewer algae is a problem because there is less food ... us and many animals ... the sea.
- d) The pollution that causes global warming is linked ... acid rain.
- e) Many things that are happening ... the ocean are linked ... global warming.

**C) Put the correct CONJUNCTIONS from the following list in the sentences below.**

**so although what when as well as when**

- a) Global warming makes the sea rise, and ... the sea rises, the water covers many low land islands.
- b) ... animals have a better ability to adapt to ... happens than plants do, they may die also.
- c) ... the plants and animals die, people lose two sources of food, plant food and animal food.
- d) Global warming is doing many things to people ... animals and plants.
- e) In forests, some plants and trees leaves can be ... dry that they catch on fire.

## PROBABLE QUESTIONS TEST 8

1. Global warming makes the sea rise, and ..... the sea rises, the water covers many low land islands.

- a) therefore
- b) nonetheless
- c) notwithstanding
- d) whether
- e) when

2. .... animals have a better ability to adapt to what happens than plants do, they may die also.

- a) Nevertheless
- b) Despite
- c) Although
- d) In order that
- e) Also

3. When the plants and animals die, people ..... two sources of food, plant food and animal food.

- a) leave
- b) lose
- c) cause
- d) harm
- e) produce

4. Many things that are happening to the ocean ..... to global warming.

- a) is linked
- b) are linking
- c) will be linked
- d) are linked
- e) has been linked

5. One thing that is happening is warm water, caused ..... global warming, is harming and killing algae ..... the ocean.

- a) from/in
- b) to/for
- c) about/over
- d) at/on
- e) of/into

6. Global warming is doing many things to people ..... animals and plants.

- a) so that
- b) in order to
- c) in terms of
- d) as well as
- e) such as

7. Acid rain ..... destroys almost everything it touches.

- a) conversely
- b) gradually
- c) confidentially
- d) accurately
- e) faultlessly

8. Global warming is also causing many more fires that ..... whole forests.

- a) give off
- b) make of
- c) wipe out
- d) used for
- e) lead to

9. In forests, some plants and trees leaves can be ..... dry ..... they catch on fire.

- a) such/that
- b) more/than
- c) rather/than
- d) so/that
- e) such/as

10. Petroleum is used ..... transportation and although this source of energy gives ..... a lot of pollution, it is used for 38% of the United States' energy.

- a) in/about
- b) for/off
- c) to/in
- d) over/to
- e) at/of

## 8.GLOBAL WARMING 2

What is global warming doing to the environment?

Global warming is  many parts of the world. Global warming  the sea rise, and when the sea rises, the water covers many low land . This is a big problem for many of the plants, , and people on islands. The water  the plants and causes some of them to die. When they die, the animals lose a  of food, along with their . Although animals have a better ability to  to what happens  plants do, they may die also. When the plants and animals die, people lose two  of food, plant food and animal food. They may also  their homes. As a result, they  also have to leave the area or die. This would be called a break in the food chain, or a  reaction, one thing happening that leads to  and so on.

The oceans are affected by global warming in other ways, . Many things that are  to the ocean are  to global warming. One thing that is happening is warm water, caused from global warming, is harming and killing algae in the . Algae is a producer that you can see  on the top of the water. (A producer is something that makes food for other animals through photosynthesis, like grass.) This floating  algae is food to many consumers in the ocean. (A  is something that eats the producers.) One kind of a consumer is  fish. There are many others like crabs, some , and many other animals. Fewer algae is a problem  there is less food for us and many animals in the sea.

Global warming is doing many things to people as well as animals and plants. It is killing algae, but it is also destroying many huge . The pollution that causes global warming is linked to . Acid rain gradually  almost everything it touches. Global warming is also causing many more fires that  whole forests. This happens because global warming can make the earth very hot. , some plants and trees leaves can be so dry that they catch .

What causes global warming?

Many things cause global warming. One thing that causes global warming is  pollution. Electricity causes  in many ways, some worse than others. In most , fossil fuels are burned to create electricity. Fossil fuels are made of  plants and animals. Some examples of  fuels are oil and . Many pollutants (chemicals that pollute the air, water, and land) are sent into the air when fossil fuels are . Some of these chemicals are  greenhouse gasses.

We use these sources of energy much more than the sources that give off less pollution. Petroleum, one of the sources of energy, is used a lot. It is used for , making electricity, and making many other things.  this source of energy gives off a lot of pollution, it is used for 38% of the United States' energy.

acid rain  
adapt  
affecting  
Although  
animals  
another  
as well  
because  
burned  
called  
cases  
chain  
consumer  
covers  
dead  
destroys  
electrical  
floating  
forests  
fossil  
green  
habitat  
happening  
In forests  
islands  
linked  
lose  
makes  
ocean  
on fire  
petroleum  
pollution  
small  
source  
sources  
than  
transportation  
whales  
wipe out  
would

## 9.Atom

Atom is the tiny basic building block of matter. All the material on Earth is **composed of**<sup>72</sup> various combinations of atoms. Atoms are the smallest particles of a chemical element **that still exhibit**<sup>73</sup> all the chemical properties unique to that element. A row of 100 million atoms would be only about a centimeter long. Understanding atoms is key to understanding the physical world. More than 100 different elements exist in nature, each with its own unique atomic makeup. The atoms of these elements react with one another and combine in different ways **to form**<sup>74</sup> a virtually unlimited number of chemical compounds. **When**<sup>75</sup> two or more atoms combine, they form a molecule. For example, two atoms of the element hydrogen (abbreviated H) combine with one atom of the element oxygen (O) to form a molecule of water (H<sub>2</sub>O). **Since**<sup>76</sup> all matter-from its formation in the early universe to presentday biological systems-consists of atoms, understanding their structure and properties plays a vital role in physics, chemistry, and medicine. **In fact**<sup>77</sup>, knowledge of atoms is essential to the modern scientific understanding of the complex systems that govern the physical and biological worlds. Atoms and the compounds they form play a part in **almost**<sup>78</sup> all processes that occur on Earth and in space. All organisms rely on a set of chemical compounds and chemical reactions to digest food, transport energy, and reproduce. Stars such as the Sun rely on reactions in atomic nuclei to produce energy. Scientists duplicate these reactions in laboratories on Earth and study them to learn about processes that occur throughout the universe. Throughout history, people **have sought**<sup>79</sup> to explain the world in terms of its most basic parts. Ancient Greek philosophers conceived of the idea of the atom, which they defined as the smallest possible piece of a substance. The word comes from the Greek word meaning "not divisible." The ancient Greeks also believed this fundamental particle was indestructible. Scientists have since learned that atoms are not indivisible but made of smaller particles, and atoms of different elements contain different numbers of each type of these smaller particles.

<http://dpsbiratnagar.info/dutta4u/>

<http://lyentertain.com/ch.html>

<sup>72</sup> **PRESENT PASSIVE** bir yapıdır. Ayrıca **COMPOSE 'OF'** edatı ile kullanılır.

<sup>73</sup> **RELATIVE CLAUSE** yapısıdır ama bazen relative clause pronoun ile fiil arasına zarf gelir. Dikkat etmekte fayda var.

<sup>74</sup> Cümle ortasında kullanılan **TO VERB** yapısı **AMAÇ** bildirmek için kullanılır. **IN ORDER TO / TO / SO AS TO** ile aynı anlamda kullanılır.

<sup>75</sup> İki cümleyi zaman anlamında birbirine bağlar. Anlam bağlantılarına bakmak önemlidir. **Zaman uyumu** esastır. Özellikle zaman bağlacının kendi cümlesinde **WILL / WOULD** ve **SHALL** yapıları kullanılmaz. Cümle ortasında **GENELLİKLE** virgül almazlar.

<sup>76</sup> **SINCE** yapısının iki kullanımı vardır. Biri bağlaç anlamında **İÇİN, ÇÜNKÜ, DEN DOLAYI** anlamında diğeri de **-DEN BERİ** anlamında olarak kullanılır. **-DEN BERİ** anlamında kendisinden sonra genellikle **PAST** isim veya cümle alır.

<sup>77</sup> **ASLINDA, GERÇEKTE** anlamında kullanılır. **INDEED** ile aynı anlamı taşır.

<sup>78</sup> **ALMOST HEMEN HEMEN** anlamında kullanılır. **NEARLY** ile aynı anlamdadır.

<sup>79</sup> **PRESENT PERFECT TENSE** yapısıdır. Aşağıdaki tabloda **PERFECT** yapılarla sık kullanılan zaman zarfları ve bağlaçlar verilmiştir.

|              | Present Perfect   | Past Perfect  | Future Perfect   |
|--------------|---|---|--|
| Adverbs      | lately, recently, so far, up to now, until now,for/in/ during / over /within the last / past few days / weeks / months etc., before (now), since, for, today, this morning /season/week/year etc.,several times this week/month/year etc.,still, yet, already, just | <b>PRESENT PERFECT TENSE</b> zaman zarflarının bir kısmı anlamlı olması koşuluyla <b>PAST PERFECT TENSE</b> ile kullanılabilir.                 | - by next ...<br>- by the end of this ....<br>- by then<br>- by the time<br>- by |
| Conjunctions |   | before - after - as soon as - by the time<br>- until - no sooner .. than –<br>barely ...when- scarcely ... when-<br>hardly ... when - when etc. |  |

| VOCABULARY     | MEANING                         | SYNONYMS   | ANTONYMS   |
|----------------|---------------------------------|--|--|
| basic          | <i>temel</i>                    | fundamental, essential, principal  | secondary,   |
| matter         | <i>madde</i>                    | material, substance  |  |
| be composed of | <i>den oluşmak</i>              |  |  |
| various        | <i>çeşitli</i>                  | diverse, different   | individual, same, similar, uniform                   |
| particle       | <i>parçacık</i>                 | piece, fragment  |  |
| exhibit        | <i>sergilemek</i>               | display, show  |  |
| unique         | <i>eşsiz</i>                    | single, sole, exclusive, rare, unusual                                     | common, commonplace, normal, usual                   |
| row            | <i>sıra, dizi</i>               |  |  |
| key            | <i>anahtar</i>                  | answer, clue, solution, basis  |  |
| exist          | <i>var olmak</i>                | live, be alive, be   |  |
| react          | <i>etkileşmek, tepki vermek</i> | behave, respond, reply, answer   |  |
| combine        | <i>birleşmek</i>                | integrate, incorporate, mix, blend; join, unify                            | detach, disconnect, dissolve, divide, part, separate |
| form           | <i>şekil, oluşturmak</i>        | make, construct, build, create   |  |
| virtually      | <i>hemen hemen</i>              | more or less, almost, nearly, approximately                                |  |
| unlimited      | <i>sınırsız</i>                 | unrestricted   | restricted   |
| abbreviate     | <i>kısaltmak</i>                | shorten, reduce, cut   | lengthen, expand                                     |
| formation      | <i>oluşum</i>                   | emergence, development   | disappearance  |
| consist of     | <i>den oluşmak</i>              | be made of   |  |
| in fact        | <i>aslında</i>                  | indeed, actually   |  |
| knowledge      | <i>bilgi</i>                    | understanding, skill   | ignorance  |
| essential      | <i>gerekli</i>                  | basic, fundamental, primary  | secondary, unimportant                               |
| govern         | <i>hakim olmak, yönetmek</i>    | rule, control, be dominate, manage   |  |
| play a part in | <i>rol oynamak</i>              |  |  |
| rely on        | <i>güvenmek</i>                 | depend on, reckon on, be sure of, believe in, trust in                     |  |
| reaction to    | <i>tepki</i>                    | response, answer, reply  |  |
| duplicate      | <i>kopyalamak</i>               | copy, photocopy, clone   |  |
| throughout     | <i>boyunca</i>                  | all over   |  |
| in terms of    | <i>dayanarak</i>                |  |  |
| conceive       | <i>düşünmek</i>                 | think up, think of   |  |
| define         | <i>tanımlamak</i>               | explain  |  |
| substance      | <i>madde</i>                    | material, matter   |  |
| fundamental    | <i>temel</i>                    | basic  | secondary  |
| divisible      | <i>bölünebilir</i>              |  | indivisible, inseparable                             |
| indestructible | <i>parçalanamaz</i>             | unbreakable, durable; lasting,   | fragile, breakable                                   |
| be made up of  | <i>den oluşmak</i>              |  |  |
| particle       | <i>parçacık</i>                 | piece, fragment  |  |
| contain        | <i>içermek</i>                  | include, incorporate, encompass, consist of, be made up of, be composed of | exclude  |

**A) MATCH THE SYNONYMS**

|                    |               |
|--------------------|---------------|
| 1) various         | all over      |
| 2) particle        | approximately |
| 3) exhibit         | be made of    |
| 4) exist           | clone         |
| 5) react           | depend on     |
| 6) combine         | development   |
| 7) virtually       | display       |
| 8) unlimited       | diverse       |
| 9) abbreviate      | fragment      |
| 10) formation      | integrate     |
| 11) consist of     | live          |
| 12) knowledge      | material      |
| 13) rely on        | piece         |
| 14) reaction to    | reply         |
| 15) duplicate      | respond       |
| 16) throughout     | shorten       |
| 17) conceive       | think up      |
| 18) substance      | unbreakable   |
| 19) indestructible | understanding |
| 20) particle       | unrestricted  |

**B) Put the correct PREPOSITIONS from the following list in the sentences below.**

**on to in on in of about of to of in on to throughout**

- Scientists duplicate these reactions ... laboratories ... Earth and study them ... learn ... processes that occur ... the universe.
- Atoms are the smallest particles ... a chemical element that still exhibit all the chemical properties unique ... that element.
- Understanding atoms is key ... understanding the physical world.
- Atoms and the compounds they form play a part ... almost all processes that occur ... Earth and ... space.
- All the material ... Earth is composed ... various combinations ... atoms.

**C) Put the correct CONJUNCTIONS from the following list in the sentences below.**

**which when since such as in terms of**

- ... all matter-from its formation in the early universe to presentday biological systems-consists of atoms, understanding their structure and properties plays a vital role in physics, chemistry, and medicine.
- Stars ... the Sun rely on reactions in atomic nuclei to produce energy.
- Ancient Greek philosophers conceived of the idea of the atom, ... they defined as the smallest possible piece of a substance.
- Throughout history, people have sought to explain the world ... its most basic parts.
- ... two or more atoms combine, they form a molecule.



## PROBABLE QUESTIONS TEST 9

1. All the material on Earth is composed ..... various combinations ..... atoms.
  - a) with/with
  - b) at/for
  - c) of/of
  - d) in/to
  - e) over/beneath
2. Atoms are ..... particles of a chemical element that still exhibit all the chemical properties unique to that element.
  - a) the smaller
  - b) the smallest
  - c) small
  - d) smaller than
  - e) smaller
3. The atoms of these elements react ..... one another and combine in different ways to form a virtually unlimited number ..... chemical compounds.
  - a) to/for
  - b) in/about
  - c) out/under
  - d) with/of
  - e) onto/from
4. .... all matter consists of atoms, understanding their structure and properties plays a vital role in physics, chemistry, and medicine.
  - a) Thus
  - b) Since
  - c) While
  - d) Even though
  - e) Nonetheless
5. In fact, knowledge of atoms is essential to the modern scientific understanding of the complex systems ..... govern the physical and biological worlds.
  - a) where
  - b) whom
  - c) whose
  - d) why
  - e) that
6. All organisms ..... on a set of chemical compounds and chemical reactions to digest food, transport energy, and reproduce.
  - a) govern
  - b) consist
  - c) combine
  - d) rely
  - e) react
7. Scientists duplicate these reactions ..... laboratories on Earth and study them to learn about processes that occur ..... the universe.
  - a) in/throughout
  - b) to/for
  - c) of/by
  - d) via/on
  - e) for/in
8. Throughout history, people ..... to explain the world in terms of its most basic parts.
  - a) are sought
  - b) have sought
  - c) have been sought
  - d) will be sought
  - e) had sought
9. Ancient Greek philosophers conceived of the idea of the atom, which they defined ..... the smallest possible piece of a substance.
  - a) hence
  - b) as long as
  - c) however
  - d) because of
  - e) as
10. Scientists have since learned that atoms are not ..... but made of smaller particles, and atoms of different elements contain different numbers of each type of these smaller particles.
  - a) visible
  - b) divisible
  - c) indivisible
  - d) vision
  - e) division

## 9.ATOM

Atom is the tiny basic  block of matter. All the material on Earth is  of various  of atoms. Atoms are the  particles of a chemical element that still  all the chemical properties unique to that . A row of 100 million atoms would be only about a centimeter long.  atoms is key to understanding the  world. More than 100 different elements  in nature, each with its own unique atomic . The  of these elements react with one another and  in different ways to form a virtually  number of chemical . When two or more atoms combine, they  a molecule. For example, two atoms of the element hydrogen (abbreviated H) combine with one atom of the element oxygen (O) to form a  of water (H<sub>2</sub>O).  all matter-from its  in the early universe to presentday biological systems-consists of atoms, understanding their structure and properties plays a  role in physics, chemistry, and . In fact, knowledge of atoms is  to the modern scientific understanding of the  systems that  the physical and biological worlds. Atoms and the compounds they form play a part in almost all  that occur on Earth and in space. All organisms rely on a  of chemical compounds and chemical reactions to digest food,  energy, and reproduce. Stars such as the Sun rely on  in atomic nuclei to produce energy. Scientists  these reactions in laboratories on Earth and study them to learn  processes that occur throughout the universe.  history, people have sought to explain the world  its most basic parts. Ancient Greek philosophers  of the idea of the atom, which they  as the smallest possible piece of a . The word comes from the Greek word meaning "not . Greeks also believed this  particle was . Scientists have since learned that atoms are not  but made of smaller particles, and atoms of different elements  different numbers of each type of these smaller particles.

about  
ancient  
atoms  
building  
combinations  
combine  
complex  
composed  
compounds  
conceived  
contain  
defined  
divisible  
duplicate  
element  
essential  
exhibit  
exist  
form  
formation  
fundamental  
govern  
in terms of  
indestructible  
indivisible  
makeup  
medicine  
molecule  
physical  
processes  
reactions  
set  
Since  
smallest  
substance  
Throughout  
transport  
Understanding  
unlimited  
vital

## 10.Agriculture

Agriculture (also called farming or husbandry) is the cultivation of animals, plants, fungi and other life forms for food, fiber, and other products used to sustain life. Agriculture was the key implement in the rise of sedentary human civilization, **whereby**<sup>80</sup> farming of domesticated species created food surpluses that nurtured the development of civilization. The study of agriculture is **known as**<sup>81</sup> agricultural science. Agriculture is also observed in certain species of ant and termite, but generally speaking refers to human activities.

The history of agriculture **dates back**<sup>82</sup> thousands of years, and its development has been driven and defined by greatly different climates, cultures, and technologies. **However**<sup>83</sup>, all farming generally relies on techniques to expand and maintain the lands suitable for raising domesticated species. For plants, this usually requires some form of irrigation, although there are methods of dryland farming; pastoral herding on rangeland is still the most common means of raising livestock. In the developed world, industrial agriculture based on large-scale monoculture has become the dominant system of modern farming, although there is growing support for sustainable agriculture (such as permaculture or organic agriculture).

Modern agronomy, plant breeding, pesticides and fertilizers, and technological improvements have sharply increased yields from cultivation, **but**<sup>84</sup> at the same time have caused widespread ecological damage and negative human health effects. Selective breeding and modern practices in animal husbandry such as intensive pig farming have similarly increased the output of meat, but have raised concerns about animal cruelty and the health effects of the antibiotics, growth hormones, and other chemicals **commonly used**<sup>85</sup> in industrial meat production.

The major agricultural products can be broadly grouped into foods, fibers, fuels, and raw materials. In the 21 st century, plants **have been used**<sup>86</sup> to grow biofuels, biopharmaceuticals, bioplastics, and pharmaceuticals. Specific foods include cereals, vegetables, fruits, and meat. Fibers include cotton, wool, hemp, silk and flax. Raw materials include lumber and bamboo. Other useful materials **are produced**<sup>87</sup> by plants, such as resins. Biofuels include methane from biomass, ethanol, and biodiesel. Cut flowers, nursery plants, tropical fish and birds for the pet trade are some of the ornamental products. Regarding food production, the World Bank targets agricultural food production and water management as an increasingly global issue that is fostering an important and growing debate.

In 2007, one third of the world's workers were employed in agriculture. The services sector has overtaken agriculture as the economic sector employing the most people worldwide. **Despite**<sup>88</sup> the size of its workforce, agricultural production accounts for less than five percent of the gross world product (an aggregate of all gross domestic products).

<http://en.wikipedia.org/wiki/Agriculture>

<sup>80</sup> **WHEREBY/THEREBY/BY WHICH** vasıtasıyla anlamlarında kullanılır.

<sup>81</sup> **KNOWN AS** olarak bilinen anlamında kullanılır.

<sup>82</sup> **DATE BACK** geriye gider anlamına gelen bir yapıdır. Genellikle kendisinden sonra **PAST ZAMAN ZARFI** gelebilir ama **DATE BACK** **PRESENT** olarak kullanılır.

<sup>83</sup> **HOWEVER BUNUNLA BİRLİKTE, YİNE DE** anlamlarında kullanılan bir bağlaçtır. **NEVERTHELESS** ve **NONETHELESS** yapıları da aynı anlamda kullanılabilir. **HOWEVER** cümle başında kullanıldığında kendisinden sonra bir **SIFAT** gelmesi gerekir. **HOWEVER BEAUTIFUL SHE IS** gibi. Anlamı **ne kadar güzel olursa olsun**. Bunun dışında **HOWEVER bununla birlikte** anlamında öncesinde cümle ister.

<sup>84</sup> **BUT** bir zıtlık bağlacıdır. Bağlaç anlamıyla **HOWEVER** ve **YET** ile aynı anlamdadır. Edat anlamıyla da **BESIDES** ve **EXCEPT** ile aynı anlamdadır.

<sup>85</sup> **COMMONLY USED** yaygın olarak kullanılan anlamında **PASSIVE** bir yapıdır.

<sup>86</sup> **PRESENT PERFECT PASSIVE** bir yapıdır. Bütün **PERFECT PASSIVE** yapılar **HAVE** ve **VERB3** arasına **BEEN** alır.

| PRESENT PERFECT SIMPLE | PRESENT PERFECT PASSIVE          | PRESENT PERFECT STATE          | PRESENT PERFECT CONTINUOUS       |
|------------------------|----------------------------------|--------------------------------|----------------------------------|
| I HAVE INVITED.        | I HAVE <b>BEEN</b> INVITED.      | I HAVE <b>BEEN</b> HAPPY.      | I HAVE <b>BEEN</b> RUNNING.      |
| I HAD INVITED.         | I HAD <b>BEEN</b> INVITED.       | I HAD <b>BEEN</b> HAPPY.       | I HAD <b>BEEN</b> RUNNING.       |
| I WILL HAVE INVITED.   | I WILL HAVE <b>BEEN</b> INVITED. | I WILL HAVE <b>BEEN</b> HAPPY. | I WILL HAVE <b>BEEN</b> RUNNING. |

<sup>87</sup> **PRESENT TENSE PASSIVE** bir yapıdır.

<sup>88</sup> **DESPITE/IN SPITE OF** aynı anlamda kullanılıp kendilerinden sonra **NOUN (isim)** alırlar. **ALTHOUGH, THOUGH, MUCH AS** ve **EVEN THOUGH** de birer zıtlık bağlacıdır ama bunlar kendilerinden sonra cümle alırlar. **THOUGH** iki virgül veya nokta virgül arasında kullanıldığında **GERÇİ** anlamındadır. Bu tür bağlaçlarda her iki cümle arasındaki anlam ön plana çıkmaktadır.

| VOCABULARY        | MEANING   | SYNONYMS                         | ANTONYMS  |
|-------------------|---|----------------------------------|---|
| account for       | sorumlu olmak   | be responsible                   |   |
| agricultural      | tarımsal  |                                  |   |
| agronomy          | tarım bilimi  |                                  |   |
| ant               | karınca   |                                  |   |
| biodiesel         | biyodizel   |                                  |   |
| biofuel           | organik madden üretilen yakıt   |                                  |   |
| biopharmaceutical | biyofarmasötik  |                                  |   |
| bioplastic        | petrolden ziyade yenilenebilir bitki kaynağından yapılan normal plastiğe benzer, sentetik plastik |                                  |   |
| breeding          | doğurma, üretme   | upbringing, rearing              |   |
| broadly           | geniş, belli  | extensively                      | exactly, particularly, rarely, seldom, specifically   |
| cereals           | tahıl, mısır gevreği  | grain                            |   |
| civilization      | medeniyet   | society                          |   |
| climate           | iklim   | weather conditions               |   |
| commonly          | yaygın olarak   | usually; prevalently             | uncommonly, unusually   |
| concern           | ilgilendirmek   | interest; affect, involve; worry |   |
| cotton            | pamuk   |                                  |   |
| cruelty           | acımasızlık   | heartlessness, brutality         | charity, compassion, consideration, feeling, gentility, kindness, mercy, niceness, thoughtfulness |
| cultivation       | tarım, yetiştirme   |                                  |   |
| cut flower        | kesik çiçek   |                                  |   |
| debate            | tartışmak   | argue; discuss                   |   |
| define            | tanımlamak  | explain, clarify                 |   |
| domesticate       | evcilleştirmek  | domesticize                      |   |
| dominant          | baskın, egemen  | controlling                      |   |
| dryland           | kurak bölge   |                                  |   |
| employ            | iş vermek, kullanmak  | occupy                           |   |
| ethanol           | etil alkol  | alcohol, spirit                  |   |
| expand            | genişletmek   | spread out, grow larger; broaden | abbreviate, contract, lessen, lower, shorten, shrink  |
| farming           | tarım, çiftçilik  | agriculture                      |   |
| fertilizer        | gübre   |                                  |   |
| fiber             | lif, iplik, yapı  |                                  |   |
| flax              | keten   |                                  |   |
| foster            | teşvik etmek, beslemek  | encourage, promote               |   |
| fungi             | mantar  |                                  |   |
| generally         | genel olarak  | mostly; usually, ordinarily      |   |
| greatly           | çokça, adamakıllı   | very much, extremely             |   |
| growth            | büyüme  | development                      | decrease, diminishment, failure, lessening, reduction, stagnation, underdevelopment               |
| hemp              | kenevir, haşhaş   |                                  |   |
| herd              | sürü, gütmek, topluluk  |                                  |   |
| husbandry         | çiftçilik, idare etme   | agriculture, farming             |   |
| implement         | uygulamak   | carry out, perform               |   |
| improvement       | gelişim, ilerleme   |                                  | damage, decline, decrease, diminishing, harm, hurt, injury, weakening, worsening                  |

|                       |   |   |  |
|-----------------------|---|---|--|
| <b>include</b>        | <i>içermek</i>  | comprise, contain, embrace  | eliminate, exclude, neglect, reject                                      |
| <b>increase</b>       | <i>artırmak</i>   | raise, heighten   | decrease, depletion, diminishment, loss, subtraction                     |
| <b>increasingly</b>   | <i>gitgide artarak</i>  | more and more   |  |
| <b>industrial</b>     | <i>endüstriyel</i>  |   |  |
| <b>intensive</b>      | <i>yoğun</i>  | complete, comprehensive, concentrated, deep, demanding, in-depth, out-and-out, profound | incomplete, incomprehensive, superficial, surface                        |
| <b>irrigation</b>     | <i>sulama</i>   |   |  |
| <b>issue</b>          | <i>konu, yayınlamak, sayı</i>   | publish, distribute   |  |
| <b>livestock</b>      | <i>çiftlik hayvanları</i>   |   |  |
| <b>maintain</b>       | <i>sürdürmek, desteklemek</i>   | sustain, support, provide for   |  |
| <b>monoculture</b>    | <i>tek türlü tarım</i>  |   |  |
| <b>nursery plant</b>  | <i>bitki fidanlığı</i>  |   |  |
| <b>nurture</b>        | <i>beslemek, yetiştirme</i>   |   |  |
| <b>observe</b>        | <i>gözlemek</i>   | watch, monitor  |  |
| <b>ornamental</b>     | <i>süsleyici</i>  | decorative  |  |
| <b>output</b>         | <i>çıkış, üretim</i>  | yield; product, manufacture   | input  |
| <b>overtake</b>       | <i>yetişmek, sollamak</i>   | pass  |  |
| <b>pastoral</b>       | <i>kırsal, pastoral</i>   |   |  |
| <b>permaculture</b>   | <i>Kalıcıkültür: doğal yöntemleri kullanarak, insanlar için sürdürülebilir yaşam alanları tasarlamayı ve kurma bilimi ve sanatıdır.</i> |   |  |
| <b>pesticide</b>      | <i>böcek zehiri</i>   |   |  |
| <b>pharmaceutical</b> | <i>eczacılığa ait</i>   |   |  |
| <b>pig</b>            | <i>domuz</i>  |   |  |
| <b>rangeland</b>      | <i>mera, otlak</i>  |   |  |
| <b>raw</b>            | <i>çiğ, saf, hassas, açık</i>   |   |  |
| <b>refer to</b>       | <i>adlandırmak</i>  | apply to  |  |
| <b>regarding</b>      | <i>konusunda</i>  | concerning, with relation to  |  |
| <b>rely on</b>        | <i>dayanmak</i>   | count on, lean on   |  |
| <b>require</b>        | <i>gerektirmek</i>  | demand, claim; need   |  |
| <b>resin</b>          | <i>sakız, reçinelemek</i>   |   |  |
| <b>sedentary</b>      | <i>yerleşik, oturan</i>   |   |  |
| <b>selective</b>      | <i>seçici</i>   | choosy  | uncritical, indiscriminating   |
| <b>sharply</b>        | <i>keskinci</i>   |   |  |
| <b>silk</b>           | <i>ipek(li)</i>   |   |  |
| <b>similarly</b>      | <i>benzer bir şekilde</i>   | correspondingly   |  |
| <b>suitable</b>       | <i>uygun</i>  | appropriate, fitting  | improper, inappropriate, irrelevant, unacceptable, unfitting, unsuitable |
| <b>surplus</b>        | <i>fazla, artan</i>   | extra, excess   |  |
| <b>sustain</b>        | <i>desteklemek, taşımak</i>   | support, provide for, finance   |  |
| <b>sustainable</b>    | <i>güçlendirilebilir</i>  | maintainable  |  |
| <b>target</b>         | <i>hedef</i>  | objective, aim, object, goal  |  |
| <b>termite</b>        | <i>beyaz karınca</i>  | white ant   |  |
| <b>trade</b>          | <i>ticaret</i>  | deal, buy and sell; barter, exchange; purchase  |  |
| <b>whereby</b>        | <i>mademki, vasıtasıyla</i>   | in accordance with, by, through, by means of  |  |
| <b>wool</b>           | <i>yün</i>  |   |  |
| <b>workforce</b>      | <i>işgücü</i>   | manpower  |  |
| <b>yield</b>          | <i>vermek, sağlamak</i>   | produce, supply, bear   |  |

## A) MATCH THE SYNONYMS

|                  |                |
|------------------|----------------|
| 1) account for   | agriculture    |
| 2) broadly       | apply to       |
| 3) commonly      | be responsible |
| 4) cruelty       | carry out      |
| 5) debate        | clarify        |
| 6) define        | concentrated   |
| 7) foster        | concerning     |
| 8) husbandry     | count on       |
| 9) implement     | decorative     |
| 10) increase     | discuss        |
| 11) increasingly | extensively    |
| 12) intensive    | heartlessness  |
| 13) ornamental   | heighten       |
| 14) output       | more and more  |
| 15) refer to     | objective      |
| 16) regarding    | prevalently    |
| 17) rely on      | product        |
| 18) sustain      | promote        |
| 19) target       | provide for    |
| 20) yield        | supply         |

## B) Put the correct **PREPOSITIONS** from the following list in the sentences below.

**by on to of into of for of for back to of as**

- The history ... agriculture dates ... thousands ... years, and its development has been driven and defined ... greatly different climates, cultures, and technologies.
- All farming generally relies ... techniques ... expand and maintain the lands suitable ... raising domesticated species.
- Agriculture (also called farming or husbandry) is the cultivation ... animals, plants, fungi and other life forms ... food, fiber, and other products used ... sustain life.
- The study ... agriculture is known ... agricultural science.
- The major agricultural products can be broadly grouped ... foods, fibers, fuels, and raw materials.

## C) Put the correct **CONJUNCTIONS** from the following list in the sentences below.

**despite although but whereby that but**

- Agriculture was the key implement in the rise of sedentary human civilization, ... farming of domesticated species created food surpluses ... nurtured the development of civilization.
- Agriculture is also observed in certain species of ant and termite, ... generally speaking refers to human activities.
- ... the size of its workforce, agricultural production accounts for less than five percent of the gross world product
- ... there are methods of dryland farming; pastoral herding on rangeland is still the most common means of raising livestock.
- Modern agronomy, plant breeding, pesticides and fertilizers, and technological improvements have sharply increased yields from cultivation, ... at the same time have caused widespread ecological damage and negative human health effects.



## PROBABLE QUESTIONS TEST 10

1. **Agriculture is the cultivation ..... animals, plants, fungi and other life forms for food, fiber, and other products used ..... sustain life.**
  - a) for/at
  - b) of/to
  - c) off/from
  - d) out/up
  - e) down/in
2. **Agriculture was the key implement in the rise of sedentary human civilization, ..... farming of domesticated species created food surpluses that nurtured the development of civilization.**
  - a) because of
  - b) since
  - c) unless
  - d) as regards
  - e) whereby
3. **The history of agriculture ..... back thousands of years, and its development ..... and defined by greatly different climates, cultures, and technologies.**
  - a) dated/had been driven
  - b) dates/has been driven
  - c) is dating/is driving
  - d) has dated/was driven
  - e) was dating/had driven
4. **All farming generally ..... techniques to expand and maintain the lands suitable for raising domesticated species.**
  - a) concerns about
  - b) refers to
  - c) relies on
  - d) account for
  - e) support for
5. **In the developed world, industrial agriculture based on large-scale monoculture has become the dominant system of modern farming, ..... there is growing support for sustainable agriculture.**
  - a) in spite of
  - b) so long as
  - c) thereby
  - d) although
  - e) however
6. **Modern agronomy, plant breeding, pesticides and fertilizers, and technological improvements have ..... increased yields from cultivation, but at the same time have caused widespread ecological damage and negative human health effects.**
  - a) similarly
  - b) broadly
  - c) increasingly
  - d) sharply
  - e) commonly
7. **Selective breeding and modern practices in animal husbandry ..... intensive pig farming have similarly increased the output of meat.**
  - a) according to
  - b) by no means
  - c) in charge of
  - d) in contrast to
  - e) such as
8. **The major agricultural products ..... broadly ..... into foods, fibers, fuels, and raw materials.**
  - a) may have been/grouped
  - b) could/group
  - c) should be/grouped
  - d) must have been/grouped
  - e) can be/grouped
9. **Regarding food production, the World Bank ..... agricultural food production and water management as an increasingly global issue that is fostering an important and growing debate.**
  - a) employs
  - b) targets
  - c) overtakes
  - d) increases
  - e) accounts
10. .... the size of its workforce, agricultural production accounts for less than five percent of the gross world product.
  - a) Despite
  - b) Instead of
  - c) In favor of
  - d) In charge of
  - e) In accordance with

# 10.AGRICULTURE

Agriculture (also called farming or husbandry) is the [ ] of animals, plants, [ ] and other life forms for [ ], fiber, and other products used to [ ] life. Agriculture was the key [ ] in the rise of sedentary human civilization, [ ] farming of domesticated species [ ] food surpluses that nurtured the [ ] of civilization. The study of agriculture is known as agricultural [ ]. Agriculture is also [ ] in certain species of ant and termite, but [ ] speaking refers to human activities.

The history of agriculture [ ] thousands of years, and its development has been driven and defined by greatly [ ] climates, cultures, and technologies. [ ], all farming generally relies on techniques to expand and maintain the lands [ ] for raising [ ] species. For [ ], this usually [ ] some form of [ ], although there are methods of dryland farming; pastoral herding on rangeland is still the most common means of raising livestock. In the developed world, industrial agriculture based on large-scale monoculture has become the [ ] system of modern farming, [ ] there is growing support for [ ] agriculture (e.g. permaculture or organic agriculture).

Modern [ ], plant breeding, pesticides and fertilizers, and technological [ ] have sharply increased yields from [ ], but at the same time have caused [ ] ecological damage and negative human health effects. [ ] breeding and modern practices in animal husbandry such as [ ] pig farming have [ ] increased the output of meat, but have raised concerns about animal cruelty and the health effects of the antibiotics, growth hormones, and other chemicals [ ] used in industrial meat production. The major agricultural products can be [ ] grouped into foods, fibers, fuels, and raw materials. In the 2 st [ ], plants have been used to grow biofuels, biopharmaceuticals, bioplastics, and [ ]. Specific foods include cereals, vegetables, fruits, and meat. Fibers include [ ], wool, hemp, silk and flax. Raw materials include lumber and [ ]. Other useful materials are produced by plants, such as resins. Biofuels include methane from biomass, ethanol, and biodiesel. Cut flowers, [ ] plants, tropical fish and birds for the pet [ ] are some of the ornamental products. Regarding food [ ], the World Bank targets agricultural food production and water management as an [ ] global issue that is fostering an important and growing [ ]. In 2007, one third of the world's workers were employed in agriculture. The services sector has overtaken agriculture as the economic sector employing the most people worldwide. Despite the size of its workforce, agricultural production accounts for less than five percent of the gross world product (an aggregate of all gross domestic products).

agronomy  
although  
bamboo  
broadly  
century  
commonly  
cotton  
created  
cultivation  
cultivation  
dates back  
debate  
development  
different  
domesticated  
dominant  
food  
fungi  
generally  
However  
implement  
improvements  
increasingly  
intensive  
irrigation  
nursery  
observed  
pharmaceuticals  
plants  
production  
requires  
science  
Selective  
similarly  
suitable  
sustain  
sustainable  
trade  
whereby  
widespread

# 11. Big bang theory

The big bang theory seeks to explain what happened at or **soon after**<sup>89</sup> the beginning of the universe. Scientists can now model the universe back to 10-43 seconds after the big bang. For the time before that moment, the classical theory of gravity is **no longer**<sup>90</sup> adequate. Scientists are searching for a theory that merges quantum mechanics and gravity, but have not found one **yet**<sup>91</sup>. Many scientists have hope that string theory will tie together gravity and quantum mechanics and help scientists explore further back **in time**<sup>92</sup>. Because scientists cannot **look back**<sup>93</sup> in time beyond that early epoch, the actual big bang is hidden from them. There is no way at present to detect the origin of the universe. Further, the big bang theory does not explain what existed before the big bang. It may be that time itself began at the big bang, so that it makes no sense to discuss **what happened**<sup>94</sup> "before" the big bang.

**According to**<sup>95</sup> the big bang theory, the universe expanded rapidly in its first microseconds. A single force existed at the beginning of the universe, and as the universe expanded and cooled, this force separated into those we know today: gravity, electromagnetism, the strong nuclear force, and the weak nuclear force. A theory called the electroweak theory now provides a unified explanation of electromagnetism and the weak nuclear force theory. Physicists are now searching for a grand unification theory to also incorporate the strong nuclear force. String theory seeks to incorporate the force of gravity with the other three forces.

One widely accepted version of big bang theory includes the idea of inflation. In this model, the universe expanded much more rapidly at first, to about 1050 times its original size in the first 10-32 second, then slowed its expansion. The theory **was advanced**<sup>96</sup> in the 1980s by American cosmologist Alan Guth and elaborated upon by American astronomer Paul Steinhardt, Russian American scientist Andrei Linde, and British astronomer Andreas Albrecht. The inflationary universe theory solves a number of problems of cosmology. For example, it shows that the universe now appears close to the type of flat space described by the laws of Euclid's geometry: We see only a tiny region of the original universe, **similar to**<sup>97</sup> the way we do not notice the curvature of the earth because we see only a small part of it. The inflationary universe also shows why the universe appears so homogeneous. **If**<sup>98</sup> the universe we observe was inflated from some small, original region, it is not surprising that it appears uniform.

Once the expansion of the initial inflationary era ended, the universe continued to expand more slowly. The inflationary model predicts that the universe is on the boundary between being open and closed. If the universe is open, it will keep expanding forever, even though the rate of expansion will gradually slow. If the universe is closed, the expansion of the universe will eventually stop and the universe will begin contracting until it collapses. Whether the universe is open or closed depends on the density, or concentration of mass, in the universe. If the universe is dense enough, it is closed. <http://www.angelfire.com/realm/shades/horoscopes/abigbang.htm>

<sup>89</sup> **SOON AFTER** hemen sonra anlamında bir zaman bağlacıdır.

<sup>90</sup> **NO LONGER/NO MORE/NOT ANY MORE** artık değil anlamında kullanılan yapılarıdır.

<sup>91</sup> **YET** cümle sonunda **HENÜZ** anlamında ve **PRESENT PERFECT TENSE** ile kullanılır. Bağlaç anlamıyla **AMA/FAKAT/YİNE DE** olarak **BUT/HOWEVER/NEVERTHELESS/NONETHELESS** ile aynı anlamı taşır.

<sup>92</sup> **IN TIME** zamanında ve **vaktinde** anlamlarında kullanılır.

<sup>93</sup> **LOOK BACK** geriye bakmak anlamında kullanılmıştır. Aşağıdaki tablo da **LOOK** fiili ile kullanılan edatlar anlamlarıyla birlikte verilmiştir.

|                        |                                     |                     |                            |
|------------------------|-------------------------------------|---------------------|----------------------------|
| <b>Look after</b>      | göz kulak olmak, bakmak, ilgilenmek | <b>Look out</b>     | dikkatli olmak             |
| <b>Look down on</b>    | küçük görmek, küçümsemek            | <b>Look over</b>    | gözden geçirmek, incelemek |
| <b>Look for</b>        | aramak                              | <b>Look through</b> | gözden geçirmek, incelemek |
| <b>Look forward to</b> | dört gözle beklemek, beklemek       | <b>Look up</b>      | bilgi aramak               |
| <b>Look into</b>       | araştırmak, incelemek               | <b>Look back</b>    | geriye bakmak              |

<sup>94</sup> **NOUN CLAUSE** yapısıdır. Zaten **WHAT/WHATEVER** yapıları sadece **NOUN CLAUSE** cümlelerinde kullanılır.

<sup>95</sup> **ACCORDING TO –e göre** anlamında kullanılır. Aşağıdaki tabloda **TO** ile kullanılan **bağlaç** yapıları verilmiştir.

|                                  |  |   |   |                                      |
|----------------------------------|--|---|---|--------------------------------------|
| <b>according to:</b> ...e göre   | <b>as to:</b> -ile ilgili                        | <b>in comparison to:</b> ...e kıyasla     | <b>in order to:</b> ...mek/mak için, amacıyla | <b>prior to:</b> ...den önce         |
| <b>thanks to:</b> ...sayesinde   | <b>with a view to:</b> ...mek/mak için, amacıyla | <b>with regard to:</b> -ile ilgili olarak | <b>so as to:</b> ...mek/mak için, amacıyla    | <b>to:</b> ...mek/mak için, amacıyla |
| <b>contrary to:</b> ...in aksine | <b>in addition to:</b> ...ilaveten               | <b>in contrast to:</b> ...in aksine       | <b>pertaining (to):</b> ...ile ilgili         | <b>relating (to):</b> ...ile ilgili  |

<sup>96</sup> **PAST PASSIVE** bir yapıdır.

<sup>97</sup> **SIMILAR TO –a, -e benzer** anlamında kullanılır.

<sup>98</sup> **IF CLAUSE** yapısıdır. **IF** ile ilgili bilinmesi gerekenler Aşağıdaki tabloda verilmiştir. Bir birine bağlı olayları anlatmada kullanılır.

|  |   |
|--|---|
| 1. If Clause ve Main Clause gibi iki temel cümlesi vardır.                   | <b>IF CLAUSE yapılarına birer örnek</b>   |
| 2. Genel itibariyle 3 bölüme ayrılır. Sık kullanılan 2 adet MIX TYPE vardır. | <b>TYPE 1:</b> If you help me, I will finish the study earlier.                         |
| 3. Main clause cümlesinde have V3 / had V3 kullanılmaz.                      | <b>TYPE 2:</b> If you helped me, I would finish the study earlier.                      |
| 4. DEVRİK yapılarda anlam hiçbir şekilde değişmez.                           | <b>TYPE 3:</b> If you had helped me, I would have finished the study earlier.           |
| <b>DİĞER IF CLAUSE BAĞLAÇLARI</b>  | <b>MIX TYPE 1:</b> If you had helped me, I would finish the study now/today/at present. |
| <b>I wish / If only</b>  | <b>MIX TYPE 2:</b> If he were your real friend, he would have helped you yesterday.     |
| <b>Unless</b>  | <b>IF CLAUSE cümlelerinin DEVRİK halleri</b>  |
| <b>As if / As Though</b>   | <b>TYPE 1:</b> SHOULD you help me, I will finish the study earlier.                     |
| <b>Even if</b>   | <b>TYPE 2:</b> WERE you TO HELP me, I would finish the study earlier.                   |
| <b>Imagine (that)</b>  | <b>TYPE 3:</b> HAD you helped me, I would have finished the study earlier.              |
| <b>What if</b>   | <b>MIX TYPE 1:</b> HAD you helped me, I would finish the study now/today/at present.    |
| <b>Whether ... or not</b>  | <b>MIX TYPE 2:</b> WERE he to be your real friend, he would have helped you yesterday.  |
| <b>In case</b>   |   |
| <b>Provided / Providing (that)</b>   |   |
| <b>As long as / so long as</b>   |   |
| <b>What if</b>   |   |
| <b>Suppose / Supposing / Assuming (that)</b>                                 |   |
| <b>Only if</b>   |   |
| <b>Without</b>   |   |

| VOCABULARY           | MEANING                           | SYNONYMS   | ANTONYMS   |
|----------------------|-----------------------------------|--|--|
| <b>accept</b>        | <i>kabul etmek</i>                | agree  | deny, discard, refuse, reject                              |
| <b>actual</b>        | <i>gerçek</i>                     | substantial, real  | false, fictitious, imaginary, legendary, pretended, unreal |
| <b>adequate</b>      | <i>yeterli</i>                    | sufficient, suitable   | inadequate, inferior, insufficient, unequal, unfit         |
| <b>advance</b>       | <i>ilerle(t)mek</i>               | progress, move forward; promote                                  | after, behind  |
| <b>appear</b>        | <i>görünmek</i>                   | seem   | disappear, hide  |
| <b>beyond</b>        | <i>ötesinde</i>                   | further  |  |
| <b>boundary</b>      | <i>sınır, limit</i>               | limit, border  |  |
| <b>collapse</b>      | <i>çökmek</i>                     | fall in  |  |
| <b>concentration</b> | <i>yoğunlaşma</i>                 | careful attention  |  |
| <b>curvature</b>     | <i>eğrilik</i>                    |  |  |
| <b>dense</b>         | <i>yoğun, kalın</i>               | compact, close   |  |
| <b>density</b>       | <i>yoğunluk</i>                   | compactness, closeness   |  |
| <b>depend on</b>     | <i>bağlı olmak</i>                | rely on  |  |
| <b>detect</b>        | <i>belirlemek, keşfetmek</i>      | discover   |  |
| <b>discuss</b>       | <i>tartışmak</i>                  | talk about, debate, converse                                     |  |
| <b>elaborate</b>     | <i>ayrıntılı, özen göstermek</i>  | detailed, complicated; carefully planned                         | general, normal, plain, regular, simple, uncomplicated     |
| <b>electroweak</b>   | <i>elektrozayıf</i>               |  |  |
| <b>epoch</b>         | <i>devir, çağ</i>                 | period, era, age   |  |
| <b>era</b>           | <i>çağ, dönem</i>                 | period, age  |  |
| <b>eventually</b>    | <i>sonunda</i>                    | finally, in the end  |  |
| <b>exist</b>         | <i>var olmak</i>                  | live, be   | die  |
| <b>expand</b>        | <i>büyütmek, yayılmak</i>         | widen, enlarge, increase   | abbreviate, contract, lessen, lower, shorten, shrink       |
| <b>expansion</b>     | <i>genişleme</i>                  | enlargement, increase, spread; development                       | lessening, shrinkage                                       |
| <b>explore</b>       | <i>keşfetmek</i>                  | examine, research  |  |
| <b>flat</b>          | <i>düz, kat</i>                   | level surface  |  |
| <b>forever</b>       | <i>ebediyen</i>                   | eternally, continuously; constantly, always                      |  |
| <b>grand</b>         | <i>büyük</i>                      | large, impressive, magnificent, splendid, wonderful; chief, main | bad, common, low, paltry, poor, unimpressive               |
| <b>gravity</b>       | <i>yer çekimi</i>                 |  |  |
| <b>hidden</b>        | <i>saklı, gizli</i>               | concealed, secret  | bare, exhibited, exposed, open, out, seenuncovered         |
| <b>homogeneous</b>   | <i>homojen, aynı yapılı olan</i>  | similar, uniform, alike  | different, dissimilar, heterogenous                        |
| <b>include</b>       | <i>içermek</i>                    | comprise, contain  | eliminate, exclude   |
| <b>incorporate</b>   | <i>birleşmiş</i>                  | combine, blend; unify; unite; include                            |  |
| <b>inflated</b>      | <i>şişirilmiş, abartılı</i>       | swollen  |  |
| <b>inflation</b>     | <i>şişkinlik, enflasyon</i>       |  |  |
| <b>inflationary</b>  | <i>enflasyona ait</i>             |  |  |
| <b>law</b>           | <i>hukuk, kural, ilke</i>         | sue, prosecute   |  |
| <b>look back</b>     | <i>geriye bakmak, ileryememek</i> | looked behind, glanced behind                                    |  |
| <b>merge</b>         | <i>birleştirmek</i>               | blend  | divide, part, separate                                     |

|                    |                                 |   |   |
|--------------------|---------------------------------|---|---|
| <b>microsecond</b> | <i>mikro saniye</i>             |   |   |
| <b>notice</b>      | <i>farketme(k)</i>              | announcement                              |   |
| <b>observe</b>     | <i>gözlemek, incelemek</i>      | watch, study; monitor                     |   |
| <b>predict</b>     | <i>tahmin etmek</i>             | prophecy, foretell                        |   |
| <b>rapidly</b>     | <i>hızlıca</i>                  | quickly, fast, swiftly                    | leisurely, slowly                                   |
| <b>seek</b>        | <i>aramak, uğraşmak</i>         | try, attempt                              |   |
| <b>separate</b>    | <i>ayrı</i>                     | detached, disconnected; distinct          | combined, connected, joined, mixed, united          |
| <b>solve</b>       | <i>çözmek</i>                   | resolve                                   |   |
| <b>string</b>      | <i>dizmek, bağlamak</i>         |   |   |
| <b>tie</b>         | <i>bağlamak</i>                 | bind, fasten                              |   |
| <b>unification</b> | <i>birleş(tir)me</i>            | togetherness                              |   |
| <b>unified</b>     | <i>birleşmiş</i>                | combined, integrated                      |   |
| <b>uniform</b>     | <i>aynı, forma</i>              | similar, alike; constant, even, unvarying | changing, different, inconsistent, varied           |
| <b>widely</b>      | <i>geniş ölçüde, adamakıllı</i> | greatly                                   | exactly, particularly, rarely, seldom, specifically |

**A) MATCH THE SYNONYMS**

|                 |              |
|-----------------|--------------|
| 1) accept       | agree        |
| 2) actual       | announcement |
| 3) adequate     | attempt      |
| 4) appear       | complicated  |
| 5) collapse     | concealed    |
| 6) predict      | continuously |
| 7) tie          | converse     |
| 8) depend on    | disconnected |
| 9) detect       | discover     |
| 10) discuss     | fall in      |
| 11) elaborate   | fasten       |
| 12) eventually  | finally      |
| 13) forever     | foretell     |
| 14) hidden      | rely on      |
| 15) homogeneous | seem         |
| 16) incorporate | similar      |
| 17) inflated    | substantial  |
| 18) notice      | sufficient   |
| 19) seek        | swollen      |
| 20) separate    | unify        |

**B) Put the correct PREPOSITIONS from the following list in the sentences below.**

**on to in between of for to to with of at after**

- The big bang theory seeks ... explain what happened ... or soon ... the beginning ... the universe.
- Scientists are searching ... a theory that merges quantum mechanics and gravity.
- According ... the big bang theory, the universe expanded rapidly ... its first microseconds.
- The inflationary model predicts that the universe is ... the boundary ... being open and closed.
- String theory seeks ... incorporate the force ... gravity ... the other three forces.

**C) Put the correct CONJUNCTIONS from the following list in the sentences below.**

**but so that because once whether**

- ... the universe is open or closed depends on the density, or concentration of mass, in the universe.
- ... the expansion of the initial inflationary era ended, the universe continued to expand more slowly.
- The big bang theory does not explain what existed before the big bang. It may be that time itself began at the big bang, ... it makes no sense to discuss what happened "before" the big bang.
- ... scientists cannot look back in time beyond that early epoch, the actual big bang is hidden from them.
- Scientists are searching for a theory that merges quantum mechanics and gravity, ... have not found one yet.



## PROBABLE QUESTIONS TEST 11

1. **Scientists ..... for a theory that merges quantum mechanics and gravity, but ..... one yet.**
  - a) were searching/had not found
  - b) are searching/have not found
  - c) have been searched/was not found
  - d) are searched/would not find
  - e) have searched/have not been found
2. **Many scientists have hope that string theory will ..... together gravity and quantum mechanics and help scientists explore further back in time.**
  - a) exist
  - b) expand
  - c) tie
  - d) separate
  - e) appear
3. **..... scientists cannot look back in time beyond that early epoch, the actual big bang is hidden from them.**
  - a) Unless
  - b) Despite
  - c) When
  - d) As soon as
  - e) Because
4. **..... the big bang theory, the universe expanded rapidly in its first microseconds.**
  - a) Regardless of
  - b) In addition to
  - c) As well as
  - d) According to
  - e) Rather than
5. **A single force existed at the beginning of the universe, and ..... the universe expanded and cooled, this force separated into those we know today: gravity, electromagnetism, the strong nuclear force, and the weak nuclear force.**
  - a) much as
  - b) as
  - c) meanwhile
  - d) even though
  - e) such as
6. **A theory ..... the electroweak theory now ..... a unified explanation of electromagnetism and the weak nuclear force theory.**
  - a) calling/is providing
  - b) to call/provided
  - c) to be called/will provide
  - d) having called/has provided
  - e) called/provides
7. **The universe expanded much more rapidly ..... first, to about 1050 times its original size ..... the first 10-32 second, then slowed its expansion.**
  - a) at/in
  - b) for/of
  - c) over/under
  - d) beneath/on
  - e) into/for
8. **The theory ..... in the 1980s by American cosmologist Alan Guth and elaborated upon by American astronomer Paul Steinhardt, Russian American scientist Andrei Linde, and British astronomer Andreas Albrecht.**
  - a) will be advanced
  - b) has been advanced
  - c) was advanced
  - d) would be advanced
  - e) had been advanced
9. **..... the universe we observe was inflated from some small, original region, it is not surprising that it appears uniform.**
  - a) However
  - b) Moreover
  - c) In spite of
  - d) Much as
  - e) If
10. **If the universe is closed, the expansion of the universe will ..... stop and the universe will begin contracting until it collapses.**
  - a) rapidly
  - b) widely
  - c) surprisingly
  - d) eventually
  - e) adequately

# 11.BIG BANG THEORY

The big bang  seeks to explain what happened at or  the beginning of the . Scientists can now  the universe back to 10-43 seconds after the big bang. For the time before that moment, the classical theory of gravity is no longer . Scientists are searching for a theory that  quantum mechanics and , but have not found one yet. Many scientists have hope that string theory will tie together gravity and quantum mechanics and help scientists  further back in time.

Because scientists cannot  in time beyond that early epoch, the actual big bang is  from them. There is no way at  to detect the origin of the universe. , the big bang theory does not explain what  before the big bang. It may be that time itself began at the big bang, so that it makes no sense to  what happened "before" the big bang.

the big bang theory, the universe expanded rapidly in its first . A single force existed at the beginning of the universe, and as the universe  and cooled, this force separated into those we know today: gravity, , the strong nuclear force, and the weak nuclear . A theory called the  theory now provides a unified  of electromagnetism and the weak nuclear force theory. Physicists are now searching for a grand  theory to also incorporate the strong nuclear force. String theory seeks to  the force of gravity with the other three forces.

One widely  version of big bang theory includes the idea of . In this model, the universe expanded much more  at first, to about 1050 times its original size in the first 10-32 second, then slowed its expansion. The theory was  in the 1980s by American cosmologist Alan Guth and  upon by American  Paul Steinhardt, Russian American scientist Andrei Linde, and British astronomer Andreas Albrecht.

The inflationary universe theory solves a number of problems of cosmology. For example, it shows that the universe now appears close to the type of flat space  by the laws of Euclid's geometry: We see only a tiny  of the original universe, similar to the way we do not notice the curvature of the earth because we see only a small part of it. The inflationary universe also shows  the universe appears so . If the universe we  was inflated from some small, original region, it is not surprising that it appears uniform.

Once the expansion of the  inflationary era ended, the universe continued to expand more slowly. The inflationary model predicts that the universe is on the boundary  being open and closed. If the universe is open, it will  expanding forever, even though the rate of expansion will gradually slow. If the universe is closed, the expansion of the universe will  stop and the universe will begin contracting until it . Whether the universe is open or closed depends on the density, or concentration of mass, in the universe.  the universe is dense enough, it is closed.

accepted  
According to  
adequate  
advanced  
astronomer  
between  
collapses  
described  
discuss  
elaborated  
electromagnetism  
electroweak  
eventually  
existed  
expanded  
explanation  
explore  
force  
Further  
gravity  
hidden  
homogeneous  
If  
incorporate  
inflation  
initial  
keep  
look back  
merges  
microseconds  
model  
observe  
present  
rapidly  
region  
soon after  
theory  
unification  
universe  
why

## 12.Bioenergy

The energy stored in biomass (organic matter) is called bioenergy. Bioenergy **can be used to provide**<sup>99</sup> heat, make fuels, and generate electricity. Wood, which people have used to cook and keep warm for thousands of years, continues to be the largest biomass resource. Today there are also many other types of biomass **we can use to produce energy**<sup>100</sup>. These biomass resources include residues from the agriculture and forest industries, landfill gas, aquatic plants, and wastes produced by cities and factories.

**Because**<sup>101</sup> they come from organic matter, biomass resources are renewable. For example, many biomass resources are replenished through the cultivation of fast-growing trees and grasses. As these trees and grasses grow, they remove carbon dioxide—a major greenhouse gas—from the atmosphere. This is important because bioenergy, like fossil fuels, can produce carbon dioxide. **However**<sup>102</sup>, the net emission of carbon dioxide from bioenergy will be zero **as long as**<sup>103</sup> plants continue to be replenished.

Today, we depend on biomass to provide about 3 to 4 percent of our energy in the United States. And we continue to expand our use of bioenergy. We're even learning more about how to produce the same high-quality materials and chemicals from biomass, such as those that presently **come from**<sup>104</sup> petroleum.

### Biopower

Hundreds of U.S. power plants use biomass resources to generate about 65 billion kilowatt-hours of electricity each year. The wood and paper products industries generate and use about two-thirds of this power. Solid wastes from cities fuel most of the remaining biopower plants, providing enough electricity to meet the needs of nearly 7 million Americans.

Biopower plants come in all sizes. Today's biopower plants have a combined capacity of about 10.3 gigawatts, which is about 1.4 percent of our nation's total electrical generating capacity. However, with better technology and expanded use of biomass resources, the nation **could**<sup>105</sup> generate as much as four-and-a-half times more biopower by 2020.

**Of all**<sup>106</sup> the forms of renewable energy, only hydropower produces more electricity than bioenergy does. Like hydropower, biopower is available 24 hours a day, seven days a week. Other forms of renewable energy, such as solar or wind power, have lower availability **since**<sup>107</sup> they are produced only when the sun shines or the wind blows. Several types of biopower systems are currently in use or under development. These systems include direct combustion, cofiring, gasification, and small modular systems.

<http://www.fact-sheets.com/science-nature/energy/bioenergy/>

<sup>99</sup> **MODAL PASSIVE** bir yapıdır. Normal passive cümlelerde olduğu gibi **MODAL** yapılarda da **PASSIVE** bir cümleden sonra gelen fiil **TO** alır.

<sup>100</sup> Cümle ortasında herhangi bir bağlaç veya bir noktalama işareti olmaksızın yeni bir cümleye başladığı her yerde gizli bir **THAT** vardır. Çeviri yaparken dikkat etmek gerekir.

<sup>101</sup> **BECAUSE/SINCE/FOR/AS/SEEING THAT** cümle başında **İÇİN/DEN DOLAYI** anlamında ama cümle ortasında **ÇÜNKÜ** anlamında kullanılır. Bu bağlaçlar kendisinden sonra **cümle** alırlar. **BECAUSE OF/OWING TO / DUE TO / IN VIEW OF / ON ACCOUNT OF den dolayı** anlamında olup kendilerinden sonra **NOUN (isim)** alırlar.

<sup>102</sup> **HOWEVER BUNUNLA BİRLİKTE, YİNE DE** anlamlarında kullanılan bir bağlaçtır. **NEVERTHELESS** ve **NONETHELESS** yapıları da aynı anlamda kullanılabilir. **HOWEVER** cümle başında kullanıldığında kendisinden sonra bir **SIFAT** gelmesi gerekir. **HOWEVER BEAUTIFUL SHE IS** gibi. Anlamı **ne kadar güzel olursa olsun**. Bunun dışında **HOWEVER bununla birlikte** anlamında öncesinde cümle ister.

<sup>103</sup> **AS LONG AS –diği sürece** anlamında kullanılmıştır.

<sup>104</sup> **COME FROM** burada **–DEN GELİR** anlamında kullanılmıştır. Aşağıdaki tabloda **COME** fiili ile beraber kullanılan **EDATLAR** anlamlarıyla birlikte verilmiştir.

|                    |   |                        |                              |
|--------------------|---|------------------------|------------------------------|
| <b>Come across</b> | Şans eseri bir şeyle, biriyle karşılaşmak | <b>Come over</b>       | Karşılaşmak, ziyaret etmek   |
| <b>Come along</b>  | Ortaya çıkmak                             | <b>Come up against</b> | Karşılaşmak, yüz yüze kalmak |
| <b>Come from</b>   | Bir şeyden kaynaklanmak                   | <b>Come up with</b>    | Çözüm bulmak, fikir üretmek  |

<sup>105</sup> **COULD** modal yapıdandır. **PRESENT** kullanımında **İHTİMAL/İZİN** anlamında kullanılır. **PAST** kullanımında **YETENEK (-e bilir)** anlamında kullanılır.

<sup>106</sup> Cümle başında kullanılan **OF/IN** genellikle **içinden** anlamında kullanılır.

<sup>107</sup> **SINCE –den beri** anlamında **PRESENT/PAST PERFECT** yapılarda kullanılır. **ÇÜNKÜ/İÇİN/DEN DOLAYI** anlamlarıyla da **BECAUSE/AS/FOR/SEEING THAT** yerine kullanılabilir.

| VOCABULARY          | MEANING                                   | SYNONYMS  | ANTONYMS  |
|---------------------|---|---|---|
| <b>aquatic</b>      | <i>suda yaşayan</i>                       |   |   |
| <b>as long as</b>   | <i>sürece, yeter ki</i>                   | so long as, inasmuch as                                     |   |
| <b>availability</b> | <i>geçerlilik</i>                         | obtainability, accessibility, attainability                 |   |
| <b>available</b>    | <i>geçerli, mevcut</i>                    | attainable; unoccupied; valid                               |   |
| <b>blow</b>         | <i>esmek, patlamak</i>                    | exhale; explode   |   |
| <b>cofiring</b>     | <i>iki farklı maddeyi aynı anda yakma</i> |   |   |
| <b>combine</b>      | <i>birleştirmek</i>                       | unite, join   | detach, disconnect, dissolve, divide, part, separate  |
| <b>combustion</b>   | <i>yanma, tutuşma</i>                     | burning, ignition   |   |
| <b>cultivation</b>  | <i>tarım, yetiştirme</i>                  | soil preparation  |   |
| <b>currently</b>    | <i>halen, şu anda</i>                     | presently, at this time, most recently                      |   |
| <b>depend on</b>    | <i>bağlı olmak</i>                        | rely on   |   |
| <b>emission</b>     | <i>emisyon, yayma</i>                     | discharge   |   |
| <b>gasification</b> | <i>gaz haline getirme</i>                 |   |   |
| <b>generate</b>     | <i>üretmek</i>                            | create, produce   |   |
| <b>gigawatt</b>     | <i>bir milyar watt</i>                    | one billion watts   |   |
| <b>high-quality</b> | <i>üstün kalite</i>                       | fine, excellent   |   |
| <b>however</b>      | <i>ama, ancak</i>                         | nevertheless, nonetheless                                   |   |
| <b>industry</b>     | <i>sanayi</i>                             | manufacturing, trade  |   |
| <b>landfill</b>     | <i>arazi doldurma</i>                     | dump  |   |
| <b>matter</b>       | <i>madde</i>                              | substance   |   |
| <b>modular</b>      | <i>birimsel</i>                           |   |   |
| <b>nearly</b>       | <i>neredeyse</i>                          | almost, closely, all but                                    |   |
| <b>need</b>         | <i>ihtiyacı olmak</i>                     | require, necessity, requirement                             |   |
| <b>presently</b>    | <i>şimdi, hemen</i>                       | immediately, now, soon, shortly                             | eventually, later                                     |
| <b>provide</b>      | <i>sağlamak</i>                           | supply, furnish   |   |
| <b>remaining</b>    | <i>arda kalan, öteki</i>                  | stay, abide; continue, go on                                |   |
| <b>remove</b>       | <i>atmak, çıkarmak</i>                    | take away; eliminate, get rid of; eject, dismiss, discharge | fix, place  |
| <b>renewable</b>    | <i>yenilenebilir</i>                      | can be refreshed  |   |
| <b>replenish</b>    | <i>ikmal yapmak, doldurmak</i>            | fill again, resupply, reload, restock                       |   |
| <b>residue</b>      | <i>artık, kalıntı</i>                     | remainder, rest   |   |
| <b>resource</b>     | <i>kaynak</i>                             | supply, stock   |   |
| <b>shine</b>        | <i>parlamak</i>                           | glow  |   |
| <b>size</b>         | <i>boyut, büyüklüğüne göre ayırmak</i>    |   |   |
| <b>solar</b>        | <i>güneş</i>                              |   |   |
| <b>solid</b>        | <i>katı</i>                               | concentrated, concrete, consolidated, dense, firm           | fluid, gaseous, insubstantial, liquid, soft, vaporous |
| <b>store</b>        | <i>depolamak</i>                          | accumulate  |   |
| <b>warm</b>         | <i>sıcak, ısıtmak</i>                     | hot   | cold, cool  |
| <b>waste</b>        | <i>atık, kullanılmış</i>                  | useless, leftover, unused                                   |   |
| <b>wind</b>         | <i>rüzgar</i>                             |   |   |
| <b>wood</b>         | <i>odun</i>                               | firewood  |   |

**A) MATCH THE SYNONYMS**

|                  |                  |
|------------------|------------------|
| 1) as long as    | accumulate       |
| 2) availability  | can be refreshed |
| 3) blow          | discharge        |
| 4) combustion    | discharge        |
| 5) cultivation   | excellent        |
| 6) depend on     | explode          |
| 7) emission      | furnish          |
| 8) generate      | ignition         |
| 9) waste         | inasmuch as      |
| 10) high-quality | nevertheless     |
| 11) however      | now              |
| 12) presently    | obtainability    |
| 13) provide      | produce          |
| 14) remaining    | rely on          |
| 15) remove       | remainder        |
| 16) renewable    | resupply         |
| 17) replenish    | soil preparation |
| 18) residue      | stay             |
| 19) resource     | supply           |
| 20) store        | useless          |

**B) Put the correct PREPOSITIONS from the following list in the sentences below.**

**to from to of of about to in about to of on of through**

- Bioenergy can be used ... provide heat, make fuels, and generate electricity.
- Many biomass resources are replenished ... the cultivation ... fast-growing trees and grasses.
- We depend ... biomass ... provide ... 3 ... 4 percent ... our energy ... the United States.
- We're even learning more ... how ... produce the same high-quality materials and chemicals ... biomass.
- ... all the forms ... renewable energy, only hydropower produces more electricity than bioenergy does.

**C) Put the correct CONJUNCTIONS from the following list in the sentences below.**

**when how however as long as such as since such as because as**

- Bioenergy, like fossil fuels, can produce carbon dioxide. ... , the net emission of carbon dioxide from bioenergy will be zero ... plants continue to be replenished.
- The forms of renewable energy, ... solar or wind power, have lower availability ... they are produced only ... the sun shines or the wind blows.
- We're even learning more about ... to produce the same high-quality materials and chemicals from biomass, ... those that presently come from petroleum.
- ... the trees and grasses grow, they remove carbon dioxide—a major greenhouse gas—from the atmosphere.
- ... they come from organic matter, biomass resources are renewable.

## PROBABLE QUESTIONS TEST 12

1. **Bioenergy ..... to provide heat, make fuels, and generate electricity.**
  - a) could have used
  - b) may use
  - c) might have been used
  - d) can be used
  - e) is able to use
2. **Wood, ..... people have used to cook and keep warm for thousands of years, continues to be the largest biomass resource.**
  - a) that
  - b) where
  - c) in which
  - d) in that
  - e) which
3. **Biomass resources include residues ..... the agriculture and forest industries, landfill gas, aquatic plants, and wastes produced ..... cities and factories.**
  - a) from/by
  - b) to/over
  - c) off/about
  - d) into/at
  - e) between/for
4. **Because biomass resources come from organic matter, biomass resources are renewable. ...., many biomass resources are replenished through the cultivation of fast-growing trees and grasses.**
  - a) however
  - b) meanwhile
  - c) for example
  - d) even though
  - e) furthermore
5. **The net emission of carbon dioxide from bioenergy will be zero ..... plants continue to be replenished.**
  - a) as well as
  - b) as long as
  - c) as regards
  - d) as a result
  - e) as soon as
6. **Today, we ..... on biomass to provide about 3 to 4 percent of our energy in the United States.**
  - a) expand
  - b) generate
  - c) replenish
  - d) remove
  - e) depend
7. **We're even learning more about how to produce the same high-quality materials and chemicals from biomass, ..... those that presently come from petroleum.**
  - a) rather than
  - b) such as
  - c) in spite of
  - d) instead of
  - e) owing to
8. **Hundreds of U.S. power plants use biomass resources ..... about 65 billion kilowatt-hours of electricity each year.**
  - a) generating
  - b) having been generated
  - c) to have generated
  - d) to generate
  - e) generated
9. **Solid wastes from cities fuel most ..... the remaining biopower plants, providing enough electricity ..... meet the needs of nearly 7 million Americans.**
  - a) of/to
  - b) over/for
  - c) at/into
  - d) from/by
  - e) about/at
10. **Several types of biopower systems are ..... in use or under development.**
  - a) nearly
  - b) abundantly
  - c) currently
  - d) ceaselessly
  - e) consequently



## 12.BIOENERGY

The energy  in biomass (organic matter) is called bioenergy. Bioenergy can be used to  heat, make fuels, and  electricity. Wood, which people have  cook and keep warm for thousands of years, continues to be the largest biomass . Today there are also many other types of biomass we can use to  energy. These biomass resources include residues from the  and forest , landfill gas, aquatic plants, and  produced by cities and factories.

Because they come from organic matter, biomass resources are . For example, many biomass resources are  through the cultivation of fast-growing trees and grasses. As these trees and  grow, they remove carbon dioxide—a major  gas—from the atmosphere. This is important because bioenergy, like fossil fuels, can produce carbon dioxide. , the net  of carbon dioxide from bioenergy will be zero  plants continue to be replenished.

Today, we  biomass to provide about 3 to 4 percent of our energy in the United States. And we continue to expand our use of bioenergy. We're even learning more  how to produce the same high- materials and chemicals from biomass,  those that  come from petroleum.

Biopower:  of U.S. power plants use biomass resources to generate about  billion kilowatt-hours of electricity each year. The wood and paper products industries generate and use about two-thirds of this power. Solid wastes from cities fuel  of the remaining biopower plants, providing  electricity to meet the needs of  7 million Americans.

Biopower plants come in all sizes. Today's biopower plants have a combined capacity of about 10.3 gigawatts,  is about 1.4 percent of our nation's  electrical generating capacity. , with better technology and expanded use of biomass resources, the nation could generate  four-and-a-half times  biopower by .

all the forms of renewable energy, only  produces more electricity than bioenergy does. Like hydropower, biopower is available 24 hours a day, seven days a week. Other forms of  energy, such as solar or wind power, have lower  since they are produced only when the sun  or the wind . Several types of biopower systems are  in use or under development. These systems include direct combustion, cofiring, , and small modular systems.

65  
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# 13.Evolution

Evolution is any change across successive generations in the heritable characteristics of biological populations. Evolutionary processes **give rise to**<sup>108</sup> diversity at every level of biological organisation, including species, individual organisms and molecules such as DNA and proteins. Life on Earth originated and then evolved from a universal common ancestor approximately 3.7 billion years ago. Repeated speciation and the divergence of life can be inferred from shared sets of biochemical and morphological traits, or by shared DNA sequences. These homologous traits and sequences are more similar among species that share a more recent common ancestor, and can be used to reconstruct evolutionary histories, using **both existing species and the fossil record**<sup>109</sup>. Existing patterns of biodiversity have been shaped both by speciation and by extinction.

Charles Darwin **was the first to formulate**<sup>110</sup> a scientific argument for the theory of evolution **by means of**<sup>111</sup> natural selection. Evolution by natural selection is a process that is inferred from three facts about populations: 1) more offspring are produced than can possibly survive, 2) traits vary among individuals, leading to differential rates of survival and reproduction, and 3) trait differences are heritable. Thus, when members of a population die they are replaced by the progeny of parents that were better adapted to survive and reproduce in the environment **in which**<sup>112</sup> natural selection took place. This process creates and preserves traits that are seemingly fitted for the functional roles they perform. Natural selection is the only known cause of adaptation, but not the only known cause of evolution. **Other**<sup>113</sup>, nonadaptive causes of evolution include mutation and genetic drift.

In the early 20th century, genetics was integrated with Darwin's theory of evolution by natural selection through the discipline of population genetics. The importance of natural selection as a cause of evolution was accepted into other branches of biology. **Moreover**<sup>114</sup>, previously held notions about evolution, such as orthogenesis and "progress" became obsolete. Scientists continue to study evolution by constructing theories, by using observational data, and by performing experiments in both the field and the laboratory. Biologists agree that descent with modification is one of the most reliably established facts in science. Discoveries in evolutionary biology have made a significant impact **not just within the traditional branches of biology, but also**<sup>115</sup> in other academic disciplines (e.g., anthropology and psychology) and on society at large.

<http://en.wikipedia.org/wiki/Evolution>

<sup>108</sup> **GIVE RISE TO** sebep olmak/yol açmak anlamında kullanılmıştır. Aşağıdaki tabloda **GIVE** fiili ile kullanılan **EDATLAR** ve anlamları verilmiştir.

|                   |                                |                 |                          |
|-------------------|--------------------------------|-----------------|--------------------------|
| <b>Give back</b>  | geri vermek, borcu geri ödemek | <b>Give out</b> | serbest bırakmak, yaymak |
| <b>Give in to</b> | boyun eğmek, teslim olmak      | <b>Give up</b>  | bırakmak, terk etmek     |

<sup>109</sup> **BOTH ... AND ...** koordineli bir bağlaçtır. Aşağıdaki tabloda bazı koordineli bağlaçlara örnek verilmiştir.

|                                   |                               |   |
|-----------------------------------|-------------------------------|---|
| <b>BOTH...AND</b>                 | HEM ... HEM DE ...            | He told them <b>BOTH</b> where to go <b>AND</b> how to get there.                   |
| <b>EITHER...OR</b>                | NE ... NE DE ...              | She could <b>EITHER</b> have one week in England <b>OR</b> two weeks at home.       |
| <b>NEITHER...NOR</b>              | YA ... YA DA ...              | It was <b>NEITHER</b> possible <b>NOR</b> impossible.                               |
| <b>NOT ONLY/JUST...BUT (ALSO)</b> | SADECE ...DEĞİL AYRICA ... DA | She was <b>NOT ONLY</b> their mother, <b>BUT ALSO</b> their friend.                 |
| <b>SCARCELY...WHEN</b>            | TAM ...MIŞTI Kİ ...OLDU       | <b>SCARCELY</b> had she gone out, <b>WHEN</b> he arrived.                           |
| <b>BARELY ... WHEN</b>            | TAM ...MIŞTI Kİ ...OLDU       | <b>BARELY</b> had they found the money <b>WHEN</b> they informed me.                |
| <b>HARDLY...WHEN</b>              | TAM ...MIŞTI Kİ ...OLDU       | <b>HARDLY</b> had he finished cleaning the car <b>WHEN</b> she arrived.             |
| <b>NO SOONER ... THAN</b>         | ... IR ... IRMAZ              | <b>NO SOONER</b> had she come in <b>THAN</b> she helped us.                         |
| <b>MORE...THAN</b>                | DEN DAHA FAZLA                | No one loves you <b>MORE</b> truly <b>THAN</b> I.                                   |
| <b>SO...THAT</b>                  | O KADAR ... Kİ, ÖYLE ... Kİ   | She was <b>SO</b> angry <b>THAT</b> she could have cried.                           |
| <b>SUCH...THAT</b>                | O KADAR ... Kİ, ÖYLE ... Kİ   | The place was <b>SUCH</b> a problem in terms of maintenance <b>THAT</b> he sold it. |

<sup>110</sup> **BE THE FIRST/SECOND/THIRD** yapıları genellikle kendisinden sonra fiili **TO** alır.

<sup>111</sup> **BY MEANS OF** yapısı **YOLUYLA** anlamındadır. **VIA/BY WAY OF/BY** yapıları da aynı anlamı taşır. Aşağıdaki tabloda sonu **OF** ile biten geçiş bağlaçları verilmiştir.

|                    |                              |                               |                       |                                |
|--------------------|------------------------------|-------------------------------|-----------------------|--------------------------------|
| <b>in case of</b>  | <b>in charge of</b>          | <b>in spite of</b>            | <b>in the wake of</b> | <b>on the grounds of/ that</b> |
| ...durumunda       | ...sorumluluğunda, görevinde | ...e rağmen                   | ...ardından           | bahanesiyle                    |
| <b>as of</b>       | <b>in excess of</b>          | <b>in terms of</b>            | <b>instead of</b>     | <b>on the verge of</b>         |
| ...den sonra       | ...den fazla                 | ...e dayanarak, açısından     | ...in yerine          | ...in eşliğinde                |
| <b>because of</b>  | <b>in favor of</b>           | <b>in the event of</b>        | <b>on account of</b>  | <b>regardless of</b>           |
| ...den dolayı      | ...den yana,...in lehinde    | ...durumunda                  | ...den dolayı         | ...bakılmaksızın               |
| <b>by means of</b> | <b>in place of</b>           | <b>in the view of</b>         | <b>on behalf of</b>   | <b>with the aid/help of</b>    |
| ...sayesinde       | ...in yerine                 | ...ışığında, göz önüne alarak | ...adına              | ...sayesinde                   |

<sup>112</sup> **IN WHICH** burada **WHERE RELATIVE PRONOUN** yapısı yerine kullanılmıştır.

<sup>113</sup> **OTHER** yapısının çok kullanımı vardır. Aşağıdaki tablo size bu konuda yardımcı olacaktır.

|                 | Adjective   | Pronouns |                 | Adjective     | Pronouns   |
|-----------------|-------------|----------|-----------------|---------------|------------|
| <b>Singular</b> | Another car | Another  | <b>Singular</b> | The other car | The other  |
| <b>Plural</b>   | Other cars  | Others   | <b>Plural</b>   | The other car | The others |

<sup>114</sup> **MOREOVER** bağlacı **ÜSTELİK** anlamında kullanılıp **IN ADDITION/BESIDES/FURTHERMORE** bağlaçlarıyla aynı anlamı taşır.

<sup>115</sup> **NOT ONLY/JUST/SOLELY/MERELY ... BUT ALSO(AS WELL/cümle sonunda)** koordineli bağlaçtır.

| VOCABULARY            | MEANING                             | SYNONYMS                                       | ANTONYMS  |
|-----------------------|-------------------------------------|--|---|
| <b>accept</b>         | <i>kabul etmek</i>                  | receive; agree                                 | deny, discard, refuse, reject                           |
| <b>adaptation</b>     | <i>uyum</i>                         | modification, adjustment                       |   |
| <b>adapt to</b>       | <i>adapte olmak</i>                 | conform; change, make suitable; match, fit     |   |
| <b>agree</b>          | <i>aynı fikirde olmak</i>           | accept   | contradict, disagree, oppose, protest, refuse           |
| <b>ancestor</b>       | <i>ata</i>                          | forefather                                     |   |
| <b>anthropology</b>   | <i>insanbilim</i>                   |  |   |
| <b>approximately</b>  | <i>yaklaşık olarak</i>              | nearly, almost                                 |   |
| <b>argument</b>       | <i>tartışma, iddia</i>              | dispute  |   |
| <b>construct</b>      | <i>kurmak, çizmek</i>               | build, assemble, put together                  | break, demolish, destroy, ruin                          |
| <b>descent</b>        | <i>iniş, nesil, düşme</i>           |  |   |
| <b>discipline</b>     | <i>bilim dalı, disipline sokmak</i> | punish   |   |
| <b>divergence</b>     | <i>uyuşmazlık, açılma</i>           | branching off, deviation                       |   |
| <b>drift</b>          | <i>sürüklenmek, yığmak</i>          | wash away, carry away                          |   |
| <b>establish</b>      | <i>saptamak, belirlemek</i>         | set up, found; base                            |   |
| <b>evolution</b>      | <i>evrim</i>                        | development, progression                       |   |
| <b>evolutionary</b>   | <i>gelişme ile ilgili</i>           | developmental, progressive, gradually changing |   |
| <b>evolve from</b>    | <i>-den gelişmek</i>                | develop  |   |
| <b>exist</b>          | <i>var olmak</i>                    | live, be                                       | die   |
| <b>extinction</b>     | <i>tükenme</i>                      | extinguishment                                 |   |
| <b>fact</b>           | <i>gerçek</i>                       | actuality; reality                             | fabrication, lie  |
| <b>fitted</b>         | <i>uygun, döşeli</i>                | adapted, adjusted                              | inappropriate, unfit                                    |
| <b>formulate</b>      | <i>hazırlamak</i>                   | devise, conceive; develop, plan                |   |
| <b>functional</b>     | <i>işlevsel</i>                     | useful, practical; working, functioning        | malfunctioning, unfunctional                            |
| <b>give rise to</b>   | <i>sebep olmak</i>                  | cause, lead to, bring about, result in         |   |
| <b>hold</b>           | <i>tutmak, kavramak</i>             | keep, save; restrain; maintain, support        |   |
| <b>heritable</b>      | <i>kalıtsal</i>                     | hereditary                                     | acquired  |
| <b>homologous</b>     | <i>benzer, türdeş</i>               | analogous, alike, equal, similar               | dissimilar, heterologous, unrelated                     |
| <b>impact</b>         | <i>etki</i>                         | influence, effect                              |   |
| <b>include</b>        | <i>içermek</i>                      | comprise, contain                              | eliminate, exclude, neglect, reject                     |
| <b>individual</b>     | <i>bireysel, özgün</i>              | single, distinct, sole                         | common, general, ordinary                               |
| <b>infer from</b>     | <i>-den anlam çıkarmak</i>          | conclude from, deduce from, gather from        |   |
| <b>integrate with</b> | <i>ile birleşmek</i>                | mix, merge, blend; join, unite                 | divide, separate  |
| <b>lead to</b>        | <i>-e yol açmak</i>                 | goes to -, arrives to -, takes one to -        |   |
| <b>moreover</b>       | <i>üstelik</i>                      | in addition, besides, furthermore              |   |
| <b>morphological</b>  | <i>morfolojik</i>                   | of morphology                                  |   |
| <b>mutation</b>       | <i>değişim, dönüşüm</i>             | change, alteration                             | inaction, stagnation                                    |
| <b>nonadaptive</b>    | <i>uyum sağlamayan</i>              |  |   |
| <b>notion</b>         | <i>kavram, görüş</i>                | concept; opinion; idea                         |   |
| <b>observational</b>  | <i>gözlemsel</i>                    | supervisory                                    |   |
| <b>obsolete</b>       | <i>eski, kullanılmayan</i>          | ancient  | contemporary, current, modern, new, present, up-to-date |

|                     |                                 |                                       |                             |
|---------------------|---------------------------------|---------------------------------------|-----------------------------|
| <b>offspring</b>    | <i>ürün, yavrular</i>           | young, descendants, children; outcome |                             |
| <b>originate</b>    | <i>kaynaklanmak</i>             | result from; develop                  |                             |
| <b>orthogenesis</b> | <i>düz oluş, ortogenez</i>      |                                       |                             |
| <b>pattern</b>      | <i>örnek, model, kalıp</i>      | sample; model, ideal; form            |                             |
| <b>perform</b>      | <i>uygulamak, yapmak</i>        | do, carry out, execute; act           |                             |
| <b>population</b>   | <i>nüfus</i>                    |                                       |                             |
| <b>possibly</b>     | <i>belki, olabilir</i>          | perhaps, maybe                        | impossibly, unlikely        |
| <b>previously</b>   | <i>önceden</i>                  | before                                |                             |
| <b>progeny</b>      | <i>soy, kuşak, ürün</i>         | descendant, offspring                 |                             |
| <b>reconstruct</b>  | <i>yeniden inşa etmek</i>       | rebuild, construct again, recreate    |                             |
| <b>reliably</b>     | <i>güvenilir</i>                | dependably                            | unfairly, unjustly, wrongly |
| <b>repeat</b>       | <i>tekrar etmek</i>             |                                       |                             |
| <b>replace</b>      | <i>değiştirmek</i>              |                                       |                             |
| <b>reproduce</b>    | <i>yeniden üretmek</i>          | duplicate, copy                       |                             |
| <b>reproduction</b> | <i>türetme</i>                  | procreation                           |                             |
| <b>seemingly</b>    | <i>görünürde</i>                | apparently                            |                             |
| <b>selection</b>    | <i>seçme, seçenek</i>           | choice                                |                             |
| <b>sequence</b>     | <i>sıra, bölüm, sıklık</i>      | progression, succession               |                             |
| <b>share</b>        | <i>paylaşmak, hisse</i>         | part; portion                         | whole                       |
| <b>speciation</b>   | <i>biyolojik türlerin evrim</i> |                                       |                             |
| <b>successive</b>   | <i>ardışık</i>                  | continuous, sequential                |                             |
| <b>survive</b>      | <i>hayatta kalma</i>            |                                       |                             |
| <b>take place</b>   | <i>meydana gelmek</i>           | happen, occur                         |                             |
| <b>trait</b>        | <i>özellik</i>                  | quality, characteristic               |                             |

**A) MATCH THE SYNONYMS**

|                  |               |
|------------------|---------------|
| 1) accept        | actuality     |
| 2) adaptation    | adapted       |
| 3) adapt to      | agree         |
| 4) approximately | build         |
| 5) argument      | cause         |
| 6) construct     | conclude from |
| 7) establish     | conform       |
| 8) evolution     | continuous    |
| 9) evolutionary  | descendants   |
| 10) fact         | development   |
| 11) fitted       | devise        |
| 12) formulate    | dispute       |
| 13) functional   | furthermore   |
| 14) give rise to | happen        |
| 15) infer from   | modification  |
| 16) moreover     | nearly        |
| 17) offspring    | progressive   |
| 18) originate    | result from   |
| 19) successive   | set up        |
| 20) take place   | useful        |

**B) Put the correct PREPOSITIONS from the following list in the sentences below.**

**of at of on of in to of by through from in across in with of with**

- Biologists agree that descent ... modification is one ... the most reliably established facts ... science.
- Evolutionary processes give rise ... diversity ... every level ... biological organisation, including species, individual organisms and molecules such as DNA and proteins.
- Life ... Earth originated and then evolved ... a universal common ancestor approximately 3.7 billion years ago.
- ... the early 20th century, genetics was integrated ... Darwin's theory ... evolution ... natural selection ... the discipline ... population genetics.
- Evolution is any change ... successive generations ... the heritable characteristics ... biological populations.

**C) Put the correct CONJUNCTIONS from the following list in the sentences below.**

**moreover not just ... but also by means of both ... and such as but**

- Discoveries in evolutionary biology have made a significant impact ... within the traditional branches of biology, ... in other academic disciplines (e.g., anthropology and psychology) and on society at large.
- Charles Darwin was the first to formulate a scientific argument for the theory of evolution ... natural selection.
- Natural selection is the only known cause of adaptation, ... not the only known cause of evolution.
- The importance of natural selection as a cause of evolution was accepted into other branches of biology. ... , previously held notions about evolution, ... orthogenesis and "progress" became obsolete.
- Existing patterns of biodiversity have been shaped ... by speciation ... by extinction.

## PROBABLE QUESTIONS TEST 13

1. **Evolution is any change across successive ..... in the heritable characteristics of biological populations.**
  - a) organizations
  - b) generations
  - c) selections
  - d) speciations
  - e) reproductions
2. **Evolutionary processes ..... diversity at every level of biological organisation, including species, individual organisms and molecules such as DNA and proteins.**
  - a) lead to
  - b) adapt to
  - c) give rise to
  - d) infer from
  - e) evolve from
3. **Life on Earth ..... and then ..... from a universal common ancestor approximately 3.7 billion years ago.**
  - a) has been originated/has evolved
  - b) was originating/evolving
  - c) would originate/evolved
  - d) had originated/has evolved
  - e) originated/evolved
4. **Repeated speciation and the divergence ..... life can be inferred ..... shared sets of biochemical and morphological traits, or by shared DNA sequences.**
  - a) in/at
  - b) for/in
  - c) by/about
  - d) of/from
  - e) over/up to
5. **Homologous traits and sequences are ..... similar among species ..... share a more recent common ancestor, and can be used to reconstruct evolutionary histories, using both existing species and the fossil record.**
  - a) the most/of
  - b) the more/ the more
  - c) more/that
  - d) such/that
  - e) such/as
6. **Charles Darwin was the first ..... a scientific argument for the theory of evolution by means of natural selection.**
  - a) to formulate
  - b) to have been formulated
  - c) formulating
  - d) being formulated
  - e) to be formulating
7. **When members of a population die they are replaced by the progeny of parents ..... were better adapted to survive and reproduce in the environment ..... natural selection took place.**
  - a) whom/that
  - b) where/whose
  - c) that/in which
  - d) in that/why
  - e) who/whether
8. **In the early 20th century, genetics ..... with Darwin's theory of evolution by natural selection through the discipline of population genetics.**
  - a) integrated
  - b) was integrated
  - c) had integrated
  - d) has been integrated
  - e) was integrating
9. **The importance of natural selection as a cause of evolution was accepted into other branches of biology. ...., previously held notions about evolution, such as orthogenesis and "progress" became obsolete.**
  - a) moreover
  - b) nevertheless
  - c) inasmuch as
  - d) instead
  - e) unless
10. **Discoveries in evolutionary biology have made a ..... impact not just within the traditional branches of biology, but also in other academic disciplines and on society at large.**
  - a) obsolete
  - b) natural
  - c) common
  - d) successive
  - e) significant



# 13.EVOLUTION

Evolution is any change across [ ] generations in the heritable characteristics of [ ] populations. Evolutionary processes give rise to [ ] at every level of biological organisation, [ ] species, individual organisms and molecules such as DNA and [ ].

Life on Earth [ ] and then evolved from a universal common [ ] approximately 3.7 billion years ago. Repeated [ ] and the [ ] of life can be inferred from shared sets of biochemical and morphological traits, or by shared DNA sequences. These homologous [ ] and sequences are more similar among species that share a more recent [ ] ancestor, and can be used to [ ] evolutionary histories, using both existing species and the [ ] record. Existing patterns of biodiversity have been [ ] both by speciation and by extinction.

Charles Darwin was the first to [ ] a scientific argument for the theory of evolution by means of natural selection. Evolution by natural [ ] is a process that is [ ] from three facts about [ ]: 1) more offspring are produced than can [ ] survive, 2) traits vary among individuals, leading to differential rates of [ ] and reproduction, and 3) trait differences are [ ]. Thus, when members of a population die they are [ ] by the progeny of parents that were [ ] adapted to survive and [ ] in the environment in which natural selection took place. This process creates and preserves traits that are [ ] fitted for the functional roles they [ ]. Natural selection is the only known cause of adaptation, but not the only known cause of evolution. Other, [ ] causes of evolution include [ ] and genetic drift.

In the early 20th century, [ ] was integrated with Darwin's theory of evolution by natural selection [ ] the discipline of population genetics. The [ ] of natural selection as a cause of evolution was accepted into other [ ] of biology. [ ], previously held notions about evolution, such as orthogenesis and "progress" [ ] obsolete. Scientists continue to study evolution by constructing theories, by using observational data, and by performing [ ] in both the field and the [ ]. Biologists agree that descent with modification is one of the most reliably [ ] facts in science. Discoveries in evolutionary biology have made a [ ] impact not just within the traditional branches of biology, [ ] in other academic disciplines (e.g., anthropology and psychology) and on [ ] at large.

ancestor became better biological branches but also common divergence diversity established experiments formulate fossil genetics heritable importance including inferred laboratory Moreover mutation nonadaptive originated perform populations possibly proteins reconstruct replaced reproduce seemingly selection shaped significant society speciation successive survival through traits

# 14.Ecosystems

An ecosystem consists of the biological community that occurs in some locale, and the physical and chemical factors that make up its **non-living**<sup>116</sup> or abiotic environment. There are many examples of ecosystems such as a pond, a forest, an estuary, a grassland. The boundaries are not fixed in any objective way, although sometimes they seem obvious, as with the shoreline of a small pond. Usually the boundaries of an ecosystem are chosen for practical reasons having to do with the goals of the particular study. The study of ecosystems mainly consists of the study of certain processes that link the living, or biotic, components to the non-living, or abiotic, components. Energy transformations and biogeochemical cycling are the main processes that comprise the field of ecosystem ecology. As we learned earlier, ecology generally is defined as the interactions of organisms with one another and with the environment in which they occur. We can study ecology at the level of the individual, the population, the community, and the ecosystem.

Studies of individuals are concerned mostly about physiology, reproduction, development or behavior, and studies of populations usually **focus on**<sup>117</sup> the habitat and resource needs of individual species, their group behaviors, population growth, and what limits their abundance or causes extinction. Studies of communities examine **how**<sup>118</sup> populations of many species interact with one another, such as predators and their prey, or competitors that share common needs or resources.

In ecosystem ecology we put all of this together and, **insofar as**<sup>119</sup> we can, we **try to understand**<sup>120</sup> how the system operates as a whole. This means that, rather than worrying mainly about particular species, we try to focus on major functional aspects of the system. These functional aspects include such things as the amount of energy that is produced by photosynthesis, how energy or materials flow along the many steps in a food chain, or what controls the rate of decomposition of materials or the rate **at which**<sup>121</sup> nutrients are recycled in the system.

<http://www.globalchange.umich.edu/globalchange1/current/lectures/king/ecosystem/ecosystem.html>

<sup>116</sup> **NON NO/NOT** anlamına gelir ve genellikle kelimenin önünde kullanılıp **OLUMSUZ** bir anlam katar. Aşağıdaki tabloda **NON-** ile kullanılan kelimelere örnekler verilmiştir.

|                           |                        |                       |                       |                         |                       |                        |                        |                       |                      |
|---------------------------|------------------------|-----------------------|-----------------------|-------------------------|-----------------------|------------------------|------------------------|-----------------------|----------------------|
| <b>non</b> absorbent      | <b>non</b> appearance  | <b>non</b> digestible | <b>non</b> existent   | <b>non</b> human        | <b>non</b> lethal     | <b>non</b> nomadic     | <b>non</b> profit      | <b>non</b> sense      | <b>non</b> union     |
| <b>non</b> acceptance     | <b>non</b> arbitrary   | <b>non</b> disposable | <b>non</b> explosive  | <b>non</b> inflammatory | <b>non</b> linguistic | <b>non</b> normative   | <b>non</b> public      | <b>non</b> smoker     | <b>non</b> verbal    |
| <b>non</b> accomplishment | <b>non</b> associative | <b>non</b> drinker    | <b>non</b> fatal      | <b>non</b> immune       | <b>non</b> literal    | <b>non</b> objective   | <b>non</b> racial      | <b>non</b> specific   | <b>non</b> violence  |
| <b>non</b> achievement    | <b>non</b> believer    | <b>non</b> driver     | <b>non</b> fiction    | <b>non</b> integrated   | <b>non</b> living     | <b>non</b> observant   | <b>non</b> radioactive | <b>non</b> starter    | <b>non</b> voluntary |
| <b>non</b> achiever       | <b>non</b> caloric     | <b>non</b> editable   | <b>non</b> figurative | <b>non</b> intervention | <b>non</b> magnetic   | <b>non</b> occurrence  | <b>non</b> reader      | <b>non</b> subjective | <b>non</b> washable  |
| <b>non</b> adaptive       | <b>non</b> causal      | <b>non</b> elective   | <b>non</b> financial  | <b>non</b> invasive     | <b>non</b> metallic   | <b>non</b> opening     | <b>non</b> reflective  | <b>non</b> surgical   | <b>non</b> woody     |
| <b>non</b> addictive      | <b>non</b> ce          | <b>non</b> entity     | <b>non</b> functional | <b>non</b> ionized      | <b>non</b> moving     | <b>non</b> operational | <b>non</b> resistant   | <b>non</b> synthetic  | <b>non</b> worker    |
| <b>non</b> age            | <b>non</b> cellular    | <b>non</b> essential  | <b>non</b> harmonic   | <b>non</b> judgmental   | <b>non</b> musical    | <b>non</b> parallel    | <b>non</b> renewable   | <b>non</b> taxable    |                      |
| <b>non</b> aggression     | <b>non</b> deductible  | <b>non</b> etheless   | <b>non</b> hereditary | <b>non</b> leaded       | <b>non</b> natural    | <b>non</b> payment     | <b>non</b> rigid       | <b>non</b> toxic      |                      |
| <b>non</b> alcoholic      | <b>non</b> descript    | <b>non</b> exempt     | <b>non</b> hierarchic | <b>non</b> legal        | <b>non</b> negative   | <b>non</b> political   | <b>non</b> sense       | <b>non</b> uniform    |                      |

<sup>117</sup> **FOCUS ON odaklanmak** anlamında kullanılmıştır. Aşağıdaki tabloda genellikle **ON** edatını alan fiillerin listesi verilmiştir.

|                       |            |                           |               |                  |           |
|-----------------------|------------|---------------------------|---------------|------------------|-----------|
| <b>Comment on</b>     | Focus on   | <b>Make a decision on</b> | Depend on     | <b>Rely on</b>   | Insist on |
| <b>Concentrate on</b> | Impose on  | <b>Operate on</b>         | Decide on     | <b>Report on</b> | Lean on   |
| <b>Consult on</b>     | Improve on | <b>Plan on</b>            | Experiment on | <b>Rest on</b>   | Live on   |
| <b>Count on</b>       | Inflict on | <b>Reason on</b>          | Feed on       | <b>Spend on</b>  | Base on   |

<sup>118</sup> **NOUN CLAUSE** yapısıdır.

<sup>119</sup> **INSOFAR AS –diği derecede/kadar** anlamında kullanılır.

<sup>120</sup> Bazı fiiller kendisinden sonra **TO VERB** yapısı, bazı fiiller kendisinden sonra **VERB-ING** yapısı alırlar. Bazı **TO VERB** alan yapılar.

|                |               |                  |                  |                |             |                 |                |
|----------------|---------------|------------------|------------------|----------------|-------------|-----------------|----------------|
| <b>AFFORD</b>  | Gücü yetmek   | <b>COME</b>      | Gelmek           | <b>LEARN</b>   | Öğrenmek    | <b>PRETEND</b>  | Davranmak      |
| <b>AGREE</b>   | Anlaşmak      | <b>DECIDE</b>    | Kararlaştırmak   | <b>LIVE</b>    | Yaşamak     | <b>PROCEED</b>  | İlerlemek      |
| <b>AIM</b>     | Amaçlamak     | <b>DEMAND</b>    | İstekte bulunmak | <b>LONG</b>    | Özlemek     | <b>PROMISE</b>  | Söz vermek     |
| <b>APPEAR</b>  | Belirmek      | <b>DESERVE</b>   | Layık olmak      | <b>MANAGE</b>  | Yönetmek    | <b>REFUSE</b>   | Reddetmek      |
| <b>ARRANGE</b> | Düzenlemek    | <b>ENDEAVOR</b>  | Çabalamak        | <b>MEAN</b>    | Kastetmek   | <b>SEEM</b>     | Görünmek       |
| <b>ATTEMPT</b> | Yeltenmek     | <b>FAIL</b>      | Başaramamak      | <b>NEGLECT</b> | İhmal etmek | <b>STOP</b>     | Durmak         |
| <b>CARE</b>    | Özenmek       | <b>GUARANTEE</b> | Garantilemek     | <b>OFFER</b>   | Sunmak      | <b>STRUGGLE</b> | Mücadele etmek |
| <b>CHANGE</b>  | Değiştirmek   | <b>HAPPEN</b>    | Meydana gelmek   | <b>PAUSE</b>   | Duraklamak  | <b>SWEAR</b>    | Yemin etmek    |
| <b>CLAIM</b>   | Şikayet etmek | <b>HESITATE</b>  | Tereddüt etmek   | <b>PLAN</b>    | Tasarlamak  | <b>TEND</b>     | Yönelmek       |
| <b>CHOOSE</b>  | Seçmek        | <b>HOPE</b>      | Ummak            | <b>PREPARE</b> | Hazırlamak  |                 |                |

<sup>121</sup> **RELATIVE CLAUSE** yapısıdır. **RELATIVE PRONOUN** yapılarında sadece **WHICH/WHOM/WHOSE** öncesinde **EDAT** alır.

| VOCABULARY            | MEANING                                | SYNONYMS  | ANTONYMS  |
|-----------------------|--|---|---|
| <b>abiotic</b>        | <i>cansız</i>                          | inanimate, inorganic, not living                      |   |
| <b>abundance</b>      | <i>bolluk, bereket</i>                 | plentifulness   | deficiency, inadequacy, lack                        |
| <b>aspect</b>         | <i>yön, açı, özellik</i>               | outlook   |   |
| <b>behavior</b>       | <i>davranış</i>                        | conduct   |   |
| <b>biogeochemical</b> | <i>biyojeokimyasal</i>                 |   |   |
| <b>boundary</b>       | <i>sınır, limit</i>                    | limit, border   |   |
| <b>choose</b>         | <i>seçmek</i>                          | select, prefer  |   |
| <b>community</b>      | <i>topluluk</i>                        |   |   |
| <b>competitor</b>     | <i>rakip, yarışmacı</i>                | rival, contestant                                     |   |
| <b>component</b>      | <i>bileşen, parça</i>                  | ingredient  |   |
| <b>comprise</b>       | <i>kapsamak, oluşmak</i>               | include; be composed of                               | except, exclude, fail, fall short, lack, need, want |
| <b>concern</b>        | <i>ilgilendirmek</i>                   | interest; affect, involve; worry                      |   |
| <b>consist of</b>     | <i>-den oluşmak</i>                    | comprise of; be composed of                           |   |
| <b>cycling</b>        | <i>devir yaptırmak, pedal çevirmek</i> |   |   |
| <b>decomposition</b>  | <i>ayırışma</i>                        | disintegration; decay, rot                            | combination, development, growth, improvement       |
| <b>define</b>         | <i>tanımlamak</i>                      | explain, clarify                                      |   |
| <b>ecosystem</b>      | <i>ekosistem</i>                       | ecological system                                     |   |
| <b>estuary</b>        | <i>haliç, nehir ağzı</i>               |   |   |
| <b>examine</b>        | <i>incelemek, muayene etmek</i>        | look at carefully, inspect, check, interrogate        |   |
| <b>extinction</b>     | <i>nesli tükenme</i>                   | extinguishment  |   |
| <b>fixed</b>          | <i>değişmez, sağlamış</i>              | steady  | change, destroy, disarrange, disorganize, unsettle  |
| <b>focus on</b>       | <i>odaklanmak</i>                      | concentrated upon/on                                  |   |
| <b>goal</b>           | <i>hedef</i>                           | target, aim   |   |
| <b>grassland</b>      | <i>otlak, çayır</i>                    |   |   |
| <b>habitat</b>        | <i>yaşam alanı</i>                     | habitation, dwelling-place; environment, surroundings |   |
| <b>include</b>        | <i>içermek</i>                         | comprise, contain                                     | eliminate, exclude, neglect, reject                 |
| <b>insofar as</b>     | <i>-diği derecede/kadar</i>            | to the extent that                                    |   |
| <b>interact with</b>  | <i>ile etkileşmek</i>                  | act on each other                                     |   |
| <b>interaction</b>    | <i>etkileşim</i>                       | mutual action   |   |
| <b>locale</b>         | <i>yer, olay yeri</i>                  | locality  |   |
| <b>mainly</b>         | <i>başlıca, çoğu</i>                   | principally, chiefly                                  |   |
| <b>major</b>          | <i>yetişkin, büyük, önemli</i>         |   | lesser, little, minor, small                        |
| <b>make up</b>        | <i>oluşturmak, toparlamak</i>          | construct; constitute                                 |   |
| <b>mostly</b>         | <i>çoğunlukla, genelde</i>             | mainly; in most situations, usually                   |   |
| <b>non-living</b>     | <i>cansız</i>                          |   |   |
| <b>nutrient</b>       | <i>besleyici</i>                       | nourishing  |   |
| <b>objective</b>      | <i>tarafsız, hedef</i>                 | aim, purpose, goal                                    | partial, prejudiced, subjective, unfair             |
| <b>obvious</b>        | <i>açık, ortada</i>                    | clear; apparent, evident                              | ambiguous, indefinite, obscure, unclear, vague      |

|                       |                               |  |
|-----------------------|-------------------------------|--|
| <b>operate</b>        | <i>çalışmak, işlemek</i>      | act, function; manage, use, activate                         |
| <b>particular</b>     | <i>belli, özgü, ayrıntılı</i> | special; unusual, uncommon;<br>detailed; meticulous, precise |
| <b>pond</b>           | <i>gölet, havuz</i>           | small lake; pool   |
| <b>predator</b>       | <i>yırtıcı hayvan</i>         | hunter   |
| <b>prey</b>           | <i>av, kurban</i>             | victim   |
| <b>process</b>        | <i>işlem, süreç</i>           | procedure, routine   |
| <b>recycle</b>        | <i>geri dönüşümü sağlamak</i> |  |
| <b>reproduction</b>   | <i>yeniden yapma</i>          | procreation  |
| <b>resource</b>       | <i>kaynak</i>                 | supply, stock  |
| <b>shoreline</b>      | <i>kıyı şeridi</i>            |  |
| <b>transformation</b> | <i>dönüşüm</i>                | complete change  |
| <b>worrying</b>       | <i>endişe verici</i>          | concerned<br>reassure  |

**A) MATCH THE SYNONYMS**

|                    |                    |
|--------------------|--------------------|
| 1) abundance       | act on each other  |
| 2) boundary        | aim                |
| 3) choose          | be composed of     |
| 4) comprise        | clarify            |
| 5) consist of      | complete change    |
| 6) define          | comprise           |
| 7) examine         | comprise of        |
| 8) extinction      | concentrated upon  |
| 9) focus on        | extinguishment     |
| 10) habitat        | hunter             |
| 11) include        | inspect            |
| 12) insofar as     | limit              |
| 13) interact with  | mutual action      |
| 14) interaction    | nourishing         |
| 15) mainly         | plentifulness      |
| 16) nutrient       | principally        |
| 17) objective      | select             |
| 18) predator       | surroundings       |
| 19) prey           | to the extent that |
| 20) transformation | victim             |

**B) Put the correct PREPOSITIONS from the following list in the sentences below.**

**of for to of in of about of on of with of up at of**

- An ecosystem consists ... the biological community that occurs ... some locale, and the physical and chemical factors that make ... its non-living or abiotic environment.
- We can study ecology ... the level ... the individual, the population, the community, and the ecosystem.
- Studies ... individuals are concerned mostly ... physiology, reproduction, development or behavior.
- studies ... populations usually focus ... the habitat and resource needs ... individual species, their group behaviors, population growth, and what limits their abundance or causes extinction.
- Usually the boundaries ... an ecosystem are chosen ... practical reasons having ... do ... the goals ... the particular study.

**C) Put the correct CONJUNCTIONS from the following list in the sentences below.**

**how rather than such as that although as in which insofar as how as**

- ... worrying mainly about particular species, we try to focus on major functional aspects of the system.
- ... we learned earlier, ecology generally is defined ... the interactions of organisms with one another and with the environment ... they occur.
- In ecosystem ecology we put all of this together and, ... we can, we try to understand ... the system operates as a whole.
- Studies of communities examine ... populations of many species interact with one another, ... predators and their prey, or competitors ... share common needs or resources.
- The boundaries are not fixed in any objective way, ... sometimes they seem obvious, as with the shoreline of a small pond.

## PROBABLE QUESTIONS TEST 14

1. An ecosystem ..... the biological community that occurs in some locale, and the physical and chemical factors that make up its non-living or abiotic environment.
  - a) relies on
  - b) consists of
  - c) converts into
  - d) gets away
  - e) calls out
2. The boundaries are not fixed in any objective way, ..... sometimes they seem obvious, as with the shoreline of a small pond.
  - a) despite
  - b) as long as
  - c) although
  - d) so
  - e) because
3. Usually the boundaries of an ecosystem ..... for practical reasons having to do with the goals of the particular study.
  - a) are chosen
  - b) will be chosen
  - c) has chosen
  - d) were chosen
  - e) being chosen
4. The study of ecosystems ..... consists of the study of certain processes that link the living, or biotic, components to the non-living, or abiotic, components.
  - a) eagerly
  - b) essentially
  - c) fortunately
  - d) inconsiderately
  - e) mainly
5. Energy transformations and biogeochemical cycling are the main processes ..... comprise the field of ecosystem ecology.
  - a) in that
  - b) of which
  - c) why
  - d) that
  - e) whose
6. .... we learned earlier, ecology generally is defined ..... the interactions of organisms with one another and with the environment in which they occur.
  - a) So/that
  - b) As/as
  - c) More/than
  - d) When/that
  - e) Such/as
7. Studies of individuals are concerned mostly ..... physiology, reproduction, development or behavior, and studies of populations usually focus ..... the habitat and resource needs of individual species, their group behaviors, population growth, and what limits their abundance or causes extinction.
  - a) about/on
  - b) with/at
  - c) over/in
  - d) at/for
  - e) from/by
8. Studies of communities examine how populations of many species interact with one another, ..... predators and their prey, or competitors that share common needs or resources.
  - a) besides
  - b) whether
  - c) hence
  - d) such as
  - e) in terms of
9. In ecosystem ecology we put all of this together and, ..... we can, we try to understand how the system operates as a whole. This means that, rather than worrying mainly about particular species, we try to focus on major functional aspects of the system.
  - a) though
  - b) when
  - c) provided that
  - d) nonetheless
  - e) insofar as
10. The functional aspects include such things as the amount of energy that ..... by photosynthesis, how energy or materials flow along the many steps in a food chain, or what ..... the rate of decomposition of materials or the rate at which nutrients are recycled in the system.
  - a) has been produced/controlled
  - b) is producing/controlling
  - c) is produced/controls
  - d) produced/controlled
  - e) would produce/will control



# 14. ECOSYSTEMS

An  consists of the biological  that occurs in some , and the physical and  factors that make up its non-living or abiotic . There are many examples of ecosystems -- a pond, a , an estuary, a grassland. The boundaries are not  in any  way, although sometimes they seem , as with the shoreline of a small pond. Usually the  of an ecosystem are chosen for practical reasons having to do with the  of the particular study.

The study of ecosystems  consists of the study of certain processes that  the living, or biotic, components to the non-living, or abiotic, . Energy transformations and  cycling are the main processes that comprise the field of ecosystem . As we learned earlier, ecology  is defined as the interactions of organisms with one another and with the  in which they occur. We can  ecology at the level of the , the population, the , and the ecosystem.

Studies of individuals are concerned mostly about physiology, , development or , and studies of populations usually focus on the  and resource needs of individual species, their  behaviors, population growth, and what limits their  or causes extinction. Studies of communities  how populations of many species interact with one another, such as  and their prey, or  that share common needs or .

In ecosystem ecology we put all of this together and,  we can, we try to understand how the system  as a whole. This means that, rather than worrying mainly about particular species, we try to focus on major  aspects of the system. These functional  include such things as the  of energy that is produced by , how  or materials flow along the many  in a food chain, or what controls the rate of decomposition of materials or the  at which nutrients are  in the system.

abundance  
amount  
aspects  
behavior  
biogeochemical  
boundaries  
chemical  
community  
community  
competitors  
components  
ecology  
ecosystem  
energy  
environment  
environment  
examine  
fixed  
forest  
functional  
generally  
goals  
group  
habitat  
individual  
insofar as  
link  
locale  
mainly  
objective  
obvious  
operates  
photosynthesis  
predators  
rate  
recycled  
reproduction  
resources  
steps  
study

## 15.Fossil fuels

We often hear about fossil fuels in the news and in the speech of scientists and politicians. However, do we really know **what are fossil fuels**<sup>122</sup>? The obvious one that **comes to mind**<sup>123</sup> is gasoline. However the term covers a wide variety of fuels that are now used. Fossil fuels are basically any carbon based substance **that is used**<sup>124</sup> by mankind as a source of energy. They are called fossil fuels because they usually are formed from the remains of dead animals and other organisms.

The normal process that forms fossil fuels is pretty straight forward. An animal or plant dies and its remains are covered by sediment over time. As more layers start to cover the remains, they start to act like a press. The heat and pressure over time convert these organic remains into the hydrocarbons we mine **as**<sup>125</sup> fossil fuels.

Fossil fuels cover many types of fuel now used to power cars, homes, and entire cities. In the United States and many other countries the most well known fossil fuel is coal. Coal **has been used**<sup>126</sup> as a power source **since**<sup>127</sup> the dawn of the industrial revolution. However its application as a source of energy has changed over time. **At first**<sup>128</sup> coal was used to help power steam engines of locomotives. Later, with the practical harnessing of electrical power it became the main fuel source of power plants. Even now it is **the most used**<sup>129</sup> source of electric power in the United States.

Gasoline, also known in its raw form as petroleum is another fossil fuel. Everyone knows about gasoline because the important role it plays in our economy. Gasoline powers the majority of automobiles and vehicles on the planet today. The combustion engine made using gasoline a cheap and efficient source of energy for powering these vehicles. Of all fossil fuels gas is the most politically controversial. Demand for gas is ever increasing as more countries develop a market for cars and trucks. Unfortunately the supply is limited and a good portion of it is in the Middleast which has poor relations on average with most western countries.

**What really makes fossil fuels controversial**<sup>130</sup> is the pollution they create. Even the most ardent supporter of continued use of fossil fuels will admit that they produce pollutants that are harmful to the environment. This battle over the environmental effects stretches from climate change to the health risks from overexposure. Whether it is the greenhouse gases released or spilled petroleum in sensitive natural habitats, the dangers of pollution from fossil fuels is very real.

**At the same time**<sup>131</sup> scientist and entrepreneurs are **looking for**<sup>132</sup> better ways to harvest and use fossil fuels. Some examples are mixing gasoline with biofuel and using more clean forms of carbon fuels **such as**<sup>133</sup> natural gas and biomatter from livestock.

<http://www.universetoday.com/73708/what-are-fossil-fuels/>

<sup>122</sup> **NOUN CLAUSE** yapısıdır. Soru işareti cümlecikten önceki ana fiilden dolaydır.

<sup>123</sup> **COME TO MIND** akla gelen anlamında kullanılmıştır.

<sup>124</sup> **RELATIVE CLAUSE PASSIVE** bir yapıdır. **THAT** pronoun yapısı yerine **WHICH** kullanılabilir. Kısaltma durumunda sadece **VERB3** kullanılır.

<sup>125</sup> **AS** burada **OLARAK** anlamında kullanılmıştır. Cümle ile beraber anlamı genellikle **İÇİN/ÇÜNKÜ** anlamındadır.

<sup>126</sup> **PRESENT PERFECT** bir yapıdır. **PRESENT PERFECT TENSE** ile ilgili kısa bir parça aşağıda verilmiştir.

### ✚ The Preparation For The Lesson



I **am** at course now. before I **come** to course the cleaner **has cleaned** the class and he **has copied** all my notes. He **has put** them on my table. He **has filled** the pens and he **has brought** them to my class. He **has opened** the air conditioner. He **has cleaned** the blackboard. He **has turned on** the computer and projector. He **has hung** my name tag on the door. He **has prepared** the list of the students and **put** in the class. Namely the class **is ready**.

<sup>127</sup> **SINCE** burada –**DEN BERİ** anlamında kullanılmıştır. –**DEN BERİ** anlamında kendisinden sonra ya bir **PAST zaman zarfı** ya da **PAST bir cümle** gelir.

<sup>128</sup> **AT FIRST** başlangıçta anlamında kullanılmıştır.

<sup>129</sup> **THE MOST USED** en çok kullanılan anlamındadır.

<sup>130</sup> **NOUN CLAUSE** yapısıdır. Burada **NOUN CLAUSE** özne görevindedir.

<sup>131</sup> **AT THE SAME TIME** aynı anda anlamındadır. **TOGETHER/SIMULTANEOUSLY/ALONG WITH** ile aynı anlamı taşır.

<sup>132</sup> **LOOK FOR** aramak anlamında kullanılmıştır.

<sup>133</sup> **SUCH AS** kendisinden önce gelen isme örnek vermek amacıyla kullanılır.

| VOCABULARY               | MEANING                             | SYNONYMS                                  | ANTONYMS   |
|--------------------------|-------------------------------------|---|--|
| <b>admit</b>             | <i>kabul etmek</i>                  | accept                                    | deny, dismiss, eject, exclude, expel, refuse, reject, repel, shut        |
| <b>application</b>       | <i>uygulama, başvuru</i>            | implementation                            |  |
| <b>ardent</b>            | <i>parlayan, ateşli</i>             | fervent, zealous, enthusiastic            |  |
| <b>average</b>           | <i>ortalama</i>                     | intermediate; regular, common             |  |
| <b>based</b>             | <i>dayanmış, yerleşik</i>           | founded on, established on                |  |
| <b>basically</b>         | <i>esasinda</i>                     | essentially; fundamentally                |  |
| <b>battle</b>            | <i>mücadele, çatışma</i>            | combat, fight, war                        |  |
| <b>biomatter</b>         | <i>karbondioksit ölçer</i>          |   |  |
| <b>coal</b>              | <i>kömür (vermek/almak)</i>         |   |  |
| <b>combustion engine</b> | <i>yanmalı motor</i>                |   |  |
| <b>controversial</b>     | <i>tartışmalı</i>                   | disputable, debatable                     | uncontroversial, unquestionable  |
| <b>convert</b>           | <i>dönüştürmek</i>                  | transform, change, alter                  |  |
| <b>dawn</b>              | <i>aydınlanmak, şafak</i>           | become light; begin, start                |  |
| <b>dead</b>              | <i>ölü, tamamen</i>                 |   | alive, being, existent, existing, live, living                           |
| <b>demand</b>            | <i>istemek, isteme</i>              | claim, require                            |  |
| <b>efficient</b>         | <i>yeterli</i>                      |   | helpless, incompetent, ineffective, inefficient, powerless, unable, weak |
| <b>entire</b>            | <i>bütün</i>                        | whole, complete, full                     | incomplete, limited, part  |
| <b>entrepreneur</b>      | <i>girişimci</i>                    |   |  |
| <b>habitat</b>           | <i>yaşam alanı</i>                  | dwelling-place; environment, surroundings |  |
| <b>harmful</b>           | <i>zararlı</i>                      | injurious                                 | advantageous, beneficial, beneficent, fortunate, helpful, lucky          |
| <b>harness</b>           | <i>kullanmak, koşmak</i>            | utilize                                   |  |
| <b>harvest</b>           | <i>biçmek, idareli kullanmak</i>    | reap                                      |  |
| <b>increase</b>          | <i>artırmak</i>                     | enlarge                                   | decrease, depletion, diminishment, loss                                  |
| <b>layer</b>             | <i>tabaka, yumurtlayan</i>          |   |  |
| <b>livestock</b>         | <i>çiftlik hayvanları, böcekler</i> |   |  |
| <b>look for</b>          | <i>aramak, beklemek</i>             | search for, seek                          |  |
| <b>majority</b>          | <i>çoğunluk, yetişkinlik</i>        |   | minority, secondary  |
| <b>mankind</b>           | <i>insan soyu, insanlar</i>         | humankind, human race                     |  |
| <b>mine</b>              | <i>maden, kazmak</i>                |   |  |
| <b>obvious</b>           | <i>açık, belli</i>                  | clear; unmistakable; apparent, evident    | ambiguous, indefinite, obscure, unclear, vague                           |
| <b>organic remain</b>    | <i>organik kalıntı</i>              |   |  |
| <b>overexposure</b>      | <i>sürekspozisyon</i>               | excessive exposure                        |  |
| <b>plant</b>             | <i>bitki, nükleer tesis</i>         | factory                                   |  |
| <b>portion</b>           | <i>pay, bölüm, miktar</i>           | part, piece                               |  |
| <b>power</b>             | <i>güç, güç sağlamak</i>            | strength; ability; capability; authority  |  |
| <b>pressure</b>          | <i>baskı, basınç</i>                |   |  |
| <b>pretty</b>            | <i>epeyce, sevimli, çok</i>         | beautiful, nice, pleasant                 |  |

|                      |  |  |
|----------------------|--|--|
| <b>process</b>       | <i>işlem, süreç</i>                    | procedure, routine                                 |
| <b>raw</b>           | <i>ham(madde), hassas,</i>             | uncooked; unprocessed,<br>unrefined; inexperienced |
| <b>relation</b>      | <i>bağlantı, nispet,<br/>akrabalık</i> |  |
| <b>remain</b>        | <i>kalıntı, durmak</i>                 | stay   |
| <b>revolution</b>    | <i>devrim, devir</i>                   |  |
| <b>sediment</b>      | <i>tortu, çökelti</i>                  |  |
| <b>sensitive</b>     | <i>hassas</i>                          | insensitive, unsusceptible                         |
| <b>spilled</b>       | <i>dökülmüş</i>                        |  |
| <b>steam engine</b>  | <i>buhar makinesi</i>                  |  |
| <b>straight</b>      | <i>doğru</i>                           |  |
| <b>forward</b>       |  |  |
| <b>stretch</b>       | <i>gerginlik, yaymak</i>               |  |
| <b>substance</b>     | <i>madde</i>                           | material, matter                                   |
| <b>supply</b>        | <i>sağlamak</i>                        | provide  |
| <b>supporter</b>     | <i>destek, yardımcı</i>                | fan, admirer; backer,<br>sponsor, patron           |
| <b>truck</b>         | <i>kamyon, ilişki, takas</i>           |  |
| <b>unfortunately</b> | <i>maalesef</i>                        | unluckily, unhappily                               |
| <b>variety</b>       | <i>çeşitlilik</i>                      | diversity, multiplicity;<br>assortment; kind, sort |
| <b>vehicle</b>       | <i>araç, taşıyıcı</i>                  | instrument; means, medium                          |

**A) MATCH THE SYNONYMS**

|                  |                |
|------------------|----------------|
| 1) application   | assortment     |
| 2) ardent        | beautiful      |
| 3) basically     | combat         |
| 4) battle        | disputable     |
| 5) controversial | enthusiastic   |
| 6) convert       | factory        |
| 7) habitat       | fan            |
| 8) harmful       | fundamentally  |
| 9) harness       | implementation |
| 10) look for     | injurious      |
| 11) plant        | material       |
| 12) portion      | piece          |
| 13) power        | procedure      |
| 14) pretty       | provide        |
| 15) process      | search for     |
| 16) raw          | strength       |
| 17) substance    | surroundings   |
| 18) supply       | transform      |
| 19) supporter    | unprocessed    |
| 20) variety      | utilize        |

**B) Put the correct PREPOSITIONS from the following list in the sentences below.**

**of to of for about over to in to at in of by at**

- We often hear ... fossil fuels ... the news and ... the speech ... scientists and politicians.
- An animal or plant dies and its remains are covered ... sediment ... time.
- Fossil fuels cover many types ... fuel now used ... power cars, homes, and entire cities.
- ... first coal was used ... help power steam engines ... locomotives.
- ... the same time scientist and entrepreneurs are looking ... better ways ... harvest and use fossil fuels.

**C) Put the correct CONJUNCTIONS from the following list in the sentences below.**

**whether because because since as**

- Everyone knows about gasoline ... the important role it plays in our economy.
- ... more layers start to cover the remains, they start to act like a press.
- Coal has been used as a power source ... the dawn of the industrial revolution.
- ... it is the greenhouse gases released or spilled petroleum in sensitive natural habitats, the dangers of pollution from fossil fuels is very real.
- They are called fossil fuels ... they usually are formed from the remains of dead animals and other organisms.

## PROBABLE QUESTIONS TEST 15

1. We often hear about fossil fuels ..... the news and in the speech ..... scientists and politicians.
  - a) of/for
  - b) in/of
  - c) over/about
  - d) up to/down
  - e) at/on
2. Fossil fuels are ..... any carbon based substance that is used by mankind as a source of energy.
  - a) casually
  - b) closely
  - c) considerably
  - d) definitely
  - e) basically
3. The heat and pressure over time ..... these organic remains into the hydrocarbons we mine as fossil fuels.
  - a) develop
  - b) convert
  - c) produce
  - d) supply
  - e) harvest
4. In the United States and many other countries ..... well known fossil fuel is coal.
  - a) the most
  - b) more
  - c) the least
  - d) less
  - e) the more
5. Coal ..... as a power source since the dawn of the industrial revolution.
  - a) has used
  - b) had been used
  - c) has been using
  - d) has been used
  - e) was used
6. Everyone knows about gasoline ..... the important role it plays in our economy.
  - a) so
  - b) while
  - c) for all
  - d) because
  - e) just as
7. The combustion engine made using gasoline a cheap and ..... source of energy for powering these vehicles.
  - a) efficient
  - b) controversial
  - c) natural
  - d) dangerous
  - e) sensitive
8. Demand for gas is ever increasing ..... more countries develop a market for cars and trucks.
  - a) unless
  - b) even if
  - c) as
  - d) according to
  - e) as well
9. What really makes fossil fuels controversial ..... the pollution they create.
  - a) had been
  - b) being
  - c) was
  - d) will be
  - e) is
10. .... it is the greenhouse gases released or spilled petroleum in sensitive natural habitats, the dangers of pollution from fossil fuels is very real.
  - a) That
  - b) What
  - c) Whether
  - d) Whatever
  - e) If

# 15.FOSSIL FUELS

We often [ ] about fossil fuels in the news and in the [ ] of scientists and [ ]. However, do we really know what are fossil fuels? The [ ] one that comes to mind is gasoline. [ ] the term covers a wide [ ] of fuels that are now used. Fossil fuels are basically any carbon based substance that is used by [ ] as a source of energy. They are called fossil fuels [ ] they usually are formed from the [ ] of dead animals and other organisms.

The normal process that forms fossil fuels is [ ] straight forward. An animal or plant dies and its remains are covered by sediment over time. As more layers start to [ ] the remains, they start to act like a press. The heat and pressure over time [ ] these organic remains into the hydrocarbons we [ ] as fossil fuels.

Fossil fuels cover many types of fuel now used to [ ] cars, homes, and [ ] cities. In the United States and many other countries the most well [ ] fossil fuel is coal. Coal has been used as a power source since the dawn of the industrial revolution. However its application as a source of energy has changed over time. At [ ] coal was used to help power [ ] engines of locomotives. Later, with the practical [ ] of electrical power it became the main fuel source of power plants. [ ] now it is the most used source of electric power in the United States.

[ ], also known in its raw form as petroleum is another fossil fuel. [ ] knows about gasoline because the important role it plays in our [ ]. Gasoline powers the majority of automobiles and [ ] on the [ ] today. The combustion engine made using gasoline a cheap and [ ] source of energy for powering these vehicles. Of all fossil fuels gas is the most [ ] controversial. Demand for gas is ever increasing as more countries develop a market for cars and trucks. Unfortunately the supply is limited and a good portion of it is in the [ ] which has poor relations on average with most [ ] countries.

What really makes fossil fuels [ ] is the pollution they create. Even the most ardent supporter of continued use of fossil fuels will admit that they produce pollutants that are [ ] to the environment. This [ ] over the environmental effects stretches from [ ] change to the health risks from [ ]. Whether it is the [ ] gases released or spilled petroleum in sensitive [ ] habitats, the dangers of pollution from fossil fuels is very real. At the same time scientist and [ ] are looking for better ways to [ ] and use fossil fuels. Some examples are [ ] gasoline with biofuel and using more clean forms of carbon fuels such as natural gas and biomatter from [ ].

battle  
because  
climate  
controversial  
convert  
cover  
economy  
efficient  
entire  
entrepreneurs  
Even  
Everyone  
first  
Gasoline  
greenhouse  
harmful  
harnessing  
harvest  
hear  
However  
known  
livestock  
mankind  
Middleast  
mine  
mixing  
natural  
obvious  
overexposure  
planet  
politically  
politicians  
power  
pretty  
remains  
speech  
steam  
variety  
vehicles  
western



## 16. Renewable energy

Renewable energy is a term used to describe energy that is **derived from** <sup>134</sup>resources, like the sun and the wind - resources that are continually available to some degree or other all over the world. We never **run out of** <sup>135</sup>them. And their use or capture does not inflict any material damage on the environment.

Sunlight is the source of most renewable energy power, either directly or indirectly. The sun can be harnessed to produce solar energy - electricity for heating, cooling, and lighting homes, offices, entertainment complexes, airports, and a variety of other industrial structures. Heat from the sun also produces wind, **whose** <sup>136</sup>energy is captured by wind turbines and **turned into** <sup>137</sup>electricity capable of powering entire towns.

Hydroelectric power is produced from streams, rivers, and waterfalls that flow downhill, their tremendous power turning large turbines that convert the flow to electricity. Industrialized nations have already developed most of the world's large hydroelectric resources, but small-scale technologies **are being developed** <sup>138</sup>that will provide additional localized power in the future.

Organic plant matter, known as biomass, can be burned, gasified, fermented, or **otherwise** <sup>139</sup>processed to produce electricity, heat and biofuels for transportation. Bioenergy is another term for energy that is produced from biomass for any of these purposes.

Geothermal energy taps the Earth's internal heat in the form of steam for a variety of uses, including electric power production, and the heating and cooling of buildings. Some new systems are in development for harvesting even more power by injecting water back into underground heat sources to produce more steam.

Ocean energy can also be used to produce electricity. In addition to tidal energy, energy can be produced by the action of ocean waves, which are **driven** <sup>140</sup>by both the tides and the winds. Because of their link to winds and surface heating processes, ocean currents are considered as indirect sources of solar energy.

<http://www.acore.org/what-is-renewable-energy>

<sup>134</sup> **DERIVE FROM –den elde edilmektedir** anlamında kullanılmıştır. Aşağıdaki tabloda sonu **FROM** edatı alan fiillere yer verilmiştir.

|              |                         |                     |                      |
|--------------|-------------------------|---------------------|----------------------|
| benefit from | <b>differ from</b>      | infer from          | <b>refrain from</b>  |
| date from    | <b>discourage from</b>  | keep (sb) from      | <b>release from</b>  |
| deduce from  | <b>dismiss from</b>     | prevent (sb) from   | <b>resign from</b>   |
| depart from  | <b>distinguish from</b> | profit from         | <b>result from</b>   |
| derive from  | <b>emerge from</b>      | prohibite (sb) from | <b>retire from</b>   |
| deter from   | <b>escape from</b>      | protect from        | <b>seperate from</b> |
| die from     | <b>excuse from</b>      | recover from        | <b>suffer from</b>   |

<sup>135</sup> **RUN OUT OF tükenmek** ve **bitirmek/bitmek** anlamında kullanılmıştır. Aşağıdaki tabloda **RUN** fiili ile kullanılan **EDATLAR** ve anlamları verilmiştir.

|                 |                                   |                    |                    |
|-----------------|-----------------------------------|--------------------|--------------------|
| <b>Run down</b> | Araba ile ezmek, üstünden geçmek  | <b>Run over</b>    | Araba ile ezmek    |
| <b>Run into</b> | Tesadüfen karşılaşmak, rastlamak. | <b>Run through</b> | Bitirmek, tüketmek |
| <b>Run on</b>   | Kesintisiz devam etmek            | <b>Run up</b>      | Artmak, çoğalmak   |

<sup>136</sup> **WHOSE/OF WHICH** hem şahıslar için hem de nesneler için kullanılır. Sahiplik bildirir.

<sup>137</sup> **TURN INTO dönüştürmek** anlamında kullanılmıştır. Aşağıdaki tabloda **TURN** fiili ile kullanılan **EDATLAR** ve anlamları verilmiştir.

|                  |                           |                  |                                   |
|------------------|---------------------------|------------------|-----------------------------------|
| <b>Turn back</b> | Eski haline dönmek        | <b>Turn off</b>  | Kapatmak                          |
| <b>Turn down</b> | Reddetmek                 | <b>Turn out</b>  | Olmak                             |
| <b>Turn in</b>   | Teslim olmak, boyun eğmek | <b>Turn over</b> | Çevirmek, pozisyonunu değiştirmek |
| <b>Turn into</b> | Değiştirmek, dönüştürmek  | <b>Turn up</b>   | Çıka gelmek                       |

<sup>138</sup> **PRESENT CONTINUOUS TENSE PASSIVE** bir yapıdır. Bütün **CONTINUOUS TENSE** yapıları mutlaka **BEING/VERB3** ile kullanılır.

<sup>139</sup> **OTHERWISE aksi taktirde** anlamında kullanılmıştır.

<sup>140</sup> **DRIVE** fiilinin anlamı çoktur. Aşağıda **DRIVE** fiilinin birkaç farklı kullanımı verilmiştir. **ARABA SÜRMEK, DÜRTÜ, ARABA YOLU, DÜŞMANI PÜSKÜRTME, ÇAKMAK, ZORLAMAK, SÜRME** gibi anlamlara sahiptir.

| VOCABULARY            | MEANING                              | SYNONYMS   | ANTONYMS   |
|-----------------------|--------------------------------------|--|--|
| <b>additional</b>     | <i>ek, fazladan</i>                  | extra, supplemental                                |  |
| <b>available</b>      | <i>mevcut, hazır</i>                 | ready for use; attainable; unoccupied; valid       | unavailable, unhandy, unobtainable                                 |
| <b>burn</b>           | <i>yakmak, yanmak</i>                | combust  |  |
| <b>capable of</b>     | <i>-i yapabilir</i>                  | competent, able to                                 |  |
| <b>capture</b>        | <i>el koymak, zaptetmek</i>          |  |  |
| <b>complex</b>        | <i>blok, karışık şey</i>             | compound   | clear, easy, evident, homogeneous, obvious, plain, simple, uniform |
| <b>consider</b>       | <i>düşünmek</i>                      | think over, think about carefully; believe; regard |  |
| <b>continually</b>    | <i>durmadan</i>                      | successively, sequentially                         |  |
| <b>convert</b>        | <i>dönüştürmek</i>                   | transform, change, alter                           |  |
| <b>cool</b>           | <i>serin, soğukkanlılık</i>          | coldness   |  |
| <b>current</b>        | <i>şu anda, geçerli</i>              | common, prevalent                                  |  |
| <b>derive from</b>    | <i>-den almak, çoğalmak</i>          | come from  |  |
| <b>describe</b>       | <i>tanımlamak</i>                    | depict, give an account of                         |  |
| <b>directly</b>       | <i>direk olarak</i>                  | straight   | indirectly   |
| <b>downhill</b>       | <i>inişli, kolay, meyilli</i>        | downward; descending                               |  |
| <b>entire</b>         | <i>bütün, tam</i>                    | whole, complete, full                              | incomplete, limited, part  |
| <b>fermented</b>      | <i>mayalı, telaşlanmak</i>           |  |  |
| <b>gasify</b>         | <i>gaz haline getirmek</i>           | become gas   |  |
| <b>harness</b>        | <i>koşum, kullanmak</i>              |  |  |
| <b>heating</b>        | <i>ısıtma, ısınma</i>                | process of warming, becoming hot                   |  |
| <b>in addition to</b> | <i>ek olarak</i>                     | on top of, extra to                                |  |
| <b>industrialized</b> | <i>sanayileşmiş</i>                  |  |  |
| <b>indirectly</b>     | <i>dolaylı olarak</i>                |  | directly, immediately, primarily                                   |
| <b>inflict</b>        | <i>vurmak, çarpıtmak</i>             |  |  |
| <b>inject</b>         | <i>iğne yapmak</i>                   |  |  |
| <b>internal</b>       | <i>iç, dahili, stajyer</i>           | interior, inner, inside                            | external, outer  |
| <b>lighting</b>       | <i>aydınlatma, yakma</i>             |  |  |
| <b>localize</b>       | <i>yerini belirlemek, sınırlamak</i> |  |  |
| <b>otherwise</b>      | <i>yoksa, ayrıca, bunun dışında</i>  | if not   |  |
| <b>process</b>        | <i>yöntem, işlem</i>                 | procedure, routine                                 |  |
| <b>produce</b>        | <i>üretmek</i>                       | manufacture  |  |
| <b>renewable</b>      | <i>yenilenebilir</i>                 | can be restored                                    |  |
| <b>river</b>          | <i>nehir, akış</i>                   |  |  |
| <b>run out of</b>     | <i>tükenmek</i>                      | used up  |  |
| <b>small-scale</b>    | <i>küçük çapta</i>                   | tiny measure, slight degree                        |  |
| <b>solar energy</b>   | <i>güneş enerjisi</i>                |  |  |
| <b>steam</b>          | <i>buhar, enerji</i>                 |  |  |
| <b>stream</b>         | <i>akarsu, sürmek</i>                | flow   |  |
| <b>structure</b>      | <i>yapı</i>                          | building   |  |
| <b>surface</b>        | <i>yüzey</i>                         |  |  |
| <b>tap</b>            | <i>tıklatma, musluk</i>              |  |  |
| <b>tidal</b>          | <i>gelgit ile ilgili</i>             |  |  |

|                       |                          |   |  |
|-----------------------|--------------------------|---|--|
| <b>tide</b>           | <i>gelgit, akış</i>      | ebb and flow, current                           |  |
| <b>transportation</b> | <i>taşıma, taşıt</i>     | shipping, transit; deportation                  |  |
| <b>tremendous</b>     | <i>kocaman, heybetli</i> | huge, enormous, powerful                        | insignificant, little, small, tiny, underwhelming, unimportant |
| <b>turn into</b>      | <i>dönüştürmek</i>       | change into, become                             |  |
| <b>variety</b>        | <i>çeşitlilik, tür</i>   | diversity, multiplicity; assortment; kind, sort |  |
| <b>waterfall</b>      | <i>şelale, çağlayan</i>  |   |  |
| <b>wave</b>           | <i>dalga</i>             |   |  |
| <b>wind</b>           | <i>rüzgar</i>            |   |  |
| <b>wind turbine</b>   | <i>rüzgar türbini</i>    | wind generator                                  |  |

## A) MATCH THE SYNONYMS

|                    |                    |
|--------------------|--------------------|
| 1) available       | can be restored    |
| 2) burn            | change into        |
| 3) capable of      | combust            |
| 4) complex         | come from          |
| 5) continually     | common             |
| 6) convert         | competent          |
| 7) current         | compound           |
| 8) derive from     | enormous           |
| 9) describe        | extra to           |
| 10) directly       | give an account of |
| 11) entire         | manufacture        |
| 12) in addition to | procedure          |
| 13) process        | ready for use      |
| 14) produce        | shipping           |
| 15) renewable      | straight           |
| 16) run out of     | successively       |
| 17) small-scale    | tiny measure       |
| 18) transportation | transform          |
| 19) tremendous     | used up            |
| 20) turn into      | whole              |

## B) Put the correct **PREPOSITIONS** from the following list in the sentences below.

**over for of for to for of for of in of from to from of to to**

- Bioenergy is another term ... energy that is produced ... biomass ... any ... these purposes.
- The sun can be harnessed ... produce solar energy - electricity ... heating, cooling, and lighting homes, offices, entertainment complexes, airports, and a variety ... other industrial structures.
- Geothermal energy taps the Earth's internal heat ... the form ... steam ... a variety ... uses, including electric power production, and the heating and cooling ... buildings.
- Ocean energy can also be used ... produce electricity.
- Renewable energy is a term used ... describe energy that is derived ... resources, like the sun and the wind - resources that are continually available ... some degree or other all ... the world.

## C) Put the correct **CONJUNCTIONS** from the following list in the sentences below.

**as otherwise but which whose in addition to both because of that**

- Industrialized nations have already developed most of the world's large hydroelectric resources, ... small-scale technologies are being developed ... will provide additional localized power in the future.
- Organic plant matter, known as biomass, can be burned, gasified, fermented, or ... processed to produce electricity, heat and biofuels for transportation.
- ... tidal energy, energy can be produced by the action of ocean waves, ... are driven by ... the tides and the winds.
- ... their link to winds and surface heating processes, ocean currents are considered ... indirect sources of solar energy.
- Heat from the sun also produces wind, ... energy is captured by wind turbines and turned into electricity capable of powering entire towns.

## PROBABLE QUESTIONS TEST 16

1. Renewable energy is a term ..... to describe energy that ..... from resources, like the sun and the wind - resources that are continually available to some degree or other all over the world.
  - a) using/was derived
  - b) used/is derived
  - c) to use/derives
  - d) to be used/derived
  - e) having used/has derived
2. Sunlight is the source of most renewable energy power, ..... directly ..... indirectly.
  - a) both/and
  - b) such/as
  - c) not only/but also
  - d) either/or
  - e) such/that
3. The sun ..... to produce solar energy - electricity for heating, cooling, and lighting homes, offices, entertainment complexes, airports, and a variety of other industrial structures.
  - a) may harness
  - b) should be harnessed
  - c) can be harnessed
  - d) could have harnessed
  - e) ought to harness
4. Heat from the sun also produces wind, ..... energy is captured by wind turbines and turned into electricity capable of powering entire towns.
  - a) what
  - b) that
  - c) which
  - d) whatever
  - e) whose
5. Hydroelectric power is produced ..... streams, rivers, and waterfalls that flow downhill, their tremendous power turning large turbines that convert the flow ..... electricity.
  - a) for/into
  - b) in/on
  - c) at/by
  - d) from/to
  - e) off/over
6. Industrialized nations have already developed most of the world's large hydroelectric resources, ..... small-scale technologies are being developed that will provide additional localized power in the future.
  - a) since
  - b) whether
  - c) but
  - d) whenever
  - e) for
7. Organic plant matter, known as biomass, can be burned, gasified, fermented, or otherwise processed ..... produce electricity, heat and biofuels ..... transportation.
  - a) to/for
  - b) for/at
  - c) up/near
  - d) down/off
  - e) by/over
8. Bioenergy ..... another term for energy that ..... from biomass for any of these purposes.
  - a) was/was produced
  - b) is/is produced
  - c) would be/produced
  - d) has been/had produced
  - e) will be/produces
9. In addition to tidal energy, energy can be ..... by the action of ocean waves, which are driven by both the tides and the winds.
  - a) produced
  - b) fermented
  - c) considered
  - d) provided
  - e) localized
- 10..... their link to winds and surface heating processes, ocean currents are considered as indirect sources of solar energy.
  - a) Instead of
  - b) Rather than
  - c) Because of
  - d) So that
  - e) However

# 16.RENEWABLE ENERGY

energy is a term used to  energy that is  from resources, like the sun and the wind — resources that are continually  to some degree or other all over the world. We never  them. And their use or  does not inflict any material  on the environment.

is the source of most renewable energy power, either directly or . The sun can be  to produce  energy — electricity for heating, , and lighting homes, offices, entertainment , airports, and a  of other industrial structures. Heat from the sun also  wind, whose energy is captured by wind  and turned into electricity capable of  entire towns.

Hydroelectric power is produced from streams, , and waterfalls that flow downhill, their  power turning large turbines that convert the flow to electricity.  nations have already developed  of the world's large hydroelectric resources, but small-scale technologies are being developed that will provide  localized power in the future.

Organic plant , known as biomass, can be burned, gasified, fermented, or   to produce electricity, heat and biofuels for . Bioenergy is another term for energy that is produced from  for any of these purposes.

Geothermal energy  the Earth's internal heat in the form of  for a variety of uses,  electric power production, and the heating and cooling of . Some new systems are in development for harvesting  more power by injecting water back into  heat sources to produce  steam.

Ocean energy  also be used to produce electricity.  tidal energy, energy can be produced by the action of ocean , which are driven by both the tides and the winds. Because of their  to winds and surface heating processes, ocean currents are  as  sources of solar energy.

additional  
available  
biomass  
buildings  
can  
capture  
complexes  
considered  
cooling  
damage  
derived  
describe  
even  
harnessed  
In addition to  
Industrialized  
including  
indirect  
indirectly  
link  
matter  
more  
most  
otherwise  
powering  
processed  
produces  
Renewable  
rivers  
run out of  
solar  
steam  
Sunlight  
taps  
transportation  
tremendous  
turbines  
underground  
variety  
waves

## 17. Extinction

In biology and ecology, extinction is the end of an organism or of a group of organisms (taxon), normally a species. The moment of extinction is generally considered to be the death of the last individual of the species, **although**<sup>141</sup> the capacity to breed and recover **may have been lost**<sup>142</sup> before this point. Because a species' potential range may be very large, determining this moment is difficult, and is usually done retrospectively. This difficulty **leads to**<sup>143</sup> phenomena such as Lazarus taxa, where a species presumed extinct abruptly "re-appears" (typically in the fossil record) after a period of apparent absence. Through evolution, new species arise through the process of speciation—where new varieties of organisms arise and thrive when they are able to find and exploit an ecological niche—and species become extinct when they are no longer able to survive in changing conditions or against superior competition. The relationship between animals and their ecological niches **has been firmly established**<sup>144</sup>. A typical species becomes extinct within 10 million years of its first appearance, although some species, called living fossils, survive virtually unchanged for hundreds of millions of years. Most extinctions have occurred naturally, **prior to**<sup>145</sup> Homo sapiens walking on Earth: it is estimated that 99.9% of all species that have ever existed are now extinct.

Mass extinctions are relatively rare events; however, isolated extinctions are quite common. Only recently have extinctions been recorded and scientists have become alarmed **at the high rates**<sup>146</sup> of recent extinctions. Most species that become extinct are never scientifically documented. Some scientists estimate that **up to**<sup>147</sup> half of presently existing species may become extinct by 2100. It is **difficult to estimate**<sup>148</sup> the trajectory that biodiversity might have taken without human impact but scientists at the University of Bristol estimate that biodiversity might increase exponentially without human influence.

<http://en.wikipedia.org/wiki/Extinction>

<sup>141</sup> **ALTHOUGH, THOUGH, MUCH AS** ve **EVEN THOUGH** de birer zıtlık bağlacıdır ama bunlar kendilerinden sonra cümle alırlar.

**THOUGH** iki virgül veya nokta virgül arasında kullanıldığında **GERÇİ** anlamındadır. Bu tür bağlaçlarda her iki cümle arasındaki anlam ön plana çıkmaktadır. **DESPITE/IN SPITE OF** aynı anlamda kullanılıp kendilerinden sonra **NOUN (isim)** alırlar.

<sup>142</sup> **MAY HAVE BEEN LOST** bir **MODAL PERFECT PASSIVE** yapıdır. Bütün **MODAL PERFECT** yapılar **PAST** anlamlıdır. **PASSIVE** yapılırken **HAVE** ile **VERB3** arasına **BEEN** getirilir.

|   |  |
|---|--|
| You <b>needn't have written</b> a story.  | Bir hikaye yazmana gerek yoktu. (ama yazdın)                   |
| You <b>could have written</b> a story.    | Bir hikaye yazabilirdin. (ama yazmadın)                        |
| You <b>should have written</b> a story.   | Bir hikaye yazmalıydın. (ama yazmadın)                         |
| You <b>ought to have written</b> a story. | Bir hikaye yazman gerekiyordu. (ama yazmadın)                  |
| You <b>would have written</b> a story.    | Bir hikaye yazmış olacaktın. (ama yazmadın)                    |
| You <b>must have written</b> a story.     | Bir hikaye yazmış olmalısın. (% 99 gibi güçlü bir ihtimal var) |
| You <b>may have written</b> a story.      | Bir hikaye yazmış olabilirsin. (%50 olasılık)                  |
| You <b>might have written</b> a story.    | Bir hikaye yazabilirdin. (% 0 ihtimal)                         |
| You <b>can't have written</b> a story.    | Bir hikaye yazmış olamazsın. (imkansızlık)                     |

<sup>143</sup> **LEAD TO –e yol açmak** anlamında kullanılır. Aşağıdaki tabloda **TO** edatı ile kullanılan fiillere yer verilmiştir.

|                     |                          |                               |                        |                               |
|---------------------|--------------------------|-------------------------------|------------------------|-------------------------------|
| <b>Adapt to</b>     | Attend to                | <b>Conform to</b>             | Make an application to | <b>Reply to</b>               |
| <b>Adhere to</b>    | Attribute (sth) to (sth) | <b>Contribute to</b>          | Object to              | <b>Resort to</b>              |
| <b>Adjust to</b>    | Belong to                | <b>Correspond to</b>          | Occur to               | <b>Respond to</b>             |
| <b>Agree to</b>     | Change into/to           | <b>Dedicate to</b>            | Pay attention to       | <b>Restrict (sth) to (sb)</b> |
| <b>Amount to</b>    | Comform to               | <b>Devote (sth/ sb) to</b>    | Pertain to             | <b>Signal to</b>              |
| <b>Apologize to</b> | Communicate with/ to     | <b>Leave to</b>               | Point at/to            | <b>Stick to</b>               |
| <b>Appeal to</b>    | Complain to              | <b>Lend to</b>                | Prefer to              | <b>Submit to</b>              |
| <b>Apply to</b>     | Confess to               | <b>Listen to</b>              | React to               | <b>Supply to</b>              |
| <b>Assign to</b>    | Confide (sth) to         | <b>Make a complaint to</b>    | Refer to               | <b>Surrender to</b>           |
| <b>Attach to</b>    | Confine (sb/sth) to      | <b>Make a contribution to</b> | Relate to              | <b>Talk to</b>                |

<sup>144</sup> **PRESENT PERFECT PASSIVE** bir yapıdır.

<sup>145</sup> **PRIOR TO -den önce** anlamında kullanılır.

<sup>146</sup> **AT HIGH RATE yüksek oranda** anlamındadır ve genellikle **AT** edatı ile kullanılır.

<sup>147</sup> **UP TO -e kadar** anlamındadır.

<sup>148</sup> Sıfatlardan sonra bir fiil geldiğinde fiilden önce mutlaka **TO** edatı kullanılır.



| VOCABULARY             | MEANING                        | SYNONYMS  | ANTONYMS  |
|------------------------|--------------------------------|---|---|
| <b>abruptly</b>        | <i>aniden</i>                  | suddenly; without continuity; steeply                                 |   |
| <b>absence</b>         | <i>yokluk, dalgınlık</i>       | failure to appear   | existence, presence   |
| <b>against</b>         | <i>-e karşı</i>                | versus; opposite  |   |
| <b>apparent</b>        | <i>açık, belli</i>             | obvious   | doubtful, hidden, improbable, questionable, uncertain, unclear, |
| <b>appearance</b>      | <i>görünüm</i>                 | impression  |   |
| <b>appear</b>          | <i>görünmek</i>                | come into view; seem  | disappear, hide   |
| <b>arise</b>           | <i>yükselmek, doğmak</i>       | rouse   | decline, descend, go down, lower                                |
| <b>breed</b>           | <i>doğurmak, cins</i>          | reproduce, kind, sort, species  |   |
| <b>change</b>          | <i>değiş(tir)mek</i>           | alter; replace; become different                                      |   |
| <b>competition</b>     | <i>rekabet, çekişme</i>        | rivalry   |   |
| <b>death</b>           | <i>ölüm, tükeniş</i>           | destruction   | being, birth, existence, life, living                           |
| <b>determine</b>       | <i>belirlemek</i>              | decide, settle; conclude; cause, affect                               |   |
| <b>establish</b>       | <i>saptamak</i>                | set up, found; base   |   |
| <b>estimate</b>        | <i>tahmin etmek</i>            | guess, predict  |   |
| <b>exploit</b>         | <i>kullanmak, üstün başarı</i> | use   |   |
| <b>exponentially</b>   | <i>üssel</i>                   |   |   |
| <b>extinct</b>         | <i>sönmüş, tükenmiş</i>        | nonexistent; vanished, dead   | being, birth, existence, life, living                           |
| <b>extinction</b>      | <i>nesli tükenme</i>           | extinguishment  |   |
| <b>firmly</b>          | <i>sıkıca, kesin olarak</i>    | strongly  | flexibly, movably, weakly                                       |
| <b>generally</b>       | <i>genelde</i>                 | mostly; usually, ordinarily   |   |
| <b>impact</b>          | <i>etki, darbe</i>             | influence, effect   |   |
| <b>isolate</b>         | <i>ayırarak, artırmak</i>      | set apart, separate   | include, incorporate, integrate, join                           |
| <b>lead to</b>         | <i>-e yol açmak</i>            | goes to -, arrives to -, takes one to -                               |   |
| <b>mass</b>            | <i>toplamak, kitle, kütle</i>  | large-scale, widespread, popular                                      |   |
| <b>naturally</b>       | <i>doğal olarak</i>            |   |   |
| <b>niche</b>           | <i>oyuk, uygun yer</i>         |   |   |
| <b>organism</b>        | <i>organizma, canlı</i>        | living creature; mechanism  |   |
| <b>presume</b>         | <i>varsaymak</i>               | assume  |   |
| <b>prior to</b>        | <i>-den önce</i>               | before  |   |
| <b>quite</b>           | <i>tamamen, oldukça</i>        | completely, entirely; absolutely; extremely, very; rather, moderately |   |
| <b>range</b>           | <i>sıralamak, alan, çeşit</i>  |   |   |
| <b>recently</b>        | <i>son zamanlarda</i>          | lately, in recent times   |   |
| <b>recover</b>         | <i>düzelmek, kurtulmak</i>     |   |   |
| <b>relatively</b>      | <i>nazaran, nispeten</i>       | proportionately; comparatively  |   |
| <b>retrospectively</b> | <i>geriye dönük olarak</i>     | retroactively   |   |
| <b>scientifically</b>  | <i>bilimsel olarak</i>         | methodically, systematically  |   |
| <b>species</b>         | <i>tür, çeşit</i>              | sort, class, kind   |   |
| <b>superior</b>        | <i>asıl, yüksek, üst</i>       |   |   |
| <b>survive</b>         | <i>hayatta kalmak</i>          |   |   |
| <b>thrive</b>          | <i>gelişmek</i>                | prosper, flourish   |   |
| <b>through</b>         | <i>içinden, baştan başa</i>    | direct, non-stop  |   |
| <b>unchange</b>        | <i>değişmemek</i>              | change back   |   |
| <b>virtually</b>       | <i>gerçekte, aslında</i>       | in effect, almost, practically, as good as                            |   |
| <b>without</b>         | <i>-meksizin, olmadan</i>      | unless  |   |

**A) MATCH THE SYNONYMS**

|                    |                 |
|--------------------|-----------------|
| 1) abruptly        | almost          |
| 2) against         | assume          |
| 3) appear          | before          |
| 4) breed           | come into view  |
| 5) death           | destruction     |
| 6) establish       | flourish        |
| 7) estimate        | guess           |
| 8) exploit         | large-scale     |
| 9) extinct         | proportionately |
| 10) firmly         | rather          |
| 11) isolate        | reproduce       |
| 12) mass           | set apart       |
| 13) presume        | set up          |
| 14) prior to       | strongly        |
| 15) quite          | suddenly        |
| 16) relatively     | systematically  |
| 17) scientifically | unless          |
| 18) thrive         | use             |
| 19) virtually      | vanished        |
| 20) without        | versus          |

**B) Put the correct PREPOSITIONS from the following list in the sentences below.**

**up of by of of at of between of in of within**

- A typical species becomes extinct ... 10 million years ... its first appearance.
- Only recently have extinctions been recorded and scientists have become alarmed ... the high rates ... recent extinctions.
- Some scientists estimate that ... to half ... presently existing species may become extinct ... 2100.
- The relationship ... animals and their ecological niches has been firmly established.
- ... biology and ecology, extinction is the end ... an organism or ... a group ... organisms (taxon), normally a species.

**C) Put the correct CONJUNCTIONS from the following list in the sentences below.**

**although prior to when although that however**

- Mass extinctions are relatively rare events; ..., isolated extinctions are quite common.
- Through evolution, new species arise through the process of speciation and species become extinct ... they are no longer able to survive in changing conditions or against superior competition.
- A typical species becomes extinct within 10 million years of its first appearance, ... some species, called living fossils, survive virtually unchanged for hundreds of millions of years.
- Most extinctions have occurred naturally, ... Homo sapiens walking on Earth: it is estimated that 99.9% of all species ... have ever existed are now extinct.
- The moment of extinction is generally considered to be the death of the last individual of the species, ... the capacity to breed and recover may have been lost before this point.

## PROBABLE QUESTIONS TEST 17

1. .... biology and ecology, extinction is the end of an organism or ..... a group of organisms (taxon), normally a species.
  - a) For/on
  - b) In/of
  - c) Down/to
  - d) Over/at
  - e) Onto/up
2. The moment of extinction is generally considered to be the death of the last individual of the species, although the capacity to breed and recover ..... before this point.
  - a) could have lost
  - b) should have been lost
  - c) may be lost
  - d) can be lost
  - e) may have been lost
3. .... a species' potential range may be very large, determining this moment is difficult, and is usually done retrospectively.
  - a) So
  - b) Therefore
  - c) Whilst
  - d) Only if
  - e) Because
4. .... evolution, new species arise through the process of speciation and species become extinct when they are no longer able ..... survive in changing conditions or against superior competition.
  - a) In/for
  - b) Of/at
  - c) About/near
  - d) Through/to
  - e) Off/on
5. The relationship between animals and their ecological niches has been ..... established.
  - a) firmly
  - b) deliberately
  - c) adversely
  - d) casually
  - e) abruptly
6. A typical species becomes extinct within 10 million years of its first appearance, ..... some species, called living fossils, survive virtually unchanged for hundreds of millions of years.
  - a) in contrast to
  - b) despite
  - c) although
  - d) owing to
  - e) as long as
7. Most extinctions have occurred naturally, prior to Homo sapiens walking on Earth: it is ..... that 99.9% of all species that have ever existed are now extinct.
  - a) recorded
  - b) estimated
  - c) documented
  - d) established
  - e) survived
8. Mass extinctions are relatively rare events; ....., isolated extinctions are quite common.
  - a) even so
  - b) so that
  - c) however
  - d) inasmuch as
  - e) whether
9. .... recently have extinctions been recorded ..... scientists have become alarmed at the high rates of recent extinctions.
  - a) Only/and
  - b) Such/that
  - c) Rather/than
  - d) More/than
  - e) The most/that
10. Most species that become extinct are never ..... documented.
  - a) presently
  - b) scientifically
  - c) relatively
  - d) naturally
  - e) normally

# 17.EXTINCTION

In biology and ecology,  is the end of an organism or of a  of organisms (taxon), normally a species. The moment of extinction is  considered to be the death of the  individual of the species,  the capacity to  and recover may have been lost before this point. Because a species' potential range may be very large,  this moment is difficult, and is usually done . This difficulty leads to phenomena such as Lazarus taxa, where a species  extinct abruptly "re-appears" (typically in the fossil record)  a period of  absence.

Through evolution, new species arise  the process of speciation—where new  of organisms arise and thrive when they are able to find and  an ecological niche—and species become  when they are  able to survive in changing conditions or  superior competition. The  between animals and their  niches has been firmly . A typical species becomes extinct  10 million years of its first , although some species, called  fossils, survive virtually  for hundreds of millions of years. Most  have occurred naturally, prior to Homo sapiens walking on Earth: it is  that 99.9% of all species that have ever existed are now .

Mass extinctions are relatively rare events; , isolated extinctions are quite . Only  have extinctions been  and scientists have become  at the high rates of recent extinctions. Most species that become extinct are never  documented. Some scientists  that up to half of  existing species may become extinct by 2100. It is  to estimate the trajectory that  might have taken without human  but scientists at the University of Bristol estimate that biodiversity might increase  without human .

after  
against  
alarmed  
although  
apparent  
appearance  
biodiversity  
breed  
common  
determining  
difficult  
ecological  
established  
estimate  
estimated  
exploit  
exponentially  
extinct  
extinct  
extinction  
extinctions  
generally  
group  
however  
impact  
influence  
last  
living  
no longer  
presently  
presumed  
recently  
recorded  
relationship  
retrospectively  
scientifically  
through  
unchanged  
varieties  
within

## 18.Cavities

Dental caries, also known as tooth decay or a cavity, is an irreversible infection usually bacterial in origin **that causes** <sup>149</sup>demineralization of the hard tissues (enamel, dentin and cementum) and destruction of the organic matter of the tooth, usually by production of acid by hydrolysis of the food debris **accumulated on** <sup>150</sup>the tooth surface. **If** <sup>151</sup>demineralization exceeds saliva and other remineralization factors like from calcium, fluoridated tooth pastes, these tissues progressively break down, producing dental caries (cavities, holes in the teeth). Two groups of bacteria are **responsible for** <sup>152</sup>initiating caries: Streptococcus mutans and Lactobacillus. **If left** <sup>153</sup>untreated, the disease can lead to pain, tooth loss and infection. Today, caries remains one of the most common diseases throughout the world. Cariology is the study of dental caries.

The presentation of caries is highly variable; however, the risk factors and stages of development are similar. **Initially** <sup>154</sup>, it may appear as a small chalky area (smooth surface caries) that may eventually develop into a large cavitation. Sometimes caries may be directly visible, **however** <sup>155</sup>other methods of detection such as radiographs are used for less visible areas of teeth and to judge the extent of destruction. Lasers for detecting caries allow detection without radiation and now are being used for detection of inter proximal decay (between the teeth). Disclosing solutions are also available that are used during tooth restoration to minimize the chance of recurrence. Tooth decay is caused by specific types of acid-producing bacteria that cause damage in the presence of fermentable carbohydrates such as sucrose, fructose, and glucose. The mineral content of teeth is sensitive to increases in acidity from the production of lactic acid. To be specific, a tooth (which is primarily mineral in content) is in a constant state of **back-and-forth** <sup>156</sup>demineralization and remineralization between the tooth and surrounding saliva. For people with little saliva, especially **due to** <sup>157</sup>radiation therapies that may destroy the salivary glands, there also exists remineralization gel. These patients are particularly susceptible to dental caries. When the pH at the surface of the tooth drops below 5.5, demineralization proceeds faster than remineralization (meaning that there is a net loss of mineral structure on the tooth's surface). Most foods are in this acidic range and without remineralization, this results in the ensuing decay. Depending on the extent of tooth destruction, various treatments **can be used to restore** <sup>158</sup>teeth to proper form, function, and aesthetics, but there is no known method to regenerate large amounts of tooth structure, though stem cell related research suggests one possibility. Instead, dental health organizations advocate preventive and prophylactic measures, such as regular oral hygiene and dietary modifications, to avoid dental caries.[http://en.wikipedia.org/wiki/Dental\\_caries](http://en.wikipedia.org/wiki/Dental_caries)

<sup>149</sup> **RELATIVE CLAUSE** yapısıdır.

<sup>150</sup> **ACCUMULATED ON** üzerinde toplanan anlamını vermektedir.

<sup>151</sup> **IF CLAUSE** yapısıdır. **IF** ile ilgili bilinmesi gerekenler Aşağıdaki tabloda verilmiştir. Bir birine bağlı olayları anlatmada kullanılır.

1. If Clause ve Main Clause gibi iki temel cümlesi vardır.
2. Genel itibariyle 3 bölüme ayrılır. Sık kullanılan 2 adet MIX TYPE vardır.
3. Main clause cümlesinde have V3 / had V3 kullanılmaz.
4. DEVRİK yapılar da anlam hiçbir şekilde değişmez.

### Diğer IF CLAUSE BAĞLAÇLARI

|                    |                                       |
|--------------------|---------------------------------------|
| I wish / If only   | In case                               |
| Unless             | Provided / Providing (that)           |
| As if / As Though  | As long as / so long as               |
| Even if            | What if                               |
| Imagine (that)     | Suppose / Supposing / Assuming (that) |
| What if            | Only if                               |
| Whether ... or not | Without                               |

### IF CLAUSE yapılarına birer örnek

TYPE 1: If you help me, I will finish the study earlier.  
TYPE 2: If you helped me, I would finish the study earlier.  
TYPE 3: If you had helped me, I would have finished the study earlier.  
MIX TYPE 1: If you had helped me, I would finish the study now/today/at present.  
MIX TYPE 2: If he were your real friend, he would have helped you yesterday.

### IF CLAUSE cümlelerinin DEVRİK halleri

TYPE 1: SHOULD you help me, I will finish the study earlier.  
TYPE 2: WERE you TO HELP me, I would finish the study earlier.  
TYPE 3: HAD you helped me, I would have finished the study earlier.  
MIX TYPE 1: HAD you helped me, I would finish the study now/today/at present.  
MIX TYPE 2: WERE he to be your real friend, he would have helped you yesterday.

<sup>152</sup> **RESPONSIBLE FOR** –den sorumlu olmak anlamına gelmektedir. Aşağıdaki tabloda **FOR** edatı ile birlikte kullanılan **ADJECTIVE**'ler verilmiştir.

|                 |              |                   |               |                |                |
|-----------------|--------------|-------------------|---------------|----------------|----------------|
| Anxious for     | Enough for   | Indispensable for | Proper for    | Suitable for   | Notorious for  |
| Appropriate for | Fit for      | Known for         | Qualified for | Unprepared for | Sufficient for |
| Beneficial for  | Good for     | Liable for        | Ready for     | Eligible for   |                |
| Convenient for  | Grateful for | Necessary for     | Sorry for     | Ideal for      |                |

<sup>153</sup> **IF LEFT:** Bir bağlaçtan sonra kullanılan fiil **PASSIVE VERB3** olarak verilmişse iki cümlemin **öznesi aynı** demektir.

<sup>154</sup> **INITIALLY** başlangıçta anlamına gelen bir zarftır. Bazı zarf yapıları vardır daima geçmiş zamanı ifade ederler. **AT FIRST, INITIALLY, ORIGINALLY, PREVIOUSLY, FORMERLY** etc.

<sup>155</sup> **HOWEVER BUNUNLA BİRLİKTE, YİNE DE** anlamlarında kullanılan bir bağlaçtır. **NEVERTHELESS** ve **NONETHELESS** yapıları da aynı anlamda kullanılabilir. **HOWEVER** cümle başında kullanıldığında kendisinden sonra bir **SIFAT** gelmesi gerekir. **HOWEVER BEAUTIFUL SHE IS** gibi. Anlamı **ne kadar güzel olursa olsun**. Bunun dışında **HOWEVER bununla birlikte** anlamında öncesinde cümle ister.

<sup>156</sup> **BACK-AND-FORTH** ileri geri anlamında kullanılmıştır.

<sup>157</sup> **DUE TO** –den dolayı anlamındadır. **OWING TO, BECAUSE OF, IN VIEW OF, ON ACCOUNT OF** yapıları da aynı anlamda kullanılır.

<sup>158</sup> **PASSIVE** bir fiilden sonra gelen fiil daima **TO** edatı almaktadır.

| VOCABULARY       | MEANING   | SYNONYMS                                | ANTONYMS   |
|------------------|---|---|--|
| accumulate       | <i>topla(n)mak</i>  | amass, gather, collect                  | disperse, lose, spend, waste   |
| acidity          | <i>ekşime</i>   | sourness, tartness                      |  |
| advocate         | <i>savunmak, avukat</i>   | attorney; supporter, follower           | antagonist, assailant, enemy, opposition, protestor                    |
| aesthetic        | <i>estetik</i>  |   |  |
| allow            | <i>izin vermek</i>  | permit; enable                          | deny, refuse, reject   |
| avoid            | <i>sakınmak</i>   | evade, escape; keep away from           | face, meet, seek, want   |
| back-and-forth   | <i>ileri geri</i>   | there and back, round trip              |  |
| break down       | <i>parçalamak</i>   | break                                   | attach, fasten, fix, join, mend, put together, secure                  |
| calcium          | <i>kalsiyum</i>   |   |  |
| caries           | <i>diş çürümesi</i>   | tooth and bone decay                    |  |
| cavitation       | <i>oyma, boşlama</i>  | creation of cavities                    |  |
| cavity           | <i>oyuk, çürük</i>  | hole, empty space; caries, tooth decay  |  |
| cementum         | <i>diş sementi</i>  |   |  |
| chance           | <i>olasılık</i>   | accidental, random, unexpected          |  |
| content          | <i>içerik, hoşnut etmek</i>   | substance; component, contents          |  |
| debris           | <i>kırıntı, döküntü</i>   | fragments, wreckage, ruins              |  |
| decay            | <i>çürü(t)mek</i>   | rot, decompose; deteriorate, waste away |  |
| demineralization | <i>demineralizasyon</i>   | removal of minerals                     |  |
| dentin           | <i>dişlerin mezoderma kökenli kemiğe benzer yapıdaki temel tabakasıdır.</i> |   |  |
| destroy          | <i>yok etmek</i>  | demolish, ruin                          | build, construct, create, improve, repair, restore                     |
| destruction      | <i>yıkma, tahribat</i>  | ruin, desolation                        | building, construction, creation, improvement, reparation, restoration |
| detection        | <i>bulma, keşif</i>   | discovery, finding out                  |  |
| directly         | <i>direk olarak</i>   | clearly, straight                       | indirectly   |
| enamel           | <i>diş minesi</i>   |   |  |
| ensuing          | <i>sonraki</i>  | following                               |  |
| especially       | <i>özellikle</i>  | particularly, specifically              |  |
| exceed           | <i>aşmak, geçmek</i>  | go beyond, pass; surpass, outdo, excel  | be inferior, fail, fall behind   |
| exist            | <i>var olmak</i>  | live, be                                | die  |
| extent           | <i>uzunluk, boyut</i>   | scope, range; size, measure             |  |
| fermentable      | <i>mayalanabilir</i>  | can be fermented                        |  |
| fluoridate       | <i>florür ekleme</i>  | add fluoride                            |  |
| fructose         | <i>meyve şekeri</i>   |   |  |
| gland            | <i>beze</i>   |   |  |
| glucose          | <i>glikoz</i>   |   |  |
| highly           | <i>büyük ölçüde</i>   | very; favorably, generously             | little   |
| hole             | <i>oyuk, kovuk</i>  | opening, gap; cavity, hollow            |  |
| hydrolysis       | <i>hidroliz</i>   |   |  |
| increase         | <i>artırmak</i>   | enlarge                                 | decrease, deplete, diminish  |
| infection        | <i>enfeksiyon</i>   |   |  |



|                         |   |  |   |
|-------------------------|---|--|---|
| <b>initiate</b>         | <i>başlatmak</i>                        | set going, launch, begin                     | close, conclude, end, finish                    |
| <b>inter</b>            | <i>arasında</i>                         | between                                      |   |
| <b>irreversible</b>     | <i>dönülemez, kesin</i>                 | unalterable, unchangeable, final             |   |
| <b>judge</b>            | <i>karara varmak</i>                    | criticize; assess                            |   |
| <b>lead to</b>          | <i>-e yol açmak</i>                     | goes to -, arrives to -, takes one to -      |   |
| <b>measure</b>          | <i>ölçmek, ölçü</i>                     | assess, evaluate, estimate                   |   |
| <b>minimize</b>         | <i>azaltmak</i>                         | make small, reduce                           | enlarge, maximize, overestimate, overrate       |
| <b>modification</b>     | <i>değiştirme</i>                       | change, adjustment, agreement; adaptation    |   |
| <b>particularly</b>     | <i>özellikle</i>                        | especially; specifically                     |   |
| <b>paste</b>            | <i>(diş) macunu</i>                     | toothpaste                                   |   |
| <b>possibility</b>      | <i>olasılık</i>                         | probability, feasibility, chance, likelihood |   |
| <b>presentation</b>     | <i>sunum</i>                            | submission, performance, exhibition          |   |
| <b>preventive</b>       | <i>önleyici</i>                         | avoiding                                     |   |
| <b>progressively</b>    | <i>devamlı şekilde</i>                  | gradually, incrementally, successively       | abruptly, fastly, suddenly                      |
| <b>proper</b>           | <i>uygun</i>                            | correct; suitable; just                      | improper, unacceptable, unsuitable              |
| <b>prophylactic</b>     | <i>koruyucu</i>                         | preventative of disease                      |   |
| <b>proximal</b>         | <i>organın bağlanma noktasına yakın</i> | closest, nearest, next; approximate          |   |
| <b>radiograph</b>       | <i>röntgen filmi</i>                    |  |   |
| <b>recurrence</b>       | <i>nüksetme</i>                         | repetition, return                           |   |
| <b>regenerate</b>       | <i>canlandırmak</i>                     | renew, re-create                             |   |
| <b>related</b>          | <i>ilişkili</i>                         | connected                                    |   |
| <b>remain</b>           | <i>kalmak, kalıntı</i>                  | stay, abide; continue, go on                 |   |
| <b>remineralization</b> | <i>mineral düzenlenmesi</i>             |  |   |
| <b>responsible for</b>  | <i>-den sorumlu olmak</i>               | dependable, reliable; accountable, liable    |   |
| <b>restoration</b>      | <i>yenileme</i>                         | rehabilitation; reconstruction, reproduction |   |
| <b>restore</b>          | <i>yenilemek</i>                        | return, bring back, reconstruct, rebuild     | break, damage, destroy, hurt                    |
| <b>saliva</b>           | <i>tükürük</i>                          |  |   |
| <b>sensitive</b>        | <i>hassas</i>                           | delicate                                     |   |
| <b>stem cell</b>        | <i>kök hücre</i>                        |  |   |
| <b>sucrose</b>          | <i>şeker</i>                            |  |   |
| <b>surface</b>          | <i>yüzey, dış görünüş</i>               | external; superficial                        |   |
| <b>surrounding</b>      | <i>çevreleyen</i>                       | encircling, inclosing                        |   |
| <b>susceptible to</b>   | <i>-e duyarlı</i>                       | vulnerable, prone                            |   |
| <b>throughout</b>       | <i>baştan başa</i>                      | in every part, in every; during              |   |
| <b>tissue</b>           | <i>doku</i>                             |  |   |
| <b>tooth</b>            | <i>diş</i>                              |  |   |
| <b>tooth loss</b>       | <i>diş kaybı</i>                        |  |   |
| <b>treatment</b>        | <i>tedavi</i>                           | medical care, therapy, care                  |   |
| <b>untreated</b>        | <i>tedavi edilmeyen</i>                 | not dealt with, not cared for                |   |
| <b>variable</b>         | <i>değişken</i>                         | changeable, fluctuating, inconstant          | invariable, unchangeable, unchanging, unvarying |
| <b>visible</b>          | <i>görülebilir</i>                      | observable; obvious, apparent                | concealed, hidden, invisible, unseeable         |



## A) MATCH THE SYNONYMS

|                    |                |
|--------------------|----------------|
| 1) chance          | adaptation     |
| 2) content         | amass          |
| 3) debris          | attorney       |
| 4) surrounding     | encircling     |
| 5) susceptible to  | especially     |
| 6) throughout      | evade          |
| 7) modification    | fragments      |
| 8) particularly    | go beyond      |
| 9) paste           | gradually      |
| 10) possibility    | in every part  |
| 11) presentation   | particularly   |
| 12) progressively  | permit         |
| 13) especially     | probability    |
| 14) exceed         | random         |
| 15) extent         | scope          |
| 16) accumulate     | stick          |
| 17) advocate       | submission     |
| 18) allow          | substance      |
| 19) avoid          | there and back |
| 20) back-and-forth | vulnerable     |

## B) Put the correct **PREPOSITIONS** from the following list in the sentences below.

**of by of to of in of to for without  
for throughout of during in from of of**

- Today, caries remains one ... the most common diseases ... the world.
- Tooth decay is caused ... specific types ... acid-producing bacteria that cause damage ... the presence ... fermentable carbohydrates such as sucrose, fructose, and glucose.
- The mineral content ... teeth is sensitive ... increases ... acidity ... the production ... lactic acid.
- Disclosing solutions are also available that are used ... tooth restoration ... minimize the chance ... recurrence.
- Lasers ... detecting caries allow detection ... radiation and now are being used ... detection ... inter proximal decay.

## C) Put the correct **CONJUNCTIONS** from the following list in the sentences below.

**if due to that though however but when**

- Depending on the extent of tooth destruction, various treatments can be used to restore teeth to proper form, function, and aesthetics, ... there is no known method to regenerate large amounts of tooth structure, ... stem cell related research suggests one possibility.
- The presentation of caries is highly variable; ..., the risk factors and stages of development are similar.
- For people with little saliva, especially ... radiation therapies ... may destroy the salivary glands, there also exists remineralization gel.
- ... the pH at the surface of the tooth drops below 5.5, demineralization proceeds faster than remineralization.
- ... demineralization exceeds saliva and other remineralization factors like from calcium, fluoridated tooth pastes, these tissues progressively break down, producing dental caries.

## PROBABLE QUESTIONS TEST 18

1. Dental caries, also ..... as tooth decay or a cavity, is an irreversible infection usually bacterial in origin that causes demineralization of the hard tissues and destruction of the organic matter of the tooth, usually by production of acid by hydrolysis of the food debris ..... on the tooth surface .
  - a) known/accumulated
  - b) to know/accumulating
  - c) having known/to accumulate
  - d) knowing/having accumulated
  - e) known/to have accumulated
2. .... demineralization exceeds saliva and other remineralization factors like from calcium, fluoridated tooth pastes, these tissues progressively break down, producing dental caries.
  - a) Even so
  - b) Unless
  - c) Whether
  - d) Despite
  - e) If
3. If left ....., the disease can lead to pain, tooth loss and infection.
  - a) developed
  - b) accumulated
  - c) untreated
  - d) restored
  - e) minimized
4. The presentation of caries is highly variable; ....., the risk factors and stages of development are similar.
  - a) therefore
  - b) however
  - c) though
  - d) while
  - e) no matter
5. Sometimes caries may be directly visible, however other methods ..... detection such as radiographs are used for less visible areas of teeth and ..... judge the extent of destruction.
  - a) for/into
  - b) off/at
  - c) under/over
  - d) of/to
  - e) from/on
6. Lasers for detecting caries allow detection without radiation and now are being used for ..... of inter proximal decay.
  - a) detection
  - b) restoration
  - c) demineralization
  - d) destruction
  - e) function
7. Disclosing solutions are also ..... that are used during tooth restoration to minimize the chance of recurrence.
  - a) visible
  - b) available
  - c) susceptible
  - d) various
  - e) sensitive
8. To be specific, a tooth is ..... a constant state of back-and-forth demineralization and remineralization ..... the tooth and surrounding saliva.
  - a) on/for
  - b) at/in
  - c) in/between
  - d) from/about
  - e) beneath/beyond
9. For people with little saliva, ..... due to radiation therapies that may destroy the salivary glands, there also exists remineralization gel.
  - a) especially
  - b) progressively
  - c) highly
  - d) eventually
  - e) initially
10. Depending on the extent of tooth destruction, various treatments can be used to restore teeth to proper form, function, and aesthetics, ..... there is no known method to regenerate large amounts of tooth structure, though stem cell related research suggests one possibility.
  - a) for example
  - b) nevertheless
  - c) instead of
  - d) hitherto
  - e) but

# 18.CAVITIES

Dental , also known as tooth decay or a , is an  infection usually bacterial in origin that causes  of the hard tissues (enamel, dentin and cementum) and  of the organic matter of the tooth, usually by production of acid by hydrolysis of the food debris  on the tooth . If demineralization  saliva and other remineralization factors like from calcium, fluoridated tooth pastes, these tissues  break down, producing dental caries (cavities, holes in the teeth). Two groups of bacteria are  for initiating caries: Streptococcus  and Lactobacillus. If left , the disease can lead to pain, tooth loss and . Today, caries remains one of the most common diseases  the world. Cariology is the study of dental caries.

The  of caries is highly variable; however, the risk factors and stages of  are similar. Initially, it may  as a small chalky area (smooth surface caries) that may eventually develop into a large cavitation. Sometimes caries may be directly visible,  other methods of detection such as radiographs are used for less  areas of teeth and to judge the extent of destruction. Lasers for detecting caries  detection without radiation and now are being used for  of inter proximal decay (between the teeth).  solutions are also available that are used during tooth  to minimize the chance of .

Tooth decay is caused by specific types of acid-producing bacteria that cause  in the presence of fermentable  such as sucrose, fructose, and glucose. The mineral  of teeth is sensitive to increases in acidity from the  of lactic acid. To be specific, a tooth (which is  mineral in content) is in a constant state of back-and-forth demineralization and remineralization between the tooth and  saliva. For people with little saliva,  due to radiation therapies that may destroy the salivary glands, there also exists remineralization gel. These patients are  susceptible to dental caries. When the pH at the surface of the tooth drops  5.5, demineralization proceeds faster than remineralization (meaning that there is a net loss of mineral structure on the tooth's surface). Most foods are in this acidic range and  remineralization, this  in the ensuing decay. Depending on the extent of tooth destruction, various treatments can be used to restore teeth to proper form, function, and , but there is no known method to  large amounts of tooth structure, though stem cell related research suggests one possibility. Instead, dental health organizations advocate  and prophylactic measures, such as  oral hygiene and  modifications, to avoid dental caries.

accumulated  
aesthetics  
allow  
appear  
below  
carbohydrates  
caries  
cavity  
content  
damage  
demineralization  
destruction  
detection  
development  
dietary  
Disclosing  
especially  
exceeds  
however  
infection  
irreversible  
mutans  
particularly  
presentation  
preventive  
primarily  
production  
progressively  
recurrence  
regenerate  
regular  
responsible  
restoration  
results  
surface  
surrounding  
throughout  
untreated  
visible  
without

## 19. Luekemia

What is Leukemia? Leukemia is a cancer of the marrow and blood. European physicians in the 19th century were the earliest observers of patients **who had markedly increased** <sup>159</sup> white cell counts. The term "Weisses Blut" or "white blood" emerged as a designation for the disorder. Later, the term "leukemia," which is derived from the Greek words "leukos," meaning "white," and "haima," meaning "blood," was used to indicate the disease. The major forms of leukemia are divided into four categories. The terms "myelogenous" or "lymphocytic" denote the cell type involved. Myelogenous and lymphocytic leukemia each have an acute or chronic form. Thus, the four major types of leukemia are acute or chronic myelogenous and acute or chronic lymphocytic leukemia. The term "acute lymphocytic leukemia" is synonymous with "acute lymphoblastic leukemia." The latter term is used more frequently to denote this disease in children. Acute leukemia is a rapidly progressing disease that primarily affects cells that are not fully developed or differentiated. These immature cells cannot **carry out** <sup>160</sup> their normal functions. Chronic leukemia progresses slowly and permits the growth of greater numbers of developed cells. In general, these mature cells can carry out some of their normal functions. The ability to measure specific features of cells (including appearance, chromosome and gene abnormalities and immune characteristics) has led to further subclassification of the major categories of leukemia. The categories and subsets allow physicians to decide what treatment works best for a given cell type and how quickly the disease may progress.

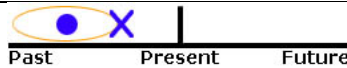
Most patients feel a loss of well-being. They tire more easily and may feel short of breath during physical activity. They may have a pale complexion from anemia. There may be signs of a very low platelet count. These include black and blue marks that occur for no apparent reason or **because of** <sup>161</sup> a minor injury, the appearance of pinhead-sized red spots under the skin called petechiae or prolonged bleeding from minor cuts. Discomfort in the bones and joints may occur. Fever in the absence of an obvious cause is common. Leukemic lymphoblasts may accumulate in the lymphatic system and lymph nodes can be enlarged. The leukemic cells can collect on the lining of the brain and spinal cord and lead to headache or vomiting.

Blood and marrow cells **are examined** <sup>162</sup> to diagnose the disease. In addition to low red cell and platelet counts, examination of the stained (dyed) blood cells with a light microscope will usually show the presence of leukemic blast cells. This is confirmed by examination of the marrow with bone marrow aspiration and biopsy, **which almost always shows** <sup>163</sup> leukemic cells. The blood and/or marrow cells are also used for studies of the number and shape of chromosomes.

<http://www.whatisleukemia.org/>

<sup>159</sup> **PAST PERFECT TENSE** miş'li geçmiş zaman olarak genellikle adlandırılır. **PAST PERFECT** bir **SIMPLE PAST TENSE** cümlesi veya zaman zarfı ile birlikte kullanılır. Aşağıda **PAST PERFECT TENSE** konusunu pekiştirecek bir kısa okuma parçası vermiştir.

### The Preparation For The Lesson



Yesterday before I **came** to course, the cleaner **had cleaned** the class and **had copied** all my notes. He **had put** them on my table. He **had filled** the pens and he **had brought** them to my class. He **had opened** the air conditioner. He **had cleaned** the blackboard. He **had turned on** the computer and projector. He **had hung** my name tag on the door. He **had prepared** the list of the students and **put** in the class. Namely the class **had been ready** before I **came**.

<sup>160</sup> **CARRY OUT** gerçekleştirmek anlamında kullanılır. **CARRY AWAY** (alıp götürmek), **CARRY ON** (devam etmek, sürdürmek) CARRY ile kullanılan diğer edatlardır. Aşağıdaki tabloda **OUT** ile birlikte kullanılan diğer **PHRASAL VERB** yapıları verilmiştir.

| Back out               | Figure out                 | Give out                      | Look out           | Run out of                | Think out           |
|------------------------|----------------------------|-------------------------------|--------------------|---------------------------|---------------------|
| Desteğini çekmek       | Anlamak, kavramak          | Yaymak                        | Dikkatli olmak     | Tüketmek                  | Değerlendirmek      |
| Break out              | Find out                   | Hold out                      | Make out           | Send out                  | Try out             |
| Patlak vermek          | Öğrenmek                   | Engellemek, sürmek            | Anlamak, kavramak  | Yaymak, dışarı salıvermek | Test etmek, denemek |
| Bring out              | Force out                  | Iron out                      | Play out           | Sort out                  | Turn out            |
| Yayımlamak             | Zorla bir yerden çıkartmak | Çözmek, halletmek             | Bitirmek, tüketmek | Çözmek, sınıflandırmak    | Olmak               |
| Clear out              | Get out of                 | Keep out                      | Point out          | Stamp out                 | Wipe out            |
| Temizlemek             | Sorumluluktan kaçmak       | Bir şeyin girişini engellemek | Vurgulamak         | Kökünü kazımak            | Yok etmek           |
| Cut out                | Get out of hand            | Leave out                     | Put out            | Take out                  | Work out            |
| İptal etmek, çıkartmak | Kontrolten çıkmak          | Çıkartmak, iptal etmek        | Söndürmek          | Bir yerden çıkartmak      | Geliştirmek         |

<sup>161</sup> **BECAUSE OF/OWING TO / DUE TO / IN VIEW OF / ON ACCOUNT OF** den dolayı anlamında olup kendilerinden sonra **NOUN (isim)** alırlar. **BECAUSE/SINCE/FOR/AS/SEEING THAT** cümle başında **İÇİN/DEN DOLAYI** anlamında ama cümle ortasında **ÇÜNKÜ** anlamında kullanılır. Bu bağlaçlar kendisinden sonra **cümle** alırlar.

<sup>162</sup> **PRESENT PASSIVE** bir yapıdır.

<sup>163</sup> **RELATIVE CLAUSE** yapısıdır. Virgül olmaması durumunda **THAT** de kullanılabilir.

| VOCABULARY            | MEANING                   | SYNONYMS   | ANTONYMS   |
|-----------------------|---------------------------|--|--|
| <b>abnormality</b>    | <i>anormallik</i>         | irregularity   |  |
| <b>absence</b>        | <i>yokluk</i>             |  | existence, presence  |
| <b>allow</b>          | <i>imkan sağlamak</i>     | permit; enable   | deny, refuse, reject   |
| <b>apparent</b>       | <i>açık, belli</i>        | obvious  | hidden, uncertain, unclear, unlikely                         |
| <b>appearance</b>     | <i>görünüm</i>            | impression   |  |
| <b>aspiration</b>     | <i>soluma, özlem</i>      | ambition, goal, dream  |  |
| <b>biopsy</b>         | <i>biyopsi</i>            |  |  |
| <b>blast</b>          | <i>patlatmak</i>          | explode, blow up; destroy, ruin                                      |  |
| <b>bleeding</b>       | <i>kanama</i>             | exuding blood, losing blood  |  |
| <b>breath</b>         | <i>nefes almak</i>        | respiration  |  |
| <b>carry out</b>      | <i>gerçekleştirmek</i>    | put into practice, accomplish, perform                               |  |
| <b>collect</b>        | <i>toplamak</i>           | gather, assemble   | disperse, distribute, divide, scatter                        |
| <b>complexion</b>     | <i>cilt, yön, gidişat</i> |  |  |
| <b>confirm</b>        | <i>onaylamak</i>          | approve; verify  | disprove, invalidate, oppose, veto                           |
| <b>decide</b>         | <i>karar vermek</i>       | conclude, make a decision  |  |
| <b>denote</b>         | <i>ifade etmek</i>        | symbolize; mark  |  |
| <b>derive from</b>    | <i>-den türemek</i>       | come from  |  |
| <b>designation</b>    | <i>atama, gösterme</i>    | nomination, appointment  |  |
| <b>differentiate</b>  | <i>farklılaştırmak</i>    | distinguish, discriminate  | associate, confuse, connect, group, link, mix up             |
| <b>discomfort</b>     | <i>rahatsız etmek</i>     | cause unease   | comfort, ease, easiness, pleasure, relief                    |
| <b>disorder</b>       | <i>düzensizlik</i>        | lack of order, confusion; something irregular; disturbance; sickness | arrangement, conformity, order, orderliness, system          |
| <b>divide into</b>    | <i>bölmek</i>             | separate   | attach, collect, combine, connect, gather, join, link, unite |
| <b>easily</b>         | <i>kolayca</i>            | without difficulty; absolutely                                       | difficultly  |
| <b>emerge</b>         | <i>ortaya çıkmak</i>      | appear, come out, be revealed  | disappear, fade, go away, leave                              |
| <b>enlarge</b>        | <i>genişletmek</i>        | make larger, become bigger   | decrease, diminish, lessen, lower, reduce, shrink            |
| <b>feature</b>        | <i>özellik</i>            | characterize; depict, describe                                       |  |
| <b>feel</b>           | <i>hissetmek</i>          | touch; sense; emotion  |  |
| <b>frequently</b>     | <i>sıklıkla</i>           | regularly, often   | infrequently, not much, rarely, seldom, uncommonly           |
| <b>function</b>       | <i>işlev</i>              | work; act; operate, duty, role; use, purpose                         |  |
| <b>further</b>        | <i>daha ileri</i>         | more; in addition  |  |
| <b>in addition to</b> | <i>ek olarak</i>          | on top of, extra to  |  |
| <b>immature</b>       | <i>olgunlaşmamış</i>      | not mature, not fully developed, unripe; premature                   | adult, developed, experienced, grown, mature, old            |
| <b>include</b>        | <i>içermek</i>            | comprise, contain  | eliminate, exclude, neglect, reject                          |
| <b>indicate</b>       | <i>göstermek</i>          | show; point out; mark, signify; imply; exhibit, reveal; suggest      |  |

|                          |                                  |   |  |
|--------------------------|----------------------------------|---|--|
| <b>involve</b>           | <i>dahil olmak</i>               | include   | exclude, free, remove                            |
| <b>joint</b>             | <i>eklem, birleşme</i>           | connection  | disjoint, separate, single, uncombined, unshared |
| <b>lead to</b>           | <i>-e yol açmak</i>              | goes to -, arrives to -, takes one to -                     |  |
| <b>lining</b>            | <i>astar, çizmek</i>             | coating   |  |
| <b>lymphoblast</b>       | <i>olgunlaşmamış lenfosit</i>    | immature lymphocyte   |  |
| <b>markedly</b>          | <i>önemli dercede</i>            | noticeably, obviously                                       |  |
| <b>marrow</b>            | <i>ilik</i>                      |   |  |
| <b>measure</b>           | <i>ölçmek, ölçü</i>              | assess, evaluate, estimate                                  |  |
| <b>minor</b>             | <i>küçük, ikincil</i>            | insignificant, unimportant                                  | greater, large, major, significant               |
| <b>node</b>              | <i>yumru, bezecik</i>            | swelling  |  |
| <b>observer</b>          | <i>gözlemci</i>                  | spectator; onlooker   |  |
| <b>obvious</b>           | <i>açık, belli</i>               | clear; apparent, evident; plain                             | ambiguous, indefinite, obscure, unclear, vague   |
| <b>pale</b>              | <i>solgun, solmak</i>            | colorless   |  |
| <b>permit</b>            | <i>izin vermek</i>               | let, enable; allow  |  |
| <b>petechiae</b>         | <i>cilt altında küçük kanama</i> |   |  |
| <b>pinhead</b>           | <i>topluiğne başı</i>            |   |  |
| <b>platelet</b>          | <i>trombosit</i>                 |   |  |
| <b>primarily</b>         | <i>öncelikle</i>                 | chiefly, principally, mainly; in the first place, initially |  |
| <b>progress</b>          | <i>süreç, ilerlemek</i>          | advance, move forward, gain, proceed                        |  |
| <b>prolonged</b>         | <i>uzun</i>                      | extended, lengthened  |  |
| <b>quickly</b>           | <i>çabucak</i>                   | fast, rapidly, speedily; hurriedly, hastily, impetuously    | slow, slowly                                     |
| <b>rapidly</b>           | <i>hızla</i>                     | quickly, fast, swiftly                                      | leisurely, slowly                                |
| <b>spinal</b>            | <i>belkemiği</i>                 |   |  |
| <b>stained</b>           | <i>lekeli</i>                    | discolored, smudged, spotted                                |  |
| <b>subclassification</b> | <i>alt sınıflara ayırma</i>      |   |  |
| <b>subset</b>            | <i>altküme</i>                   |   |  |
| <b>synonymous</b>        | <i>eş anlamlı</i>                |   |  |
| <b>vomit</b>             | <i>kusmak</i>                    |   |  |
| <b>well-being</b>        | <i>iyi oluş, sağlık</i>          | welfare, contentment  | ill-being  |

**A) MATCH THE SYNONYMS**

|                  |               |
|------------------|---------------|
| 1) allow         | assess        |
| 2) apparent      | characterize  |
| 3) blast         | come from     |
| 4) confirm       | discriminate  |
| 5) denote        | explode       |
| 6) derive from   | insignificant |
| 7) designation   | lengthened    |
| 8) differentiate | nomination    |
| 9) divide into   | obvious       |
| 10) feature      | operate       |
| 11) feel         | permit        |
| 12) frequently   | proceed       |
| 13) function     | regularly     |
| 14) immature     | separate      |
| 15) measure      | spectator     |
| 16) minor        | swelling      |
| 17) node         | symbolize     |
| 18) observer     | touch         |
| 19) progress     | unripe        |
| 20) prolonged    | verify        |

**B) Put the correct PREPOSITIONS from the following list in the sentences below.**

**of to of of into of to to of of of in**

- European physicians ... the 19th century were the earliest observers ... patients who had markedly increased white cell counts.
- The ability ... measure specific features ... cells has led ... further subclassification ... the major categories ... leukemia.
- Blood and marrow cells are examined ... diagnose the disease.
- Chronic leukemia progresses slowly and permits the growth ... greater numbers ... developed cells.
- The major forms ... leukemia are divided ... four categories.

**C) Put the correct ADVERBS from the following list in the sentences below.**

**rapidly fully primarily quickly markedly slowly frequently**

- The categories and subsets allow physicians to decide what treatment works best for a given cell type and how ... the disease may progress.
- Chronic leukemia progresses ... and permits the growth of greater numbers of developed cells.
- Acute leukemia is a ... progressing disease that ... affects cells that are not ... developed or differentiated.
- The term "acute lymphocytic leukemia" is synonymous with "acute lymphoblastic leukemia." The latter term is used more ... to denote this disease in children.
- European physicians in the 19th century were the earliest observers of patients who had ... increased white cell counts.



## PROBABLE QUESTIONS TEST 19

1. **Acute leukemia is a ..... progressing disease that primarily affects cells that are not fully developed or differentiated.**
  - a) primarily
  - b) markedly
  - c) frequently
  - d) rapidly
  - e) obviously
2. **Chronic leukemia progresses slowly and ..... the growth of greater numbers of developed cells.**
  - a) progresses
  - b) permits
  - c) measures
  - d) indicates
  - e) enlarges
3. **The mature cells can ..... some of their normal functions.**
  - a) lead to
  - b) divide into
  - c) derive from
  - d) carry out
  - e) confirm by
4. **The ability to measure specific features of cells has led ..... further subclassification of the major categories ..... leukemia.**
  - a) for/over
  - b) at/near
  - c) by/on
  - d) to/of
  - e) over/under
5. **The categories and subsets allow physicians to decide ..... treatment works best for a given cell type and ..... quickly the disease may progress.**
  - a) what/how
  - b) how/whose
  - c) that/whatever
  - d) wherever/why
  - e) whether/when
6. **The black and blue marks that occur for no apparent reason or ..... a minor injury, the appearance of pinhead-sized red spots under the skin called petechiae or prolonged bleeding from minor cuts.**
  - a) rather than
  - b) such as
  - c) as well as
  - d) because of
  - e) in terms of
7. **Leukemic lymphoblasts ..... in the lymphatic system and lymph nodes can be enlarged.**
  - a) can be accumulated
  - b) could have accumulated
  - c) might have accumulated
  - d) may accumulate
  - e) should accumulate
8. **The leukemic cells can collect on the lining of the brain ..... spinal cord and lead to headache ..... vomiting.**
  - a) both/and
  - b) and/or
  - c) either/or
  - d) so/that
  - e) not/only
9. **..... low red cell and platelet counts, examination of the stained blood cells with a light microscope will usually show the presence of leukemic blast cells.**
  - a) By chance
  - b) Contrary to
  - c) On account of
  - d) In compliance with
  - e) In addition to
10. **The blood and/or marrow cells are also used ..... studies of the number and shape ..... chromosomes.**
  - a) to/for
  - b) for/of
  - c) at/under
  - d) by/over
  - e) on/about

# 19.LUEKEMIA

What is Leukemia? Leukemia is a cancer of the [ ] and blood. European [ ] in the 19th century were the [ ] observers of patients who had [ ] increased white cell counts. The term "Weisses Blut" or "white blood" emerged as a [ ] for the disorder. Later, the term "leukemia," which is [ ] the Greek words "leukos," meaning "white," and "haima," meaning "blood," was used to [ ] the disease. The major forms of leukemia are [ ] into four categories. The terms "myelogenous" or "lymphocytic" denote the cell type [ ]. Myelogenous and lymphocytic leukemia each have an [ ] or chronic form.

Thus, the four [ ] types of leukemia are acute or chronic myelogenous and acute or chronic lymphocytic leukemia. The [ ] "acute lymphocytic leukemia" is synonymous with "acute lymphoblastic leukemia." The latter term is used more [ ] to denote this disease in children. Acute leukemia is a [ ] progressing disease that [ ] affects cells that are not fully developed or [ ]. These immature cells cannot [ ] their normal functions. Chronic leukemia [ ] slowly and permits the growth of greater numbers of developed cells. In general, these [ ] cells can carry out some of their normal functions. The [ ] to measure specific features of cells (including appearance, chromosome and gene [ ] and immune characteristics) has led to further [ ] of the major categories of leukemia. The categories and [ ] allow physicians to decide what treatment works best for a given cell type and how [ ] the disease may progress.

**Leukemia Symptoms:** Most patients feel a loss of [ ]. They tire more easily and may feel short of breath [ ] physical activity. They may have a pale complexion from [ ]. There may be signs of a very low platelet count. These [ ] black and blue marks that occur for no [ ] reason or because of a minor injury, the appearance of pinhead-sized red spots under the skin called petechiae or prolonged [ ] from minor cuts. [ ] in the bones and joints may occur. Fever in the absence of an obvious cause is common. Leukemic lymphoblasts may [ ] in the lymphatic system and lymph nodes can be [ ]. The leukemic cells can collect on the lining of the brain and spinal cord and lead to [ ] or vomiting.

**Diagnosis:** Blood and marrow cells are examined to diagnose the disease. [ ] low red cell and platelet counts, [ ] of the stained (dyed) blood cells with a light microscope will usually show the presence of leukemic blast cells. This is [ ] by examination of the marrow with bone marrow [ ] and biopsy, which [ ] always shows leukemic cells. The blood and/or marrow cells are also used for studies of the number and shape of [ ].

ability  
abnormalities  
accumulate  
acute  
almost  
anemia  
apparent  
aspiration  
bleeding  
carry out  
chromosomes  
confirmed  
derived from  
designation  
differentiated  
Discomfort  
divided  
during  
earliest  
enlarged  
examination  
frequently  
headache  
In addition to  
include  
indicate  
involved  
major  
markedly  
marrow  
mature  
physicians  
primarily  
progresses  
quickly  
rapidly  
subclassification  
subsets  
term  
well-being

## 20.Hepatitis

Hepatitis means inflammation (itis) of the liver (hepar), an irritation or swelling of the liver cells. There are many causes of hepatitis **which include** <sup>164</sup>viral infections A, B and C that most of us have heard of, but also the disease also includes auto-immune hepatitis, fatty liver hepatitis, alcoholic hepatitis and toxin induced hepatitis. Globally, **it is estimated** <sup>165</sup>that around 250 million people are affected by hepatitis C. **Moreover** <sup>166</sup>, an estimated 400 million people are chronic carriers of hepatitis B.

### How Big is the Hepatitis Problem?

Hepatitis is an enormous health issue; so extensive in fact that there is a good chance you **associate with** <sup>167</sup>at least one or more people with hepatitis. There is an equally high chance that you know nothing about them because with hepatitis comes a stigma. Often **people with hepatitis** <sup>168</sup>find it easier to get on with their life by not informing others. This is mainly due to the difficulties they can experience due to the ignorance of others. The problem may however be compounded by the fact that some forms of hepatitis are infectious. However, people who know they have infectious hepatitis need only take a few basic precautions to avoid passing the infection around.

### The Liver

Hepatitis affects the liver. The liver is a wedge shaped organ located on the upper right side of the body, lying beneath the rib cage. **The largest** <sup>169</sup>organ it makes up 2 to 3 per cent of the body's total weight. **Unlike** <sup>170</sup>the heart or stomach, the liver has no one function. Doctors specialising in the liver, hepatologists, believe that it has over 140 functions. These include producing bile needed for digestion, storing minerals and vitamins, assisting in blood clotting (vitamin K), neutralising poisons, producing amino acids to build healthy muscles, regulating energy, maintaining hormonal balance, processing drugs. When someone gets hepatitis, the function of the liver is compromised and the functions of it can be affected to varying degrees.

### The History of Hepatitis

Hepatitis was believed to exist in viral form from ancient times. It is known that a disease existed that affected the liver and caused **yellowing** <sup>171</sup>of the skin (jaundice). Between the 1800s and early 1900s, 2 types were identified **as** <sup>172</sup>either serum type or viral type. In 1963 there was a major breakthrough which identified the cause of serum hepatitis and named the hepatitis B virus (HBV). Ten years later the cause of infectious hepatitis was found and named the Hepatitis A virus (HAV), and although scientists knew other viruses existed **it was not until 1989** <sup>173</sup>that the hepatitis C virus (HCV) was isolated.

Although the hepatitis delta virus (HDV) was known about since the mid 1970s, it was only in the late 1980s -1990s that it was understood to exist only in the presence of hepatitis B. In 1990, hepatitis E virus (HEV) and in 1995, Hepatitis G virus (HGV), were identified. Other viruses, hepatitis F virus (HFV) and transfusion transmission virus (TTV) are thought to exist, but are not **as yet** <sup>174</sup>proven.

[http://menshealth.about.com/cs/diseases/a/whats\\_hepatitis.htm](http://menshealth.about.com/cs/diseases/a/whats_hepatitis.htm)

<sup>164</sup> **RELATIVE CLAUSE ACTIVE** bir cümleciktir. **WHICH** pronoun yapısı yerine **THAT** kullanılabilir.

<sup>165</sup> Bazı fiiller **PASSIVE** olarak kullanıldığı zaman kendisinden sonra genellikle **THAT** kullanılır.

<sup>166</sup> **MOREOVER** bağlacı **ÜSTELİK** anlamında kullanılıp **IN ADDITION/BESIDES/FURTHERMORE** bağlaçlarıyla aynı anlamı taşır.

<sup>167</sup> **ASSOCIATE WITH** ile ilişkili anlamında kullanılmaktadır. Aşağıdaki tabloda **WITH** edatı ile birlikte kullanılan fiiller verilmiştir.

|                         |                  |                        |                        |                          |               |
|-------------------------|------------------|------------------------|------------------------|--------------------------|---------------|
| <b>Agree with</b>       | Communicate with | <b>Contrast with</b>   | Infect with            | <b>Negotiate with</b>    | Share with    |
| <b>Argue with</b>       | Compare with     | <b>Cooperate with</b>  | Leave with             | <b>Provide (sb) with</b> | Supply with   |
| <b>Coincide with</b>    | Compete with     | <b>Cope with</b>       | Limit with             | <b>Quarrel with</b>      | Threaten with |
| <b>Collaborate with</b> | Comply with      | <b>Correspond with</b> | Make a bargain with    | <b>Rest on/ with</b>     | Trade with    |
| <b>Combine with</b>     | Conflict with    | <b>Deal with</b>       | Make a comparison with | <b>Serve with</b>        | Trouble with  |

<sup>168</sup> **WITH** burada genellikle hastalıklarla birlikte kullanılır. **Hastalıklı insan** derken **WITH** edatını kullanırız.

<sup>169</sup> **THE LARGEST** superlative bir yapıdır ve **EN BÜYÜK** anlamında kullanılmıştır.

<sup>170</sup> **UNLIKE** aksine anlamında kullanılmıştır.

<sup>171</sup> **YELLOWING** sararma anlamında kullanılmıştır.

<sup>172</sup> **AS** burada **olarak** anlamında kullanılmıştır.

<sup>173</sup> **IT WAS NOT UNTIL –E KADAR OLMAMIŞTI** anlamında genellikle kendisinden sonra **PAST** bir cümle alır. Bazen **PAST PERFECT TENSE** ile karıştırılabilir.

<sup>174</sup> **AS YET** henüz/şimdilik anlamında kullanılmıştır. **FOR NOW, MEANWHILE, UP UNTIL NOW, UNTIL THIS POINT** da kullanılabilir.

| VOCABULARY     | MEANING                 | SYNONYMS  | ANTONYMS  |
|----------------|-------------------------|---|---|
| affect         | etkilemek               | influence   |   |
| ancient        | eski                    | very old, antique   | modern, new, young                                  |
| assist         | yardımcı olmak          | aid, help   |   |
| associate with | ile ilişkilendirmek     | connect to  |   |
| at least       | en azından              | at the lowest, not less than  |   |
| balance        | denge(lemek)            | stability   |   |
| beneath        | altında                 | underneath, below, under  | above, higher, over                                 |
| bile           | safra, aksilik          |   |   |
| breakthrough   | buluş                   | progress  |   |
| carrier        | taşıyıcı                | messenger   |   |
| chance         | olasılık                | possibility, opportunity  |   |
| clot           | pıhtı(laşmak)           | coagulate   |   |
| compound       | bileşim, birleşmek      | mix, blend, combine   |   |
| compromise     | riske atmak, uzlaşma(k) |   |   |
| digestion      | sindirim                |   |   |
| due to         | -den dolayı             | because of, on account of, as a result of, in consequence of; caused by |   |
| enormous       | kocaman                 | very large, immense, huge   | little, minute, small, tiny                         |
| equally        | eşit olarak             |   |   |
| estimate       | (tahmin) etmek          | guess, predict  |   |
| exist          | var olmak               | live, be  | die   |
| experience     | deneyim(lemek)          | live through  |   |
| extensive      | geniş                   | comprehensive   | limited, narrow, restricted, short, uncomprehensive |
| fatty          | yağlı                   | adipose   |   |
| globally       | küresel olarak          | internationally, on a global scale                                      |   |
| identify       | tanımlamak              | recognize   |   |
| ignorance      | bilgisizlik, cehalet    | illiteracy, lack of education   | competence, experience, literacy, talent, wisdom    |
| include        | içermek                 | comprise, contain   | eliminate, exclude, neglect, reject                 |
| induce         | tetiklemek, uyarmak     | cause, bring about  |   |
| infectious     | bulaşıcı                | contagious  |   |
| irritation     | tahriş                  | inflammation  |   |
| isolate        | izole etmek, ayırmak    | set apart, separate, separate, divide; set aside, allocate              |   |
| issue          | konu, yayınlama         | publish, distribute, circulate; come forth                              |   |
| jaundice       | sarılık, önyargı        | yellowing, prejudice  |   |
| liver          | karaciğer               |   |   |
| mainly         | başlıca                 | principally, chiefly  |   |
| maintain       | sürdürmek               | sustain   | ignore, neglect                                     |
| muscles        | kaslar                  |   |   |
| neutralise     | etkisizleştirmek        | make neutral; counteract  |   |
| poison         | zehir(lemek)            |   |   |
| precaution     | önlem, tedbir           | safeguard, safety measures  |   |
| presence       | varlık                  |   | absence   |
| process        | süreç, işlem            | procedure, routine  |   |
| proven         | kanıtlanmış             | verified; tested, examined  |   |

|                   |                      |                                  |                         |
|-------------------|----------------------|----------------------------------|-------------------------|
| <b>regulate</b>   | <i>düzenlemek</i>    | control, govern, manage          | deregulate, disorganize |
| <b>rib cage</b>   | <i>göğüs kafesi</i>  |                                  |                         |
| <b>specialise</b> | <i>uzmanlaşmak</i>   |                                  |                         |
| <b>stigma</b>     | <i>leke, damga</i>   | stain                            |                         |
| <b>stomach</b>    | <i>mide</i>          |                                  |                         |
| <b>store</b>      | <i>depolamak</i>     | amass, accumulate                |                         |
| <b>swelling</b>   | <i>şişme</i>         |                                  |                         |
| <b>toxin</b>      | <i>toksin, zehir</i> | something poisonous              |                         |
| <b>upper</b>      | <i>üstteki, üst</i>  | topmost; superior; above, higher |                         |
| <b>vary</b>       | <i>değişmek</i>      | alter; change, fluctuate         |                         |
| <b>viral</b>      | <i>virüse ait</i>    |                                  |                         |
| <b>wedge</b>      | <i>takoz, tıkmak</i> |                                  |                         |

### A) MATCH THE SYNONYMS

|                   |                 |
|-------------------|-----------------|
| 1) ancient        | adipose         |
| 2) assist         | aid             |
| 3) associate with | antique         |
| 4) balance        | bring about     |
| 5) beneath        | comprehensive   |
| 6) estimate       | connect to      |
| 7) extensive      | contagious      |
| 8) fatty          | control         |
| 9) globally       | illiteracy      |
| 10) identify      | inflammation    |
| 11) ignorance     | internationally |
| 12) induce        | predict         |
| 13) infectious    | yellowing       |
| 14) irritation    | procedure       |
| 15) jaundice      | recognize       |
| 16) maintain      | stability       |
| 17) process       | superior        |
| 18) proven        | sustain         |
| 19) regulate      | underneath      |
| 20) upper         | verified        |

### B) Put the correct **PREPOSITIONS** from the following list in the sentences below.

**with from in with to beneath in over on by on with of to in**

- Hepatitis is an enormous health issue; so extensive ... fact that there is a good chance you associate ... at least one or more people ... hepatitis.
- Often people ... hepatitis find it easier ... get ... with their life ... not informing others.
- The liver is a wedge shaped organ located ... the upper right side ... the body, lying ... the rib cage.
- Doctors specialising ... the liver, hepatologists, believe that it has ... 140 functions.
- Hepatitis was believed ... exist ... viral form ... ancient times.

### C) Put the correct **CONJUNCTIONS** from the following list in the sentences below.

**because when moreover although but**

- It is estimated that around 250 million people are affected by hepatitis C. ... , an estimated 400 million people are chronic carriers of hepatitis B.
- There is an equally high chance that you know nothing about them ... with hepatitis comes a stigma.
- ... someone gets hepatitis, the function of the liver is compromised and the functions of it can be affected to varying degrees.
- Other viruses, hepatitis F virus (HFV) and transfusion transmission virus (TTV) are thought to exist, ... are not as yet proven.
- ... the hepatitis delta virus (HDV) was known about since the mid 1970s, it was only in the late 1980s -1990s that it was understood to exist only in the presence of hepatitis B.

## PROBABLE QUESTIONS TEST 20

1. There are many causes of hepatitis which include viral infections A, B and C that most of us have heard of, ..... also the disease also includes auto-immune hepatitis, fatty liver hepatitis, alcoholic hepatitis and toxin induced hepatitis.
  - a) even though
  - b) nonetheless
  - c) for
  - d) owing to
  - e) but
2. Globally, it is estimated that around 250 million people are affected by hepatitis C. ...., an estimated 400 million people are chronic carriers of hepatitis B.
  - a) Because
  - b) By the time
  - c) Therefore
  - d) Moreover
  - e) Unless
3. Hepatitis is an enormous health issue; so extensive ..... fact that there is a good chance you associate with at least one or more people ..... hepatitis.
  - a) on/by
  - b) in/with
  - c) for/at
  - d) by/down
  - e) at/over
4. There is an ..... high chance that you know nothing about them because with hepatitis comes a stigma.
  - a) unluckily
  - b) temporarily
  - c) solely
  - d) seemingly
  - e) equally
5. The problem may however be compounded by the fact that some forms of hepatitis are infectious. However, people ..... know they have infectious hepatitis need only take a few basic precautions to avoid passing the infection around.
  - a) whom
  - b) whose
  - c) which
  - d) who
  - e) in that
6. When someone ..... hepatitis the function of the liver ..... and the functions of it can be affected to varying degrees.
  - a) got/was compromised
  - b) gets/is compromised
  - c) is getting/compromises
  - d) has gotten/had compromised
  - e) would get/compromised
7. Between the 1800s and early 1900s, 2 types were identified as ..... serum type ..... viral type. In 1963 there was a major breakthrough which identified the cause of serum hepatitis and named the hepatitis B virus (HBV).
  - a) other/than
  - b) such/that
  - c) either/or
  - d) not/nor
  - e) such/as
8. Ten years later the cause of infectious hepatitis was found and named the Hepatitis A virus (HAV), and ..... scientists knew other viruses existed it was not until 1989 that the hepatitis C virus (HCV) was isolated.
  - a) accordingly
  - b) as such
  - c) although
  - d) instead
  - e) while
9. Although the hepatitis delta virus (HDV) ..... about since the mid 1970s, it ..... only in the late 1980s -1990s that it was understood to exist only in the presence of hepatitis B.
  - a) has been known/had been
  - b) was known/was
  - c) is known/be
  - d) had known/being
  - e) would know/will be
10. In 1990, hepatitis E virus (HEV) and in 1995, Hepatitis G virus (HGV), were identified. .... viruses, hepatitis F virus (HFV) and transfusion transmission virus (TTV) are thought to exist, but are not as yet proven.
  - a) Others
  - b) The others
  - c) Another
  - d) One another
  - e) Other



# 20. HEPATITIS

Hepatitis means [ ] (itis) of the liver (hepar), an [ ] or swelling of the liver cells. There are many [ ] of hepatitis which include viral [ ] A, B and C that most of us have heard of, but also the disease also includes auto-immune hepatitis, fatty liver hepatitis, alcoholic hepatitis and toxin [ ] hepatitis. Globally, it is [ ] that around 250 million people are [ ] by hepatitis C. Moreover, an estimated 400 million people are chronic [ ] of hepatitis B.

How Big is the Hepatitis Problem?: Hepatitis is an [ ] health issue; so [ ] in fact that there is a good chance you [ ] with at least one or more people with hepatitis. There is an [ ] high chance that you know [ ] about them because with hepatitis comes a stigma. Often people with hepatitis find it [ ] to get on with their life by not informing others. This is [ ] due to the difficulties they can [ ] due to the ignorance of others. The problem may [ ] be compounded by the fact that some forms of hepatitis are infectious. However, people who know they have infectious hepatitis need only take a few basic [ ] to avoid passing the infection [ ].

The Liver: Hepatitis affects the liver. The liver is a wedge [ ] organ located on the upper right side of the body, lying [ ] the rib cage. The largest organ it makes up 2 to 3 per cent of the body's total [ ]. Unlike the heart or stomach, the liver has no one [ ]. Doctors specialising in the liver, hepatologists, [ ] that it has over 140 functions. These include producing bile needed for [ ], storing minerals and vitamins, assisting in blood [ ] (vitamin K), neutralising poisons, producing amino acids to build healthy [ ], regulating energy, maintaining hormonal balance, [ ] drugs. When someone gets hepatitis the function of the liver is compromised and the functions of it can be affected to [ ] degrees.

The History of Hepatitis: Hepatitis was believed to exist in viral form from [ ] times. It is known that a disease [ ] that affected the liver and caused [ ] of the skin (jaundice). Between the 1800s and early 1900s, 2 types were identified as either [ ] type or viral type. In 1963 there was a major [ ] which identified the cause of serum hepatitis and named the hepatitis B virus (HBV). Ten years later the cause of infectious hepatitis was found and [ ] the Hepatitis A virus (HAV), and [ ] scientists knew other viruses existed it was not until 1989 that the hepatitis C virus (HCV) was isolated. Although the hepatitis delta virus (HDV) was known about since the mid 1970s, it was [ ] in the late 1980s -1990s that it was [ ] to exist only in the [ ] of hepatitis B. In 1990, hepatitis E virus (HEV) and in 1995, Hepatitis G virus (HGV), were identified. Other viruses, hepatitis F virus (HFV) and transfusion [ ] virus (TTV) are thought to exist, but are not as yet proven.

affected  
although  
ancient  
around  
associate  
believe  
beneath  
breakthrough  
carriers  
causes  
clotting  
digestion  
easier  
enormous  
equally  
estimated  
existed  
experience  
extensive  
function  
however  
induced  
infections  
inflammation  
irritation  
mainly  
muscles  
named  
nothing  
only  
precautions  
presence  
processing  
serum  
shaped  
transmission  
understood  
varying  
weight  
yellowing

## 21.Obesity

Obesity is the most prevalent, fatal, chronic, relapsing disorder of the 21st century. Obesity is a **leading cause**<sup>175</sup> of United States mortality, morbidity, disability, healthcare utilization and healthcare costs. It is **likely**<sup>176</sup> that the increase in obesity will strain our healthcare system with millions of additional cases of diabetes, heart disease and disability. Obesity is defined as excess adipose tissue. There are several different methods for determining excess adipose (fat) tissue; **the most common**<sup>177</sup> being the Body Mass Index (BMI). A fat cell is an endocrine cell and adipose tissue is an endocrine organ. As such, adipose tissue secretes a number of products, including metabolites, cytokines, lipids, and coagulation factors among others. Significantly, excess adiposity or obesity causes insulin secretion, which can cause insulin resistance that leads to type 2 diabetes.

The biology of food intake is very complex, involving olfaction (smell), taste, texture, temperature, cognitive and emotional responses and metabolic/autonomic information, which signal the brain to initiate or cease eating. Recent scientific studies have identified several substances that act on the brain to signal a need for an increase in food intake. **Likewise**<sup>178</sup>, several substances **have been identified**<sup>179</sup> that signal the brain to decrease food intake. Obesity is a disease that affects over one-third of the adult American population (approximately 72 million Americans). The number of overweight and obese Americans has increased since 1960, a trend that shows no sign of slowing down. Today, 66.3 percent of adult Americans (about 200 million) are categorized as being overweight or obese. Since 1960, adult Americans have increased average heights by 1 inch and average weight by 25 pounds. In 1963 a ten year old boy weighed, on average, 74.2 pounds. Now the average boy weighs 85 pounds. Obesity is increasing around the world. High body mass index now ranks with major global health problems such as childhood and maternal under-nutrition, high blood pressure, high cholesterol, unsafe sex, iron deficiency, smoking, alcohol and unsafe water in total global burden of disease. Each year, obesity causes at least 112,000 excess deaths in the US. A study **published**<sup>180</sup> in the August 24, 2006 New England Journal of Medicine showed increased risk of death among both men and women who were overweight but not obese. Obesity has been **associated with**<sup>181</sup> numerous, adverse health effects. They include : type 2 diabetes, high cholesterol, hypertension, gallstones, fatty liver disease, sleep apnea, GERD, stress incontinence, heart failure, degenerative joint disease, birth defects, miscarriages, asthma, cancers in men (esophageal, colorectal, liver, pancreatic, lung, prostate, kidney, non-Hodgkin's lymphoma, multiple myeloma and leukemia), and cancers in women (breast, colorectal, gallbladder, pancreatic, lung, uterine, cervical, ovarian, kidney, non-Hodgkin's lymphoma and multiple myeloma). Healthcare costs of American adults with obesity amount to approximately \$147 billion. Discrimination and mistreatment of persons with obesity is widespread and often considered socially acceptable.

**What Is BMI?:** Body Mass Index (BMI) is a mathematical calculation involving height and weight, irrespective of family history, gender, age or race. BMI is calculated by dividing a person's body weight in kilograms by their height in meters squared (weight [kg] height [m]<sup>2</sup>) or by using the conversion with pounds (lbs) and inches (in) squared as shown below. This number can be misleading, however, for very muscular people, or for pregnant or lactating women.

<http://www.obesity.org/resources-for/what-is-obesity.htm>

<sup>175</sup> **LEADING CAUSE** önde giden sebep olarak kullanılmıştır.

<sup>176</sup> **LIKELY** muhtemelen anlamında kullanılmıştır.

<sup>177</sup> **THE MOST COMMON** en yaygın olarak kullanılmıştır.

<sup>178</sup> **LIKEWISE** benzer olarak anlamındadır. **IN ADDITION, ALSO, TOO, AS WELL; IN THE SAME MANNER, SIMILARLY** ile aynı anlamı taşır.

<sup>179</sup> **PRESENT PERFECT PASSIVE** bir yapıdır. Bütün **PERFECT PASSIVE** yapılar **HAVE** ve **VERB3** arasına **BEEN** alır.

| PRESENT PERFECT SIMPLE | PRESENT PERFECT PASSIVE   | PRESENT PERFECT STATE   | PRESENT PERFECT CONTINUOUS |
|------------------------|---------------------------|-------------------------|----------------------------|
| I HAVE INVITED.        | I HAVE BEEN INVITED.      | I HAVE BEEN HAPPY.      | I HAVE BEEN RUNNING.       |
| I HAD INVITED.         | I HAD BEEN INVITED.       | I HAD BEEN HAPPY.       | I HAD BEEN RUNNING.        |
| I WILL HAVE INVITED.   | I WILL HAVE BEEN INVITED. | I WILL HAVE BEEN HAPPY. | I WILL HAVE BEEN RUNNING.  |

<sup>180</sup> **PUBLISHED** yayınlanan anlamında kullanılan **PASSIVE** bir kısıltmadır.

<sup>181</sup> **ASSOCIATED WITH** ile ilişkili anlamında **PASSIVE** bir yapıdır. **WITH** edatı ile birlikte kullanılan **ADJECTIVE'ler** aşağıdaki listede verilmiştir.

|                        |                   |                       |                   |                      |                |
|------------------------|-------------------|-----------------------|-------------------|----------------------|----------------|
| <b>Angry with</b>      | Consistent with   | <b>Disgusted with</b> | Finished with     | <b>Involved with</b> | Replaced with  |
| <b>Bored with</b>      | Content with      | <b>Engaged with</b>   | Furnished with    | <b>Obsessed with</b> | Satisfied with |
| <b>Busy with</b>       | Contented with    | <b>Equipped with</b>  | Generous with     | <b>Occupied with</b> | Troubled with  |
| <b>Compatible with</b> | Coordinated with  | <b>Faced with</b>     | Honest with       | <b>Patient with</b>  | Upset with     |
| <b>Confronted with</b> | Covered with      | <b>Familiar with</b>  | Identical with    | <b>Pleased with</b>  |                |
| <b>Confused with</b>   | Delighted with    | <b>Fed up with</b>    | Impressed with    | <b>Popular with</b>  |                |
| <b>Connected with</b>  | Disappointed with | <b>Filled with</b>    | Incompatible with | <b>Provided with</b> |                |

| VOCABULARY      | MEANING   | SYNONYMS   | ANTONYMS  |
|-----------------|---|--|---|
| acceptable      | <i>kabul edilebilir</i>   | satisfactory, admissible, suitable;<br>bearable, tolerable |   |
| adipose         | <i>yağ, yağlı</i>   | fatty  |   |
| adult           | <i>yetişkin</i>   | mature   | adolescent, infant  |
| adverse         | <i>ters, karşıt</i>   | hostile  |   |
| approximately   | <i>yaklaşık olarak</i>  | nearly   |   |
| as such         | <i>şöyle, böyle, aslında</i>  | of itself, as it is  |   |
| asthma          | <i>astım</i>  | shortness of breath  |   |
| at least        | <i>en azından</i>   | at the lowest, not less than                               |   |
| burden          | <i>yük(lemek)</i>   | load   |   |
| calculation     | <i>hesaplama, tahmin</i>  | estimation; planning                                       |   |
| cease           | <i>dur(dur)mak</i>  | stop, halt   | begin, continue, initiate,<br>keep on, start              |
| cervical        | <i>boyun</i>  |  |   |
| childhood       | <i>çocukluk</i>   | juvenility, stage of being a child, youth                  | adulthood   |
| coagulation     | <i>pıhtılaşma</i>   | becoming clotted   |   |
| cognitive       | <i>idrak ile ilgili, bilişsel</i>   | aware, perceptive  |   |
| colorectal      | <i>kolon ve rectum ile ilgili</i>   |  |   |
| consider        | <i>düşünmek</i>   | think over; believe; regard;<br>take into account          |   |
| cost            | <i>mal olmak</i>  | price, expense   |   |
| cytokine        | <i>hayvan ve bitki hücrelerince üretilen, hücrelerin birbirleriyle iletişimini sağlayan protein ve peptidlerin bir grubudur</i> |  |   |
| decrease        | <i>azaltmak, azalma, düşüş</i>  | reduce, lessen; decline                                    | expansion, growth,<br>increase, raise                     |
| define          | <i>tanımlamak</i>   | explain, clarify   |   |
| determine       | <i>belirlemek</i>   | decide, settle; conclude                                   |   |
| disability      | <i>yetersizlik</i>  | lack of ability; defect, deformity                         | advantage, fitness, strength                              |
| discrimination  | <i>ayrıcalık yapma</i>  | unequal treatment  |   |
| endocrine       | <i>iç salgı ile ilgili</i>  | internal hormonal secretion                                |   |
| excess          | <i>aşırılık</i>   | overabundance, surplus                                     |   |
| failure         | <i>başarısızlık</i>   | inability to succeed;<br>lack of success; neglect          | accomplishment, achievement,<br>gain, merit, success, win |
| fatal           | <i>ölümcül</i>  | deadly   |   |
| fatty           | <i>yağlı</i>  | adipose  |   |
| gallbladder     | <i>safra kesesi</i>   |  |   |
| gallstone       | <i>safrakesesi taşı</i>   |  |   |
| gender          | <i>cinsiyet</i>   |  |   |
| identify        | <i>belirlemek</i>   | recognize  |   |
| incontinence    | <i>kendini tutamama</i>   |  |   |
| increase        | <i>artırmak</i>   | enlarge  | decrease, deplete,<br>diminish, loss                      |
| initiate        | <i>başlatmak</i>  | set going, launch, begin                                   |   |
| intake          | <i>giriş, alınan miktar</i>   | taking in  |   |
| involve         | <i>kapsamak, yol açmak</i>  | include  | exclude, free, remove                                     |
| iron deficiency | <i>demir eksikliği</i>  |  |   |
| irrespective    | <i>-e bakmaksızın</i>   | without regard to, unconnected to                          |   |
| joint           | <i>eklem, birleşme</i>  | connection   |   |

|                      |                                     |   |   |
|----------------------|-------------------------------------|---|---|
| <b>kidney</b>        | <i>böbrek</i>                       |   |   |
| <b>lactate</b>       | <i>süt vermek</i>                   | produce milk  |   |
| <b>leading</b>       | <i>öncü, lider</i>                  | main, principal, first; directing, guiding                        |   |
| <b>likewise</b>      | <i>aynı şekilde, ayrıca</i>         | in addition, also, too, as well;<br>in the same manner, similarly | opposing, opposite, reverse             |
| <b>lipid</b>         | <i>lipit, yağ</i>                   |   |   |
| <b>mass</b>          | <i>kütle, kitle, toplu</i>          |   |   |
| <b>maternal</b>      | <i>anneye özgü</i>                  | motherly  |   |
| <b>metabolite</b>    | <i>metabolit</i>                    |   |   |
| <b>miscarriage</b>   | <i>çocuk düşürme, başarısızlık</i>  | spontaneous abortion  |   |
| <b>misleading</b>    | <i>yanıltıcı</i>                    | tending to mislead, deceptive                                     | counsel, guard, lead                    |
| <b>mistreatment</b>  | <i>yanlış tedavi</i>                | poor treatment, abuse   |   |
| <b>morbidity</b>     | <i>hastalıklılık</i>                | unhealthiness   |   |
| <b>mortality</b>     | <i>ölümlük</i>                      | rate of death   |   |
| <b>muscular</b>      | <i>kaslı, kuvvetli</i>              | muscle-bound; strong  |   |
| <b>numerous</b>      | <i>saysız, bir hayli</i>            | very many, multiple   | deficient, few, little, small           |
| <b>olfaction</b>     | <i>koklama duygusu, koku alma</i>   | sense of smell; act of smelling                                   |   |
| <b>ovarian</b>       | <i>yumurtalık</i>                   |   |   |
| <b>overweight</b>    | <i>aşırı kilolu</i>                 | excessive weight  |   |
| <b>pancreatic</b>    | <i>pankreas ait</i>                 |   |   |
| <b>pound</b>         | <i>vurmak, kilo</i>                 | strike; hit, beat   |   |
| <b>pregnant</b>      | <i>hamile</i>                       |   |   |
| <b>pressure</b>      | <i>basınç, baskı</i>                | compression   |   |
| <b>prevalent</b>     | <i>yaygın</i>                       | common, widespread,<br>predominant, current                       | isolated, limited, uncommon             |
| <b>publish</b>       | <i>yayınlamak</i>                   | advertise   |   |
| <b>race</b>          | <i>yarış(mak), ırk</i>              |   |   |
| <b>rank</b>          | <i>sıra, dizmek, verimli, sınıf</i> | grade, level, classification; position                            |   |
| <b>relapse</b>       | <i>depresmek</i>                    | regression, recurrence  |   |
| <b>resistance</b>    | <i>direnç</i>                       | opposition  |   |
| <b>response</b>      | <i>yanıt, cevap, yansıma</i>        | reply, answer, reaction   |   |
| <b>secrete</b>       | <i>salgılamak</i>                   | discharge, exude; hide, conceal                                   |   |
| <b>secretion</b>     | <i>salgı, sekresyon</i>             | discharge, excretion  |   |
| <b>signal</b>        | <i>işaret (etmek)</i>               | indicate  |   |
| <b>significantly</b> | <i>önemli</i>                       | in an important manner, with<br>significance; meaningfully        |   |
| <b>slow down</b>     | <i>yavaşlatmak</i>                  | reduce speed  | advance, forward, push                  |
| <b>socially</b>      | <i>sosyal olarak</i>                | in a sociable manner  |   |
| <b>square</b>        | <i>düzeltilmek, kare</i>            |   |   |
| <b>strain</b>        | <i>kasılmak, çabalamak</i>          | stretch   |   |
| <b>substance</b>     | <i>madde</i>                        | material, matter; essence, meaning, content                       |   |
| <b>texture</b>       | <i>doku, yapı</i>                   | weave, structure  |   |
| <b>unsafe</b>        | <i>güvensiz</i>                     | not safe, insecure, dangerous                                     | harmless, protected,<br>safe, secure    |
| <b>uterine</b>       | <i>dölyatağı, rahim</i>             |   |   |
| <b>utilization</b>   | <i>kullanma</i>                     | employment, use of  |   |
| <b>widespread</b>    | <i>yaygın, genel</i>                | common, popular,<br>extensive, prevalent                          | concentrated, limited,<br>local, narrow |

**A) MATCH THE SYNONYMS**

|                   |                      |
|-------------------|----------------------|
| 1) acceptable     | abuse                |
| 2) adverse        | advertise            |
| 3) at least       | at the lowest        |
| 4) burden         | bearable             |
| 5) determine      | compression          |
| 6) disability     | deceptive            |
| 7) discrimination | decide               |
| 8) leading        | defect               |
| 9) likewise       | excretion            |
| 10) miscarriage   | grade                |
| 11) misleading    | hostile              |
| 12) mistreatment  | indicate             |
| 13) morbidity     | load                 |
| 14) pressure      | main                 |
| 15) publish       | opposition           |
| 16) rank          | regression           |
| 17) relapse       | similarly            |
| 18) resistance    | spontaneous abortion |
| 19) secretion     | unequal treatment    |
| 20) signal        | unhealthiness        |

**B) Put the correct PREPOSITIONS from the following list in the sentences below.**

**in of to with of of on in of since by by to for with**

- It is likely that the increase ... obesity will strain our healthcare system ... millions ... additional cases ... diabetes, heart disease and disability.
- Recent scientific studies have identified several substances that act ... the brain ... signal a need ... an increase ... food intake.
- Obesity is a disease that affects over one-third ... the adult American population.
- ... 1960, adult Americans have increased average heights ... 1 inch and average weight ... 25 pounds.
- Healthcare costs ... American adults ... obesity amount ... approximately \$147 billion.

**C) Put the correct CONJUNCTIONS from the following list in the sentences below.**

**such as who as such which since**

- A fat cell is an endocrine cell and adipose tissue is an endocrine organ. ..., adipose tissue secretes a number of products, including metabolites, cytokines, lipids, and coagulation factors among others.
- Excess adiposity or obesity causes insulin secretion, ... can cause insulin resistance that leads to type 2 diabetes.
- The number of overweight and obese Americans has increased ... 1960, a trend that shows no sign of slowing down.
- Each year, obesity causes at least 112,000 excess deaths in the US. A study published in the August 24, 2006 New England Journal of Medicine showed increase risk of death among both men and women ... were overweight but not obese.
- High body mass index now ranks with major global health problems ... childhood and maternal under-nutrition, high blood pressure, high cholesterol, unsafe sex, iron deficiency, smoking, alcohol and unsafe water in total global burden of disease.

## PROBABLE QUESTIONS TEST 21

1. **Obesity is a ..... cause of United States mortality, morbidity, disability, healthcare utilization and healthcare costs.**
  - a) adverse
  - b) cognitive
  - c) degenerative
  - d) irrespective
  - e) leading
2. **It is likely that the increase in obesity will ..... our healthcare system with millions of additional cases of diabetes, heart disease and disability.**
  - a) strain
  - b) signal
  - c) secrete
  - d) relapse
  - e) lactate
3. **There are several different methods for determining excess adipose (fat) tissue; ..... common being the Body Mass Index (BMI).**
  - a) the more
  - b) the most
  - c) less
  - d) such
  - e) the least
4. **Adipose tissue secretes a number of products, including metabolites, cytokines, lipids, and coagulation factors among others. ...., excess adiposity or obesity causes insulin secretion, which can cause insulin resistance that leads to type 2 diabetes.**
  - a) absolutely
  - b) adversely
  - c) significantly
  - d) carelessly
  - e) confidentially
5. **The biology of food intake is very complex, involving olfaction (smell), taste, texture, temperature, cognitive and emotional responses and metabolic/autonomic information, ..... signal the brain to initiate or cease eating.**
  - a) that
  - b) where
  - c) which
  - d) in that
  - e) whose
6. **Recent scientific studies have identified several substances that act on the brain to signal a need for an increase in food intake. ...., several substances have been identified that signal the brain to decrease food intake.**
  - a) likewise
  - b) apart from
  - c) because of
  - d) excluding
  - e) in addition to
7. **Today, 66.3 percent of adult Americans (about 200 million) ..... as being overweight or obese.**
  - a) will be categorized
  - b) would be categorized
  - c) are categorized
  - d) have been categorized
  - e) had been categorized
8. **High body mass index now ranks ..... major global health problems such as childhood and maternal under-nutrition, high blood pressure, high cholesterol, unsafe sex, iron deficiency, smoking, alcohol and unsafe water ..... total global burden of disease.**
  - a) for/up
  - b) over/from
  - c) on/at
  - d) with/in
  - e) about/down
9. **A study ..... in the August 24, 2006 New England Journal of Medicine ..... increase risk of death among both men and women who were overweight but not obese.**
  - a) publishing/shows
  - b) published/showed
  - c) to be publishing/would show
  - d) having published/had showed
  - e) publish/showing
10. **..... and mistreatment of persons with obesity is widespread and often considered socially acceptable.**
  - a) Discrimination
  - b) Utilization
  - c) Calculation
  - d) Coagulation
  - e) Olfaction



# 21.OBESITY

Obesity is the most [ ], fatal, chronic, relapsing disorder of the 21st century. Obesity is a [ ] cause of United States [ ], morbidity, disability, healthcare [ ] and healthcare costs. It is likely that the increase in obesity will strain our [ ] system with millions of additional cases of [ ], heart disease and disability.

Obesity is defined as excess adipose tissue. There are several different methods for [ ] excess adipose (fat) tissue; the most [ ] being the Body Mass Index (BMI). A fat cell is an endocrine cell and [ ] tissue is an endocrine organ. As such, adipose tissue secretes a number of products, [ ] metabolites, cytokines, lipids, and [ ] factors among others. Significantly, excess adiposity or obesity causes insulin secretion, which can cause insulin resistance that leads to type 2 diabetes. The biology of food intake is very complex, involving olfaction (smell), taste, texture, temperature, cognitive and [ ] responses and metabolic/autonomic [ ], which signal the brain to [ ] or cease eating. Recent scientific studies have [ ] several substances that act on the brain to signal a need for an increase in food intake. Likewise, several substances have been [ ] that signal the brain to decrease food [ ]. Obesity is a disease that affects over one-third of the adult American population ( [ ] 72 million Americans<sup>1</sup>). The number of [ ] and obese Americans has increased since 1960, a trend that shows no sign of slowing down. Today, 66.3 percent of [ ] Americans (about 200 million) are categorized as being [ ] or obese. Since 1960, adult Americans have increased average heights by 1 inch and [ ] weight by 25 pounds. In 1963 a ten year old boy [ ], on average, 74.2 pounds. Now the average boy weighs 85 pounds.

Obesity is [ ] around the world. High body mass index now ranks with major [ ] health problems such as childhood and maternal under-nutrition, high blood [ ], high cholesterol, unsafe sex, iron [ ], smoking, alcohol and unsafe water in total global burden of disease. Each year, obesity causes at least 112,000 excess deaths in the US.<sup>2</sup> A study [ ] in the August 24, 2006 New England Journal of Medicine showed [ ] risk of [ ] among both men and women who were overweight but not obese. Obesity has been associated with [ ], adverse health effects. They include : type 2 diabetes, high [ ], hypertension, gallstones, fatty liver disease, sleep apnea, GERD, stress [ ], heart failure, degenerative joint disease, birth defects, [ ], asthma, cancers in men (esophageal, colorectal, liver, pancreatic, lung, prostate, kidney, non-Hodgkin's lymphoma, multiple myeloma and leukemia), and cancers in women (breast, colorectal, gallbladder, pancreatic, lung, uterine, cervical, ovarian, kidney, non-Hodgkin's lymphoma and multiple myeloma). Healthcare costs of American adults with obesity amount to approximately \$147 billion. [ ] and mistreatment of persons with obesity is [ ] and often considered socially acceptable.

What Is BMI?: Body Mass Index (BMI) is a mathematical [ ] involving height and weight, irrespective of family history, gender, age or race. BMI is calculated by dividing a person's body weight in kilograms by their height in meters squared (weight [kg] height [m]<sup>2</sup>) or by using the [ ] with pounds (lbs) and inches (in) squared as shown below. This number can be [ ], however, for very muscular people, or for [ ] or lactating women.

adipose  
adult  
approximately  
average  
calculation  
cholesterol  
coagulation  
common  
conversion  
death  
deficiency  
determining  
diabetes  
Discrimination  
emotional  
global  
healthcare  
identified  
identified  
including  
incontinence  
increase  
increasing  
information  
initiate  
intake  
leading  
miscarriages  
misleading  
mortality  
numerous  
overweight  
overweight  
pregnant  
pressure  
prevalent  
published  
utilization  
weighed  
widespread



## 22. Indoor air pollution

It refers to the physical, chemical, and biological characteristics of air in the indoor environment within a home, building, or an institution or commercial facility. Indoor air pollution is a concern in the developed countries, **where**<sup>182</sup> energy efficiency improvements sometimes make houses relatively airtight, reducing ventilation and raising pollutant levels. Indoor air problems can be subtle and do not always produce **easily recognized**<sup>183</sup> impacts on health. Different conditions are responsible for indoor air pollution in the rural areas and the urban areas.

In the developing countries, it is the rural areas that face the greatest threat from indoor pollution, where some 3.5 billion people continue to rely on traditional fuels **such as**<sup>184</sup> firewood, charcoal, and cowdung for cooking and heating. Concentrations of indoor pollutants in households that burn traditional fuels are alarming. Burning **such**<sup>185</sup> fuels produces large amount of smoke and other air pollutants in the confined space of the home, **resulting in**<sup>186</sup> high exposure. Women and children are the groups most vulnerable as they spend more time indoors and are exposed to the smoke. In 1992, the World Bank designated indoor air pollution in the developing countries as one of the four most critical global environmental problems. Daily averages of pollutant level emitted indoors often exceed current WHO guidelines and acceptable levels. **Although**<sup>187</sup> many hundreds of separate chemical agents have been identified in the smoke from biofuels, the four most serious pollutants are particulates, carbon monoxide, polycyclic organic matter, and formaldehyde. Unfortunately, little monitoring has been done in rural and poor urban indoor environments **in a manner**<sup>188</sup> that is statistically rigorous.

In urban areas, exposure to indoor air pollution has increased due to a variety of reasons, including the construction of more tightly sealed buildings, reduced ventilation, the use of synthetic materials for building and furnishing and the use of chemical products, pesticides, and household care products. Indoor air pollution can begin within the building or be drawn in from outdoors. **Other than**<sup>189</sup> nitrogen dioxide, carbon monoxide, and lead, there are a number of other pollutants that affect the air quality in an enclosed space.

<http://edugreen.teri.res.in/explore/air/indoor.htm>

<sup>182</sup> **Relative Clause** yapısıdır. **Relative Clause** ile ilgili bazı kurallar aşağıda verilmiştir.

|   |   |
|---|---|
| 1. Virgülden sonra <b>THAT</b> kullanılmaz.   | 7. <b>WHOSE</b> kullanımında hemen isim gelir ve araya <b>THE/MY/A/AN</b> etc. gelmez.  |
| 2. <b>WHERE, WHEN, WHY, WHOM, WHOSE, IN/ON/AT WHICH</b> daima her iki tarafı isim olması gerekenlerdir. | 8. <b>One/first/some/much/all/most of WHICH/WHOM</b> gibi sayı ve miktar bildiren <b>OF</b> edatlı <b>WHICH</b> ve <b>WHOM</b> devamında daima fiil alır. |
| 3. <b>WHICH, WHO</b> ve <b>THAT</b> istisnası olmak birlikte genellikle devamında fiil alır.            | 9. Relative clause'da <b>ACTIVE</b> kısaltma <b>VERBING/ PASSIVE</b> kısaltma <b>VERB3</b> olur.  |
| 4. Yer ifadelerinde <b>WHERE</b> yapısı yerine <b>IN/ON/AT/UNDER WHICH</b> kullanılabilir.              | THE MAN, <b>WHO STUDIED</b> , WILL COME. THE MAN, <b>WHO WAS INVITED</b> , WILL COME.   |
| 5. Zaman ifadelerinde de <b>WHEN</b> yapısı yerine <b>IN/ON/AT WHICH</b> etc. kullanılabilir.           | <b>STUDYING-çalışan</b> (active kısaltma) <b>INVITED-davet edilen</b> (passive kısaltma)  |
| 6. <b>WHY</b> yerine <b>FOR WHICH</b> ve <b>WHOSE</b> yerine <b>OF WHICH</b> kullanılabilir.            | 10. <b>Relative clause</b> yapılarında <b>WHAT</b> ve <b>WHATEVER</b> kullanılmaz.  |

<sup>183</sup> **EASILY RECOGNIZED** kolayca anlaşılabilen anlamında kullanılmıştır.

<sup>184</sup> **SUCH AS** gibi anlamında olup kendisinden önce gelen isme örnek vermek amacıyla kullanılır.

<sup>185</sup> **SUCH** a) henüz bahsi geçmiş bir şeyden bahsederken kullanılır. Bunun gibi, böylesi, öylesi, böyle, öyle.b) (**such ... as(that)** öyle ... ki, böyle, öylesine

<sup>186</sup> **RESULT IN** ile **sonuçlanmak** anlamında kullanılmıştır. Aşağıdaki tabloda **IN** edatı ile kullanılan **fiiller** verilmiştir.

|                      |                         |                              |                   |
|----------------------|-------------------------|------------------------------|-------------------|
| <b>Arrive in</b>     | <b>End in</b>           | <b>Involve in</b>            | <b>Persist in</b> |
| <b>Believe in</b>    | <b>Have a belief in</b> | <b>Join in</b>               | <b>Result in</b>  |
| <b>Confide in</b>    | <b>Have a share in</b>  | <b>Lie in</b>                | <b>Settle in</b>  |
| <b>Confidence in</b> | <b>Interfere in</b>     | <b>Make a change in</b>      | <b>Share in</b>   |
| <b>Differ in</b>     | <b>Intervene in</b>     | <b>Make an investment in</b> | <b>Trade in</b>   |
| <b>Dress in</b>      | <b>Invest in</b>        | <b>Participate in</b>        |                   |

<sup>187</sup> **ALTHOUGH** karşılaştırmalı zıtlık bağlacıdır. Aşağıdaki tabloda önemli zıtlık bağlaçları vardır.

|  |   |  |
|--|---|--|
| 1. Even though ( <b>-e karşın, bile</b> )          | 9. Nevertheless ( <b>yine de</b> )            | 17. In spite of ( <b>-e rağmen</b> )                 |
| 2. Although ( <b>-e rağmen</b> )                   | 10. Nonetheless ( <b>yine de</b> )            | 18. Despite ( <b>-e rağmen</b> )                     |
| 3. Though ( <b>-e karşın</b> )                     | 11. However ( <b>bununla beraber, ancak</b> ) | 19. But ... anyway ( <b>fakat, yine de</b> )         |
| 4. Much as ( <b>-e rağmen</b> )                    | 12. On the contrary ( <b>tam aksine</b> )     | 20. But ... still ( <b>fakat, yine de</b> )          |
| 5. Still ( <b>-e rağmen</b> )                      | 13. As opposed to ( <b>tam aksine</b> )       | 21. Yet ... Still ( <b>fakat, yine de</b> )          |
| 6. Even so ( <b>öyle olsa bile</b> )               | 14. Contrary to ( <b>tam aksine</b> )         | 22. No matter + wh word ( <b>ne kadar....olsa</b> )  |
| 7. Whereas (... <b>karşın, ... oysa, halbuki</b> ) | 15. But ( <b>fakat, yine de</b> )             | 23. However + sıfat/zarf ( <b>ne kadar....olsa</b> ) |
| 8. While (... <b>karşın, ... oysa, halbuki</b> )   | 16. Yet ( <b>fakat, yine de</b> )             | 24. On the other hand ( <b>diğer yandan</b> )        |

<sup>188</sup> **IN A MANNER/IN A WAY/IN A FASHION** bir şekilde/sanki anlamlarında kullanılmıştır.

<sup>189</sup> **OTHER THAN** –den başka/ek olarak anlamlarında kullanılır. **IN ADDITION TO, BESIDES, APART FROM, EXCEPT** ile aynı anlama gelir.

| VOCABULARY           | MEANING                            | SYNONYMS   | ANTONYMS   |
|----------------------|------------------------------------|--|--|
| <b>acceptable</b>    | <i>kabul edilebilir</i>            | satisfactory; admissible, suitable; bearable, tolerable        |  |
| <b>airtight</b>      | <i>hava geçirmez</i>               |  | loose, open, penetrable, permeable, unclosed                                   |
| <b>average</b>       | <i>ortalama</i>                    | intermediate; regular, common                                  |  |
| <b>charcoal</b>      | <i>kömür</i>                       |  |  |
| <b>commercial</b>    | <i>ticari</i>                      | pertaining to business   |  |
| <b>concentration</b> | <i>yoğunlaşma</i>                  | careful attention; strength of a solution; assembly, gathering |  |
| <b>concern</b>       | <i>endişe, ilgi</i>                | interest; affect, involve; worry                               |  |
| <b>confine</b>       | <i>sınırlamak</i>                  | limit, restrict; imprison                                      |  |
| <b>construction</b>  | <i>inşaat, yorum</i>               |  |  |
| <b>cowdung</b>       | <i>tezek</i>                       |  |  |
| <b>current</b>       | <i>bugünkü</i>                     | common, prevalent; present, recent; popular                    |  |
| <b>daily</b>         | <i>günlük</i>                      | day by day, every day  |  |
| <b>designate</b>     | <i>göstermek, atamak</i>           | show, indicate   |  |
| <b>draw</b>          | <i>çekmek</i>                      | attract; pull; pull out  |  |
| <b>easily</b>        | <i>kolayca</i>                     | without difficulty; absolutely                                 | difficultly  |
| <b>efficiency</b>    | <i>yeterlik, verim</i>             | productivity, competence                                       | helplessness, inability, incompetence, ineffectiveness, inefficiency, weakness |
| <b>emit</b>          | <i>yaymak</i>                      | send out, discharge, give off; express                         | conceal, contain, refrain, repress, suppress                                   |
| <b>enclose</b>       | <i>çevrelemek</i>                  | surround, confine  |  |
| <b>exceed</b>        | <i>aşmak</i>                       | go beyond, pass; surpass, outdo, excel                         |  |
| <b>exposure</b>      | <i>maruz kalma</i>                 | disclosure   |  |
| <b>facility</b>      | <i>bina, kolaylık, imkan, araç</i> | building, device; ease; tool, convenience; talent, ability,    |  |
| <b>firewood</b>      | <i>odun</i>                        |  |  |
| <b>formaldehyde</b>  | <i>formaldehit</i>                 |  |  |
| <b>furnish</b>       | <i>döşemek, donatmak</i>           | supply, provide; equip   |  |
| <b>household</b>     | <i>eve ait</i>                     | home, domestic establishment                                   |  |
| <b>impact on</b>     | <i>etki etmek</i>                  | influence, effect  |  |
| <b>indoor</b>        | <i>içeri, ev içi</i>               |  |  |
| <b>institution</b>   | <i>dernek, kurum</i>               | institute, organization  |  |
| <b>lead</b>          | <i>yol açmak</i>                   | guide; direct  |  |
| <b>monitor</b>       | <i>gözlemek</i>                    | supervise, observe   |  |
| <b>particulate</b>   | <i>partikül</i>                    |  |  |
| <b>pesticide</b>     | <i>böcek zehiri</i>                |  |  |
| <b>polycyclic</b>    | <i>çok halkalı</i>                 |  |  |
| <b>quality</b>       | <i>kalite, vasıf</i>               | characteristic, character; excellence                          |  |
| <b>recognize</b>     | <i>farketmek, onaylamak</i>        | identify; acknowledge, know; admit                             |  |
| <b>reduce</b>        | <i>azaltmak</i>                    | lessen, diminish, decrease                                     | expand, extend, grow, increase, raise, upgrade                                 |

|                        |                                       |   |  |
|------------------------|---------------------------------------|---|--|
| <b>refer to</b>        | <i>adlandırmak</i>                    | direct attention to; apply to                   |  |
| <b>relatively</b>      | <i>nispeten</i>                       | proportionately; comparatively                  |  |
| <b>rely on</b>         | <i>dayanmak</i>                       | count on, lean on                               |  |
| <b>responsible for</b> | <i>-den sorumlu olmak</i>             | dependable, reliable; accountable, liable       |  |
| <b>result in</b>       | <i>ile sonuçlanmak</i>                | cause, bring about                              |  |
| <b>rigorous</b>        | <i>sert, kesin, titiz, insafsızca</i> | harsh, strict, severe; exact, precise           | easy, easy-going, lenient, loose, mild   |
| <b>rural</b>           | <i>kırsal</i>                         |   |  |
| <b>sealed</b>          | <i>belirlenmiş, kapalı, gizli</i>     | closed tightly, securely shut                   |  |
| <b>smoke</b>           | <i>duman, sigara</i>                  |   |  |
| <b>subtle</b>          | <i>çözümü zor, ince</i>               | delicate, elusive; implied                      | hard, harsh, unsubtle                    |
| <b>threat</b>          | <i>tehdit</i>                         | danger  |  |
| <b>tightly</b>         | <i>sıkıca</i>                         | firmly, tightly                                 | unfixedly                                |
| <b>traditional</b>     | <i>geleneksel</i>                     | customary                                       |  |
| <b>unfortunately</b>   | <i>maalesef</i>                       | unluckily, unhappily                            |  |
| <b>urban</b>           | <i>kentsel</i>                        | municipal                                       |  |
| <b>variety</b>         | <i>çeşitli</i>                        | diversity, multiplicity; assortment; kind, sort |  |
| <b>ventilation</b>     | <i>havalandırma</i>                   | airing out, freshening                          |  |
| <b>vulnerable</b>      | <i>savunmasız, yatkın</i>             | unprotected, defenseless; exposed; susceptible  | closed, guarded, protected, safe, secure |

### A) MATCH THE SYNONYMS

|                     |                        |
|---------------------|------------------------|
| 1) commercial       | acknowledge            |
| 2) concentration    | apply to               |
| 3) concern          | bring about            |
| 4) daily            | building               |
| 5) designate        | count on               |
| 6) efficiency       | day by day             |
| 7) emit             | dependable             |
| 8) exceed           | diminish               |
| 9) exposure         | disclosure             |
| 10) facility        | excellence             |
| 11) quality         | firmly                 |
| 12) recognize       | gathering              |
| 13) reduce          | give off               |
| 14) refer to        | go beyond              |
| 15) relatively      | harsh                  |
| 16) rely on         | indicate               |
| 17) responsible for | pertaining to business |
| 18) result in       | productivity           |
| 19) rigorous        | proportionately        |
| 20) tightly         | worry                  |

### B) Put the correct **PREPOSITIONS** from the following list in the sentences below.

**in from in of of in within in to to of in within for in to**

- Indoor air pollution refers ... the physical, chemical, and biological characteristics ... air ... the indoor environment ... a home, building, or an institution or commercial facility.
- Different conditions are responsible ... indoor air pollution ... the rural areas and the urban areas.
- ... urban areas, exposure ... indoor air pollution has increased due ... a variety ... reasons.
- Indoor air pollution can begin ... the building or be drawn ... ... outdoors.
- ... 1992, the World Bank designated indoor air pollution ... the developing countries as one ... the four most critical global environmental problems.

### C) Put the correct **CONJUNCTIONS** from the following list in the sentences below.

**where that although other than as**

- Women and children are the groups most vulnerable ... they spend more time indoors and are exposed to the smoke.
- ... many hundreds of separate chemical agents have been identified in the smoke from biofuels, the four most serious pollutants are particulates, carbon monoxide, polycyclic organic matter, and formaldehyde.
- ... nitrogen dioxide, carbon monoxide, and lead, there are a number of other pollutants that affect the air quality in an enclosed space.
- Indoor air pollution is a concern in the developed countries, ... energy efficiency improvements sometimes make houses relatively airtight, reducing ventilation and raising pollutant levels
- Concentrations of indoor pollutants in households ... burn traditional fuels are alarming.

## PROBABLE QUESTIONS TEST 22

1. Indoor air pollution is a concern in the developed countries, ..... energy efficiency improvements sometimes make houses relatively airtight, reducing ventilation and raising pollutant levels.
  - a) what
  - b) that
  - c) where
  - d) whose
  - e) in that
2. Indoor air problems can be subtle and do not always produce ..... recognized impacts on health.
  - a) substantially
  - b) thinly
  - c) urgently
  - d) wastefully
  - e) easily
3. Different conditions are ..... for indoor air pollution in the rural areas and the urban areas.
  - a) exceptional
  - b) extensive
  - c) responsible
  - d) gradual
  - e) impressive
4. In the developing countries, it is the rural areas that face the greatest threat from indoor pollution, where some 3.5 billion people continue to rely on traditional fuels ..... firewood, charcoal, and cowdung for cooking and heating.
  - a) in charge of
  - b) in order to
  - c) in terms of
  - d) such as
  - e) on behalf of
5. Women and children are the groups most vulnerable ..... they spend more time indoors and are exposed to the smoke.
  - a) hence
  - b) instead
  - c) as
  - d) however
  - e) whether
6. In 1992, the World Bank ..... indoor air pollution in the developing countries as one of the four most critical global environmental problems.
  - a) threatened
  - b) reduced
  - c) led
  - d) furnished
  - e) designated
7. .... many hundreds of separate chemical agents have been identified in the smoke from biofuels, the four most serious pollutants are particulates, carbon monoxide, polycyclic organic matter, and formaldehyde.
  - a) However
  - b) Although
  - c) In spite of
  - d) Even so
  - e) No matter
8. In urban areas, exposure to indoor air pollution has increased ..... a variety of reasons, including the construction of more tightly sealed buildings, reduced ventilation, the use of synthetic materials for building and furnishing and the use of chemical products, pesticides, and household care products.
  - a) due to
  - b) with regard to
  - c) rather than
  - d) regardless of
  - e) prior to
9. Indoor air pollution can begin ..... the building or be drawn ..... from outdoors.
  - a) without/near
  - b) for/out
  - c) from/on
  - d) within/in
  - e) down/by
10. .... nitrogen dioxide, carbon monoxide, and lead, there are a number of other pollutants that affect the air quality in an enclosed space.
  - a) Thanks to
  - b) Regarding
  - c) Other than
  - d) In contrast to
  - e) By no means

## 22.INDOOR AIR POLLUTION

It [ ] to the physical, chemical, and biological [ ] of air in the indoor environment within a home, building, or an [ ] or commercial facility. Indoor air [ ] is a concern in the [ ] countries, where energy efficiency improvements sometimes make houses [ ] airtight, reducing [ ] and raising pollutant levels. Indoor air problems can be [ ] and do not always produce easily recognized [ ] on health. Different conditions are [ ] for indoor air pollution in the rural [ ] and the urban areas.

In the developing countries, it is the [ ] areas that face the greatest threat from [ ] pollution, [ ] some 3.5 billion people continue to [ ] traditional fuels such as [ ], charcoal, and cowdung for cooking and heating. Concentrations of indoor pollutants in [ ] that burn [ ] fuels are alarming. Burning such [ ] produces large amount of smoke and other air pollutants in the confined space of the home, resulting in high [ ]. Women and children are the groups most [ ] as they spend more time indoors and are exposed to the smoke. In 1992, the World Bank [ ] indoor air pollution in the developing countries as one of the four [ ] critical global environmental problems. Daily averages of pollutant level [ ] indoors often exceed current WHO guidelines and [ ] levels. Although many hundreds of [ ] chemical agents have been identified in the smoke from [ ], the four most serious pollutants are [ ], carbon monoxide, polycyclic organic matter, and formaldehyde. [ ], little monitoring has been done in rural and poor urban indoor [ ] in a manner that is statistically [ ].

In [ ] areas, exposure to indoor air pollution has increased due to a [ ] of reasons, including the construction of more tightly sealed buildings, reduced ventilation, the use of synthetic [ ] for building and [ ] and the use of chemical products, [ ], and household care products. Indoor air pollution can begin [ ] the building or be drawn in from outdoors. Other than [ ] dioxide, carbon monoxide, and lead, there are a number of other [ ] that affect the air quality in an [ ] space.

acceptable  
areas  
biofuels  
characteristics  
designated  
developed  
emitted  
enclosed  
environments  
exposure  
firewood  
fuels  
furnishing  
households  
impacts  
indoor  
institution  
materials  
most  
nitrogen  
particulates  
pesticides  
pollutants  
pollution  
refers  
relatively  
rely on  
responsible  
rigorous  
rural  
separate  
subtle  
traditional  
Unfortunately  
urban  
variety  
ventilation  
vulnerable  
where  
within

## 23. Indoor air pollution 2

- Volatile organic compounds originate mainly from solvents and chemicals. The main indoor sources are perfumes, hair sprays, furniture polish, glues, air fresheners, moth repellents, wood preservatives, and many other products **used**<sup>190</sup> in the house. The main health effect is the irritation of the eye, nose and throat. In more severe cases there may be headaches, nausea and loss of coordination. In the long term, some of the pollutants are suspected to damage to the liver and other parts of the body.
- Tobacco smoke generates a wide range of **harmful**<sup>191</sup> chemicals and is known to cause cancer. It is well known that passive smoking causes a wide range of problems to the passive smoker (the person who is in the same room with a smoker and is not himself/herself a smoker) ranging from burning eyes, nose, and throat irritation to cancer, bronchitis, severe asthma, and a decrease in lung function.
- Pesticides, if used carefully and the manufacturers' instructions followed carefully they do not cause too much harm to the indoor air.
- Biological pollutants include pollen from plants, mite, hair from pets, fungi, parasites, and some bacteria. Most of them are allergens and can cause asthma, hay fever, and other allergic diseases.
- Formaldehyde is a gas that comes mainly from carpets, particle boards, and insulation foam. It causes irritation to the eyes and nose and may cause allergies in some people.
- Asbestos is mainly a concern because it is suspected to cause cancer.
- Radon is a gas that is emitted naturally by the soil. Due to modern houses having poor ventilation, it is confined inside the house causing harm to the dwellers. <http://edugreen.teri.res.in/explore/air/indoor.htm>

<sup>190</sup> **PASSIVE** bir **RELATIVE CLAUSE** kısaltmasıdır. Kısaltmalarla ilgili aşağıdaki tablo hem çeviri konusunda okuduğunu anlama konusunda sizlere çok yardımcı olacaktır.

| NO | USAGE  | EXAMPLE  |                   |
|----|--|--|-------------------|
| 1  | After <b>prepositions</b><br>PREPOSITION VERB <sup>ing</sup><br>PREPOSITION BE <sup>ing</sup> VERB <sup>3</sup>                | We cannot pass the exam <b>without studying</b> hard.<br>We cannot go to the party <b>without being invited</b> .                      | ACTIVE<br>PASSIVE |
| 2  | After <b>passive verbs</b><br>TO BE VERB <sup>3</sup> <b>to</b> VERB<br>TO BE VERB <sup>3</sup> <b>to</b> BE VERB <sup>3</sup> | He <b>was advised to visit</b> her regularly.<br>He <b>was advised to be visited</b> her regularly.                                    | ACTIVE<br>PASSIVE |
| 3  | After <b>adjectives</b><br>ADJECTIVE <b>to</b> VERB<br>ADJECTIVE <b>to</b> BE VERB <sup>3</sup>                                | It was <b>impossible</b> for him <b>to examine</b> for a while.<br>It was <b>impossible</b> for him <b>to be examined</b> for a while. | ACTIVE<br>PASSIVE |
| 4  | After <b>verbs</b><br>VERB <b>to</b> VERB<br>VERB <b>to</b> BE VERB <sup>3</sup>   | He <b>wants to invite</b> some friends.<br>He <b>wants to be invited</b> by some friends.  | ACTIVE<br>PASSIVE |
| 5  | After <b>verbs</b><br>VERB VERB <sup>ing</sup><br>VERB BE <sup>ing</sup> VERB <sup>3</sup>                                     | He <b>enjoys inviting</b> some friends.<br>He <b>enjoys being invited</b> by some friends.   | ACTIVE<br>PASSIVE |
| 6  | After <b>comma</b><br>VERB <sup>ing</sup><br>VERB <sup>3</sup>   | He will find a new secretary, <b>studying</b> hard.<br>He will find a new secretary, <b>experienced</b> for five years.                | ACTIVE<br>PASSIVE |
| 7  | After <b>nouns</b><br>NOUN VERB <sup>ing</sup><br>NOUN VERB <sup>3</sup>   | He is a <b>man helping</b> everybody.<br>He is a <b>man helped</b> by everybody.   | ACTIVE<br>PASSIVE |
| 8  | After <b>conjunctions</b><br>CONJUNCTION VERB <sup>ing</sup><br>CONJUNCTION VERB <sup>3</sup>                                  | <b>After using</b> the machine, he will buy it.<br><b>After used</b> by him, it will be bought.  | ACTIVE<br>PASSIVE |
| 9  | After <b>structures</b><br>STRUCTURE VERB <sup>ing</sup><br>STRUCTURE BE <sup>ing</sup> VERB <sup>3</sup>                      | He <b>is interested in learning</b> a new language.<br>He <b>is interested in being helped</b> by her.                                 | ACTIVE<br>PASSIVE |
| 10 | After <b>enough/too</b><br>ADJ ENOUGH <b>to</b> VERB<br>TOO ADJ <b>to</b> VERB   | He is <b>old enough to go</b> out at nights.<br>He is <b>too young to go</b> out at nights   | ACTIVE<br>ACTIVE  |

<sup>191</sup> **HARMFUL** zararlı anlamına gelmektedir. **FUL** suffix yapısının **HARM** kelime köküne eklenmesiye oluşmuştur. **FUL** suffix yapısının eklenmiş olduğu bir tablo eklenmiştir.

|                   |                   |                 |                              |                               |                     |
|-------------------|-------------------|-----------------|------------------------------|-------------------------------|---------------------|
| <b>beautiful</b>  | <b>harmful</b>    | <b>mouthful</b> | <b>houseful</b>              | <b>tankful</b>                | <b>successful</b>   |
| güzel             | zararlı           | ağız dolusu     | ev dolusu                    | depo dolusu                   | başarılı            |
| <b>successful</b> | <b>thoughtful</b> | <b>handful</b>  | <b>cupful... teaspoonful</b> | <b>(skilful (or skilled))</b> | <b>peaceful</b>     |
| başarılı          | düşünceli         | avuç dolusu     | fincan/kaşık dolusu          | becerikli                     | barışsever, huzurlu |



| VOCABULARY   | MEANING                 | SYNONYMS  | ANTONYMS   |
|--------------|-------------------------|---|--|
| board        | tahta, heyet, pano      |   |  |
| bronchitis   | bronşit                 |   |  |
| carefully    | dikkatlice              | cautiously; meticulously                                      | carelessly, incautiously, thoughtlessly, uncarefully     |
| cause        | sebeup (olmak)          | make happen, bring about                                      |  |
| compound     | bileşik                 | mixture   |  |
| confined     | kapatılmış, sınırlanmış | constricted, restrained; limited, bound                       |  |
| coordination | işbirliği               | harmony, accord; working together                             |  |
| damage       | zarar (vermek)          | cause harm, cause injury                                      | advantage, benefit, blessing, favor, improvement, profit |
| dweller      | oturan, sakin           | resident, inhabitant  |  |
| emit         | yaymak                  | send out, discharge, give off; express                        |  |
| foam         | köpük, sünger           |   |  |
| formaldehyde | formaldehit             |   |  |
| freshener    | tazeleyen               |   |  |
| fungi        | mantar                  |   |  |
| furniture    | mobilya                 | accessories, appliance  |  |
| generate     | üretmek                 | create, produce   |  |
| glue         | yapıştırıcı             | paste   |  |
| hay fever    | bahar nezlesi           |   |  |
| imitation    | taklit, yapay           | copying, duplication  |  |
| instruction  | talimat, açıklamak      | teaching, training; direction, guidance                       |  |
| insulation   | yalıtım, izolasyon      | isolation   |  |
| irritation   | tahriş, kaşındırma      | inflammation  |  |
| loss         | kayıp                   |   |  |
| mainly       | başlıca                 | principally, chiefly  |  |
| mite         | zerre, ufacık şey       | small amount; small object                                    |  |
| naturally    | doğal olarak            | unaffectedly  | affectedly, unnaturally                                  |
| nausea       | mide bulantısı          | disgust   |  |
| nose         | burun                   |   |  |
| originate    | kaynaklanmak            | begin; be created; result from; develop; be born; be produced |  |
| passive      | pasif, dingin           |   | active, dynamic, lively                                  |
| pesticide    | böcek zehiri            |   |  |
| polish       | cilalamak               |   |  |
| pollen       | çiçek tozu              |   |  |
| preservative | koruyucu                | safeguard   |  |
| repellent    | itici, püskürtücü       |   |  |
| soil         | toprak                  |   |  |
| solvent      | çözücü, eritken         |   |  |
| source       | kaynak, memba           | origin  |  |
| suspected    | şüphelenilen            |   |  |
| throat       | boğaz, gırtlak          | neck  |  |
| volatile     | uçucu, buharlaşan       | evaporating easily; rapidly changing                          |  |
| wide range   | geniş alan              |   |  |
| wood         | tahta, ahşap, koru      | forest, log; firewood; wooden block                           |  |

**A) MATCH THE SYNONYMS**

|                 |                    |
|-----------------|--------------------|
| 1) carefully    | appliance          |
| 2) confined     | cause harm         |
| 3) coordination | constricted        |
| 4) damage       | duplication        |
| 5) dweller      | evaporating easily |
| 6) emit         | harmony            |
| 7) furniture    | inflammation       |
| 8) generate     | log                |
| 9) glue         | meticulously       |
| 10) imitation   | neck               |
| 11) instruction | origin             |
| 12) irritation  | paste              |
| 13) mainly      | principally        |
| 14) mite        | produce            |
| 15) naturally   | resident           |
| 16) originate   | result from        |
| 17) source      | send out           |
| 18) throat      | small amount       |
| 19) volatile    | training           |
| 20) wood        | unaffectedly       |

**B) Put the correct PREPOSITIONS from the following list in the sentences below.**

**in of from to of to in of to from of to to in**

- Volatile organic compounds originate mainly ... solvents and chemicals.
- ... the long term, some ... the pollutants are suspected ... damage ... the liver and other parts ... the body.
- It is well known that passive smoking causes a wide range ... problems ... the passive smoker ranging ... burning eyes, nose, and throat irritation ... cancer, bronchitis, severe asthma, and a decrease ... lung function.
- ... more severe cases there may be headaches, nausea and loss ... coordination.
- Asbestos is mainly a concern because it is suspected ... cause cancer.

**C) Put the correct CONJUNCTIONS from the following list in the sentences below.**

**if that because that due to**

- It is well known ... passive smoking causes a wide range of problems to the passive smoker.
- Pesticides, ... used carefully and the manufacturers, instructions followed carefully they do not cause too much harm to the indoor air.
- Asbestos is mainly a concern ... it is suspected to cause cancer.
- ... modern houses having poor ventilation, Radon is confined inside the house causing harm to the dwellers.
- Formaldehyde is a gas ... comes mainly from carpets, particle boards, and insulation foam.

## PROBABLE QUESTIONS TEST 23

1. **Volatile organic compounds originate ..... from solvents and chemicals.**
  - a) carefully
  - b) mainly
  - c) naturally
  - d) increasingly
  - e) fortunately
2. **The main indoor sources ..... perfumes, hair sprays, furniture polish, glues, air fresheners, moth repellents, wood preservatives, and many other products ..... in the house.**
  - a) would be/using
  - b) have been/to be used
  - c) are/used
  - d) were/to use
  - e) being/having used
3. **The main health effect is the irritation of the eye, nose and throat. In more severe cases there may be headaches, nausea and loss of .....**
  - a) insulation
  - b) irritation
  - c) instruction
  - d) imitation
  - e) coordination
4. **Tobacco smoke ..... a wide range of harmful chemicals and ..... to cause cancer.**
  - a) would generate/had been known
  - b) generates/is known
  - c) generated/was known
  - d) had generated/has known
  - e) was generating/has been known
5. **It is well known that passive smoking causes a wide range of problems to the passive smoker ranging ..... burning eyes, nose, and throat irritation ..... cancer, bronchitis, severe asthma, and a decrease in lung function.**
  - a) on/off
  - b) for/at
  - c) from/to
  - d) by/over
  - e) down/out
6. **Pesticides, if used ..... and the manufacturers, instructions followed carefully they do not cause too much harm to the indoor air.**
  - a) hardly
  - b) indefinitely
  - c) loosely
  - d) carefully
  - e) merely
7. **Biological pollutants ..... pollen from plants, mite, hair from pets, fungi, parasites, and some bacteria.**
  - a) suspected
  - b) originate
  - c) include
  - d) generate
  - e) emit
8. **Formaldehyde is a gas that comes ..... from carpets, particle boards, and insulation foam. It causes irritation to the eyes and nose and may cause allergies in some people.**
  - a) mainly
  - b) indefinitely
  - c) previously
  - d) luckily
  - e) preferably
9. **Asbestos is mainly a concern ..... it is suspected to cause cancer.**
  - a) thus
  - b) even if
  - c) neither
  - d) because
  - e) furthermore
10. **Radon is a gas that is emitted naturally ..... the soil. Due to modern houses having poor ventilation, it is confined inside the house causing harm ..... the dwellers.**
  - a) by/to
  - b) from/for
  - c) on/near
  - d) about/over
  - e) up/by

## 23.INDOOR AIR POLLUTION 2

■ Volatile organic [ ] originate mainly from solvents and [ ]. The main indoor sources are [ ], hair sprays, furniture polish, glues, air [ ], moth repellents, wood [ ], and many other products [ ] in the house. The main [ ] effect is the irritation of the eye, nose and [ ]. In more severe cases there may be [ ], nausea and loss of [ ]. In the long term, some of the pollutants are [ ] to damage to the liver and other parts of the body.

■ [ ] smoke generates a wide range of [ ] chemicals and is known to cause [ ]. It is well known that passive [ ] causes a wide range of problems to the [ ] smoker (the person who is in the [ ] room with a smoker and is not himself/herself a smoker) [ ] from burning eyes, nose, and throat [ ] to cancer, bronchitis, severe [ ], and a decrease in lung [ ].

■ [ ], if used carefully and the [ ], instructions followed [ ] they do not cause too much [ ] to the indoor air.

■ Biological [ ] include pollen from plants, [ ], hair from pets, fungi, [ ], and some [ ]. Most of them are [ ] and can cause asthma, hay fever, and other allergic diseases.

■ Formaldehyde is a gas that comes [ ] from carpets, particle boards, and [ ] foam. It causes irritation to the eyes and nose and may cause [ ] in some people.

■ Asbestos is [ ] a concern [ ] it is suspected to cause cancer.

■ Radon is a gas that is emitted [ ] by the soil. Due to [ ] houses having poor ventilation, it is [ ] inside the house [ ] harm to the [ ].

allergens  
allergies  
asthma  
bacteria  
because  
cancer  
carefully  
causing  
chemicals  
compounds  
confined  
coordination  
dwellers  
fresheners  
function  
harm  
harmful  
headaches  
health  
insulation  
irritation  
mainly  
mainly  
manufacturers  
mite  
modern  
naturally  
parasites  
passive  
perfumes  
Pesticides  
pollutants  
preservatives  
ranging  
same  
smoking  
suspected  
throat  
Tobacco  
used

## 24.Smoking

Smoking is a practice in which a substance, most commonly tobacco or cannabis, **is burned**<sup>192</sup> and the smoke is tasted or inhaled. This is primarily practised as a route of administration for recreational drug use, as combustion releases the active substances in drugs **such as**<sup>193</sup> nicotine and makes them available for absorption through the lungs. It **can also be done**<sup>194</sup> as a part of rituals, to induce trances and spiritual enlightenment.

The most common method of smoking today is **through**<sup>195</sup> cigarettes, primarily industrially manufactured but also hand-rolled from loose tobacco and rolling paper. Other smoking implements include pipes, cigars, bidis, hookahs, vaporizers and bongs. It **has been suggested**<sup>196</sup> that **smoking-related**<sup>197</sup> disease kills one half of all long term smokers but these diseases may also be contracted by non-smokers. A 2007 report states that about 4.9 million people worldwide each year die **as a result of**<sup>198</sup> smoking.

Smoking is one of **the most common**<sup>199</sup> forms of recreational drug use. Tobacco smoking is today **by far**<sup>200</sup> the most popular form of smoking and is practiced by over one billion people in the majority of all human societies. Less common drugs for smoking include cannabis and opium. Some of the substances are classified as hard narcotics, like heroin, but the use of these is very limited as they are often not commercially available.

<http://en.wikipedia.org/wiki/Smoking>

<sup>192</sup> **PASSIVE** bir yapıdır. Bütün passive yapılar **BE + VERB3** yapısı alırlar. Aşağıda passive zamanlara birer örnek verilmiştir.

| TENSES              | ACTIVE                              | PASSIVE                                      |
|---------------------|-------------------------------------|--|
| Present Progressive | He <b>is washing</b> the car.       | The car <b>is being washed</b> by him.       |
| Simple Present      | He <b>washes</b> the car.           | The car <b>is washed</b> by him.             |
| Simple Past         | He <b>washed</b> the car.           | The car <b>was washed</b> by him.            |
| Past Progressive    | He <b>was washing</b> the car.      | The car <b>was being washed</b> by him.      |
| Present Perfect     | He <b>has washed</b> the car.       | The car <b>has been washed</b> by him.       |
| Past Perfect        | He <b>had washed</b> the car.       | The car <b>had been washed</b> by him.       |
| Simple Future       | He <b>will wash</b> the car.        | The car <b>will be washed</b> by him.        |
| Be going to         | He <b>is going to wash</b> the car. | The car <b>is going to be washed</b> by him. |
| Future Perfect      | He <b>will have washed</b> the car. | The car <b>will have been washed</b> by him. |

<sup>193</sup> **SUCH AS** gibi anlamına gelir ve kendisinden önce verilen isme örnek vermek amacıyla kullanılır.

<sup>194</sup> **MODAL passive** bir yapıdır. **Modal** yapıları genellikle çevirisini bilmek daha önemlidir. Çünkü anlamı daha çok ön plana çıkar.

|   |  |  |   |
|---|--|--|---|
| You must write a story.<br>You must have written a story.<br>You will have to write a story.<br>You had to write a story.<br>You have to write a story. | Bir hikaye yazmalısın.<br>Bir hikaye yazmış olmalısın (% 99 ihtimal).<br>Bir hikaye yazmak zorunda kalacaksın.<br>Bir hikaye yazmak zorunda kaldın.<br>Bir hikaye yazmalısın.      | You should write a story.<br>You should have written a story.<br>You ought to have written a story.<br>You ought to write a story.     | Bir hikaye yazman gerekiyor.<br>Bir hikaye yazmalıydın.<br>Bir hikaye yazman gerekiyordu.<br>Bir hikaye yazman gerekiyor.           |
| You would write a story.<br>You would like to write a story.<br>You would have written a story.   | Bir hikaye yazardın.<br>Bir hikaye yazmak istiyorsun.<br>Bir hikaye yazmış olacaktın.  | You dare write a story.<br>You needn't have written a story.<br>You needn't write a story.   | Bir hikaye yazmaya cesaretin var.<br>Bir hikaye yazmana gerek yoktu.<br>Bir hikaye yazmana gerek yok.                               |
| You may write a story.<br>You may have written a story.<br>You might have written a story.<br>You might write a story.                                  | Bir hikaye yazabilirsin (% 50 ihtimal).<br>Bir hikaye yazmış olabilirsin (% 50 ihtimal).<br>Bir hikaye yazabilirdin (% 30-0 ihtimal).<br>Bir hikaye yazabilirsin (% 30-0 ihtimal). | You used to write stories.<br>You get used to writing stories.<br>You never used to write stories.<br>You are used to writing stories. | Hikaye yazardın. (artık yazmıyorsun)<br>Hikaye yazmaya alışıyorsun.<br>Daha önce hiç hikaye yazmadın.<br>Hikaye yazmaya alışkınsın. |
| Shall I write a story?  | Bir hikaye yazayım mı?   | You had better write a story.  | Bir hikaye yazsan iyi olur.   |

<sup>195</sup> **THROUGH** burada **yoluyla** anlamında kullanılmaktadır.

<sup>196</sup> **PRESENT PERFECT PASSIVE** bir yapıdır.

<sup>197</sup> **SMOKING-RELATED** sigarayla **ilişkili** anlamında kullanılmıştır.

<sup>198</sup> **AS A RESULT OF** -nın sonucu olarak anlamındadır. **THE RESULT OF** -nın sonucu ve **AS A RESULT** da **sonuç** olarak anlamındadır.

<sup>199</sup> **THE MOST COMMON** en yaygın anlamıyla bir **SUPERLATIVE** konusudur.

<sup>200</sup> **BY FAR/ BY A LARGE MARGIN/VERY MUCH kat kat daha** ... anlamında kullanılır.

| VOCABULARY            | MEANING                            | SYNONYMS   | ANTONYMS                              |
|-----------------------|------------------------------------|--|---------------------------------------|
| <b>absorption</b>     | <i>içine çekme</i>                 | sucking up; taking in                                  |                                       |
| <b>administration</b> | <i>yönetim, hükümet</i>            | management   |                                       |
| <b>as a result of</b> | <i>-nın sonucu olarak</i>          | due to, because of, owing to, on account of            |                                       |
| <b>available</b>      | <i>mevcut, hazır</i>               | ready for use; valid                                   | unavailable, unobtainable             |
| <b>bidis</b>          | <i>geleneksel sigara içimi</i>     |  |                                       |
| <b>bong</b>           | <i>nargile, filtre</i>             |  |                                       |
| <b>burn</b>           | <i>yakmak, yanmak</i>              | be on fire   |                                       |
| <b>cannabis</b>       | <i>kenevir, kendir</i>             | hemp plant   |                                       |
| <b>cigar</b>          | <i>puro</i>                        |  |                                       |
| <b>classified</b>     | <i>sınıflandırılmış</i>            | grouped, sorted, systematically arranged               |                                       |
| <b>combustion</b>     | <i>yanma, tutuşma</i>              | burning, ignition                                      |                                       |
| <b>commercially</b>   | <i>ticari</i>                      |  |                                       |
| <b>commonly</b>       | <i>çoğunlukla</i>                  | usually; prevalently                                   |                                       |
| <b>contracted</b>     | <i>Yakalanmış (hastalık)</i>       |  |                                       |
| <b>enlightenment</b>  | <i>aydınlanma</i>                  |  |                                       |
| <b>hand-rolled</b>    | <i>elle sarılan</i>                |  |                                       |
| <b>hard narcotic</b>  | <i>sert uyuşturucu</i>             |  |                                       |
| <b>heroin</b>         | <i>eroin</i>                       |  |                                       |
| <b>hookah</b>         | <i>nargile</i>                     | water pipe, narghile                                   |                                       |
| <b>implement</b>      | <i>uygulamak, alet</i>             | execute, carry out, perform; put into effect           |                                       |
| <b>induce</b>         | <i>teşvik etmek, uyarmak</i>       | cause, bring about                                     |                                       |
| <b>industrially</b>   | <i>endüstriyel olarak</i>          | by industrial means                                    |                                       |
| <b>inhale</b>         | <i>içine çekmek</i>                | breathe in   |                                       |
| <b>limit</b>          | <i>sınırlamak</i>                  | restrict; reduce                                       | infinity, limitlessness               |
| <b>loose</b>          | <i>serbest bırakmak, gevşek</i>    | free   | constrained, restricted, tight        |
| <b>majority</b>       | <i>çoğunluk</i>                    |  | minority, secondary                   |
| <b>manufacture</b>    | <i>üretmek</i>                     | create, make, produce; mass-produce; fabricate, invent |                                       |
| <b>opium</b>          | <i>afyon</i>                       |  |                                       |
| <b>pipe</b>           | <i>pipo</i>                        |  |                                       |
| <b>practise</b>       | <i>uygulamak, deneyim kazanmak</i> | exercise, train  |                                       |
| <b>primarily</b>      | <i>başlıca, aslında</i>            | chiefly, principally, mainly                           |                                       |
| <b>recreational</b>   | <i>eğlence amaçlı</i>              |  |                                       |
| <b>release</b>        | <i>serbest bırakma</i>             | freedom, liberation                                    | collect, gather, hold, keep, maintain |
| <b>ritual</b>         | <i>dini tören</i>                  | ceremonial   |                                       |
| <b>rolling paper</b>  | <i>sigara sarma yaprağı</i>        |  |                                       |
| <b>spiritual</b>      | <i>ruhani, dini</i>                |  |                                       |
| <b>state</b>          | <i>ifade etmek, devlet</i>         | say, speak; governmental, bureaucratic                 |                                       |
| <b>substance</b>      | <i>madde</i>                       | material, matter; essence, content                     |                                       |
| <b>suggest</b>        | <i>önermek, ima etmek</i>          | propose, mention                                       |                                       |
| <b>trance</b>         | <i>hipnoz hali</i>                 | unconscious condition                                  |                                       |
| <b>vaporizer</b>      | <i>buharlaştırıcı</i>              |  |                                       |

**A) MATCH THE SYNONYMS**

|                   |                       |
|-------------------|-----------------------|
| 1) absorption     | be on fire            |
| 2) administration | breathe in            |
| 3) as a result of | by industrial means   |
| 4) available      | cause                 |
| 5) burn           | ceremonial            |
| 6) cannabis       | execute               |
| 7) classified     | exercise              |
| 8) combustion     | freedom               |
| 9) hookah         | hemp plant            |
| 10) implement     | ignition              |
| 11) induce        | management            |
| 12) industrially  | material              |
| 13) inhale        | narghile              |
| 14) practise      | on account of         |
| 15) primarily     | principally           |
| 16) release       | propose               |
| 17) ritual        | ready for use         |
| 18) substance     | sorted                |
| 19) suggest       | sucking up            |
| 20) trance        | unconscious condition |

**B) Put the correct PREPOSITIONS from the following list in the sentences below.**

**over in of for of to by of by of through of for**

- The most common method ... smoking today is ... cigarettes.
- Smoking can also be done as a part ... rituals, ... induce trances and spiritual enlightenment.
- Tobacco smoking is today ... far the most popular form ... smoking and is practiced ... ... one billion people ... the majority ... all human societies.
- Less common drugs ... smoking include cannabis and opium.
- Smoking is primarily practised as a route ... administration ... recreational drug use.

**C) Put the correct CONJUNCTIONS from the following list in the sentences below.**

**but in which as a result of that as but also**

- Smoking is a practice ... a substance, most commonly tobacco or cannabis, is burned and the smoke is tasted or inhaled.
- The most common method of smoking today is through cigarettes, primarily industrially manufactured ... hand-rolled from loose tobacco and rolling paper.
- It has been suggested ... smoking-related disease kills one half of all long term smokers ... these diseases may also be contracted by non-smokers.
- A 2007 report states that about 4.9 million people worldwide each year die ... smoking.
- Some of the substances are classified as hard narcotics, like heroin, but the use of these is very limited ... they are often not commercially available.



## PROBABLE QUESTIONS TEST 24

1. **Smoking is a practice in which a substance, most ..... tobacco or cannabis, is burned and the smoke is tasted or inhaled.**
  - a) probably
  - b) quietly
  - c) commonly
  - d) randomly
  - e) scarcely
2. **This is primarily practised as a route of administration ..... recreational drug use, as combustion releases the active substances in drugs such as nicotine and makes them available for absorption ..... the lungs.**
  - a) of/from
  - b) at/over
  - c) from/by
  - d) out/into
  - e) for/through
3. **The most common method of smoking today is through cigarettes, primarily industrially manufactured ..... also hand-rolled from loose tobacco and rolling paper.**
  - a) nevertheless
  - b) while
  - c) though
  - d) but
  - e) as
4. **The smoking implements ..... pipes, cigars, bidis, hookahs, vaporizers and bongs.**
  - a) state
  - b) suggest
  - c) practise
  - d) induce
  - e) include
5. **It ..... that smoking-related disease kills one half of all long term smokers but these diseases may also be contracted by non-smokers.**
  - a) had been suggested
  - b) would be suggested
  - c) has been suggested
  - d) was suggested
  - e) will be suggested
6. **A 2007 report states that about 4.9 million people worldwide each year die ..... smoking.**
  - a) as a result of
  - b) in favor of
  - c) as well as
  - d) except for
  - e) in spite of
7. **Smoking is one of ..... common forms of recreational drug use.**
  - a) more
  - b) the least
  - c) the most
  - d) less
  - e) such
8. **Tobacco smoking is today by far the most popular form of smoking and is practiced ..... over one billion people in the majority ..... all human societies.**
  - a) on/to
  - b) from/out
  - c) at/in
  - d) by/of
  - e) down/through
9. **Less common drugs for smoking ..... cannabis and opium.**
  - a) release
  - b) classify
  - c) include
  - d) limit
  - e) implement
10. **Some of the substances are classified as hard narcotics, like heroin, ..... the use of these is very limited as they are often not commercially available.**
  - a) but
  - b) since
  - c) even though
  - d) even if
  - e) whenever

## 24.SMOKING

Smoking is a [ ] in which a substance, most [ ] tobacco or cannabis, is [ ] and the smoke is tasted or [ ]. This is [ ] practised as a route of administration for [ ] drug use, as combustion releases the active [ ] in drugs such as [ ] and makes them available for [ ] through the lungs. It can also be [ ] as a part of [ ], to induce trances and [ ] enlightenment.

The most [ ] method of smoking today is [ ] cigarettes, [ ] manufactured but also hand-rolled from [ ] tobacco and rolling [ ]. Other smoking [ ] include pipes, [ ], bidis, hookahs, vaporizers and bongos. It has been [ ] that smoking-related [ ] kills one half of all long term [ ] but these diseases may also be [ ] by non-smokers. A 2007 report [ ] that [ ] 4.9 million people [ ] each year die [ ] of smoking.

[ ] is one of the [ ] common forms of [ ] drug use. [ ] smoking is today [ ] the most popular form of smoking and is [ ] by over one billion people in the [ ] of all human societies. Less common drugs for smoking include cannabis and [ ]. Some of the substances are [ ] as hard narcotics, like [ ], but the use of these is very [ ] as they are often not commercially [ ].

about  
absorption  
as a result  
available  
burned  
by far  
cigars  
classified  
common  
commonly  
contracted  
disease  
done  
heroin  
implements  
industrially  
inhaled  
limited  
loose  
majority  
most  
nicotine  
opium  
paper  
practice  
practiced  
primarily  
primarily  
recreational  
recreational  
rituals  
smokers  
Smoking  
spiritual  
states  
substances  
suggested  
through  
Tobacco  
worldwide

## 25.Smoking 2

Tobacco-related diseases are some of **the biggest** <sup>201</sup>killers in the world today and are cited as one of the biggest causes of premature death in industrialized countries. In the United States about 500,000 deaths per year are attributed to smoking-related diseases and a recent study estimated that **as much as** <sup>202</sup>1/3 of China's male population **will have significantly shortened** <sup>203</sup>life-spans due to smoking. Male and female smokers lose an average of 13.2 and 14.5 years of life, respectively. At least half of all lifelong smokers die earlier as a result of smoking. The risk of **dying from** <sup>204</sup>lung cancer before age 85 is 22.1% for a male smoker and 11.9% for a female current smoker, in the absence of competing causes of death. The corresponding estimates for lifelong nonsmokers are a 1.1% probability of dying from lung cancer before age 85 for a man of European descent, and a 0.8% probability for a woman. Smoking one cigarette a day results in a risk of heart disease that is halfway between that of a smoker and a non-smoker. The non-linear dose response relationship is explained by smoking's effect on platelet aggregation. **Among the diseases that can be caused by smoking are** <sup>205</sup>vascular stenosis, lung cancer, heart attacks and chronic obstructive pulmonary disease.

Many governments are trying to deter people from smoking with anti-smoking campaigns in mass media stressing the harmful long-term effects of smoking. Passive smoking, or secondhand smoking, which affects people in the immediate vicinity of smokers, is a major reason for the enforcement of smoking bans. This is a law enforced to stop individuals smoking in indoor public places, such as bars, pubs and restaurants. The idea behind this is to discourage smoking **by making** <sup>206</sup>it more inconvenient, and to stop harmful smoke being present in enclosed public spaces. A common concern among legislators is to discourage smoking among minors and many states have passed laws against selling tobacco products to underage customers. Many developing countries have not adopted anti-smoking policies, leading some to call for anti-smoking campaigns and further education to explain the negative effects of ETS (Environmental Tobacco Smoke) in developing countries.

**Despite** <sup>207</sup>the many bans, European countries still hold 18 of the top 20 spots, and according to the ERC, a market research company, the heaviest smokers are from Greece, averaging 3,000 cigarettes **per person** <sup>208</sup>in 2007. Rates of smoking have leveled off or declined in the developed world but continue to rise in developing countries. Smoking rates in the United States have dropped by half from 1965 to 2006, falling from 42% to 20.8% in adults. The effects of addiction on society vary considerably between different substances that can be smoked and the indirect social problems that they cause, in great part **because of** <sup>209</sup>the differences in legislation and the enforcement of narcotics legislation around the world. Though nicotine is a highly addictive drug, its effects on cognition are not as intense or noticeable as other drugs such as, cocaine, amphetamines or any of the opiates (including heroin and morphine). Smoking is a risk factor in Alzheimer's Disease. While smoking more than 15 cigarettes per day has been shown to worsen the symptoms of Crohn's Disease, smoking has been shown to actually lower the prevalence of ulcerative colitis. [http://en.wikipedia.org/wiki/Smoking#Health\\_effects](http://en.wikipedia.org/wiki/Smoking#Health_effects)

<sup>201</sup> **THE BIGGEST** en büyük anlamında **SUPERLATIVE** bir yapıdır.

<sup>202</sup> **AS MUCH AS** kadar/kadar çok/bile/olduğu kadar anlamlarında kullanılır.

<sup>203</sup> **FUTURE PERFECT TENSE** cümlesidir. **BY/BY THE TIME** yapıları ile sık kullanılır.

<sup>204</sup> **DIE FROM** –den ölme anlamında kullanılır. **DIE AS A RESULT OF** ile aynı anlama gelir.

<sup>205</sup> **DEVRIK** bir yapıdır. Devrik yapıları birkaç örnek verelim. Cümlelerin yanında parantez içinde hangi yapıdan dolayı devrik olduğunu görebilirsiniz.

|   |   |
|---|---|
| <b>Above the fireplace</b> was a portrait of the me. (edat)                           | <b>Never have</b> I seen such a terrible poverty. (never)                                     |
| <b>Beyond the houses</b> lay open green fields. (edat)                                | <b>Hardly</b> had I left the house <b>when</b> I heard an explosion. (hardly)                 |
| <b>There comes</b> Salih's car. (there)   | <b>Only once</b> did I go to the opera in the whole time I was in Spain. (only)               |
| <b>Down came</b> the train. (edat)  | <b>So famous</b> is she, that everybody admires her. (so)                                     |
| <b>Discovered</b> at the bottom of the well <b>were</b> three small children. (verb3) | <b>Should</b> you change your mind, there will always be a job for you there. (type 1/if)     |
| <b>Standing</b> on either side of him were two young men. (verb/ing)                  | <b>Were</b> Mr Edison still headmaster, he would not permit such bad behavior. (type 2/if)    |
| <b>Especially important</b> is the proper maintenance of the device. (adverb)         | <b>Had</b> Barcelona been beaten, Messi would certainly have resigned as captain. (type 3/if) |
| The coffee was excellent <b>as was</b> the service. (as)                              | David <b>has</b> written to his son. <b>So has</b> Mike. (so)                                 |

<sup>206</sup> **BY** birçok kullanıma sahiptir. Bunlardan birkaçı şunlardır. **BY STUDYING** (çalışarak), **BY BUS** (dolmuş ile), **BY 5 O'CLOCK** (5'e kadar), **BY MUSTAFA** (Mustafa tarafından), **BY THE SEA** (deniz kenarında).

<sup>207</sup> **DESPITE/IN SPITE OF** aynı anlamda kullanılıp kendilerinden sonra **NOUN (isim)** alırlar. **ALTHOUGH, THOUGH, MUCH AS** ve **EVEN THOUGH** de birer zıtlık bağlacıdır ama bunlar kendilerinden sonra cümle alırlar. **THOUGH** iki virgül veya nokta virgül arasında kullanıldığında **GERÇİ** anlamındadır. Bu tür bağlaçlarda her iki cümle arasındaki anlam ön plana çıkmaktadır.

<sup>208</sup> **PER PERSON/PER CAPITA** kişi başına anlamına gelmektedir.

<sup>209</sup> **BECAUSE OF/OWING TO / DUE TO / IN VIEW OF / ON ACCOUNT OF** den dolayı anlamında olup kendilerinden sonra **NOUN (isim)** alırlar.

**BECAUSE/SINCE/FOR/AS/SEEING THAT** cümle başında **İÇİN/DEN DOLAYI** anlamında ama cümle ortasında **ÇÜNKÜ** anlamında kullanılır. Bu bağlaçlar kendisinden sonra **cümle** alırlar.

| VOCABULARY     | MEANING                         | SYNONYMS   | ANTONYMS  |
|----------------|---------------------------------|--|---|
| absence        | yokluk                          |  | existence, presence                             |
| actually       | aslında, gerçekte               | in fact, practically; truthfully                         |   |
| addiction      | bağımlılık                      | dependency   |   |
| adopt          | benimsemek                      | accept, adapt, affirm, approve                           | disown, leave alone, reject                     |
| amphetamine    | emfetamin                       |  |   |
| as a result of | -nın sonucu olarak              | due to, because of                                       |   |
| attribute to   | -e bağlamak                     | associate with   |   |
| ban            | yasak(lamak)                    | embargo  |   |
| cite           | alıntı yapmak, bahsetmek        | quote, officially praise                                 |   |
| cocaine        | kokain                          |  |   |
| cognition      | idrak, algı, bilme, biliş       | awareness, perception                                    |   |
| compete        | çekişmek, yarışmak              | contest  |   |
| concern        | ilgilendirmek, tasa, endişe     | interest; affect, involve; worry                         |   |
| considerably   | epeyce, oldukça                 | much, substantially, significantly                       |   |
| corresponding  | aynı                            | the same   |   |
| descent        | nesil, çöküş                    | going down; downward slope                               |   |
| deter          | yıldırma, caydırma              | discourage, hinder, prevent                              |   |
| discourage     | hevesini kırmak                 | deter  | encourage, hearten, inspire, inspirit           |
| drop           | düşmek, damla                   | fall   |   |
| dying          | ölme, nesli tükenen             | expiring   |   |
| enclose        | kuşatmak, çevrelemek            | surround   |   |
| enforce        | uygulamak, zorlamak             | compel, force; administer; strengthen, intensify         |   |
| enforcement    | uygulama, zorlama               | execution  |   |
| estimate       | tahmin etmek                    | predict, guess   |   |
| female         | kadın                           | woman, girl  |   |
| further        | daha ileri, ilerletmek          | farther, more distant; additional                        |   |
| halfway        | ortada, yarı yolda, yarı yarıya | to midpoint  |   |
| heavy          | şiddetle, çok, ağır             |  | airy, light, lightweight, little, slight, small |
| highly         | büyük ölçüde                    | very; favorably, with admiration; generously             |   |
| immediate      | yakın, hemen                    | instantaneous  |   |
| inconvenient   | rahatsız edici, zor             | troublesome  |   |
| indirect       | imalı, dolaylı                  | not direct   | direct, straight, straightforward               |
| industrialized | sanayileşmiş, gelişmiş          | made industrial  |   |
| intense        | yoğun, son derece               | extreme, great, powerful, high; strong, profound, severe |   |
| killer         | öldürücü                        | murderer   |   |
| law            | yasa                            |  |   |
| leading        | öncü                            | main, principal, head; first; directing, guiding         |   |
| legislation    | yasama                          | laws   |   |
| legislator     | yasa yapan                      |  |   |
| level off      | düzeltilmek, saldırmak          |  |   |

|                              |  |   |                                    |
|------------------------------|--|---|------------------------------------|
| <b>lifelong</b>              | <i>ömür boyu</i>   | enduring  |                                    |
| <b>life-span</b>             | <i>yaşam süresi</i>  |   |                                    |
| <b>long-term</b>             | <i>uzun vadede</i>   | long period   | short-term, short period           |
| <b>lose</b>                  | <i>kaybetmek</i>   |   | keep, maintain                     |
| <b>male</b>                  | <i>erkek</i>   | masculine   |                                    |
| <b>minor</b>                 | <i>küçük, ufak</i>   | small; secondary  | greater, large, major, significant |
| <b>non-linear</b>            | <i>doğrusal olmayan, düzensiz</i>  |   |                                    |
| <b>noticeable</b>            | <i>farkedilebilir</i>  | evident, obvious; perceptible, distinct; considerable         |                                    |
| <b>obstructive pulmonary</b> | <i>tıkalı akciğer hastalığı olan</i>   |   |                                    |
| <b>opiate</b>                | <i>uyuşturucu</i>  |   |                                    |
| <b>pass</b>                  | <i>geçmek, dönüşmek</i>  | cross; transport  |                                    |
| <b>platelet aggregation</b>  | <i>trombosit yığılı</i>  |   |                                    |
| <b>premature</b>             | <i>erken doğmuş</i>  | too early   |                                    |
| <b>prevalence</b>            | <i>yaygınlık</i>   | commonness  |                                    |
| <b>probability</b>           | <i>olasılık, ihtimal</i>   | likelihood, reasonability                                     |                                    |
| <b>respectively</b>          | <i>sırasıyla, ayrı ayrı</i>  | correspondingly, relatively; separately, individually, singly |                                    |
| <b>response</b>              | <i>yanıt, tepki</i>  | reply, answer, reaction                                       |                                    |
| <b>secondhand</b>            | <i>dolaylı, kullanılmış</i>  | used, previously owned  |                                    |
| <b>shorten</b>               | <i>kısaltmak</i>   | abbreviate, cut   | enlarge, grow, increase, lengthen  |
| <b>significantly</b>         | <i>önemli</i>  | with significance; meaningfully                               |                                    |
| <b>state</b>                 | <i>belirtmek, devlet</i>   | say, speak  |                                    |
| <b>stenosis</b>              | <i>vücutta herhangi bir kanalın daralması</i>  | stricture   |                                    |
| <b>stress</b>                | <i>vurgulamak, stres</i>   | emphasize   |                                    |
| <b>tobacco product</b>       | <i>tütün ürünü</i>   |   |                                    |
| <b>ulcerative colitis</b>    | <i>kolon ve rectumun iç çeperinde ülserlere ve tahrişe neden olan tehlikeli bir hastalık</i> |   |                                    |
| <b>underage</b>              | <i>yaşı tutmayan</i>   | juvenile, minor   |                                    |
| <b>vascular</b>              | <i>damar</i>   |   |                                    |
| <b>vicinity</b>              | <i>civar, etraf</i>  | proximity, nearby area, environs, neighborhood                |                                    |
| <b>worsen</b>                | <i>kötüleştirmek</i>   | get worse, deteriorate; make worse, aggravate                 | improve, increase                  |

**A) MATCH THE SYNONYMS**

|                  |               |
|------------------|---------------|
| 1) prevalence    | commonness    |
| 2) drop          | enduring      |
| 3) dying         | execution     |
| 4) enclose       | expiring      |
| 5) enforce       | fall          |
| 6) enforcement   | generously    |
| 7) estimate      | instantaneous |
| 8) female        | more distant  |
| 9) further       | murderer      |
| 10) halfway      | neighborhood  |
| 11) vicinity     | not direct    |
| 12) highly       | obvious       |
| 13) immediate    | predict       |
| 14) inconvenient | principal     |
| 15) indirect     | severe        |
| 16) noticeable   | strengthen    |
| 17) intense      | surround      |
| 18) killer       | to midpoint   |
| 19) lifelong     | troublesome   |
| 20) leading      | woman         |

**B) Put the correct PREPOSITIONS from the following list in the sentences below.**

**of between of in in to in to to with in of  
among by to about from to among against to**

- ... the United States ... 500,000 deaths per year are attributed ... smoking-related diseases.
- Smoking one cigarette a day results ... a risk ... heart disease that is halfway ... that ... a smoker and a non-smoker.
- Many governments are trying ... deter people ... smoking ... anti-smoking campaigns ... mass media stressing the harmful long-term effects ... smoking.
- A common concern ... legislators is ... discourage smoking ... minors and many states have passed laws ... selling tobacco products ... underage customers.
- The idea behind this is ... discourage smoking ... making it more inconvenient, and ... stop harmful smoke being present ... enclosed public spaces.

**C) Put the correct CONJUNCTIONS from the following list in the sentences below.**

**though due to but while such as as a result of as much as**

- A recent study estimated that ... 1/3 of China's male population will have significantly shortened life-spans ... smoking.
- At least half of all lifelong smokers die earlier ... smoking.
- Rates of smoking have leveled off or declined in the developed world ... continue to rise in developing countries.
- ... smoking more than 15 cigarettes per day has been shown to worsen the symptoms of Crohn's Disease, smoking has been shown to actually lower the prevalence of ulcerative colitis.
- ... nicotine is a highly addictive drug, its effects on cognition are not as intense or noticeable as other drugs ..., cocaine, amphetamines or any of the opiates.

## PROBABLE QUESTIONS TEST 25

1. In the United States about 500,000 deaths per year ..... to smoking-related diseases and a recent study ..... that as much as 1/3 of China's male population will have significantly shortened life-spans due to smoking.
  - a) would be attributed/has estimated
  - b) are attributed/estimated
  - c) were attributed/had been estimated
  - d) has been attributed/was estimating
  - e) had attributed/would be estimated
2. The corresponding estimates for lifelong nonsmokers are a 1.1% probability of dying from lung cancer ..... age 85 for a man of European descent, and a 0.8% probability ..... a woman.
  - a) after/over
  - b) for/into
  - c) through/at
  - d) upon/off
  - e) before/for
3. Smoking one cigarette a day ..... in a risk of heart disease that is halfway between that of a smoker and a non-smoker.
  - a) results
  - b) competes
  - c) discourages
  - d) estimates
  - e) shortens
4. Among the diseases that ..... by smoking are vascular stenosis, lung cancer, heart attacks and chronic obstructive pulmonary disease.
  - a) may cause
  - b) could have caused
  - c) needn't cause
  - d) can be caused
  - e) should cause
5. Many governments are trying to deter people from smoking with anti-smoking campaigns in mass media stressing the ..... long-term effects of smoking.
  - a) leading
  - b) intense
  - c) indirect
  - d) harmful
  - e) heavy
6. Passive smoking, or secondhand smoking, ..... affects people in the immediate vicinity of smokers, is a major reason for the enforcement of smoking bans.
  - a) whose
  - b) whom
  - c) in that
  - d) whatever
  - e) which
7. A common concern among legislators is to ..... smoking among minors and many states have passed laws against selling tobacco products to underage customers.
  - a) worsen
  - b) discourage
  - c) pass
  - d) enforce
  - e) enclose
8. .... the many bans, European countries still hold 18 of the top 20 spots, and according to the ERC, a market research company, the heaviest smokers are from Greece, averaging 3,000 cigarettes per person in 2007.
  - a) Therefore
  - b) Even though
  - c) However
  - d) Despite
  - e) Instead of
9. Rates of smoking have leveled off or declined in the developed world ..... continue to rise in developing countries.
  - a) whereas
  - b) even if
  - c) but
  - d) so that
  - e) only if
10. .... smoking more than 15 cigarettes per day has been shown to worsen the symptoms of Crohn's Disease, smoking has been shown to actually lower the prevalence of ulcerative colitis.
  - a) Once
  - b) By the time
  - c) If only
  - d) So
  - e) While



## 25.SMOKING 2

Tobacco- diseases are some of the killers in the world today and are cited as one of the biggest causes of premature death in industrialized countries. In the United States about 500,000 deaths per year are to smoking-related diseases and a recent study that as much as 1/3 of China's male population will have significantly shortened due to smoking. Male and female smokers lose an of 13.2 and 14.5 years of life, . At least half of all lifelong smokers die earlier as a of smoking. The risk of lung cancer before age 85 is 22.1% for a male smoker and 11.9% for a female smoker, in the absence of competing causes of death. The corresponding for lifelong nonsmokers are a 1.1% of dying from lung cancer before age 85 for a man of European , and a 0.8% for a woman. Smoking one cigarette a day results in a risk of heart disease that is between that of a smoker and a non-smoker. The non-linear dose response is explained by smoking's effect on platelet aggregation.

the diseases that can be caused by smoking are stenosis, lung cancer, heart attacks and chronic obstructive pulmonary disease. Many governments are trying to people from smoking with anti-smoking in mass media stressing the long-term effects of smoking. Passive smoking, or secondhand smoking, which affects people in the vicinity of smokers, is a major reason for the of smoking bans. This is a law enforced to stop individuals smoking in indoor public places, such as bars, pubs and restaurants. The idea behind this is to smoking by making it more , and to stop harmful smoke being present in public spaces. A common concern among legislators is to discourage smoking among and many states have passed laws against selling tobacco products to customers. Many developing countries have not adopted anti-smoking policies, some to call for anti-smoking campaigns and further education to explain the effects of ETS (Environmental Tobacco Smoke) in developing countries.

the many bans, European countries still hold 18 of the top 20 spots, and the ERC, a market research company, the heaviest smokers are from Greece, averaging 3,000 cigarettes per person in 2007. Rates of smoking have leveled off or in the developed world but continue to rise in countries. Smoking rates in the United States have dropped by half from 1965 to 2006, falling from 42% to 20.8% in adults. The effects of on society vary considerably between different substances that can be smoked and the indirect social problems that they cause, in great part because of the differences in legislation and the enforcement of narcotics around the world. Though nicotine is a addictive drug, its effects on cognition are not as or noticeable as other drugs such as, cocaine, amphetamines or any of the opiates (including heroin and morphine). Smoking is a risk factor in Alzheimer's Disease. While smoking more than 15 cigarettes per day has been shown to the symptoms of Crohn's Disease, smoking has been shown to lower the prevalence of ulcerative colitis.

according to  
actually  
addiction  
Among  
attributed  
average  
biggest  
campaigns  
current  
declined  
descent  
Despite  
deter  
developing  
discourage  
dying from  
enclosed  
enforcement  
estimated  
estimates  
halfway  
harmful  
highly  
immediate  
inconvenient  
intense  
leading  
legislation  
life-spans  
minors  
negative  
probability  
probability  
related  
relationship  
respectively  
result  
underage  
vascular  
worsen

## 26.Migraine

A migraine is a severe, painful headache that is often preceded or **accompanied by**<sup>210</sup> sensory warning signs such as flashes of light, blind spots, tingling in the arms and legs, nausea, vomiting, and increased **sensitivity to**<sup>211</sup> light and sound. The excruciating pain that migraines bring can **last**<sup>212</sup> for hours or even days.

Migraine headaches result from a combination of blood vessel enlargement and the release of chemicals from nerve fibers that coil around these blood vessels. **During**<sup>213</sup> the headache, an artery enlarges **that is located**<sup>214</sup> on the outside of the skull just under the skin of the temple (temporal artery). This causes a release of chemicals that cause inflammation, pain, and further enlargement of the artery.

A migraine headache causes the sympathetic nervous system to respond with feelings of nausea, diarrhea, and vomiting. This response also delays the emptying of the stomach into the small intestine (affecting food absorption), decreases blood circulation (leading to cold hands and feet), and increases sensitivity to light and sound. **More than**<sup>215</sup> 28 million Americans **suffer from**<sup>216</sup> migraine headaches, and females **are much more likely to**<sup>217</sup> **get**<sup>218</sup> them than males.

<http://www.medicalnewstoday.com/articles/148373.php>

<sup>210</sup> **ACCOMPANIED BY** tarafından eşlik edilen anlamındadır. Aşağıdaki tabloda **BY** edatı ile kullanılan sıfatlar verilmiştir.

|                  |               |              |                   |              |                  |
|------------------|---------------|--------------|-------------------|--------------|------------------|
| surprised at/ by | amazed at/ by | amuse at/ by | astonished at/ by | intruqued by | replaced by/with |
|------------------|---------------|--------------|-------------------|--------------|------------------|

<sup>211</sup> **SENSITIVITY TO** –a, -e karşı hassaslık anlamında kullanılır. **TO** edatı alan birkaç isim aşağıdaki tabloda verilmiştir.

|           |               |                |           |
|-----------|---------------|----------------|-----------|
| access to | commitment to | in addition to | regard to |
|-----------|---------------|----------------|-----------|

<sup>212</sup> **LAST** burada sürmek, zaman almak anlamında kullanılmıştır.

<sup>213</sup> **DURING** esnasında anlamında olup kendisinden sonra gelen zaman yapısına göre hem **SIMPLE PAST TENSE** (**DURING 1990-2000** ile hem de **PRESENT PERFECT TENSE** (**DURING THE LAST/PAST TWO WEEKS/YEARS**) ile kullanılabilir.

<sup>214</sup> **PASSIVE** bir **RELATIVE CLAUSE** cümlecigidir.

<sup>215</sup> **MORE THAN** –den daha fazla anlamında kullanılır.

<sup>216</sup> **SUFFER FROM** –den acı çekmek anlamında kullanılır.

<sup>217</sup> **BE LIKELY TO VERB** yapısıdır. **MUCH MORE/LESS** kullanılarak olumlu veya olumsuz anlam elde edilir. **MUHTEMELEN** anlamındadır.

<sup>218</sup> **GET** elde etmek anlamındadır ama bunun dışında hem **PHARASAL VERB** olarak hem de **FiİL** olarak birçok kullanıma sahiptir. Aşağıda bu kullanımlara örnek verilmiştir.

|                        |   |                      |                |
|------------------------|---|----------------------|----------------|
| <b>Get along with</b>  | İyi ilişkilerde bulunmak, iyi geçinmek  | <b>Get angry</b>     | Kızmak         |
| <b>Get around</b>      | Kandırmak                               | <b>Get expensive</b> | Pahalanmak     |
| <b>Get away with</b>   | Suçun yanına kar kalması, cezasız kalma | <b>Get fat</b>       | Şişmanlamak    |
| <b>Get off</b>         | Araçtan inmek                           | <b>Get hungry</b>    | Acıkmak        |
| <b>Get on with</b>     | Birisi ile iyi geçinmek                 | <b>Get impatient</b> | Sabırsızlanmak |
| <b>Get out of</b>      | Sorumluluktan kaçmak                    | <b>Get married</b>   | Evlenmek       |
| <b>Get out of hand</b> | Kontrolten çıkmak                       | <b>Get patient</b>   | Sabretmek      |
| <b>Get over</b>        | Atlatmak, hastalığı atlatmak, iyileşmek | <b>Get red</b>       | Kızarmak       |
| <b>Get rid of</b>      | Başından savmak, kurtulmak              | <b>Get thin</b>      | Zayıflamak     |
| <b>Get through</b>     | Bitirmek, tüketmek                      | <b>Get wet</b>       | Islanmak       |

| VOCABULARY               | MEANING                    | SYNONYMS                                    | ANTONYMS   |
|--------------------------|----------------------------|---|--|
| <b>absorption</b>        | <i>emme</i>                | sucking up; taking in                       |  |
| <b>accompany</b>         | <i>eşlik etmek</i>         | go along with, go together with             |  |
| <b>artery</b>            | <i>arter, atardamar</i>    |   |  |
| <b>blind spot</b>        | <i>kör nokta</i>           |   |  |
| <b>blood circulation</b> | <i>kan dolaşımı</i>        |   |  |
| <b>coil</b>              | <i>dolamak, halka</i>      | bind, wrap; twist                           |  |
| <b>combination</b>       | <i>bileşim</i>             | joining, union                              | detachment, division, separation                           |
| <b>decrease</b>          | <i>azaltmak</i>            | reduce, lessen; decline, diminish           | enlargement, growth, increase, raise                       |
| <b>delay</b>             | <i>ertelemek</i>           | postpone, hinder                            |  |
| <b>diarrhea</b>          | <i>ishal</i>               |   |  |
| <b>empty</b>             | <i>boş(altmak)</i>         | containing nothing                          | complete, entire, filled, full                             |
| <b>enlargement</b>       | <i>büyüme</i>              | expansion, increase in size, magnification  | decrease, lessening, reduction, shrinkage                  |
| <b>enlarge</b>           | <i>büyütmek</i>            | make larger, become bigger                  | curtail, decrease, diminish, lessen, lower, reduce, shrink |
| <b>excruciating</b>      | <i>acı veren</i>           | terribly distressing                        |  |
| <b>flash</b>             | <i>aydınlatmak, ışıltı</i> |   |  |
| <b>headache</b>          | <i>baş ağrısı</i>          |   |  |
| <b>inflammation</b>      | <i>iltihap</i>             |   |  |
| <b>last</b>              | <i>sürmek, son</i>         |   |  |
| <b>lead to</b>           | <i>-e yol açmak</i>        | goes to -, arrives to -, takes one to -     |  |
| <b>locate</b>            | <i>yerleşmek</i>           | situate, place                              |  |
| <b>nausea</b>            | <i>mide bulantısı</i>      |   |  |
| <b>nerve fiber</b>       | <i>sinir lifi</i>          |   |  |
| <b>painful</b>           | <i>ağrılı</i>              | aching; causing pain; tiresome; distressful |  |
| <b>precede</b>           | <i>-den önce gelmek</i>    | go before, come before                      |  |
| <b>release</b>           | <i>serbest bırakmak</i>    | set free, liberate, emancipate              |  |
| <b>respond</b>           | <i>yanıtlamak</i>          | answer, reply; react                        |  |
| <b>response</b>          | <i>cevap, yanıt</i>        | reply, answer, reaction                     |  |
| <b>result from</b>       | <i>-den kaynaklanmak</i>   | comes from                                  |  |
| <b>sensitivity</b>       | <i>duyarlılık</i>          | delicateness                                |  |
| <b>sensory</b>           | <i>duyusal, algısal</i>    | sensitive                                   |  |
| <b>severe</b>            | <i>ciddi</i>               | serious                                     |  |
| <b>sign</b>              | <i>işaret, imzalamak</i>   | mark, indicate                              |  |
| <b>skull</b>             | <i>kafatası</i>            |   |  |
| <b>small intestine</b>   | <i>ince bağırsak</i>       |   |  |
| <b>stomach</b>           | <i>mide</i>                |   |  |
| <b>suffer from</b>       | <i>-den acı çekmek</i>     | feel pain                                   |  |
| <b>temple</b>            | <i>şakak</i>               |   |  |
| <b>tingle</b>            | <i>sızlamak, heyecan</i>   | vibrate                                     |  |
| <b>vomit</b>             | <i>kusmak</i>              | throw up                                    |  |
| <b>warn</b>              | <i>uyarmak</i>             | notify in advance                           |  |

**A) MATCH THE SYNONYMS**

|                 |                      |
|-----------------|----------------------|
| 1) coil         | aching               |
| 2) decrease     | come before          |
| 3) delay        | come from            |
| 4) excruciating | delicateness         |
| 5) lead to      | diminish             |
| 6) locate       | feel pain            |
| 7) painful      | goes to              |
| 8) precede      | indicate             |
| 9) release      | liberate             |
| 10) respond     | notify in advance    |
| 11) response    | postpone             |
| 12) result from | reaction             |
| 13) sensitivity | reply                |
| 14) sensory     | sensitive            |
| 15) severe      | serious              |
| 16) sign        | situate              |
| 17) suffer from | terribly distressing |
| 18) tingle      | throw up             |
| 19) vomit       | vibrate              |
| 20) warn        | wrap                 |

**B) Put the correct PREPOSITIONS from the following list in the sentences below.**

**by from to from of of under during of to with of of from on**

- Migraine headaches result ... a combination ... blood vessel enlargement and the release ... chemicals ... nerve fibers.
- ... the headache, an artery that is located ... the outside ... the skull just ... the skin ... the temple enlarges.
- A migraine headache causes the sympathetic nervous system ... respond ... feelings ... nausea, diarrhea, and vomiting.
- More than 28 million Americans suffer ... migraine headaches, and females are much more likely ... get them than males.
- A migraine is a severe, painful headache accompanied ... sensory warning signs.

**C) Put the correct CONJUNCTIONS from the following list in the sentences below.**

**that such as and which that which**

- Migraine headaches result from a combination of blood vessel enlargement ... the release of chemicals from nerve fibers ... coil around these blood vessels.
- The enlargement of temporal artery causes a release of chemicals ... cause inflammation, pain, and further enlargement of the artery.
- A migraine is a severe, painful headache ... is often preceded or accompanied by sensory warning signs.
- Sensory warning signs ... flashes of light, blind spots, tingling in the arms and legs, nausea, vomiting, and increased sensitivity to light and sound are experienced during the migraine headache.
- The excruciating pain ... migraines bring can last for hours or even days.

## PROBABLE QUESTIONS TEST 26

1. A migraine is a severe, painful headache that is often preceded or accompanied by sensory warning signs ..... flashes of light, blind spots, tingling in the arms and legs, nausea, vomiting, and increased sensitivity to light and sound.
  - a) in place of
  - b) excluding
  - c) by chance
  - d) as for
  - e) such as
2. The excruciating pain that migraines bring ..... for hours or even days.
  - a) may be lasted
  - b) can last
  - c) should have lasted
  - d) might have lasted
  - e) could be lasted
3. Migraine headaches result ..... a combination of blood vessel enlargement and the release ..... chemicals from nerve fibers that coil around these blood vessels.
  - a) from/of
  - b) out/up
  - c) off/over
  - d) after/in
  - e) down/by
4. .... the headache, an artery that is located on the outside of the skull just ..... the skin of the temple (temporal artery) enlarges.
  - a) Before/on
  - b) At/onto
  - c) During/under
  - d) Of/into
  - e) By/at
5. The temporal artery causes a release of chemicals ..... cause inflammation, pain, and further enlargement of the artery.
  - a) whatever
  - b) that
  - c) when
  - d) why
  - e) whose
6. A migraine headache causes the sympathetic nervous system to ..... with feelings of nausea, diarrhea, and vomiting.
  - a) warn
  - b) vomit
  - c) respond
  - d) enlarge
  - e) release
7. The response also delays the emptying of the stomach ..... the small intestine, decreases blood circulation, and increases sensitivity ..... light and sound.
  - a) for/before
  - b) through/at
  - c) to/by
  - d) into/to
  - e) over/out
8. More than 28 million Americans ..... migraine headaches, and females are much more likely to get them than males.
  - a) result from
  - b) suffer from
  - c) consist of
  - d) combine with
  - e) depend on

## 26.MIGRAINE

A [ ] is a severe, painful [ ] that is often preceded or [ ] by sensory [ ] signs such as [ ] of light, blind spots, [ ] in the arms and legs, nausea, vomiting, and [ ] sensitivity to light and sound. The [ ] pain that migraines [ ] can last for hours or even days.

Migraine headaches result from a [ ] of blood vessel [ ] and the [ ] of chemicals from [ ] fibers that coil around these [ ] vessels. During the headache, an [ ] enlarges that is located on the [ ] of the skull just [ ] the skin of the [ ] (temporal artery). [ ] causes a release of [ ] that cause [ ], pain, and [ ] enlargement of the artery.

A migraine headache [ ] the sympathetic [ ] system to [ ] with feelings of nausea, [ ], and vomiting. This [ ] also delays the [ ] of the [ ] into the small [ ] (affecting food absorption), [ ] blood [ ] (leading to [ ] hands and feet), and increases [ ] to light and [ ]. More than 28 [ ] Americans [ ] migraine headaches, and [ ] are much more [ ] to get them than [ ].

accompanied  
artery  
blood  
bring  
causes  
chemicals  
circulation  
cold  
combination  
decreases  
diarrhea  
emptying  
enlargement  
excruciating  
females  
flashes  
further  
headache  
increased  
inflammation  
intestine  
likely  
males  
migraine  
million  
nerve  
nervous  
outside  
release  
respond  
response  
sensitivity  
sound  
stomach  
suffer from  
temple  
This  
tingling  
under  
warning

## 27.Migraine 2

### What are the causes and risk factors of migraine?

Migraine awareness <sup>219</sup> is high, and recent medical research indicates **that migraines are caused** <sup>220</sup> by inherited mutations in genes which control brain activity. Migraines usually develop **before the age of 40** <sup>221</sup> and occur more commonly in women than men and in Caucasians more than in African Americans or Asians. Migraine incidence in children is equal in boys and girls, but migraines become three times **more common** <sup>222</sup> in girls **than** in boys during adolescence, possibly due to hormonal effects.

Migraine onset begins with the release of serotonin, **which can be triggered** <sup>223</sup> by stress, particular foods, sensations, medications, or hormone levels. For instance, migraines are induced in some people by glaring light, smells, or noise, or by emotional stress. **In addition** <sup>224</sup>, **lack of** <sup>225</sup> sleep, hypoglycemia caused by skipped meals, alcohol (especially red wine), excessive exercise, changes in altitude or weather, or MSG, nitrate, or tyramine-containing foods trigger migraine headache onset in some people. Women's issues of heightened stress perception and cyclic hormonal fluctuations may **account for** <sup>226</sup> the increased incidence in women. Medications such as birth control pills, drugs **that dilate blood vessels** <sup>227</sup> or alter brain blood flow (for example, nitroglycerin, antihypertensives, anti-inflammatories, or bronchodilators), or chronically used head pain remedies can cause migraine headache.

[http://www.migraineissues.com/ms/guides/causes\\_of\\_migraine/main.html](http://www.migraineissues.com/ms/guides/causes_of_migraine/main.html)

<sup>219</sup> **AWARENESS farkındalık** anlamında kullanılmıştır. Aşağıdaki tabloda **NESS suffix** yapısı ile kullanılan kelimeler anlamlarıyla birlikte verilmiştir.

|                    |           |                    |             |                   |           |                    |            |
|--------------------|-----------|--------------------|-------------|-------------------|-----------|--------------------|------------|
| <b>Baldness</b>    | Kellik    | <b>Seriousness</b> | Ciddiyet    | <b>Weakness</b>   | Zayıflık  | <b>Holiness</b>    | Kutsallık  |
| <b>Foolishness</b> | Aptallık  | <b>Sadness</b>     | Üzüntü      | <b>Fondness</b>   | Düşkünlük | <b>Naughtiness</b> | Yaramazlık |
| <b>Deafness</b>    | Sağırılık | <b>Kindness</b>    | Kibarlık    | <b>Loneliness</b> | Yalnızlık | <b>Tidiness</b>    | Düzenlilik |
| <b>Quietness</b>   | Sessizlik | <b>Neatness</b>    | Netlik      | <b>Ugliness</b>   | Çirkinlik | <b>Loveliness</b>  | Sevimlilik |
| <b>Similarity</b>  | Benzerlik | <b>Bluntness</b>   | Körelmişlik | <b>Happiness</b>  | Mutluluk  |                    |            |
| <b>Darkness</b>    | Koyuluk   | <b>Illness</b>     | Hastalık    | <b>Laziness</b>   | Tembellik |                    |            |

<sup>220</sup> **NOUN clause** yapısıdır. **NOUN clause** yapıları cümlede hem **özne görevinde** hem **nesne görevinde** hem de **tamamlayıcı görevinde** bulunabilir.

| AS AN OBJECT (NESNE OLARAK)                                   | AS A SUBJECT (ÖZNE OLARAK)          | AS A COMPLEMENT (TAMAMLAYICI OLARAK)             |
|---|-------------------------------------|--|
| I haven't decided <b>what I am going to buy for him.</b>      | <b>What you want</b> is important.  | It is important <b>that you study English.</b>   |
| I can't remember <b>when I bought this sweater.</b>           | <b>Where you went</b> is not known. | It is important <b>whether you study or not.</b> |
| I have no idea <b>what they have done about this problem.</b> | <b>How he is</b> is not important.  | It is important <b>what you study.</b>           |

<sup>221</sup> **BEFORE** burada edat olarak kullanılmıştır.

<sup>222</sup> **MORE COMMON THAN daha yaygındır** anlamında kullanılmıştır.

<sup>223</sup> **PASSIVE RELATIVE CLAUSE** cümlecigidir.

<sup>224</sup> **IN ADDITION ek olarak** anlamındadır. Kendisinden sonra **cümle** gelir. **IN ADDITION TO** yapısı da ek olarak anlamında ama kendisinden sonra **TO** edatından dolayı **isim** alır.

<sup>225</sup> **LACK OF eksiklik** anlamında kullanılmıştır.

<sup>226</sup> **ACCOUNT FOR sorumlu olmak/açıklama getirmek** anlamlarında kullanılır. Aşağıdaki tabloda **FOR** edatı ile kullanılan **fiiller** verilmiştir.

|                      |                 |                                |                    |                    |                |
|----------------------|-----------------|--------------------------------|--------------------|--------------------|----------------|
| <b>Apologize for</b> | Blame for       | <b>Exchange for</b>            | Make an excuse for | <b>Quarrel for</b> | Struggle for   |
| <b>Arrest for</b>    | Care about/ for | <b>Have responsibility for</b> | Pay for            | <b>Reserve for</b> | Substitute for |
| <b>Ask for</b>       | Change for      | <b>Hope for</b>                | Prepare for        | <b>Search for</b>  | Vote for       |
| <b>Beg for</b>       | Compensate for  | <b>Make an apology for</b>     | Provide (sth) for  | <b>Send for</b>    | Wait for       |

<sup>227</sup> **THAT** ile yapılan bir **RELATIVE CLAUSE** yapısıdır. Devamında fiil aldığına dikkat edin. Burada **WHICH** yapısı da kullanılabilir.



| VOCABULARY       | MEANING                       | SYNONYMS  | ANTONYMS                                      |
|------------------|-------------------------------|---|---|
| account for      | <i>sebebi olmak</i>           | give a report, be responsible                             |   |
| adolescence      | <i>gençlik</i>                | age of puberty; youth                                     | adulthood, infancy                            |
| alter            | <i>değiştirmek</i>            | change, modify; be changed, be modified                   |   |
| altitude         | <i>yükseklik</i>              | height, distance above sea level                          |   |
| antihypertensive | <i>tansiyonu önleyen ilaç</i> |   |   |
| awareness        | <i>farkındalık</i>            | consciousness   | ignorance, insensitivity, unconsciousness     |
| bronchodilator   | <i>bronkodilatör</i>          |   |   |
| chronically      | <i>kronik olarak</i>          |   |   |
| commonly         | <i>çoğunlukla</i>             | usually; prevalently                                      | uncommonly, unusually                         |
| cyclic           | <i>periyodik</i>              |   |   |
| dilate           | <i>genişle(t)mek</i>          | expand, become wide                                       | compress, constrict, contract, lessen, reduce |
| emotional        | <i>duygusal</i>               | full of feeling, passionate, sentimental                  |   |
| equal            | <i>yaşıt, denk</i>            | same, identical; able, capable                            |   |
| excessive        | <i>aşırı, fazla</i>           | immoderate, extreme                                       | insufficient, moderate, reasonable, underdone |
| flow             | <i>akmak, taşmak</i>          | stream  |   |
| fluctuation      | <i>dalgalanma</i>             | instability, inconstancy, change                          |   |
| glaring          | <i>ışıl ışıl, apaçık</i>      | brilliant   |   |
| heighten         | <i>artırmak</i>               | raise, elevate; increase, intensify, enhance; grow        |   |
| hypoglycemia     | <i>hipoglisemi</i>            | deficiency of sugar in the blood                          |   |
| incidence        | <i>oran, etki alanı</i>       | frequency, rate of occurrence; occurrence                 |   |
| indicate         | <i>göstermek</i>              | show; point out; mark, signify; imply; exhibit, suggest   |   |
| induce           | <i>uyarmak, sebep olmak</i>   | cause, bring about  |   |
| inflammatory     | <i>iltihaplı</i>              |   |   |
| inherited        | <i>kalıtımla kazanmak</i>     | transmitted genetically                                   |   |
| issue            | <i>yayınlamak, sorun</i>      | publish, distribute                                       |   |
| lack of          | <i>-den eksik olmak</i>       | be short of; be without                                   |   |
| mutation         | <i>değişim</i>                | change, alteration  |   |
| nitrate          | <i>nitratlamak</i>            |   |   |
| noise            | <i>gürültü, parazit</i>       | loud sound  |   |
| occur            | <i>ortaya çıkmak</i>          | happen, take place  |   |
| onset            | <i>başlangıç</i>              | attack; beginning   | conclusion, end, ending, finish               |
| particular       | <i>belirli, detaylı</i>       | special; unusual, uncommon; detailed; meticulous, precise | general, imprecise, indefinite, inexact       |
| perception       | <i>algı</i>                   | sense, feeling; understanding                             |   |
| possibly         | <i>mümkün olduğunca</i>       | perhaps, maybe  |   |
| release          | <i>serbest bırakmak</i>       | set free, liberate, emancipate                            |   |
| remedy           | <i>tedavi, çözüm</i>          | therapeutic drug, medication                              |   |
| sensation        | <i>duygu, merak</i>           | perception  |   |
| skip             | <i>atlama(k), tekleme</i>     | jump  |   |
| smell            | <i>koklamak</i>               | sense, perceive, discern                                  |   |
| trigger          | <i>tetiklemek</i>             | start, precipitate, initiate; activate                    |   |

**A) MATCH THE SYNONYMS**

|                |                         |
|----------------|-------------------------|
| 1) account for | age of puberty          |
| 2) adolescence | alteration              |
| 3) alter       | be responsible          |
| 4) altitude    | be without              |
| 5) awareness   | beginning               |
| 6) dilate      | bring about             |
| 7) emotional   | consciousness           |
| 8) fluctuation | emancipate              |
| 9) heighten    | expand                  |
| 10) incidence  | frequency               |
| 11) induce     | height                  |
| 12) inherited  | initiate                |
| 13) lack of    | instability             |
| 14) mutation   | jump                    |
| 15) onset      | modify                  |
| 16) release    | perception              |
| 17) remedy     | raise                   |
| 18) sensation  | sentimental             |
| 19) skip       | therapeutic drug        |
| 20) trigger    | transmitted genetically |

**B) Put the correct PREPOSITIONS from the following list in the sentences below.**

**in of before of in for in with by in of in in of**

- Migraines usually develop ... the age ... 40 and occur more commonly ... women than men.
- Migraine incidence ... children is equal ... boys and girls.
- Lack ... sleep, hypoglycemia caused ... skipped meals, alcohol (especially red wine), excessive exercise, changes ... altitude or weather, or MSG, nitrate, or tyramine-containing foods trigger migraine headache onset ... some people.
- Women's issues ... heightened stress perception and cyclic hormonal fluctuations may account ... the increased incidence ... women.
- Migraine onset begins ... the release ... serotonin.

**C) Put the correct CONJUNCTIONS from the following list in the sentences below.**

**due to which such as that which more than but that**

- Migraines usually develop before the age of 40 and occur more commonly in women than men and in Caucasians ... in African Americans or Asians.
- Migraine incidence in children is equal in boys and girls, ... migraines become three times more common in girls than in boys during adolescence, possibly ... hormonal effects.
- Migraine onset begins with the release of serotonin, ... can be triggered by stress, particular foods, sensations, medications, or hormone levels.
- Medications ... birth control pills, drugs ... dilate blood vessels or alter brain blood flow.
- Migraine awareness is high, and recent medical research indicates ... migraines are caused by inherited mutations in genes ... control brain activity.

## PROBABLE QUESTIONS TEST 27

1. **Migraine awareness is high, and recent medical research indicates that migraines ..... by inherited mutations in genes which control brain activity.**
  - a) has been caused
  - b) are caused
  - c) were caused
  - d) had been caused
  - e) would be caused
2. **Migraines usually develop before the age of 40 and occur more ..... in women than men and in Caucasians more than in African Americans or Asians.**
  - a) seriously
  - b) slightly
  - c) temporarily
  - d) unluckily
  - e) commonly
3. **Migraine incidence in children is equal in boys and girls, ..... migraines become three times more common in girls than in boys during adolescence, possibly due to hormonal effects.**
  - a) hence
  - b) while
  - c) for all
  - d) but
  - e) due to
4. **Migraine onset begins with the release of serotonin, ..... can be triggered by stress, particular foods, sensations, medications, or hormone levels.**
  - a) that
  - b) who
  - c) which
  - d) of which
  - e) whose
5. **Migraines are ..... in some people by glaring light, smells, or noise, or by emotional stress.**
  - a) released
  - b) heightened
  - c) indicated
  - d) altered
  - e) induced
6. **Lack of sleep, hypoglycemia caused ..... skipped meals, alcohol (especially red wine), excessive exercise, changes ..... altitude or weather, or MSG, nitrate, or tyramine-containing foods trigger migraine headache onset in some people.**
  - a) on/to
  - b) by/in
  - c) of/up
  - d) to/at
  - e) at/by
7. **Women's issues of heightened stress ..... and cyclic hormonal fluctuations may account for the increased incidence in women.**
  - a) perception
  - b) sensation
  - c) mutation
  - d) onset
  - e) awareness
8. **Medications such as birth control pills, drugs that dilate blood vessels or alter brain blood flow, or ..... used head pain remedies can cause migraine headache.**
  - a) ultimately
  - b) superficially
  - c) chronically
  - d) sparsely
  - e) relatively

## 27.MIGRAINE 2

What are the causes and risk factors of migraine?

Migraine  is high, and recent medical research  that migraines are caused by  mutations in genes which  brain activity. Migraines  develop before the age of  and occur more  in women than men and in Caucasians  than in African Americans or Asians. Migraine  in children is  in boys and girls, but migraines  three times more common in girls  in boys during , possibly due to hormonal . Migraine  begins  the release of serotonin,  can be  by stress,  foods, sensations, , or hormone levels. , migraines are  in some people by glaring light, smells, or , or by  stress. , lack of , hypoglycemia  by skipped , alcohol (especially red wine),  exercise, changes in  or weather, or MSG, , or tyramine- foods trigger migraine headache  in some people. Women's issues of heightened  perception and cyclic hormonal  may account for the  incidence in women.  such as birth control pills,  that dilate blood  or alter brain blood flow (for , nitroglycerin, antihypertensives, anti-inflammatories, or bronchodilators), or chronically used head pain remedies can cause migraine headache.

40  
adolescence  
altitude  
awareness  
become  
caused  
commonly  
containing  
control  
drugs  
effects  
emotional  
equal  
example  
excessive  
fluctuations  
For instance  
In addition  
incidence  
increased  
indicates  
induced  
inherited  
meals  
medications  
Medications  
more  
nitrate  
noise  
onset  
onset  
particular  
sleep  
stress  
than  
triggered  
usually  
vessels  
which  
with

## 28.Cancer

Cancer is the general name for a group of more than 100 diseases in which cells in a part of the body begin to grow out of control. **Although**<sup>228</sup> there are many kinds of cancer, they all start because abnormal cells grow out of control. Untreated cancers can cause serious illness and even death. The body is made up of trillions of living cells. Normal body cells grow, divide, and die in an orderly fashion. **During**<sup>229</sup> the early years of a person's life, normal cells divide faster to allow the person to grow. After the person becomes an adult, most cells divide only to replace worn-out or dying cells or to repair injuries.

**How cancer starts:** Cancer starts when cells in a part of the body start to grow out of control. There are many kinds of cancer, but they all start **because of**<sup>230</sup> out-of-control growth of abnormal cells. Cancer cell growth is different from normal cell growth. Instead of dying, cancer cells continue to grow and form new, abnormal cells. Cancer cells can also invade (grow into) other tissues, something that normal cells cannot do. Growing out of control and invading other tissues are what makes a cell a cancer cell. Cells become cancer cells because of damage to DNA. DNA is in every cell and directs all its actions. In a normal cell, when DNA gets damaged the cell either repairs the damage or the cell dies. In cancer cells, the damaged DNA is not repaired, but the cell doesn't die like it should. Instead, this cell goes on making new cells that the body does not need. These new cells will all have the same damaged DNA as the first cell does. People can inherit damaged DNA, but most DNA damage is caused by mistakes that happen while the normal cell is reproducing or by something in our environment. Sometimes the cause of the DNA damage is something obvious, like cigarette smoking. But often no clear cause is found. In most cases the cancer cells form a tumor. Some cancers, like leukemia, rarely form tumors. **Instead**<sup>231</sup>, these cancer cells involve the blood and blood-forming organs and circulate through other tissues where they grow.

**How cancer spreads:** Cancer cells often travel to other parts of the body, where they begin to grow and form new tumors that replace normal tissue. This process is called metastasis. It happens when the cancer cells get into the bloodstream or lymph vessels of our body.

**How cancers differ:** No matter where a cancer may spread, it is always named for the place where it started. For example, breast cancer that has spread to the liver is still called breast cancer, not liver cancer. Likewise, prostate cancer that has spread to the bone is metastatic prostate cancer, not bone cancer. Different types of cancer can behave very differently. For example, lung cancer and breast cancer are very different diseases. They grow at different rates and respond to different treatments. That is why people with cancer need treatment that is aimed at their particular kind of cancer.

**Tumors that are not cancer:** Not all tumors are cancerous. Tumors that aren't cancer are called benign. Benign tumors can cause problems – they can grow very large and press on healthy organs and tissues. But they cannot grow into (invade) other tissues. Because they can't invade, they also can't spread to other parts of the body (metastasize). These tumors are almost never life threatening.

**How common is cancer?:** Half of all men and one-third of all women in the US will develop cancer during their lifetimes. Today, millions of people are living with cancer or have had cancer. The risk of developing most types of cancer can be reduced by changes in a person's lifestyle, for example, by quitting smoking, limiting time in the sun, being physically active, and eating a better diet. **The sooner a cancer is found and treated, the better**<sup>232</sup> the chances are for living for many years.

<http://www.cancer.org/Cancer/CancerBasics/what-is-cancer>

<sup>228</sup> **ALTHOUGH, THOUGH, MUCH AS** ve **EVEN THOUGH** de birer zıtlık bağlacıdır ama bunlar kendilerinden sonra cümle alırlar. **THOUGH** iki virgül veya nokta virgül arasında kullanıldığında **GERÇİ** anlamındadır. Bu tür bağlaçlarda her iki cümle arasındaki anlam ön plana çıkmaktadır. **DESPITE/IN SPITE OF** aynı anlamda kullanılıp kendilerinden sonra **NOUN (isim)** alırlar.

<sup>229</sup> **DURING** esnasında anlamında olup kendisinden sonra gelen zaman yapısına göre hem **SIMPLE PAST TENSE (DURING 1990-2000)** ile hem de **PRESENT PERFECT TENSE (DURING THE LAST/PAST TWO WEEKS/YEARS)** ile kullanılabilir.

<sup>230</sup> **BECAUSE OF/OWING TO / DUE TO / IN VIEW OF / ON ACCOUNT OF** den dolayı anlamında olup kendilerinden sonra **NOUN (isim)** alırlar. **BECAUSE/SINCE/FOR/AS/SEEING THAT** cümle başında **İÇİN/DEN DOLAYI** anlamında ama cümle ortasında **ÇÜNKÜ** anlamında kullanılır. Bu bağlaçlar kendisinden sonra **cümle** alırlar.

<sup>231</sup> **INSTEAD** yerine anlamındadır ama kendisinden sonra **OF** edatı geldiğinde **İSİM** alır.

<sup>232</sup> **THE MORE ... THE MORE ...** yapısıdır. Sıfat konusunda karşımıza çıkar. Önemli bazı sıfat yapıları aşağıda verilmiştir.

|  |  |
|--|--|
| He is <b>more</b> dangerous <b>than</b> this lion. (-den daha tehlikeli)                     | My car is <b>as</b> expensive <b>as</b> your car. (-e kadar ...)           |
| He is <b>younger than</b> me. (-den daha genç)   | My computer is not <b>so</b> fast <b>as</b> yours. (-e kadar ...)          |
| Dubai is <b>so</b> beautiful <b>that</b> everybody wants to go. (o kadar ... ki)             | <b>The more</b> you try, <b>the more</b> you improve. (ne kadar...o kadar) |
| Dubai is <b>such</b> a beautiful country <b>that</b> everybody wants to go. (o kadar ... ki) | He is <b>old enough to</b> go out at nights. (yeterince ...-mek için)      |
| Şanlıurfa is <b>one of the hottest</b> cities in Southeast Anatolia. (en ... den biri)       | He is <b>too small to</b> go out at nights. (fazla ... -mek için)          |

| VOCABULARY              | MEANING                           | SYNONYMS   | ANTONYMS  |
|-------------------------|-----------------------------------|--|---|
| <b>abnormal</b>         | <i>anormal</i>                    | unusual, not normal; irregular, exceptional                    | customary, normal, standard, usual                  |
| <b>aim</b>              | <i>amaç(lamak)</i>                | direct; intend   |   |
| <b>benign</b>           | <i>iyi huylu</i>                  | non-malignant  | malignant   |
| <b>bloodstream</b>      | <i>kan dolaşımı</i>               | flow of blood  |   |
| <b>bone</b>             | <i>kemik</i>                      |  |   |
| <b>circulate</b>        | <i>dolaşmak</i>                   | move around  |   |
| <b>die</b>              | <i>ölmek</i>                      |  | be born, begin, live                                |
| <b>differently</b>      | <i>farklı olarak</i>              | in a different manner  |   |
| <b>direct</b>           | <i>yönetmek</i>                   | guide, lead, instruct; manage; command                         | indirect  |
| <b>divide</b>           | <i>bölmek</i>                     | separate into parts  | attach, combine, connect, couple, join, link, unite |
| <b>even</b>             | <i>hatta, bile</i>                | yet, still   |   |
| <b>fashion</b>          | <i>moda, tarz, biçimlendirmek</i> | style, mode; custom  |   |
| <b>faster</b>           | <i>hızlandırmak, daha hızlı</i>   | rapid; hurried   | slow, unhurried                                     |
| <b>grow</b>             | <i>büyü(t)mek</i>                 | become larger  |   |
| <b>happen</b>           | <i>meydana gelmek</i>             | occur, take place  |   |
| <b>instead</b>          | <i>yerine</i>                     | in place of; as a replacement                                  |   |
| <b>instead of</b>       | <i>-nın yerine</i>                | in place of  |   |
| <b>inherit</b>          | <i>kalıtımla kazanmak</i>         |  |   |
| <b>injury</b>           | <i>yara, hasar</i>                | hurt; wound; harm, damage                                      |   |
| <b>invade</b>           | <i>saldırmak, ele geçirmek</i>    | occupy; penetrate  |   |
| <b>involve</b>          | <i>kapsamak, sarmak</i>           | include  | exclude, free, remove                               |
| <b>life threatening</b> | <i>hayatı tehdit edici</i>        |  |   |
| <b>likewise</b>         | <i>aynı şekilde</i>               | in addition, also, too, as well; in the same manner, similarly | opposing, opposite, reverse                         |
| <b>limit</b>            | <i>sınırlamak</i>                 | restrict; reduce   |   |
| <b>lymph</b>            | <i>lenf</i>                       |  |   |
| <b>make up of</b>       | <i>-den oluşmak</i>               |  |   |
| <b>metastasis</b>       | <i>yayılma</i>                    | changeover, conversion, growth                                 |   |
| <b>mistake</b>          | <i>hata</i>                       | make an error, be wrong; misinterpret, misunderstand; confuse  |   |
| <b>no matter</b>        | <i>önemi yok</i>                  | not important  |   |
| <b>obvious</b>          | <i>açık, belli</i>                | clear; apparent, evident; plain                                | ambiguous, indefinite, obscure, unclear, vague      |
| <b>orderly</b>          | <i>düzenli, sistemli</i>          | neat, tidy, organized; well-behaved; methodical                |   |
| <b>out-of-control</b>   | <i>kontrol edilemez</i>           | not in control, out of hand                                    |   |
| <b>particular</b>       | <i>özel, detaylı</i>              | special; unusual, uncommon; detailed; meticulous               |   |
| <b>quit</b>             | <i>ayrılmak, vazgeçmek</i>        | stop, cease; leave   |   |
| <b>rarely</b>           | <i>nadiren</i>                    | infrequently, not often, seldom                                | frequently, regularly                               |
| <b>reduce</b>           | <i>azaltmak</i>                   | lessen, diminish, decrease                                     | expand, extend, grow, increase, raise, upgrade      |
| <b>repair</b>           | <i>tamir etmek</i>                | fix, mend  |   |

|                   |                          |   |
|-------------------|--------------------------|---|
| <b>replace</b>    | <i>yerini almak</i>      | substitute for  |
| <b>reproduce</b>  | <i>tekrar üretmek</i>    | procreate, multiply, produce offspring;<br>duplicate, copy; re-create, remake |
| <b>respond to</b> | <i>-e yanıt vermek</i>   | answer, reply; react  |
| <b>serious</b>    | <i>ciddi</i>             |   |
| <b>untreated</b>  | <i>tedavi edilmemiş</i>  | not dealt with, not cared for   |
| <b>vessel</b>     | <i>damar, kanal</i>      |   |
| <b>wear-out</b>   | <i>tüketmek, aşınmak</i> |   |



**A) MATCH THE SYNONYMS**

|                |                     |
|----------------|---------------------|
| 1) abnormal    | apparent            |
| 2) benign      | decrease            |
| 3) bloodstream | flow of blood       |
| 4) direct      | guide               |
| 5) divide      | infrequently        |
| 6) even        | leave               |
| 7) fashion     | mend                |
| 8) injury      | multiply            |
| 9) likewise    | neat                |
| 10) limit      | non-malignant       |
| 11) obvious    | react               |
| 12) orderly    | restrict            |
| 13) particular | separate into parts |
| 14) quit       | similarly           |
| 15) rarely     | special             |
| 16) reduce     | still               |
| 17) repair     | style               |
| 18) replace    | substitute for      |
| 19) reproduce  | unusual             |
| 20) respond to | wound               |

**B) Put the correct PREPOSITIONS from the following list in the sentences below.**

**at of by to for by in of like to into of in**

- Breast cancer that has spread ... the liver is still called breast cancer, not liver cancer.
- They grow ... different rates and respond ... different treatments.
- They cannot grow ... (invade) other tissues.
- The risk ... developing most types ... cancer can be reduced ... changes ... a person's lifestyle, ... example, ... quitting smoking, limiting time ... the sun, being physically active, and eating a better diet.
- Sometimes the cause ... the DNA damage is something obvious, ... cigarette smoking.

**C) Put the correct CONJUNCTIONS from the following list in the sentences below.**

**but after instead of although because where when instead**

- In a normal cell, ... DNA gets damaged the cell either repairs the damage or the cell dies. In cancer cells, the damaged DNA is not repaired, ... the cell doesn't die like it should.
- ... there are many kinds of cancer, they all start ... abnormal cells grow out of control.
- ... the person becomes an adult, most cells divide only to replace worn-out or dying cells or to repair injuries.
- ... dying, cancer cells continue to grow and form new, abnormal cells.
- Some cancers, like leukemia, rarely form tumors. ... , these cancer cells involve the blood and blood-forming organs and circulate through other tissues ... they grow.

## PROBABLE QUESTIONS TEST 28

1. **Cancer is the general name for a group of more than 100 diseases ..... cells in a part of the body begin to grow out of control.**
  - a) whose
  - b) why
  - c) in which
  - d) which
  - e) of which
2. **..... there are many kinds of cancer, they all start because abnormal cells grow out of control.**
  - a) Before
  - b) Even so
  - c) However
  - d) Although
  - e) While
3. **..... the early years of a person's life, normal cells divide faster to allow the person ..... grow.**
  - a) Through/for
  - b) During/to
  - c) At/over
  - d) After/on
  - e) By/up
4. **..... the person becomes an adult, most cells divide only to replace worn-out or dying cells or to repair injuries.**
  - a) After
  - b) Whether
  - c) Unless
  - d) Whereas
  - e) Providing that
5. **There are many kinds of cancer, but they all start ..... out-of-control growth of abnormal cells.**
  - a) because of
  - b) as regards
  - c) along with
  - d) except for
  - e) by no means
6. **Cancer cell growth is different from normal cell growth. Instead of dying, cancer cells ..... to grow and form new, abnormal cells.**
  - a) respond
  - b) replace
  - c) involve
  - d) continue
  - e) repair
7. **Cancer cells often travel to other parts of the body, ..... they begin to grow and form new tumors that replace normal tissue.**
  - a) which
  - b) that
  - c) whose
  - d) where
  - e) what
8. **..... where a cancer may spread, it is always named for the place where it started. For example, breast cancer that has spread to the liver is still called breast cancer, not liver cancer.**
  - a) However
  - b) Because
  - c) No matter
  - d) As long as
  - e) Moreover
9. **Benign tumors can cause problems – they can grow very large and press on healthy organs and tissues. .... they cannot grow into (invade) other tissues.**
  - a) Moreover
  - b) But
  - c) Since
  - d) No sooner
  - e) Whenever
10. **The risk of developing most types of cancer can be reduced by changes in a person's lifestyle, ....., by quitting smoking, limiting time in the sun, being physically active, and eating a better diet.**
  - a) by means of
  - b) except for
  - c) in excess of
  - d) in place of
  - e) for example

# 28.CANCER

Cancer is the [ ] name for a group of more than 100 [ ] in which cells in a part of the body [ ] to grow out of control. [ ] there are many kinds of cancer, they all start because [ ] cells grow out of control. Untreated cancers can cause serious illness and even death. The body is made up of trillions of living cells. Normal body cells grow, divide, and die in an orderly [ ]. During the early years of a person's life, normal cells [ ] faster to allow the person to grow. After the person becomes an adult, most cells divide only to [ ] worn-out or dying cells or to repair injuries.

How cancer starts: Cancer starts [ ] cells in a part of the body start to grow out of control. There are many kinds of cancer, but they all start [ ] out-of-control growth of abnormal cells. Cancer cell growth is [ ] from normal cell growth. [ ] dying, cancer cells continue to grow and form new, abnormal cells. Cancer cells can also invade (grow into) other tissues, something that normal cells cannot do. Growing out of control and [ ] other tissues are what makes a cell a cancer cell. Cells become cancer cells because of damage to DNA. DNA is in [ ] cell and directs all its actions. In a normal cell, when DNA gets [ ] the cell either repairs the damage or the cell dies. In cancer cells, the damaged DNA is not repaired, but the cell doesn't die like it should. [ ], this cell goes on making new cells that the body does not need. These new cells will all have the same damaged DNA as the first cell does. People can inherit damaged DNA, but most DNA damage is caused by [ ] that happen while the normal cell is reproducing or by something in our [ ]. Sometimes the cause of the DNA damage is something obvious, like [ ] smoking. But often no clear cause is found. In most cases the cancer cells form a tumor. Some cancers, like [ ], rarely form tumors. Instead, these cancer cells involve the [ ] and blood-forming organs and [ ] through other tissues where they grow.

How cancer spreads: Cancer cells often travel to other parts of the body, where they begin to grow and form new tumors that [ ] normal tissue. This process is called [ ]. It happens when the cancer cells get into the [ ] or lymph vessels of our body.

How cancers differ: [ ] where a cancer may spread, it is always named for the place where it started. [ ], breast cancer that has spread to the liver is still called breast cancer, not liver cancer. Likewise, prostate cancer that has spread to the bone is metastatic [ ] cancer, not bone cancer. [ ] types of cancer can behave very [ ]. For example, lung cancer and breast cancer are very different diseases. They grow at different rates and respond to different [ ]. That is why people with cancer need treatment that is [ ] at their particular kind of cancer.

Tumors that are not cancer: Not all tumors are [ ]. Tumors that aren't cancer are called benign. Benign tumors can cause problems – they can grow very large and press on [ ] organs and tissues. But they cannot grow into (invade) other tissues. Because they can't invade, they also can't spread to other parts of the body (metastasize). These tumors are almost never life [ ].

How common is cancer?: Half of all men and one-third of all women in the US will develop cancer during their lifetimes. Today, millions of people are living with cancer or have had cancer. The risk of [ ] most types of cancer can be [ ] by changes in a person's lifestyle, for example, by quitting [ ], limiting time in the sun, being [ ] active, and eating a better diet. The sooner a cancer is found and [ ], the better the chances are for living for many years.

abnormal  
aimed  
Although  
because of  
begin  
blood  
bloodstream  
cancerous  
cigarette  
circulate  
damaged  
developing  
different  
Different  
differently  
diseases  
divide  
environment  
every  
fashion  
For example  
general  
healthy  
Instead  
Instead of  
invading  
leukemia  
metastasis  
mistakes  
No matter  
physically  
prostate  
reduced  
replace  
replace  
smoking  
threatening  
treated  
treatments  
when

## 29.AIDS

Acquired immune deficiency syndrome or acquired immunodeficiency syndrome (AIDS) is a disease of the human immune system **caused by** <sup>233</sup>the human immunodeficiency virus (HIV). The illness **interferes with** <sup>234</sup>the immune system making people with AIDS much more likely to get infections, **including** <sup>235</sup>opportunistic infections and tumors that do not affect people with working immune systems. This susceptibility gets worse as the disease continues. HIV is transmitted in many ways, such as anal, vaginal or oral sex, blood transfusion, contaminated hypodermic needles, exchange between mother and baby during pregnancy, childbirth, and breastfeeding. It can be transmitted by any contact of a mucous membrane or the bloodstream with a bodily fluid that has the virus in it, such as the blood, semen, vaginal fluid, preseminal fluid, or breast milk from an infected person.

The virus and disease are often referred to together as HIV/AIDS. The disease is a major health problem in many parts of the world, and is considered a pandemic, a disease outbreak that is **not only present over a large area but** <sup>236</sup>is actively spreading. In 2009, the World Health Organization (WHO) estimated that there are 33.4 million people worldwide **living with** <sup>237</sup>HIV/AIDS, with 2.7 million new HIV infections per year and 2.0 million annual deaths due to AIDS. In 2007, UNAIDS **estimated** <sup>238</sup>: 33.2 million people worldwide had AIDS that year; AIDS killed 2.1 million people **in the course of** <sup>239</sup>that year, including 330,000 children, and 76% of those deaths occurred in sub-Saharan Africa. According to UNAIDS 2009 report, worldwide some 60 million people **have been infected since** <sup>240</sup>the start of the pandemic, with some 25 million deaths, and 14 million orphaned children in southern Africa alone.

Genetic research indicates **that HIV originated** <sup>241</sup>in west-central Africa during the late nineteenth or early twentieth century. AIDS **was first recognized** <sup>242</sup>by the U. S. Centers for Disease Control and Prevention in 1981 and its cause, HIV, identified in the early 1980s. **Although** <sup>243</sup>treatments for HIV/AIDS can slow the course of the disease, there is no known cure or HIV vaccine. Antiretroviral treatment reduces **both the deaths and** <sup>244</sup>new infections from HIV/AIDS, but these drugs are expensive and the medications are not available in all countries. Due to the difficulty in treating HIV infection, preventing infection is a key aim in controlling the AIDS pandemic, with health organizations promoting safe sex and needle-exchange programmes in attempts to slow the spread of the virus.

<http://en.wikipedia.org/wiki/AIDS>

<sup>233</sup> **CAUSED BY** -den kaynaklanan anlamında kullanılmıştır.

<sup>234</sup> **INTERFERE WITH** müdahale etmek anlamında kullanılmıştır.

<sup>235</sup> **INCLUDING** dahil anlamında kullanılmıştır.

<sup>236</sup> **NOT ONLY ... BUT ALSO ...** koordineli bağlacıdır.

<sup>237</sup> **LIVING WITH ACTIVE** bir **RELATIVE CLAUSE** kısaltmasıdır.

<sup>238</sup> **ESTIMATED** tahminen anlamında kullanılmıştır.

<sup>239</sup> **IN THE COURSE OF/DURING** esnasında anlamında kullanılmıştır.

<sup>240</sup> **PRESENT PERFECT PASSIVE** bir yapıdır. Bütün **PERFECT PASSIVE** yapılar **HAVE** ve **VERB3** arasına **BEEN** alır.

| PRESENT PERFECT SIMPLE | PRESENT PERFECT PASSIVE          | PRESENT PERFECT STATE          | PRESENT PERFECT CONTINUOUS       |
|------------------------|----------------------------------|--------------------------------|----------------------------------|
| I HAVE INVITED.        | I HAVE <b>BEEN</b> INVITED.      | I HAVE <b>BEEN</b> HAPPY.      | I HAVE <b>BEEN</b> RUNNING.      |
| I HAD INVITED.         | I HAD <b>BEEN</b> INVITED.       | I HAD <b>BEEN</b> HAPPY.       | I HAD <b>BEEN</b> RUNNING.       |
| I WILL HAVE INVITED.   | I WILL HAVE <b>BEEN</b> INVITED. | I WILL HAVE <b>BEEN</b> HAPPY. | I WILL HAVE <b>BEEN</b> RUNNING. |

<sup>241</sup> **NOUN CLAUSE** yapısıdır.

<sup>242</sup> **PAST PASSIVE** bir yapıdır.

<sup>243</sup> **ALTHOUGH** karşılaştırmalı zıtlık bağlacıdır. Aşağıdaki tabloda önemli zıtlık bağlaçları vardır.

|  |                                      |   |
|--|--------------------------------------|---|
| 1. Even though (-e karşın, bile)           | 9. Nevertheless (yine de)            | 17. In spite of (-e rağmen)                 |
| 2. Although (-e rağmen)                    | 10. Nonetheless (yine de)            | 18. Despite (-e rağmen)                     |
| 3. Though (-e karşın)                      | 11. However (bununla beraber, ancak) | 19. But ... anyway (fakat, yine de)         |
| 4. Much as (-e rağmen)                     | 12. On the contrary (tam aksine)     | 20. But ... still (fakat, yine de)          |
| 5. Still (-e rağmen)                       | 13. As opposed to (tam aksine)       | 21. Yet ... Still (fakat, yine de)          |
| 6. Even so (öyle olsa bile)                | 14. Contrary to (tam aksine)         | 22. No matter + wh word (ne kadar....olsa)  |
| 7. Whereas (... karşın, ... oysa, halbuki) | 15. But (fakat, yine de)             | 23. However + sıfat/zarf (ne kadar....olsa) |
| 8. While (... karşın, ... oysa, halbuki)   | 16. Yet (fakat, yine de)             | 24. On the other hand (diğer yandan)        |

<sup>244</sup> **BOTH ... AND ...** koordineli bir bağlaçtır. Aşağıdaki tabloda bazı koordineli bağlaçlara örnek verilmiştir.

|                                   |                               |   |
|-----------------------------------|-------------------------------|---|
| <b>BOTH...AND</b>                 | HEM ... HEM DE ...            | He told them <b>BOTH</b> where to go <b>AND</b> how to get there.                   |
| <b>EITHER...OR</b>                | NE ... NE DE ...              | She could <b>EITHER</b> have one week in England <b>OR</b> two weeks at home.       |
| <b>NEITHER...NOR</b>              | YA ... YA DA ...              | It was <b>NEITHER</b> possible <b>NOR</b> impossible.                               |
| <b>NOT ONLY/JUST...BUT (ALSO)</b> | SADECE ...DEĞİL AYRICA ... DA | She was <b>NOT ONLY</b> their mother, <b>BUT ALSO</b> their friend.                 |
| <b>SCARCELY...WHEN</b>            | TAM ...MIŞTI Kİ ...OLDU       | <b>SCARCELY</b> had she gone out, <b>WHEN</b> he arrived.                           |
| <b>BARELY ... WHEN</b>            | TAM ...MIŞTI Kİ ...OLDU       | <b>BARELY</b> had they found the money <b>WHEN</b> they informed me.                |
| <b>HARDLY...WHEN</b>              | TAM ...MIŞTI Kİ ...OLDU       | <b>HARDLY</b> had he finished cleaning the car <b>WHEN</b> she arrived.             |
| <b>NO SOONER ... THAN</b>         | ... IR ... IRMAZ              | <b>NO SOONER</b> had she come in <b>THAN</b> she helped us.                         |
| <b>MORE...THAN</b>                | DEN DAHA FAZLA                | No one loves you <b>MORE</b> truly <b>THAN</b> I.                                   |
| <b>SO...THAT</b>                  | O KADAR ... Kİ, ÖYLE ... Kİ   | She was <b>SO</b> angry <b>THAT</b> she could have cried.                           |
| <b>SUCH...THAT</b>                | O KADAR ... Kİ, ÖYLE ... Kİ   | The place was <b>SUCH</b> a problem in terms of maintenance <b>THAT</b> he sold it. |

| VOCABULARY      | MEANING  | SYNONYMS   | ANTONYMS                            |
|-----------------|--|--|-------------------------------------|
| according to    | <i>göre</i>  | under, in accord with  |                                     |
| acquire         | <i>elde etmek, kazanmak</i>                          | buy, purchase; obtain, attain  |                                     |
| actively        | <i>aktif olarak</i>                                  | energetically, vigorously, busily                                      |                                     |
| aim             | <i>amaç(lamak)</i>                                   | direct; intend, purpose, intent; ambition, aspiration; objective, goal |                                     |
| annual          | <i>yıllık</i>  |  |                                     |
| attempt         | <i>girişmek, girişim</i>                             | try, assay   |                                     |
| available       | <i>uygun, mevcut</i>                                 | ready for use  | unavailable                         |
| bodily fluid    | <i>vücut sıvısı</i>                                  |  |                                     |
| breast-feed     | <i>emzirerek beslemek</i>                            | nurse a baby   |                                     |
| childbirth      | <i>çocuk doğurma</i>                                 |  |                                     |
| consider        | <i>düşünmek, hesaba katmak</i>                       | take into account, regard  |                                     |
| contaminate     | <i>kirletmek</i>                                     | pollute  |                                     |
| deficiency      | <i>eksiklik</i>                                      | lack, shortage; defect   | enough, plenty, sufficiency         |
| estimate        | <i>( tahmin) etmek</i>                               | predict, guess   |                                     |
| exchange        | <i>değiştirmek</i>                                   | conversion   |                                     |
| hypodermic      | <i>derialtı</i>                                      | beneath the skin   |                                     |
| identify        | <i>tanımlamak</i>                                    | recognize  |                                     |
| including       | <i>dahil</i>   | involving, comprising, containing, embracing                           | eliminate, exclude, neglect, reject |
| indicate        | <i>göstermek</i>                                     | show; point out; mark, signify; imply; exhibit, reveal; suggest        |                                     |
| infect          | <i>enfekte etmek</i>                                 | contaminate; influence   |                                     |
| interfere with  | <i>müdahale etmek</i>                                | obstruct, hinder   |                                     |
| more likely to  | <i>daha yüksek olasılıkla</i>                        |  |                                     |
| mucous membrane | <i>bazı uzuvların iç yüzünü kaplayan salgılı zar</i> |  |                                     |
| needle          | <i>iğne, dikmek</i>                                  |  |                                     |
| originate       | <i>kaynaklanmak</i>                                  | begin; be created; result from; develop; be born; be produced          |                                     |
| orphaned        | <i>yetim kalmış</i>                                  | made orphan  |                                     |
| outbreak        | <i>patlak verme, salgın</i>                          | eruption, explosion  |                                     |
| pandemic        | <i>yaygın</i>  | extensive, comprehensive, widespread, universal, general               |                                     |
| pregnancy       | <i>gebelik</i>                                       |  |                                     |
| preseminal      | <i>meni öncesi sıvı</i>                              |  |                                     |
| prevent         | <i>önlemek</i>                                       | delay, impede, hinder  |                                     |
| prevention      | <i>önleme</i>  | hindrance, impediment  |                                     |
| promote         | <i>terfi etmek, artırmak</i>                         | further, advance   | condemn, discredit                  |
| refer           | <i>ima etmek, sevk etmek</i>                         | send, direct   |                                     |
| semen           | <i>meni, döl</i>                                     |  |                                     |
| sub-saharan     | <i>Sahra'nın altında</i>                             |  |                                     |
| susceptibility  | <i>hassaslık, duyarlılık</i>                         | vulnerability  |                                     |
| transfusion     | <i>aktarım, nakil</i>                                |  |                                     |
| transmitted     | <i>bulaşıcı</i>                                      | transferred, conveyed, broadcast                                       |                                     |
| treatment       | <i>tedavi</i>  | medical care, therapy, care  |                                     |
| vaccine         | <i>aşı</i>   |  |                                     |

**A) MATCH THE SYNONYMS**

|                           |                   |
|---------------------------|-------------------|
| 1) <b>acquire</b>         | advance           |
| 2) <b>actively</b>        | contaminate       |
| 3) <b>aim</b>             | conversion        |
| 4) <b>consider</b>        | conveyed          |
| 5) <b>contaminate</b>     | defect            |
| 6) <b>deficiency</b>      | delay             |
| 7) <b>estimate</b>        | direct            |
| 8) <b>exchange</b>        | energetically     |
| 9) <b>indicate</b>        | explosion         |
| 10) <b>infect</b>         | goal              |
| 11) <b>interfere with</b> | impediment        |
| 12) <b>refer</b>          | medical care      |
| 13) <b>outbreak</b>       | obstruct          |
| 14) <b>pandemic</b>       | obtain            |
| 15) <b>prevent</b>        | point out         |
| 16) <b>prevention</b>     | pollute           |
| 17) <b>promote</b>        | predict           |
| 18) <b>susceptibility</b> | take into account |
| 19) <b>transmitted</b>    | vulnerability     |
| 20) <b>treatment</b>      | widespread        |

**B) Put the correct PREPOSITIONS from the following list in the sentences below.**

**in to with to in during by of with of by with**

- Acquired immune deficiency syndrome or acquired immunodeficiency syndrome (AIDS) is a disease ... the human immune system caused ... the human immunodeficiency virus (HIV).
- The illness interferes ... the immune system making people ... AIDS much more likely ... get infections.
- Genetic research indicates that HIV originated ... west-central Africa ... the late nineteenth or early twentieth century.
- HIV can be transmitted ... any contact ... a mucous membrane or the bloodstream ... a bodily fluid that has the virus ... it.
- The virus and disease are often referred ... together as HIV/AIDS.

**C) Put the correct CONJUNCTIONS from the following list in the sentences below.**

**that not only ... but although but due to due to both ... and**

- Antiretroviral treatment reduces ... the deaths ... new infections from HIV/AIDS, ... these drugs are expensive and the medications are not available in all countries.
- ... the difficulty in treating HIV infection, preventing infection is a key aim in controlling the AIDS pandemic,
- In 2009, the World Health Organization (WHO) estimated ... there are 33.4 million people worldwide living with HIV/AIDS, with 2.7 million new HIV infections per year and 2.0 million annual deaths ... AIDS.
- The disease is a major health problem in many parts of the world, and is considered a pandemic, a disease outbreak that is ... present over a large area ... is actively spreading.
- ... treatments for HIV/AIDS can slow the course of the disease, there is no known cure or HIV vaccine.



## PROBABLE QUESTIONS TEST 29

1. **Acquired immune deficiency syndrome or acquired immunodeficiency syndrome (AIDS) is a disease ..... the human immune system caused ..... the human immunodeficiency virus (HIV).**
  - a) of/by
  - b) through/over
  - c) on/to
  - d) by/down
  - e) out/after
2. **The illness ..... with the immune system making people with AIDS much more likely to get infections, including opportunistic infections and tumors that do not affect people with working immune systems.**
  - a) promotes
  - b) infects
  - c) interferes
  - d) exchanges
  - e) estimates
3. **HIV is transmitted in many ways, ..... anal, vaginal or oral sex, blood transfusion, contaminated hypodermic needles, exchange between mother and baby during pregnancy, childbirth, and breastfeeding.**
  - a) instead of
  - b) on behalf of
  - c) on account of
  - d) rather than
  - e) such as
4. **HIV ..... by any contact of a mucous membrane or the bloodstream with a bodily fluid that ..... the virus in it, such as the blood, semen, vaginal fluid, preseminal fluid, or breast milk from an infected person.**
  - a) could have been transmitted/had
  - b) may be transmitted/would have
  - c) should transmit/has
  - d) can be transmitted/has
  - e) might have been transmitted/will have
5. **The disease is a major health problem in many parts of the world, and is considered a pandemic, a disease outbreak that is ..... present over a large area ..... is actively spreading.**
  - a) either/or
  - b) such/as
  - c) not only/but
  - d) so/that
  - e) neither/nor
6. **In 2009, the World Health Organization (WHO) ..... that there are 33.4 million people worldwide living with HIV/AIDS, with 2.7 million new HIV infections per year and 2.0 million annual deaths due to AIDS.**
  - a) promoted
  - b) controlled
  - c) recognized
  - d) prevented
  - e) estimated
7. **..... UNAIDS 2009 report, worldwide some 60 million people have been infected since the start of the pandemic, with some 25 million deaths, and 14 million orphaned children in southern Africa alone.**
  - a) According to
  - b) With regard to
  - c) Rather than
  - d) In terms of
  - e) Except for
8. **AIDS was first recognized ..... the U. S. Centers for Disease Control and Prevention in 1981 and its cause, HIV, identified ..... the early 1980s.**
  - a) in/before
  - b) on/to
  - c) by/in
  - d) after/up
  - e) off/out
9. **..... treatments for HIV/AIDS can slow the course of the disease, there is no known cure or HIV vaccine.**
  - a) Lest
  - b) Meanwhile
  - c) When
  - d) Once
  - e) Although
10. **Antiretroviral treatment reduces ..... the deaths ..... new infections from HIV/AIDS, but these drugs are expensive and the medications are not available in all countries.**
  - a) so/that
  - b) more/than
  - c) both/and
  - d) enough/to
  - e) rather/than



# 29.AIDS

Acquired immune [ ] syndrome or acquired immunodeficiency [ ] (AIDS) is a disease of the human immune system caused by the human [ ] virus (HIV). The illness [ ] with the immune system [ ] people with AIDS much more likely to get infections, including [ ] infections and [ ] that do not affect people with working immune systems. This [ ] gets worse as the disease continues.

HIV is [ ] in many ways, such as anal, vaginal or oral sex, blood transfusion, [ ] hypodermic needles, exchange between mother and baby during [ ], childbirth, and breastfeeding. It can be transmitted by any contact of a mucous [ ] or the bloodstream with a bodily fluid that has the virus in it, [ ] the blood, semen, vaginal fluid, preseminal fluid, or [ ] milk from an infected person.

The virus and disease are often referred to together as HIV/AIDS. The disease is a major health problem in many parts of the world, and is [ ] a pandemic, a disease outbreak that is not only present over a large area but is [ ] spreading. In 2009, the World Health [ ] (WHO) [ ] that there are 33.4 million people worldwide living with HIV/AIDS, with 2.7 million new HIV infections per year and 2.0 million [ ] deaths due to AIDS. In 2007, UNAIDS estimated: 33.2 million people [ ] had AIDS that year; AIDS killed 2.1 million people in the course of that year, including 330,000 children, and 76% of those deaths occurred in sub-Saharan Africa. [ ] UNAIDS 2009 report, worldwide some 60 million people have been [ ] since the start of the [ ], with some 25 million deaths, and 14 million [ ] children in southern Africa alone.

Genetic research [ ] that HIV originated in west-central Africa during the late nineteenth or early twentieth century. AIDS was first [ ] by the U. S. Centers for Disease Control and [ ] in 1981 and its cause, HIV, identified in the early 1980s.

[ ] treatments for HIV/AIDS can slow the course of the disease, there is no [ ] cure or HIV vaccine. Antiretroviral [ ] reduces both the deaths and new [ ] from HIV/AIDS, but these drugs are [ ] and the [ ] are not available in all countries. Due to the [ ] in treating HIV infection, [ ] infection is a key [ ] in controlling the AIDS pandemic, with health organizations [ ] safe sex and needle-[ ] programmes in attempts to [ ] the spread of the [ ].

According to  
actively  
aim  
Although  
annual  
breast  
considered  
contaminated  
deficiency  
difficulty  
estimated  
exchange  
expensive  
immunodeficiency  
indicates  
infected  
infections  
interferes  
known  
making  
medications  
membrane  
opportunistic  
Organization  
orphaned  
pandemic  
pregnancy  
preventing  
Prevention  
promoting  
recognized  
slow  
such as  
susceptibility  
syndrome  
transmitted  
treatment  
tumors  
virus  
worldwide

## 30.Stress

Stress is your body's way of responding to any kind of demand. It can be caused by both good and bad experiences. **When** <sup>245</sup>people feel stressed by something going on around them, their bodies react by releasing chemicals into the blood. These chemicals give people more energy and strength, which can be a good thing if their stress is caused by physical danger. But this can also be a bad thing, if their stress is in response to something emotional and there is no outlet for this extra energy and strength. This class will discuss different causes of stress, how stress affects you, the difference between 'good' or 'positive' stress and 'bad' or 'negative' stress, and some common facts about how stress affects people today.

**What Causes Stress?:** Many different things can cause stress from physical (such as fear of something dangerous) to emotional (such as worry over your family or job.) Identifying what may be causing you stress is often the first step in learning how to better deal with your stress. Some of the most common sources of stress are:

**Survival Stress** - You **may have heard** <sup>246</sup>the phrase "fight or flight" before. This is a common response to danger in all people and animals. When you are afraid that someone or something may physically hurt you, your body naturally responds with a burst of energy so that you will be better able to survive the dangerous situation (fight) or escape it all together (flight). This is survival stress.

**Internal Stress** - Have you ever caught yourself worrying about things you can do nothing about or worrying for no reason at all? This is internal stress and it is one of the most important kinds of stress to understand and manage. Internal stress is **when people make themselves stressed** <sup>247</sup>. This often happens when we **worry about** <sup>248</sup>things we can't control or put ourselves in situations we know will cause us stress. Some people become addicted to the kind of hurried, tense, lifestyle that results from being under stress. They even **look for** <sup>249</sup>stressful situations and feel stress about things that aren't stressful.

**Environmental Stress** - This is a response to things around you that cause stress, such as noise, crowding, and pressure from work or family. Identifying these environmental stresses and learning to avoid them or deal with them will help lower your stress level.

**Fatigue and Overwork** - This kind of stress builds up over a long time and can take a hard toll on your body. It can be caused by working **too much or too hard** <sup>250</sup>at your job(s), school, or home. It can also be caused by not knowing how to manage your time well or how to take time out for rest and relaxation. This can be **one of the hardest kinds** <sup>251</sup>of stress to avoid because many people feel this is out of their control. Later in this course we will show you that you **DO have** <sup>252</sup>options and offer some useful tips for dealing with fatigue.

**How Does Stress Affect You?:** Stress can affect both your body and your mind. People under large amounts of stress can become tired, sick, and unable to concentrate or think clearly. Sometimes, they even suffer mental breakdowns.

<http://www.mtstcil.org/skills/stress-definition-1.html>

<sup>245</sup> **WHEN** zaman bağlacıdır ve genellikle kendi cümlesi **WILL/WOULD/SHALL** almaz.

Cümlecik olarakta hem **NOUN CLAUSE** hem de **RELATIVE CLAUSE** yapılarında kullanılabilir.

Geçmiş zaman cümlesi her 3 past zaman ile de kullanılabilir.

**WHEN WILL HE COME? (Question Word)**

**WHEN HE CAME, I WENT**

**I KNOW WHEN HE WILL COME (Noun Clause)**

**WHEN HE CAME, I WAS GOING**

**WHEN HE COMES, WE WILL GO (Adverbial Clause)**

**WHEN HE CAME, I HAD GONE**

<sup>246</sup> **MODAL PERFECT** bir yapıdır. **MAY HAVE VERB3** (%50 olasılık bildirir), **MIGHT HAVE VERB3** (%30-0 olasılık bildirir) ve **MUST HAVE VERB3** (%99 olasılık bildirir). **MODAL PERFECT** yapılar tamamen **geçmiş zaman** bildirirler.

<sup>247</sup> Burada **WHEN** bağlacı **NOUN CLAUSE** olarak kullanılmıştır. Fiilden sonra kullanıldığına dikkat edin.

<sup>248</sup> **WORRY ABOUT** endişe duymak anlamına gelir. Aşağıdaki tabloda **ABOUT** edatı ile kullanılan fiiller verilmiştir.

|                       |                   |                               |               |                      |
|-----------------------|-------------------|-------------------------------|---------------|----------------------|
| <b>Agree about</b>    | Decide about      | <b>Make a complaint about</b> | Quarrel about | <b>Think about</b>   |
| <b>Argue about</b>    | Dream about       | <b>Make a decision about</b>  | Reason about  | <b>Warn about</b>    |
| <b>Complain about</b> | Forget about      | <b>Make a mistake about</b>   | Remind about  | <b>Trouble about</b> |
| <b>Consult about</b>  | Inform (sb) about | <b>Make an inquiry about</b>  | Talk about    | <b>Worry about</b>   |

<sup>249</sup> **LOOK FOR** aramak anlamında kullanılmıştır. Aşağıdaki tablo da **LOOK** fiili ile kullanılan **PHRASAL VERBS** anlamlarıyla birlikte verilmiştir.

|                        |                                     |                     |                            |                  |                       |
|------------------------|-------------------------------------|---------------------|----------------------------|------------------|-----------------------|
| <b>Look after</b>      | Göz kulak olmak, bakmak, ilgilenmek | <b>Look out</b>     | Dikkatli olmak             | <b>Look into</b> | Araştırmak, incelemek |
| <b>Look down on</b>    | Küçük görmek, küçümsemek            | <b>Look over</b>    | Gözden geçirmek, incelemek | <b>Look back</b> | Geriye bakmak         |
| <b>Look for</b>        | Aramak                              | <b>Look through</b> | Gözden geçirmek, incelemek |                  |                       |
| <b>Look forward to</b> | Dört gözle beklemek, beklemek       | <b>Look up</b>      | Bilgi aramak               |                  |                       |

<sup>250</sup> **TOO** kuralı

**TOO SMALL TO PLAY BASKETBALL: SIFAT KONUSU**  
**TOO ADJECTIVE TO VERB yapısı**

**TOO MUCH : AŞIRI FAZLA anlamında**

**A: I PLAY**

**B: I PLAY, TOO. ( DA, DE anlamında)**

<sup>251</sup> **SUPERLATIVE** konusudur. Tek hecelilerde sıfatın başına **THE**, sonuna da **-EST** takısı eklenir. Daha uzun hecelilerde sıfatın başına **THE MOST** eklenir. Bir grup içinde **EN** olanı seçmek için kullanılır.

<sup>252</sup> **DO + VERB** normal şartlarda **SIMPLE PRESENT** yardımcı fiili **OLUMLU** cümlede **kullanılmaz** ama kullanıldığında **pekiştirmek amaçlı** kullanılır.

| VOCABULARY           | MEANING                                   | SYNONYMS   | ANTONYMS                                      |
|----------------------|---|--|---|
| <b>addict</b>        | <i>bağımlı</i>                            |  |   |
| <b>afraid</b>        | <i>korkmak</i>                            | fearful; frightened                                      |   |
| <b>avoid</b>         | <i>sakınmak</i>                           | evade, escape; keep away from                            |   |
| <b>breakdown</b>     | <i>sağlığın bozulması</i>                 | collapse, downfall                                       |   |
| <b>build up</b>      | <i>kurmak, artırmak</i>                   | construct, build   |   |
| <b>burst</b>         | <i>patlak vermek, yarılmak</i>            | erupt; break open; break into                            |   |
| <b>clearly</b>       | <i>açıkça</i>                             | unmistakably, manifestly, obviously                      |   |
| <b>concentrate</b>   | <i>odaklanmak</i>                         | focus, pay attention                                     |   |
| <b>crowd</b>         | <i>kalabalık</i>                          | gather together, group together                          |   |
| <b>deal with</b>     | <i>ile ilgilenmek</i>                     | handle, take care of                                     |   |
| <b>deal</b>          | <i>ilgilenmek</i>                         | take care  |   |
| <b>demand</b>        | <i>talep (etmek)</i>                      | claim, require; strongly request                         |   |
| <b>emotional</b>     | <i>duygusal</i>                           | full of feeling, passionate, sentimental                 |   |
| <b>environmental</b> | <i>çevresel</i>                           | pertaining to the environment                            |   |
| <b>escape</b>        | <i>kaçmak</i>                             | run away   |   |
| <b>experience</b>    | <i>deneyim</i>                            | try  |   |
| <b>fatigue</b>       | <i>yorgunluk</i>                          | weariness, tiredness                                     | freshness, liveliness, spirit,                |
| <b>feel</b>          | <i>hissetmek</i>                          | touch; sense; emotion                                    |   |
| <b>hard</b>          | <i>kati, zor, şiddetli</i>                | rigid, stiff; difficult                                  | flexible, soft                                |
| <b>hurried</b>       | <i>acele, telaşlı</i>                     | make haste, rush; urge                                   |   |
| <b>hurt</b>          | <i>incitmek</i>                           | injured, harmed  |   |
| <b>identify</b>      | <i>tanımlamak</i>                         | recognize  |   |
| <b>internal</b>      | <i>iç, dahili</i>                         | interior, inner, inside                                  |   |
| <b>lifestyle</b>     | <i>yaşam biçimi</i>                       | way of life  |   |
| <b>look for</b>      | <i>aramak</i>                             | search for, seek   |   |
| <b>lower</b>         | <i>düşürmek, surat asmak</i>              | decrease, turn down; lessen;<br>let down; diminish; drop |   |
| <b>naturally</b>     | <i>doğal olarak</i>                       | unaffectedly, artlessly                                  |   |
| <b>outlet</b>        | <i>açılma fırsatı, çıkış noktası, fiş</i> | way out, exit  |   |
| <b>overwork</b>      | <i>aşırı çalışmak</i>                     | overexert  |   |
| <b>pressure</b>      | <i>baskı</i>                              | burden   |   |
| <b>react</b>         | <i>tepki yapmak</i>                       | respond, answer, reply                                   |   |
| <b>relaxation</b>    | <i>dinlenme</i>                           | recreation, amusement, entertainment                     |   |
| <b>release</b>       | <i>serbest bırakmak</i>                   | freedom, liberation                                      |   |
| <b>respond</b>       | <i>yanıt vermek</i>                       | answer, reply; react                                     |   |
| <b>response to</b>   | <i>-e yanıt</i>                           | reply, answer, reaction                                  |   |
| <b>rest</b>          | <i>dinlenmek, gerisi</i>                  |  |   |
| <b>sick</b>          | <i>hasta, keyifsiz</i>                    | ill  | healthy, undiseased, well                     |
| <b>strength</b>      | <i>dayanıklılık, direnç</i>               | durability; effectiveness; intensity, force              |   |
| <b>stressful</b>     | <i>stresli</i>                            |  |   |
| <b>survival</b>      | <i>hayatta kalma,</i>                     |  |   |
| <b>take timeout</b>  | <i>ara vermek</i>                         | take a break   |   |
| <b>tense</b>         | <i>gerginlik</i>                          | rigid, nervous, stressful                                | relaxed                                       |
| <b>toll</b>          | <i>bedel</i>                              | tax, charge, levy  |   |
| <b>unable</b>        | <i>gücü yetmez</i>                        | not capable, lacking ability                             | able, adequate, capable, competent, qualified |
| <b>worry about</b>   | <i>için kaygılanmak</i>                   | be concerned; make concerned                             |   |

**A) MATCH THE SYNONYMS**

|                 |              |
|-----------------|--------------|
| 1) afraid       | amusement    |
| 2) avoid        | be concerned |
| 3) breakdown    | burden       |
| 4) burst        | collapse     |
| 5) deal with    | durability   |
| 6) emotional    | erupt        |
| 7) escape       | evade        |
| 8) fatigue      | frightened   |
| 9) hard         | injured      |
| 10) hurried     | interior     |
| 11) hurt        | make haste   |
| 12) identify    | overexert    |
| 13) internal    | recognize    |
| 14) overwork    | respond      |
| 15) pressure    | rigid        |
| 16) react       | rigid        |
| 17) relaxation  | run away     |
| 18) strength    | sentimental  |
| 19) tense       | take care of |
| 20) worry about | tiredness    |

**B) Put the correct PREPOSITIONS from the following list in the sentences below.**

**at about for of from under to to of to about of to of with under**

- Stress is your body's way ... responding ... any kind ... demand.
- Some people become addicted ... the kind ... hurried, tense, lifestyle that results ... being ... stress.
- Identifying these environmental stresses and learning ... avoid them or deal ... them will help lower your stress level.
- People ... large amounts ... stress can become tired, sick, and unable ... concentrate or think clearly.
- Have you ever caught yourself worrying ... things you can do nothing ... or worrying ... no reason ... all?

**C) Put the correct CONJUNCTIONS from the following list in the sentences below.**

**how what when so that that which when if**

- ... people feel stressed by something going on around them, their bodies react by releasing chemicals into the blood.
- The releasing chemicals give people more energy and strength, ... can be a good thing ... their stress is caused by physical danger.
- ... you are afraid that someone or something may physically hurt you, your body naturally responds with a burst of energy ... you will be better able to survive the dangerous situation (fight) or escape it all together (flight).
- Some people become addicted to the kind of hurried, tense, lifestyle ... results from being under stress.
- Identifying ... may be causing you stress is often the first step in learning ... to better deal with your stress.

## PROBABLE QUESTIONS TEST 30

1. **Stress is your body's way of responding to any kind of demand. It ..... by both good and bad experiences.**
  - a) may cause
  - b) can be caused
  - c) might have caused
  - d) should be caused
  - e) would be caused
2. **..... people feel stressed by something going on around them, their bodies react by releasing chemicals into the blood.**
  - a) Even if
  - b) When
  - c) Unless
  - d) Though
  - e) Since
3. **The class will ..... different causes of stress, how stress affects you, the difference between 'good' or 'positive' stress and 'bad' or 'negative' stress, and some common facts about how stress affects people today.**
  - a) respond
  - b) release
  - c) demand
  - d) identify
  - e) discuss
4. **When you are afraid that someone or something may physically hurt you, your body ..... responds with a burst of energy so that you will be better able to survive the dangerous situation or escape it all together.**
  - a) naturally
  - b) respectively
  - c) seriously
  - d) temporarily
  - e) simply
5. **Have you ever caught yourself worrying ..... things you can do nothing about or worrying for no reason at all? This is internal stress and it is one of the most important kinds of stress ..... understand and manage.**
  - a) on/for
  - b) after/during
  - c) about/to
  - d) in/from
  - e) up/out
6. **Internal stress is ..... people make themselves stressed.**
  - a) that
  - b) where
  - c) when
  - d) of which
  - e) whose
7. **Some people become addicted ..... the kind of hurried, tense, lifestyle that results ..... being under stress.**
  - a) to/from
  - b) for/in
  - c) about/during
  - d) through/onto
  - e) over/by
8. **Identifying the environmental stresses and learning to avoid them or ..... them will help lower your stress level.**
  - a) worry about
  - b) look for
  - c) deal with
  - d) build up
  - e) escape from
9. **Fatigue and Overwork - This kind of stress builds up ..... a long time and can take a hard toll ..... your body.**
  - a) in/for
  - b) from/to
  - c) over/on
  - d) up/at
  - e) near/down
10. **People under large amounts of stress can become tired, sick, and unable to concentrate or think .....**
  - a) solely
  - b) reluctantly
  - c) practically
  - d) loosely
  - e) clearly

# 30.STRESS

Stress is your body's way of  to any kind of demand. It can be caused by  good and bad experiences. When people feel  by something going on around them, their bodies react by  chemicals into the blood. These chemicals give people more energy and strength, which can be a good thing if their stress is caused by  danger. But this can also be a bad thing, if their stress is in response to something  and there is no outlet for this extra energy and strength. This class will  different causes of stress, how stress affects you, the difference  'good' or 'positive' stress and 'bad' or 'negative' stress, and some  facts about how stress affects people today.

What Causes Stress?: Many different things can cause stress -- from physical (such as  of something dangerous) to  (such as worry over your  or job.) Identifying what may be causing you stress is often the first step in  how to better deal with your stress. Some of the most common sources of stress are:

Survival Stress - You may have heard the  "fight or flight" before. This is a common response to  in all people and animals. When you are afraid that someone or something may physically hurt you, your body naturally responds with a  of energy so that you will be better able to  the dangerous situation (fight) or  it all together (flight). This is survival stress.

Internal Stress - Have you ever caught yourself  about things you can do nothing about or worrying for no reason at all? This is  stress and it is one of the most important kinds of stress to  and manage. Internal stress is when people make themselves stressed. This often happens when we  things we can't control or put ourselves in  we know will cause us stress. Some people become  the kind of hurried, tense, lifestyle that  from being under stress. They even  stressful situations and feel stress about things that aren't stressful.

Stress - This is a response to things around you that cause stress, such as noise, , and pressure from work or family.  these environmental stresses and learning to avoid them or  them will help lower your stress level.

Fatigue and  - This kind of stress builds up over a long time and can take a  toll on your body. It can be caused by working too much or too hard at your job(s), school, or home. It can also be caused by not  how to  your time well or how to take time out for rest and . This can be one of the  kinds of stress to avoid because many people feel this is out of their control.  in this course we will show you that you DO have options and offer some useful tips for dealing with .

How Does Stress Affect You?: Stress can affect both your body and your mind. People under large amounts of stress can become tired, sick, and unable to  or think clearly. Sometimes, they even suffer mental .

addicted to  
between  
both  
breakdowns  
burst  
common  
concentrate  
crowding  
danger  
deal with  
discuss  
emotional  
emotional  
Environmental  
escape  
family  
fatigue  
fear  
hard  
hardest  
Identifying  
internal  
knowing  
Later  
learning  
look for  
manage  
Overwork  
phrase  
physical  
relaxation  
releasing  
responding  
results  
situations  
stressed  
survive  
understand  
worry about  
worrying



## 31. Psychology

Psychology is the study of the mind, partly via the study of behavior, **grounded**<sup>253</sup> in science. Its immediate goal **is to understand**<sup>254</sup> individuals and groups by **both establishing general principles and**<sup>255</sup> researching specific cases. For many, the ultimate goal of psychology is to benefit society. In this field, a professional practitioner or researcher is called a psychologist, and can be classified as a social scientist, behavioral scientist, or cognitive scientist. Psychologists attempt to understand the role of mental functions in individual and social behavior, while also exploring the physiological and neurobiological processes that underlie certain functions and behaviors.

Psychologists explore such concepts as perception, cognition, attention, emotion, phenomenology, motivation, brain functioning, personality, behavior, and interpersonal relationships. Some, **especially**<sup>256</sup> depth psychologists, also consider the unconscious mind. Psychologists employ empirical methods to infer causal and correlational relationships between psychosocial variables. In addition, or in opposition, to employing empirical and deductive methods, some - especially clinical and counseling psychologists - at times **rely upon**<sup>257</sup> symbolic interpretation and other inductive techniques. Psychology incorporates research from the social sciences, natural sciences, and humanities, such as philosophy.

While psychological knowledge is often applied to the assessment and treatment of mental health problems, it is also applied to understanding and solving problems in many different spheres of human activity. The majority of psychologists are involved in some kind of therapeutic role, practicing in clinical, counseling, or school settings. Many do scientific research on a wide range of topics **related to**<sup>258</sup> mental processes and behavior, and typically work in university psychology departments or teach in other academic settings. Some are employed in industrial and organizational settings, or in other areas such as human development and aging, sports, health, and the media, **as well as**<sup>259</sup> in criminal justice and other aspects of law. <http://en.wikipedia.org/wiki/Psychology>

**Health psychology:** Health psychology is concerned with understanding how biological, psychological, environmental, and cultural factors are involved in physical health and illness. Health psychologists work alongside other medical professionals in clinical settings, work on behavior change in public health promotion, teach at universities, and conduct research. **Although**<sup>260</sup> its early beginnings can be traced to the kindred field of clinical psychology, four different divisions within health psychology and one allied field have developed over time. The four divisions include clinical health psychology, public health psychology, community health psychology, and critical health psychology. The allied field is occupational health psychology. Organizations closely associated with the field of health psychology include Division 38 of the American Psychological Association and the Division of Health Psychology of the British Psychological Society. [http://en.wikipedia.org/wiki/Health\\_psychology](http://en.wikipedia.org/wiki/Health_psychology)

<sup>253</sup> **GROUND/ED/BASED/ESTABLISHED** bağlı/temelli anlamında kullanılmıştır.

<sup>254</sup> **TO BE**'den sonra kullanılan **FİİLLER TO** almışsa burada **AMAÇ** bildirmektedir.

<sup>255</sup> **BOTH ... AND ...** koordineli bir bağlaçtır. Aşağıdaki tabloda bazı koordineli bağlaçlara örnek verilmiştir.

|                                   |                               |   |
|-----------------------------------|-------------------------------|---|
| <b>BOTH...AND</b>                 | HEM ... HEM DE ...            | He told them <b>BOTH</b> where to go <b>AND</b> how to get there.                   |
| <b>EITHER...OR</b>                | NE ... NE DE ...              | She could <b>EITHER</b> have one week in England <b>OR</b> two weeks at home.       |
| <b>NEITHER...NOR</b>              | YA ... YA DA ...              | It was <b>NEITHER</b> possible <b>NOR</b> impossible.                               |
| <b>NOT ONLY/JUST...BUT (ALSO)</b> | SADECE ...DEĞİL AYRICA ... DA | She was <b>NOT ONLY</b> their mother, <b>BUT ALSO</b> their friend.                 |
| <b>SCARCELY...WHEN</b>            | TAM ...MIŞTI Kİ ...OLDU       | <b>SCARCELY</b> had she gone out, <b>WHEN</b> he arrived.                           |
| <b>BARELY ... WHEN</b>            | TAM ...MIŞTI Kİ ...OLDU       | <b>BARELY</b> had they found the money <b>WHEN</b> they informed me.                |
| <b>HARDLY...WHEN</b>              | TAM ...MIŞTI Kİ ...OLDU       | <b>HARDLY</b> had he finished cleaning the car <b>WHEN</b> she arrived.             |
| <b>NO SOONER ... THAN</b>         | ... IR ... IRMAZ              | <b>NO SOONER</b> had she come in <b>THAN</b> she helped us.                         |
| <b>MORE...THAN</b>                | DEN DAHA FAZLA                | No one loves you <b>MORE</b> truly <b>THAN</b> I.                                   |
| <b>SO...THAT</b>                  | O KADAR ... Kİ, ÖYLE ... Kİ   | She was <b>SO</b> angry <b>THAT</b> she could have cried.                           |
| <b>SUCH...THAT</b>                | O KADAR ... Kİ, ÖYLE ... Kİ   | The place was <b>SUCH</b> a problem in terms of maintenance <b>THAT</b> he sold it. |

<sup>256</sup> **ESPECIALLY** özellikle anlamında genellikle bir zarftır ama bağlaç olarak kullanım geçişlerde ve ek bilgi vermekte de kullanılır. **IN PARTICULAR, PARTICULARLY, ESPECIALLY, SPECIFICALLY, NOTABLY, EXCLUSIVELY** aynı anlamda kullanılır.

<sup>257</sup> **RELY ON/UPON** bağlı olmak anlamında kullanılmıştır. Aşağıdaki tabloda genellikle **ON** edatını alan fiillerin listesi verilmiştir.

|                       |                   |                           |                      |                  |                  |
|-----------------------|-------------------|---------------------------|----------------------|------------------|------------------|
| <b>Comment on</b>     | <b>Focus on</b>   | <b>Make a decision on</b> | <b>Depend on</b>     | <b>Rely on</b>   | <b>Insist on</b> |
| <b>Concentrate on</b> | <b>Impose on</b>  | <b>Operate on</b>         | <b>Decide on</b>     | <b>Report on</b> | <b>Lean on</b>   |
| <b>Consult on</b>     | <b>Improve on</b> | <b>Plan on</b>            | <b>Experiment on</b> | <b>Rest on</b>   | <b>Live on</b>   |
| <b>Count on</b>       | <b>Inflict on</b> | <b>Reason on</b>          | <b>Feed on</b>       | <b>Spend on</b>  | <b>Base on</b>   |

<sup>258</sup> **RELATED TO RELATIVE CLAUSE PASSIVE** bir kısaltmadır. **WHICH ARE RELATED TO** yapısının kısaltmasıdır.

<sup>259</sup> **AS WELL AS/IN ADDITION TO/ AND ALSO/ AND LIKEWISE** yanısıra/ek olarak anlamlarında kullanılır.

<sup>260</sup> **ALTHOUGH, THOUGH, MUCH AS** ve **EVEN THOUGH** de birer zıtlık bağlaçlarıdır ama bunlar kendilerinden sonra cümle alırlar. **THOUGH** iki virgöl veya nokta virgöl arasında kullanıldığında **GERÇİ** anlamındadır. Bu tür bağlaçlarda her iki cümle arasındaki anlam ön plana çıkmaktadır. **DESPITE/IN SPITE OF** aynı anlamda kullanılıp kendilerinden sonra **NOUN (isim)** alırlar.



| VOCABULARY       | MEANING   | SYNONYMS  | ANTONYMS   |
|------------------|---|---|--|
| aging            | <i>yaşlanma</i>   | maturing; growing older   |  |
| ally             | <i>müttefik, birleşmek</i>  | make a pact with -, join with -                                       | antagonist, enemy  |
| alongside        | <i>yanısıra</i>   | beside  | away   |
| apply            | <i>başvurmak</i>  | implement; enforce; refer   |  |
| as well as       | <i>yanısıra</i>   | in addition to, and also, and likewise                                |  |
| aspect           | <i>açı, yön</i>   | appearance, outlook   |  |
| assessment       | <i>değerlendirme</i>  | estimation  |  |
| attempt          | <i>girişim, girişmek</i>  | try, assay  |  |
| attention        | <i>dikkat</i>   | concentration   |  |
| behavior         | <i>davranış</i>   | conduct   |  |
| behavioral       | <i>davranışsal</i>  | pertaining to behavior  |  |
| benefit          | <i>fayda(lanmak)</i>  | be useful   | disadvantage, harm, hurt, loss, misfortune                 |
| causal           | <i>nedensel</i>   |   |  |
| classify         | <i>sınıflandırmak</i>   | group, sort, arrange systematically                                   |  |
| closely          | <i>yakından</i>   | almost, nearly  |  |
| cognition        | <i>bilme, biliş</i>   | awareness, perception   |  |
| cognitive        | <i>kavramsal</i>  | aware, perceptive   |  |
| concept          | <i>kavram, fikir</i>  | idea, thought   |  |
| concern with     | <i>kaygılandırmak</i>   | interest; affect, involve; worry                                      |  |
| conduct          | <i>yönetmek, iletmek</i>  | behave; manage  |  |
| consider         | <i>düşünmek</i>   | think over, think about carefully; believe; regard; take into account | discard, dismiss, forget, ignore, neglect, reject          |
| correlational    | <i>korelasyon</i>   |   |  |
| counsel          | <i>nasihat vermek</i>   | advise, instruct, advocate  |  |
| criminal justice | <i>adalet sistemi, suçlular ile ilgili adalet sistemi; içinde polis/kolluk, yargı ile ceza ve tutukevlerinin yer aldığı sistemin bütünü</i> |   |  |
| deductive        | <i>anlaşılabilir, tümdengelimli</i>   |   | irrational, ridiculous, unrealistic, unreasonable, unsound |
| depth            | <i>derinlik</i>   | deepness; profundity  |  |
| division         | <i>bölünme</i>  |   | unification, unity   |
| empirical        | <i>deneysel</i>   |   |  |
| employ           | <i>çalıştırmak, kullanmak</i>   | occupy  |  |
| establish        | <i>saptamak, belirlemek</i>   | set up, found; base   |  |
| explore          | <i>keşfetmek, araştırmak</i>  | investigate, examine, research  |  |
| function         | <i>işlemek, çalışmak</i>  | work; act; operate  |  |
| goal             | <i>hedef, ideal</i>   | target, aim   |  |
| ground           | <i>yere sermek, buzlu, yer, dayanmak</i>  | set on the ground   |  |
| humanity         | <i>insanlık</i>   | human race, mankind   |  |
| immediate        | <i>yakın, hemen</i>   | instantaneous, prompt   | eventually, later, never                                   |
| include          | <i>içermek, dahil etmek</i>   | comprise, contain, embrace  | eliminate, exclude, neglect, reject                        |

|                        |  |   |   |
|------------------------|--|---|---|
| <b>incorporate</b>     | <i>birleştirmek</i>                        | combine, blend; unify; unite;<br>include; embody    | divide, drop, exclude,<br>separate                      |
| <b>inductive</b>       | <i>neden olan</i>                          |   |   |
| <b>infer</b>           | <i>anlam çıkarmak</i>                      | derive, conclude                                    |   |
| <b>interpersonal</b>   | <i>kişilerarası</i>                        |   |   |
| <b>interpretation</b>  | <i>yorum</i>                               | explanation, elucidation                            |   |
| <b>involve in</b>      | <i>-e karışmak</i>                         | include   | exclude, free, remove                                   |
| <b>kindred</b>         | <i>akraba, benzer</i>                      | related   |   |
| <b>law</b>             | <i>hukuk, yasa</i>                         |   |   |
| <b>majority</b>        | <i>çoğunluk</i>                            |   | minority, secondary                                     |
| <b>mental</b>          | <i>zihinsel</i>                            |   |   |
| <b>mind</b>            | <i>akıl, fikir</i>                         | brain   |   |
| <b>motivation</b>      | <i>motivasyon</i>                          |   | depression, discouragement                              |
| <b>neurobiological</b> | <i>sinir sistemi biyolojisi ile ilgili</i> |   |   |
| <b>opposition</b>      | <i>karşıtlık, muhalefet</i>                | resistance  | compatibility, harmony,<br>peace                        |
| <b>partly</b>          | <i>kısmen</i>                              | in part, to some degree,<br>not wholly, partially   | completely, totally, wholly                             |
| <b>perception</b>      | <i>algı</i>                                | sense, feeling; comprehension,<br>understanding     |   |
| <b>personality</b>     | <i>kişilik</i>                             | character, disposition, identity                    |   |
| <b>phenomenology</b>   | <i>olaybilim</i>                           |   |   |
| <b>philosophy</b>      | <i>felsefe, dünya görüşü</i>               |   |   |
| <b>practitioner</b>    | <i>pratik yapan kimse</i>                  | doctor, master, pro,<br>professional, specialist    |   |
| <b>promotion</b>       | <i>yükseltme, tanıtım</i>                  | advancement, furthering,<br>encouragement           |   |
| <b>psychosocial</b>    | <i>psikososyal</i>                         |   |   |
| <b>rely upon</b>       | <i>güvenmek, dayanmak</i>                  | depend on, trust in                                 |   |
| <b>research</b>        | <i>araştırma, arama</i>                    | comprehensive inquiry                               |   |
| <b>sphere</b>          | <i>küre, tabaka, alan</i>                  | sky; celestial body, planet;<br>domain, realm, area |   |
| <b>therapeutic</b>     | <i>iyileştirici</i>                        | curative  | damaging, harmful, hurtful,<br>injurious, untherapeutic |
| <b>trace</b>           | <i>izlemek, dayanmak</i>                   | follow; find; investigate                           |   |
| <b>treatment</b>       | <i>tedavi</i>                              | medical care, therapy, care                         |   |
| <b>ultimate</b>        | <i>son, en yüksek</i>                      | final; extreme; greatest;<br>fundamental; decisive  | beginning, first,<br>introductory, opening              |
| <b>unconscious</b>     | <i>şuursuz, bilinçsiz</i>                  | not conscious, senseless; unaware                   | awake, aware, conscious                                 |
| <b>underlie</b>        | <i>temelini oluşturmak</i>                 | lie under   |   |
| <b>understand</b>      | <i>anlamak</i>                             | deduce, infer, perceive                             | misinterpret, misunderstand                             |
| <b>variable</b>        | <i>değişken, kararsız</i>                  | changeable, fluctuating, inconstant                 | invariable, unchangeable,<br>unchanging, unvarying      |
| <b>via</b>             | <i>yolu ile, üzerinden</i>                 | by way of, by means of                              |   |

**A) MATCH THE SYNONYMS**

|                    |                   |
|--------------------|-------------------|
| 1) ally            | advise            |
| 2) classify        | awareness         |
| 3) cognition       | by means of       |
| 4) consider        | changeable        |
| 5) counsel         | combine           |
| 6) establish       | curative          |
| 7) explore         | deduce            |
| 8) function        | depend on         |
| 9) humanity        | derive            |
| 10) immediate      | explanation       |
| 11) incorporate    | follow            |
| 12) infer          | instantaneous     |
| 13) interpretation | investigate       |
| 14) rely upon      | join with         |
| 15) therapeutic    | mankind           |
| 16) trace          | operate           |
| 17) unconscious    | senseless         |
| 18) understand     | set up            |
| 19) variable       | sort              |
| 20) via            | take into account |

**B) Put the correct PREPOSITIONS from the following list in the sentences below.**

**to in in with of between of with on of to of of to in of**

- For many, the ultimate goal ... psychology is ... benefit society.
- Psychologists employ empirical methods ... infer causal and correlational relationships ... psychosocial variables.
- Many do scientific research ... a wide range ... topics related ... mental processes and behavior, and typically work ... university psychology departments or teach ... other academic settings.
- Organizations closely associated ... the field ... health psychology include Division 38 ... the American Psychological Association and the Division ... Health Psychology ... the British Psychological Society.
- Health psychology is concerned ... understanding how biological, psychological, environmental, and cultural factors are involved ... physical health and illness.

**C) Put the correct CONJUNCTIONS from the following list in the sentences below.**

**as well as such ... as such as while both ... and via**

- Some are employed in industrial and organizational settings, or in other areas ... human development and aging, sports, health, and the media, ... in criminal justice and other aspects of law.
- Psychologists explore ... concepts ... perception, cognition, attention, emotion, phenomenology, motivation, brain functioning, personality, behavior, and interpersonal relationships.
- Psychology is the study of the mind, partly ... the study of behavior, grounded in science.
- The immediate goal of Psychology is to understand individuals and groups by ... establishing general principles ... researching specific cases.
- Psychologists attempt to understand the role of mental functions in individual and social behavior, ... also exploring the physiological and neurobiological processes that underlie certain functions and behaviors.

## PROBABLE QUESTIONS TEST 31

1. **Psychologists attempt to understand the role of mental functions in individual and social behavior, ..... also exploring the physiological and neurobiological processes that underlie certain functions and behaviors.**
  - a) thus
  - b) while
  - c) when
  - d) whether
  - e) even so
2. **Psychologists explore ..... concepts ..... perception, cognition, attention, emotion, phenomenology, motivation, brain functioning, personality, behavior, and interpersonal relationships**
  - a) both/and
  - b) rather/than
  - c) such/as
  - d) so/that
  - e) more/than
3. **Psychologists ..... empirical methods to infer causal and correlational relationships between psychosocial variables.**
  - a) employ
  - b) infer
  - c) function
  - d) explore
  - e) involve
4. **In addition, or in opposition, to employing empirical and deductive methods, some-..... clinical and counseling psychologists-at times rely upon symbolic interpretation and other inductive techniques.**
  - a) consequently
  - b) densely
  - c) eagerly
  - d) exactly
  - e) especially
5. **Psychology incorporates research ..... the social sciences, natural sciences, and humanities, ..... as philosophy.**
  - a) for/at
  - b) on/to
  - c) about/so
  - d) from/such
  - e) up/by
6. **..... psychological knowledge is often applied to the assessment and treatment of mental health problems, it is also applied to understanding and solving problems in many different spheres of human activity.**
  - a) No matter
  - b) What
  - c) For
  - d) In spite of
  - e) While
7. **Many do scientific research on a wide range of topics related to mental processes and behavior, and ..... work in university psychology departments or teach in other academic settings.**
  - a) philosophy
  - b) partly
  - c) closely
  - d) typically
  - e) exceedingly
8. **Health psychology is concerned ..... understanding how biological, psychological, environmental, and cultural factors are involved ..... physical health and illness.**
  - a) about/for
  - b) of/at
  - c) with/in
  - d) up/by
  - e) out/off
9. **..... its early beginnings can be traced to the kindred field of clinical psychology, four different divisions within health psychology and one allied field have developed over time.**
  - a) However
  - b) Hitherto
  - c) So
  - d) Although
  - e) Despite
10. **Organizations ..... associated with the field of health psychology include Division 38 of the American Psychological Association and the Division of Health Psychology of the British Psychological Society.**
  - a) closely
  - b) exclusively
  - c) hardly
  - d) inconsiderately
  - e) invariably

# 31.PSYCHOLOGY

Psychology is the study of the mind, [ ] via the study of behavior, grounded in science. Its [ ] goal is to understand individuals and groups by both [ ] general principles and researching specific cases. For many, the [ ] goal of psychology is to benefit society. In this field, a [ ] practitioner or researcher is called a psychologist, and can be [ ] as a social scientist, behavioral [ ], or cognitive scientist. Psychologists [ ] to understand the role of mental functions in [ ] and social behavior, while also exploring the physiological and [ ] processes that underlie certain [ ] and behaviors. Psychologists explore such concepts as perception, cognition, [ ], emotion, phenomenology, motivation, brain functioning, [ ], behavior, and interpersonal relationships. Some, especially depth psychologists, also consider the [ ] mind. Psychologists employ [ ] methods to infer causal and correlational relationships between psychosocial [ ]. In addition, or in opposition, to employing empirical and [ ] methods, some—especially clinical and [ ] psychologists—at times rely upon symbolic interpretation and other inductive [ ]. Psychology incorporates research from the social sciences, natural sciences, and humanities, such as [ ].

While [ ] knowledge is often applied to the [ ] and treatment of mental health problems, it is also applied to understanding and [ ] problems in many different spheres of human activity. The [ ] of psychologists are involved in some kind of [ ] role, practicing in clinical, counseling, or school settings. Many do scientific research on a wide range of topics related to mental [ ] and behavior, and [ ] work in university psychology departments or teach in other academic settings. Some are employed in industrial and [ ] settings, or in other areas such as human development and [ ], sports, health, and the media, as well as in criminal [ ] and other aspects of law.

**Health psychology:** Health psychology is [ ] understanding how biological, psychological, [ ], and cultural factors are involved in physical health and illness. Health psychologists work [ ] other medical professionals in clinical settings, work on [ ] change in public health promotion, teach at universities, and conduct research. [ ] its early beginnings can be traced to the kindred field of clinical psychology, four different divisions within health psychology and one [ ] field have developed over time. The four divisions [ ] clinical health psychology, public health psychology, [ ] health psychology, and critical health psychology. The allied field [ ] health psychology. Organizations closely associated with the field of health psychology include Division 38 of the American Psychological Association and the [ ] of Health Psychology of the British Psychological Society.

aging  
allied  
alongside  
Although  
assessment  
attempt  
attention  
behavior  
classified  
community  
concerned with  
counseling  
deductive  
Division  
empirical  
environmental  
establishing  
functions  
immediate  
include  
individual  
isoccupational  
justice  
majority  
neurobiological  
organizational  
partly  
personality  
philosophy  
processes  
professional  
psychological  
scientist  
solving  
techniques  
therapeutic  
typically  
ultimate  
unconscious  
variables

## 32.Nutrition

Nutrition is the science of food, the nutrients in foods and **how the body uses those nutrients**<sup>261</sup>. It includes the process of ingestion, digestion, absorption, metabolism, transport, storage and excretion of those nutrients. It also includes the environmental, psychological and behavioral aspects of food and eating. The six classes of nutrients include: carbohydrates, fats, proteins, vitamins, minerals and water.

Today scientists have also identified compounds in plant foods called photochemicals. Although not technically identified as a nutrient, these compounds have been associated with a variety of health benefits when consumed as part of a balanced diet. Examples of photochemicals include lycopene (the red pigment in tomatoes), isoflavonoids in soybeans and capsaicin (the flavor compounds in hot peppers). Research of these compounds are showing photochemical are an important **contribution to**<sup>262</sup> a healthy diet.

Nutrition principles are applied throughout the life cycle from the time of conception to needs in the later years for older adults. Areas of nutrition emphasis include pregnancy, infancy, childhood, adolescence, adulthood and the 'older' adult. The relationship between diet and health is strong. A **look**<sup>263</sup> at the research documents the connection with chronic diseases and nutrition. Diet is an important factor in heart disease, stroke, hypertension, cancer, diabetes mellitus and obesity.

Nutrition is also involved in consumer **concerns for**<sup>264</sup> food and water safety, environmental contaminants, pesticides, food additives and biotechnology, the **genetically modified foods**<sup>265</sup> in the marketplace. Hunger, malnutrition and food shortages are global environmental problems **that are being investigated**<sup>266</sup>. Nutrition is a far reaching area of study **that affects**<sup>267</sup> each and everyone of us daily.

Each day people learn about nutrition from the television, newspapers, radio, books and the Internet. Sorting out the truth can be challenging to **even**<sup>268</sup> the save consumer. **To best assess**<sup>269</sup> the information you read look for reliable credentials from the author. The resource section of this site will introduce you to reliable Internet nutrition information.

<http://www.nvcc.edu/home/jsass/nutrition/definenuitrition.htm>

<sup>261</sup> **NOUN CLAUSE** yapısıdır. **NOUN CLAUSE** yapılarında **SORU KELİMESİ** soru anlamında değildir. **Bağlaç** olarak kullanılmaktadır.

<sup>262</sup> **CONTRIBUTION TO** –a, -e katkı anlamında kullanılmıştır.

<sup>263</sup> **LOOK** fiili burada bir **İSİM** olarak kullanılmıştır. Aşağıdaki tabloda hem **isim** hem de **fiil** olarak **bazı** kullanılan bazı fiillere verilmiştir.

|                |          |                   |         |              |          |
|----------------|----------|-------------------|---------|--------------|----------|
| <b>Answer</b>  | Desire   | <b>Experience</b> | Light   | <b>Post</b>  | Step     |
| <b>Cause</b>   | Doubt    | <b>Face</b>       | Look    | <b>Race</b>  | Struggle |
| <b>Charge</b>  | Dress    | <b>Fight</b>      | Love    | <b>Reply</b> | Study    |
| <b>Correct</b> | End      | <b>Help</b>       | Mistake | <b>Risk</b>  | Test     |
| <b>Damage</b>  | Escape   | <b>Hope</b>       | Plan    | <b>Star</b>  | Visit    |
| <b>Demand</b>  | Exercise | <b>Influence</b>  | Play    | <b>Start</b> | Work     |

<sup>264</sup> **CONCERN FOR** bir şey için endişesi olma anlamındadır.

<sup>265</sup> **GENETICALLY MODIFIED FOODS** genetiği değiştirilmiş yiyecekler anlamında kullanılmıştır.

<sup>266</sup> **RELATIVE CLAUSE** cümlecidir. Cümlecik **PRESENT CONTINUOUS TENSE passive** hali ile yapılmıştır.

<sup>267</sup> **RELATIVE CLAUSE** cümlecidir.

<sup>268</sup> **EVEN** yapısının birçok kullanım alanı vardır. Aşağıdaki tabloda bu kullanımların bir kısmı anlamlarıyla birlikte verilmiştir.

| <b>EVEN (adverb)</b>    | Hatta, bile, eşit olarak        | <b>BREAK EVEN</b>   | Kar ve zararı eşit olmak |
|-------------------------|---------------------------------|---------------------|--------------------------|
| <b>EVEN IF/EVEN SO</b>  | Olsa bile, öyle olsada          | <b>ODD AND EVEN</b> | Tek ve çift              |
| <b>EVEN (adjective)</b> | Düz, eşit, doğru                | <b>EVENLY</b>       | Eşit olarak, tarafsızca  |
| <b>EVENCOLOR</b>        | Her tarafı aynı tonda olan renk | <b>EVENNESS</b>     | Eşitlik, tarafsızlık     |
| <b>EVENHANDED</b>       | Tarafsız                        | <b>EVEN OFF</b>     | Hatta kapalı             |
| <b>EVEN NUMBER</b>      | Çift sayı                       | <b>EVEN UP ON</b>   | Alacağı vereceği olmamak |
| <b>GET EVEN WITH</b>    | İntikam almak                   | <b>EVEN UP</b>      | Dengelemek, eşitlemek    |

<sup>269</sup> **TO BEST ASSES** en iyi değerlendirme yapmak için anlamında kullanılmıştır.



| VOCABULARY                            | MEANING  | SYNONYMS   | ANTONYMS  |
|---------------------------------------|--|--|---|
| <b>absorption</b>                     | <i>emme, dalma</i>   | sucking up   |   |
| <b>additive</b>                       | <i>katkı maddesi</i>   | supplement   |   |
| <b>adolescence</b>                    | <i>gençlik</i>   | age of puberty; youth  |   |
| <b>adulthood</b>                      | <i>yetişkinlik</i>   | maturity   |   |
| <b>apply</b>                          | <i>uygulamak</i>   | implement; enforce   |   |
| <b>assess</b>                         | <i>belirlemek, değerlendirmek</i>                            | estimate, appraise   |   |
| <b>associate with</b>                 | <i>ile ilişkili</i>  | connect to, ally with,<br>join or unite with                 |   |
| <b>balanced</b>                       | <i>dengeli</i>   | stable   | disproportion, overbalance,<br>unbalance                |
| <b>benefit</b>                        | <i>(fayda) vermek</i>  | be useful; receive benefit;<br>give benefit; profit          | disadvantage, handicap,<br>harm, hurt, loss, misfortune |
| <b>biotechnology</b>                  | <i>bioteknoloji</i>  |  |   |
| <b>capsaicin</b>                      | <i>kırmızı biberde acı tadı veren<br/>kimyasal bir madde</i> |  |   |
| <b>challenge</b>                      | <i>sorun, meydan okuma</i>                                   |  |   |
| <b>childhood</b>                      | <i>çocukluk</i>  | juvenility, youth  |   |
| <b>compound</b>                       | <i>bileşik</i>   | mix, blend, combine  |   |
| <b>conception</b>                     | <i>gebe kalma, kavrama, fikir</i>                            | thought, idea  |   |
| <b>connection</b>                     | <i>bağlantı</i>  | link; junction   |   |
| <b>consumer</b>                       | <i>tüketici</i>  | buyer  |   |
| <b>contaminant</b>                    | <i>kirletici madde</i>                                       |  |   |
| <b>contribution</b>                   | <i>katkı</i>   |  |   |
| <b>credential</b>                     | <i>referans, tanıtımlar, delil</i>                           |  |   |
| <b>digestion</b>                      | <i>sindirim, kavrama</i>                                     |  |   |
| <b>each and everyone</b>              | <i>herkes</i>  | every single person  |   |
| <b>emphasis</b>                       | <i>önem, vurgu</i>   |  |   |
| <b>excretion</b>                      | <i>boşaltım, salgı</i>                                       | waste materials  |   |
| <b>far reaching</b>                   | <i>geniş</i>   | extensive  |   |
| <b>genetically modified<br/>foods</b> | <i>genetiği değiştirilmiş yiyecekler</i>                     |  |   |
| <b>hunger</b>                         | <i>açlık, istek</i>  | desire for food, need for food                               | satiation, satisfaction                                 |
| <b>hypertension</b>                   | <i>hipertansiyon</i>   |  |   |
| <b>identify</b>                       | <i>tanımlamak</i>  | recognize  |   |
| <b>infancy</b>                        | <i>bebeklik, çocukluk</i>                                    | babyhood   |   |
| <b>ingestion</b>                      | <i>mideye indirmek</i>                                       | consumption  |   |
| <b>introduce</b>                      | <i>sunmak, tanıtmak</i>                                      | establish; announce  |   |
| <b>investigate</b>                    | <i>incelemek</i>   | inquire into, examine,<br>inspect, probe, scrutinize         |   |
| <b>life cycle</b>                     | <i>yaşam çevrimi (döngüsü)</i>                               |  |   |
| <b>malnutrition</b>                   | <i>yetersiz beslenme</i>                                     | undernourishment,<br>inadequate nutrition,<br>malnourishment |   |
| <b>marketplace</b>                    | <i>pazar yeri</i>  | bazaar; fair   |   |
| <b>metabolism</b>                     | <i>metabolizma</i>   |  |   |
| <b>nutrient</b>                       | <i>besleyici</i>   | nourishing, wholesome  |   |
| <b>nutrition</b>                      | <i>besin, gıda</i>   | nourishment; food  |   |



|                      |                               |   |   |
|----------------------|-------------------------------|---|---|
| <b>pesticide</b>     | <i>böcek zehiri</i>           |   |   |
| <b>photochemical</b> | <i>fotokimyasal</i>           |   |   |
| <b>pregnancy</b>     | <i>gebelik</i>                | fertility                                       |   |
| <b>principle</b>     | <i>ana, esas, ilke</i>        |   |   |
| <b>reliable</b>      | <i>güvenilir</i>              | credible, trustworthy, dependable               | deceptive, irresponsible, unreliable, untrustworthy |
| <b>safety</b>        | <i>güvenlik</i>               | security  |   |
| <b>shortage</b>      | <i>yokluk, eksiklik</i>       | lack, scarcity, deficit, deficiency             | abundance, ample, enough, sufficiency               |
| <b>sort out</b>      | <i>sınıflandırmak</i>         | classify, categorize                            |   |
| <b>soybean</b>       | <i>soya fasulyesi</i>         |   |   |
| <b>storage</b>       | <i>depolama</i>               | act of storing                                  |   |
| <b>stroke</b>        | <i>vuruş, felç, vurmak</i>    | blow  |   |
| <b>throughout</b>    | <i>Süresince, baştan başa</i> | in every part, at every point or moment         |   |
| <b>transport</b>     | <i>nakletmek, sürmek</i>      | convey, carry, bear, transfer                   |   |
| <b>variety</b>       | <i>değişiklik, çeşitlilik</i> | diversity, multiplicity; assortment; kind, sort |   |

**A) MATCH THE SYNONYMS**

|                          |                  |
|--------------------------|------------------|
| 1) <b>absorption</b>     | ally with        |
| 2) <b>additive</b>       | babyhood         |
| 3) <b>adulthood</b>      | bazaar           |
| 4) <b>associate with</b> | classify         |
| 5) <b>balanced</b>       | consumption      |
| 6) <b>benefit</b>        | convey           |
| 7) <b>childhood</b>      | deficiency       |
| 8) <b>conception</b>     | diversity        |
| 9) <b>identify</b>       | in every part    |
| 10) <b>infancy</b>       | juvenility       |
| 11) <b>ingestion</b>     | maturity         |
| 12) <b>malnutrition</b>  | profit           |
| 13) <b>marketplace</b>   | recognize        |
| 14) <b>reliable</b>      | security         |
| 15) <b>safety</b>        | stable           |
| 16) <b>shortage</b>      | sucking up       |
| 17) <b>sort out</b>      | supplement       |
| 18) <b>throughout</b>    | thought          |
| 19) <b>transport</b>     | trustworthy      |
| 20) <b>variety</b>       | undernourishment |

**B) Put the correct PREPOSITIONS from the following list in the sentences below.**

**for to in for in at out to from throughout with about from of in**

- Nutrition is also involved ... consumer concerns ... food and water safety, environmental contaminants, pesticides, food additives and biotechnology, the genetically modified foods ... the marketplace.
- A look ... the research documents the connection ... chronic diseases and nutrition.
- Each day people learn ... nutrition ... the television, newspapers, radio, books and the Internet.
- Sorting ... the truth can be challenging ... even the save consumer.
- Nutrition principles are applied ... the life cycle ... the time ... conception ... needs ... the later years ... older adults.

**C) Put the correct CONJUNCTIONS from the following list in the sentences below.**

**that which although as when how**

- Nutrition is the science of food, the nutrients in foods and ... the body uses those nutrients .
- Today scientists have also identified compounds in plant foods called photochemicals. ... not technically identified ... a nutrient, these compounds have been associated with a variety of health benefits.
- Today scientists have also identified compounds, and these compounds have been associated with a variety of health benefits ... consumed as part of a balanced diet.
- Nutrition is a far reaching area of study ... affects each and everyone of us daily.
- Hunger, malnutrition and food shortages are global environmental problems ... are being investigated .

## PROBABLE QUESTIONS TEST 32

1. **Nutrition is the science of food, the nutrients in foods and ..... the body uses those nutrients.**
  - a) what
  - b) how
  - c) whose
  - d) in which
  - e) why
2. **The six classes of nutrients .....: carbohydrates, fats, proteins, vitamins, minerals and water.**
  - a) transport
  - b) introduce
  - c) consume
  - d) include
  - e) assess
3. **Today scientists have identified compounds in plant foods called photochemicals. .... not technically identified as a nutrient, these compounds have been associated with a variety of health benefits when consumed as part of a balanced diet.**
  - a) otherwise
  - b) meanwhile
  - c) although
  - d) unless
  - e) once
4. **Nutrition principles are applied throughout the life cycle ..... the time of conception to needs ..... the later years for older adults.**
  - a) from/in
  - b) for/on
  - c) about/over
  - d) up/by
  - e) off/under
5. **Diet is a/an ..... factor in heart disease, stroke, hypertension, cancer, diabetes mellitus and obesity.**
  - a) reliable
  - b) contaminant
  - c) modified
  - d) additive
  - e) important
6. **Nutrition is also involved in consumer concerns for food and water safety, environmental contaminants, pesticides, food additives and biotechnology, the ..... modified foods in the marketplace.**
  - a) heavily
  - b) initially
  - c) genetically
  - d) primarily
  - e) scarcely
7. **Hunger, malnutrition and food shortages are global environmental problems ..... are being investigated.**
  - a) where
  - b) in that
  - c) what
  - d) that
  - e) whose
8. **Nutrition is a far reaching area of study that affects ..... and everyone of us daily.**
  - a) some
  - b) others
  - c) each
  - d) all
  - e) whole
9. **..... day people learn about nutrition from the television, newspapers, radio, books and the Internet.**
  - a) Some
  - b) A few
  - c) Much
  - d) More
  - e) Each
10. **..... best assess the information you read look ..... reliable credentials from the author.**
  - a) At/by
  - b) To/for
  - c) By/into
  - d) For/after
  - e) On/up

## 32.NUTRITION

Nutrition is the science of , the nutrients in foods and how the body uses those . It includes the process of , digestion, absorption, , transport, storage and  of those nutrients. It also includes the , psychological and  aspects of food and eating. The six  of nutrients include: carbohydrates, fats, proteins, vitamins, minerals and water.

Today scientists have also  compounds in plant foods called photochemicals.  not technically identified as a nutrient, these compounds have been  with a variety of health benefits when  as part of a  diet. Examples of photochemicals  lycopene (the red pigment in tomatoes), isoflavonoids in soybeans and capsaicin (the flavor compounds in hot peppers). Research of these  are showing photochemical are an important  to a  diet.

Nutrition principles are applied  the life cycle from the time of  to needs in the  years for older adults. Areas of nutrition  include pregnancy, infancy, , adolescence,  and the 'older' adult. The  between diet and health is strong. A look at the research documents the  with chronic diseases and nutrition. Diet is an important  in heart disease, , hypertension, cancer, diabetes  and obesity.

Nutrition is also  in consumer concerns for food and water , environmental contaminants, , food additives and biotechnology, the  modified foods in the marketplace. Hunger,  and food shortages are global  problems that are being . Nutrition is a far reaching area of study that affects each and everyone of us daily.

Each day people learn  nutrition from the television, newspapers, radio, books and the Internet.  out the truth can be  to even the savvy consumer. To best  the information you read look for reliable credentials from the author. The resource section of this site will introduce you to  Internet nutrition information.

about  
adulthood  
Although  
assess  
associated  
balanced  
behavioral  
challenging  
childhood  
classes  
compounds  
conception  
connection  
consumed  
contribution  
emphasis  
environmental  
environmental  
excretion  
factor  
food  
genetically  
healthy  
identified  
include  
ingestion  
investigated  
involved  
later  
malnutrition  
mellitus  
metabolism  
nutrients  
pesticides  
relationship  
reliable  
safety  
Sorting  
stroke  
throughout

## 33.Alcohol

The long term effects of alcohol range from possible health benefits for low levels of alcohol consumption to severe detrimental effects **in cases of** <sup>270</sup>chronic alcohol abuse. There is a strong **correlation** <sup>271</sup>between 'high levels' of alcohol consumption and an increased risk of developing alcoholism, cardiovascular disease, malabsorption, chronic pancreatitis, alcoholic liver disease, and cancer. Damage to the central nervous system and peripheral nervous system can occur from chronic alcohol abuse. Long-term use of alcohol in excessive quantities is capable of damaging nearly every organ and system in the body. The developing adolescent brain is particularly vulnerable to the toxic effects of alcohol.

Historically doctors have promoted alcohol for its perceived health benefits and most recently for protection against coronary heart disease. There is evidence of cardiovascular benefits from drinking 1 - 2 drinks per day; however, the health benefits from moderate intake of alcohol are controversial. Alcohol should be regarded as a recreational drug with potentially serious adverse effects on health and it is not recommended for cardio-protection in the place of safer and proven traditional methods such as exercise and proper nutrition.

Some experts argue that the benefits of moderate alcohol consumption may be outweighed by other increased risks, including those of injuries, violence, fetal damage, certain forms of cancer, liver disease and hypertension. As the apparent health benefits of moderate alcohol consumption are limited for populations at low risk of heart disease, other experts urge caution because of the possibility that recommending moderate alcohol consumption may lead to an increased risk of alcohol abuse.

[http://en.wikipedia.org/wiki/Long-term\\_effects\\_of\\_alcohol](http://en.wikipedia.org/wiki/Long-term_effects_of_alcohol)

<sup>270</sup> **IN CASE OF** halinde/durumunda anlamında kullanılan **PREPOSITIONAL** bir **PHRASE** yapısıdır. Aşağıdaki tabloda **IN** edatı kullanılan diğer **PREPOSITIONAL PHRASE**'lere anlamları ve birer örnek cümle ile yer verilmiştir.

|                              |                               |  |
|------------------------------|-------------------------------|--|
| <b>in case of</b>            | ... durumunda                 | <i>Instructions about what to do in case of fire are needed for all companies.</i> |
| <b>in accordance with</b>    | ... e göre, gereğince         | <i>In accordance with new regulation, they are guilty.</i>                         |
| <b>in addition to</b>        | ... ilaveten                  | <i>In addition to new equipments, they need new computers, too.</i>                |
| <b>in charge of</b>          | ... sorumluluğunda, görevinde | <i>I'm in charge of museum security.</i>   |
| <b>in comparison to/with</b> | ... e kıyasla                 | <i>She is expert in comparison with the new official.</i>                          |
| <b>in compliance with</b>    | ... e uygun olarak            | <i>They were regulated in compliance with new rules.</i>                           |
| <b>in contrast to</b>        | ... in aksine                 | <i>In contrast to being unhappy, he is happy to work with them.</i>                |
| <b>in excess of</b>          | ... den fazla                 | <i>The book sold in excess of a million copies.</i>                                |
| <b>in favor of</b>           | ... den yana,...in lehinde    | <i>He stepped down as leader in favor of his rival.</i>                            |
| <b>in order to</b>           | ... mek/mak için, amacıyla    | <i>He slouched into his seat in order to avoid drawing attention to himself.</i>   |
| <b>in place of</b>           | ... in yerine                 | <i>He waited at home in place of going to the cinema.</i>                          |
| <b>in return (for)</b>       | ... e karşılık olarak         | <i>He leaves the house to his sister in return for her kindness.</i>               |
| <b>in spite of</b>           | ... e rağmen                  | <i>In spite of their mutual dislike, he had helped her.</i>                        |
| <b>in terms of</b>           | ... e dayanarak,açısından     | <i>Replacing the printers is difficult to justify in terms of cost.</i>            |
| <b>in the end</b>            | sonunda                       | <i>In the end, I saw that she was right.</i>                                       |
| <b>in the event of</b>       | ... durumunda                 | <i>This will reduce the chance of serious injury in the event of an accident.</i>  |
| <b>in the view of</b>        | ... ışığında,göz önüne alarak | <i>He was hired in the view of his qualifications.</i>                             |
| <b>in the wake of</b>        | ... nın ardından              | <i>He was fired in the wake of the robbery.</i>                                    |

<sup>271</sup> **CORRELATION** buradaki anlamıyla **organların birbirleriyle bağlantısı** olarak kullanılmıştır. –**TION** eki (**SUFFIX**) isim yapmada kullanılır. **TION** eki yapılmış bazı isimlere örnekler anlamlarıyla birlikte aşağıdaki tabloda (**TABLO 1**) verilmiştir. Farklı okuma parçalarında diğer kelimeler de verilecektir.

|                  |                   |                      |                   |
|------------------|-------------------|----------------------|-------------------|
| <b>Compete</b>   | Yarışmak          | <b>Competition</b>   | Yarışma           |
| <b>Pronounce</b> | Telaffuz etmek    | <b>Pronunciation</b> | Telaffuz          |
| <b>Qualify</b>   | Nitelemek         | <b>Qualification</b> | Nitelik           |
| <b>Produce</b>   | Üretmek           | <b>Production</b>    | Üretim            |
| <b>Solve</b>     | Çözmek            | <b>Solution</b>      | Çözüm             |
| <b>Introduce</b> | Tanıştırmak       | <b>Introduction</b>  | Giriş, tanıştırma |
| <b>Acquire</b>   | Edinmek, kazanmak | <b>Acquisition</b>   | Edinim, kazanım   |
| <b>Revolt</b>    | Başkaldırmak      | <b>Revolution</b>    | Başkaldırı        |
| <b>Repeat</b>    | Tekrar etmek      | <b>Repetition</b>    | Tekrar            |
| <b>Reduce</b>    | Azaltmak          | <b>Reduction</b>     | Kısaltma, azaltma |

| VOCABULARY               | MEANING                        | SYNONYMS  | ANTONYMS  |
|--------------------------|--------------------------------|---|---|
| <b>abuse</b>             | <i>kötüye kullanmak</i>        | misuse; injure, harm, mistreat                                    |   |
| <b>adolescent</b>        | <i>genç</i>                    | of puberty  |   |
| <b>adverse</b>           | <i>ters, aksi</i>              | hostile; contrary; opposed  | advantageous, aiding, favorable, fortunate, helpful             |
| <b>alcoholism</b>        | <i>alkolizm</i>                | addiction to alcohol  |   |
| <b>argue</b>             | <i>ileri sürmek, tartışmak</i> | dispute; claim; give reasons                                      |   |
| <b>benefit</b>           | <i> fayda sağlamak</i>         | be useful; receive benefit; give benefit; profit, be advantageous | disadvantage, handicap, harm, hindrance, hurt, loss, misfortune |
| <b>capable of</b>        | <i>-ya yetenekli olmak</i>     | competent, able to, can   |   |
| <b>cardio-protection</b> | <i>kalbi koruma</i>            |   |   |
| <b>cardiovascular</b>    | <i>kardiyovasküler</i>         |   |   |
| <b>caution</b>           | <i>uyarmak, ikaz</i>           | warn, notify of danger  |   |
| <b>consumption</b>       | <i>tüketim</i>                 | using up, consuming   |   |
| <b>controversial</b>     | <i>tartışmalı</i>              | disputable, debatable   | agreeable, uncontroversial, undoubted, unquestionable           |
| <b>coronary</b>          | <i>koroner</i>                 |   |   |
| <b>correlation</b>       | <i>ilişki, bağıntı</i>         | mutual relation   |   |
| <b>detrimental</b>       | <i>zararlı</i>                 | damaging, injurious, harmful                                      | advantageous, assisting, beneficial, helpful, profitable        |
| <b>evidence</b>          | <i>kanıt</i>                   | proof   |   |
| <b>excessive</b>         | <i>aşırı</i>                   | immoderate, extreme   | insufficient, moderate, reasonable, underdone                   |
| <b>expert</b>            | <i>uzman</i>                   | skilled, knowledgeable  | amateur, inexperienced, unskilled, untrained                    |
| <b>fetal</b>             | <i>cenine ait, cenin</i>       |   |   |
| <b>historically</b>      | <i>tarihe göre</i>             | in a historical manner; with regard to history                    |   |
| <b>hypertension</b>      | <i>yüksek tansiyon</i>         |   |   |
| <b>intake</b>            | <i>giriş, içeri alma</i>       | taking in   |   |
| <b>liver</b>             | <i>karaciğer</i>               |   |   |
| <b>malabsorption</b>     | <i>kötü emilim</i>             | poor absorption   |   |
| <b>moderate</b>          | <i>hafifletmek</i>             | make temperate  |   |
| <b>nearly</b>            | <i>neredeyse</i>               | almost, closely, all but  |   |
| <b>occur</b>             | <i>ortaya çıkmak</i>           | happen, take place  |   |
| <b>outweigh</b>          | <i>ağır basmak</i>             |   |   |
| <b>pancreatitis</b>      | <i>pankreatit</i>              | inflammation of the pancreas                                      |   |
| <b>particularly</b>      | <i>özellikle</i>               | especially; specifically  |   |
| <b>perceive</b>          | <i>algılamak, seçmek</i>       | feel, sense, be aware of; distinguish, discern; see, behold       |   |
| <b>peripheral</b>        | <i>çevresel</i>                | of the circumference; external, outer, exterior                   |   |
| <b>possibility</b>       | <i>olasılık</i>                | probability, feasibility, chance, likelihood                      | impossible  |
| <b>possible</b>          | <i>muhtemel</i>                | could be, might be, may be  |   |
| <b>potentially</b>       | <i>potansiyel olarak</i>       | possibly  |   |
| <b>promote</b>           | <i>yükseltmek</i>              | further, advance  | condemn, discredit, dishonor, hurt                              |

|                     |                             |   |  |
|---------------------|-----------------------------|---|--|
| <b>proper</b>       | <i>tam, uygun</i>           | correct; suitable                                 |  |
| <b>protection</b>   | <i>koruma</i>               | defense, shelter, safety                          |  |
| <b>prove</b>        | <i>ispatlamak</i>           |   | discredit, disprove                                    |
| <b>quantity</b>     | <i>miktar, sayı</i>         | amount, extent; measure, degree;<br>large amount  |  |
| <b>recommend</b>    | <i>tavsiye etmek</i>        | advise, suggest                                   | disapprove, discourage,<br>dissuade                    |
| <b>recreational</b> | <i>eğlence, dinlence</i>    | pertaining to leisure                             |  |
| <b>regard as</b>    | <i>olarak görmek</i>        |   |  |
| <b>safe</b>         | <i>emin, sağlam</i>         | secure  | exposed, unguarded,<br>unprotected, unsafe, vulnerable |
| <b>traditional</b>  | <i>geleneksel</i>           | customary   |  |
| <b>urge</b>         | <i>zorlamak, sevk etmek</i> | impel, encourage                                  |  |
| <b>violence</b>     | <i>şiddet, zorlama</i>      |   |  |
| <b>vulnerable</b>   | <i>savunmasız, eğilimli</i> | unprotected, defenseless;<br>exposed; susceptible | closed, guarded, protected,<br>safe, secure            |



**A) MATCH THE SYNONYMS**

|                         |                 |
|-------------------------|-----------------|
| 1) <b>abuse</b>         | able to         |
| 2) <b>capable of</b>    | advance         |
| 3) <b>consumption</b>   | almost          |
| 4) <b>controversial</b> | customary       |
| 5) <b>correlation</b>   | damaging        |
| 6) <b>detrimental</b>   | debatable       |
| 7) <b>evidence</b>      | defense         |
| 8) <b>excessive</b>     | extreme         |
| 9) <b>expert</b>        | impel           |
| 10) <b>nearly</b>       | likelihood      |
| 11) <b>particularly</b> | misuse          |
| 12) <b>possibility</b>  | mutual relation |
| 13) <b>promote</b>      | proof           |
| 14) <b>proper</b>       | secure          |
| 15) <b>protection</b>   | skilled         |
| 16) <b>recommend</b>    | specifically    |
| 17) <b>safe</b>         | suggest         |
| 18) <b>traditional</b>  | suitable        |
| 19) <b>urge</b>         | susceptible     |
| 20) <b>vulnerable</b>   | using up        |

**B) Put the correct PREPOSITIONS from the following list in the sentences below.**

**of to of of from of to from for in of in to of between of**

- There is a strong correlation ... 'high levels' ... alcohol consumption and an increased risk ... developing alcoholism, cardiovascular disease, malabsorption, chronic pancreatitis, alcoholic liver disease, and cancer.
- Damage ... the central nervous system and peripheral nervous system can occur ... chronic alcohol abuse.
- Long-term use ... alcohol ... excessive quantities is capable ... damaging nearly every organ and system ... the body.
- The developing adolescent brain is particularly vulnerable ... the toxic effects ... alcohol.
- The long term effects ... alcohol range ... possible health benefits ... low levels ... alcohol consumption ... severe detrimental effects.

**C) Put the correct CONJUNCTIONS from the following list in the sentences below.**

**in cases of that as such as as however because of**

- ... the apparent health benefits of moderate alcohol consumption are limited for populations at low risk of heart disease, other experts urge caution ... the possibility ... recommending moderate alcohol consumption may lead to an increased risk of alcohol abuse.
- There is evidence of cardiovascular benefits from drinking 1 - 2 drinks per day; ..., the health benefits from moderate intake of alcohol are controversial.
- Alcohol should be regarded ... a recreational drug with potentially serious adverse effects on health.
- Alcohol is not recommended for cardio-protection in the place of safer and proven traditional methods ... exercise and proper nutrition.
- The long term effects of alcohol range from possible health benefits for low levels of alcohol consumption to severe detrimental effects ... chronic alcohol abuse.

## PROBABLE QUESTIONS TEST 33

1. The long term effects of alcohol range ..... possible health benefits for low levels of alcohol consumption to severe detrimental effects in cases ..... chronic alcohol abuse.
  - a) to/for
  - b) from/of
  - c) by/into
  - d) under/up
  - e) down/over
2. There is a strong correlation ..... 'high levels' of alcohol consumption ..... an increased risk of developing alcoholism, cardiovascular disease, malabsorption, chronic pancreatitis, alcoholic liver disease, and cancer.
  - a) more/than
  - b) such/as
  - c) rather/than
  - d) between/and
  - e) so/that
3. Damage to the central nervous system and peripheral nervous system can ..... from chronic alcohol abuse.
  - a) promote
  - b) urge
  - c) recommend
  - d) prove
  - e) occur
4. Long-term use of alcohol in excessive quantities is capable of damaging ..... every organ and system in the body.
  - a) potentially
  - b) particularly
  - c) historically
  - d) nearly
  - e) safely
5. The developing adolescent brain is particularly ..... to the toxic effects of alcohol.
  - a) vulnerable
  - b) proper
  - c) possible
  - d) moderate
  - e) detrimental
6. Historically doctors ..... alcohol for its perceived health benefits and most recently for protection against coronary heart disease.
  - a) had been promoted
  - b) was promoted
  - c) have promoted
  - d) would promote
  - e) have been promoted
7. There is evidence of cardiovascular benefits from drinking 1 - 2 drinks per day; ....., the health benefits from moderate intake of alcohol are controversial.
  - a) moreover
  - b) although
  - c) therefore
  - d) however
  - e) otherwise
8. Alcohol ..... as a recreational drug with potentially serious adverse effects on health.
  - a) can regard
  - b) may be regarded
  - c) should be regarded
  - d) might have regarded
  - e) could have regarded
9. Alcohol is not recommended for cardio-protection in the place of safer and proven traditional methods ..... exercise and proper nutrition.
  - a) in order to
  - b) in contrast to
  - c) above all
  - d) as to
  - e) such as
10. Some experts argue that the benefits of moderate alcohol ..... may be outweighed by other increased risks, including those of injuries, violence, fetal damage, certain forms of cancer, liver disease and hypertension.
  - a) protection
  - b) correlation
  - c) consumption
  - d) abuse
  - e) caution

## 33.ALCOHOL

The long term [ ] of alcohol range from [ ] health benefits for low levels of [ ] consumption to severe [ ] effects in cases of [ ] alcohol abuse. There is a strong [ ] between 'high levels' of alcohol [ ] and an increased risk of developing alcoholism, [ ] disease, malabsorption, chronic [ ], alcoholic liver disease, and cancer. Damage to the central [ ] system and peripheral nervous system can [ ] from chronic alcohol [ ]. Long-term use of alcohol in excessive [ ] is capable of damaging nearly every organ and system in the [ ]. The developing adolescent brain is [ ] vulnerable to the toxic effects of alcohol.

[ ] doctors have promoted alcohol for its [ ] health benefits and most recently for protection against [ ] heart disease. There is evidence of cardiovascular [ ] from drinking 1 - 2 drinks per day; [ ], the health benefits from moderate [ ] of alcohol are [ ]. Alcohol should be [ ] as a recreational drug with [ ] serious adverse effects on health and it is not [ ] for cardio-protection in the place of safer and [ ] methods such as exercise and [ ] nutrition.

Some experts [ ] that the benefits of [ ] alcohol consumption may be [ ] by other [ ] risks, including those of injuries, violence, [ ] damage, certain forms of cancer, liver disease and [ ]. As the [ ] health benefits of moderate alcohol consumption are [ ] for populations at low risk of heart disease, other experts [ ] caution [ ] the possibility that recommending moderate alcohol consumption may [ ] an increased [ ] of alcohol abuse.

abuse  
alcohol  
apparent  
argue  
because of  
benefits  
body  
cardiovascular  
chronic  
consumption  
controversial  
coronary  
correlation  
detrimental  
effects  
fetal  
Historically  
however  
hypertension  
increased  
intake  
lead to  
limited  
moderate  
nervous  
occur  
outweighed  
pancreatitis  
particularly  
perceived  
possible  
potentially  
proper  
proven  
quantities  
recommended  
regarded  
risk  
traditional  
urge

## 34.Cholera

Cholera is an infection of the small intestine **that is caused** <sup>272</sup> by the bacterium *Vibrio cholerae*. The main symptoms are profuse watery diarrhea and vomiting. Transmission occurs primarily by drinking or eating water or food **that has been contaminated by** <sup>273</sup> the diarrhea of an infected person or the feces of an infected but asymptomatic person. The severity of the diarrhea and vomiting can lead to rapid dehydration and electrolyte imbalance and death in some cases. The primary treatment is with oral rehydration solution (ORS) to replace water and electrolytes, and if this is not tolerated or doesn't provide quick enough **treatment** <sup>274</sup>, intravenous fluids can also be used. Antibiotics are beneficial in those with severe disease to shorten the duration and severity. Worldwide it affects 3–5 million people and causes 100,000–130,000 deaths a year as of 2010. Cholera was one of the earliest infections to be studied by epidemiological methods.

Transmission is primarily due to the fecal contamination of food and water **due to** <sup>275</sup> poor sanitation. This bacterium can, **however** <sup>276</sup>, live naturally in any environment. About one hundred million bacteria must typically be ingested to cause cholera in a normal healthy adult. This dose, however, is less in those with lower gastric acidity (for instance those using proton pump inhibitors). Children are also more susceptible with two to four year olds having the highest rates of infection. Individuals' susceptibility to cholera is also affected by their blood type, with those with type O blood being the most susceptible. Persons with lower immunity such as persons with AIDS or children who are malnourished are more likely to experience a severe case if they become infected. However, it should be noted that any particular person, even a healthy adult in middle age, can experience a severe case, and each particular person's case should be measured by their particular loss of fluids, preferably in consultation with a doctor or other health worker.

It has been said that cystic fibrosis genetic mutation in humans has maintained a selective advantage: heterozygous carriers of the mutation (who are thus not affected by cystic fibrosis) are more resistant to *V. cholerae* infections. In this model, the genetic deficiency in the cystic fibrosis transmembrane conductance regulator channel proteins interferes with bacteria binding to the gastrointestinal epithelium, **thus** <sup>277</sup> reducing the effects of an infection.

<http://en.wikipedia.org/wiki/Cholera>

<sup>272</sup> **PRESENT PASSIVE** bir **RELATIVE CLAUSE** cümlecığıdır.

<sup>273</sup> **PRESENT PERFECT PASSIVE** bir **RELATIVE CLAUSE** cümlecığıdır.

<sup>274</sup> **TREATMENT** buradaki anlamıyla **TEDAVİ** olarak kullanılmıştır. **–MENT (SUFFIX)** eki **İSİM** yapmada kullanılır. Aşağıdaki tabloda bu kullanımlara örnekler verilmiştir.

|                   |                           |                       |                 |
|-------------------|---------------------------|-----------------------|-----------------|
| <b>Arrange</b>    | Düzenlemek                | <b>Arrangement</b>    | Düzenleme       |
| <b>Enlarge</b>    | Büyütmek                  | <b>Enlargement</b>    | Genişleme       |
| <b>Entertain</b>  | Eğlendirmek               | <b>Entertainment</b>  | Eğlence         |
| <b>Postpone</b>   | Ertelemek                 | <b>Postponement</b>   | Erteleme        |
| <b>Improve</b>    | Geliştirmek               | <b>Improvement</b>    | Gelişme         |
| <b>Encourage</b>  | Teşvik etmek              | <b>Encouragement</b>  | Teşvik          |
| <b>Advertise</b>  | Reklamını yapmak          | <b>Advertisement</b>  | Reklam          |
| <b>Govern</b>     | Hükmetmek                 | <b>Government</b>     | Hükümet         |
| <b>Punish</b>     | Cezalandırmak             | <b>Punishment</b>     | Ceza            |
| <b>Manage</b>     | İdare etmek               | <b>Management</b>     | İdare           |
| <b>Employ</b>     | Çalıştırmak               | <b>Employment</b>     | İstihdam        |
| <b>Agree</b>      | Anlaşmak                  | <b>Agreement</b>      | Anlaşma         |
| <b>Disappoint</b> | Hayal kırıklığına uğramak | <b>Disappointment</b> | Hayal kırıklığı |
| <b>Imprison</b>   | Hapsetmek                 | <b>Imprisonment</b>   | Hapis           |
| <b>Announce</b>   | İlan etmek                | <b>Announcement</b>   | Anons           |
| <b>Develop</b>    | Geliştirmek               | <b>Development</b>    | Gelişme         |

<sup>275</sup> **DUE TO –den dolayı** anlamındadır. **OWING TO, BECAUSE OF, IN VIEW OF, ON ACCOUNT OF** yapıları da aynı anlamda kullanılır.

<sup>276</sup> **HOWEVER BUNUNLA BİRLİKTE, YİNE DE** anlamlarında kullanılan bir bağlaçtır. **NEVERTHELESS** ve **NONETHELESS** yapıları da aynı anlamda kullanılabilir. **HOWEVER** cümle başında kullanıldığında kendisinden sonra bir **SIFAT** gelmesi gerekir. **HOWEVER BEAUTIFUL SHE IS** gibi. Anlamı **ne kadar güzel olursa olsun**. Bunun dışında **HOWEVER bununla birlikte** anlamında öncesinde cümle ister.

<sup>277</sup> **THEREFORE, SO, HENCE** ve **THUS** bundan dolayı veya bu yüzden şeklinde çevrilir. **THEREFORE, THUS** ve **HENCE** cümle ortasında da kullanılabilir. Ama **SO** bu anlamıyla cümle ortasında kullanılmaz.

| VOCABULARY              | MEANING   | SYNONYMS   | ANTONYMS   |
|-------------------------|---|--|--|
| <b>asymptomatic</b>     | <i>asemptomatik</i>                                   | without symptoms   |  |
| <b>bacterium</b>        | <i>bakteri</i>  |  |  |
| <b>beneficial</b>       | <i>faydalı</i>  | advantageous; pleasurable, enjoyable   | disadvantageous, harmful, hurting, unfortunate, unhelpful, |
| <b>binding</b>          | <i>bağlayıcı</i>                                      | obligatory, compulsory   |  |
| <b>conductance</b>      | <i>iletkenlik</i>                                     | transmission, conduction   |  |
| <b>consultation</b>     | <i>danışma</i>  | counseling, advising; conferring   |  |
| <b>contaminate</b>      | <i>kirletme</i>                                       | pollute, make impure   | clean, cure, heal, purify, sterilize                       |
| <b>deficiency</b>       | <i>eksiklik</i>                                       | lack, shortage; defect   |  |
| <b>diarrhea</b>         | <i>ishal, diyare</i>                                  |  |  |
| <b>duration</b>         | <i>süre</i>   |  |  |
| <b>electrolyte</b>      | <i>elektrolit</i>                                     |  |  |
| <b>environment</b>      | <i>çevre</i>  | surroundings   |  |
| <b>epidemiological</b>  | <i>salgın hastalıklarla ilgili</i>                    |  |  |
| <b>epithelium</b>       | <i>gözeli doku, epitelyum</i>                         |  |  |
| <b>fecal</b>            | <i>dışkı ile ilgili</i>                               |  |  |
| <b>feces</b>            | <i>dışkı, pislik</i>                                  | bodily waste, excrement  |  |
| <b>gastric</b>          | <i>mideye ait, mide</i>                               |  |  |
| <b>gastrointestinal</b> | <i>mide bağırsak</i>                                  |  |  |
| <b>heterozygous</b>     | <i>gen çifti birbirinden farklı iki genden oluşan</i> |  |  |
| <b>imbalance</b>        | <i>dengesizlik</i>                                    | instability  |  |
| <b>immunity</b>         | <i>bağışıklık</i>                                     | freedom, protection  |  |
| <b>infect</b>           | <i>enfekte etmek</i>                                  | influence  |  |
| <b>ingest</b>           | <i>mideye indirmek</i>                                | take into the body   |  |
| <b>interfere with</b>   | <i>müdahale etmek</i>                                 | impede, obstruct, hinder   |  |
| <b>intravenous</b>      | <i>damar içi</i>                                      |  |  |
| <b>lead to</b>          | <i>-e yol açmak</i>                                   | goes to -, arrives to -, takes one to -  |  |
| <b>maintain</b>         | <i>sürdürmek, desteklemek</i>                         | sustain; keep in good condition, preserve; support, provide for; assert        |  |
| <b>malnourished</b>     | <i>kötü beslenmiş</i>                                 | underfed, poorly nourished   |  |
| <b>mutation</b>         | <i>değişim, mutasyon</i>                              | change, alteration   | inaction, stagnation                                       |
| <b>naturally</b>        | <i>doğal olarak</i>                                   | unaffectedly, artlessly  | unnaturally  |
| <b>occur</b>            | <i>ortaya çıkmak</i>                                  | happen, take place   |  |
| <b>oral</b>             | <i>ağızdan, sözlü</i>                                 | verbal, spoken   |  |
| <b>particular</b>       | <i>belirli, özgü</i>                                  | special; unusual, uncommon; detailed; meticulous, precise                      |  |
| <b>preferably</b>       | <i>tercihen</i>                                       | more desirably   |  |
| <b>primarily</b>        | <i>öncelikle</i>                                      | chiefly, principally, mainly; in the first place, initially                    |  |
| <b>primary</b>          | <i>ilk, temel</i>                                     | first, original; primeval, initial; principal, main, prime; basic, fundamental | inferior, least, minor, second-rate                        |
| <b>profuse</b>          | <i>bol, savurgan, çok</i>                             | plentiful, abundant; generous, giving freely; extravagant, wasteful            |  |
| <b>provide</b>          | <i>sağlamak</i>                                       | supply, furnish; give  |  |
| <b>rehydration</b>      | <i>rehidrasyon</i>                                    |  |  |

|                      |                                  |                                    |   |
|----------------------|----------------------------------|------------------------------------|---|
| <b>replace</b>       | <i>değiřtirmek</i>               | substitute for                     |   |
| <b>resistant to</b>  | <i>-e dirençli</i>               | resisting                          |   |
| <b>sanitation</b>    | <i>sağlık önlemleri</i>          |                                    |   |
| <b>severity</b>      | <i>şiddet, sertlik</i>           | seriousness; acuteness; difficulty | kindness, pity, softness                    |
| <b>shorten</b>       | <i>kısaltmak</i>                 | make shorter, abbreviate           | elongate, enlarge, grow, increase, lengthen |
| <b>solution</b>      | <i>çözüm</i>                     |                                    |   |
| <b>susceptible</b>   | <i>hassas, müsait, elverişli</i> | vulnerable, prone                  | resistant, resisting, unsusceptible         |
| <b>tolerate</b>      | <i>dayanmak</i>                  | bear                               |   |
| <b>transmembrane</b> | <i>zardan geçerek</i>            |                                    |   |
| <b>transmission</b>  | <i>bulaşma, aktarma</i>          | transmittal, conveyance            |   |
| <b>typically</b>     | <i>genellikle, tipik olarak</i>  | in a characteristic manner         |   |
| <b>vomit</b>         | <i>kusmak, çıkarmak</i>          | throw up                           |   |
| <b>watery</b>        | <i>sulu, ıslak</i>               |                                    | dehydrated, dry                             |

**A) MATCH THE SYNONYMS**

|                          |                    |
|--------------------------|--------------------|
| 1) <b>beneficial</b>     | abbreviate         |
| 2) <b>conductance</b>    | advantageous       |
| 3) <b>consultation</b>   | advising           |
| 4) <b>contaminate</b>    | fundamental        |
| 5) <b>imbalance</b>      | impede             |
| 6) <b>immunity</b>       | influence          |
| 7) <b>infect</b>         | instability        |
| 8) <b>ingest</b>         | mainly             |
| 9) <b>interfere with</b> | more desirably     |
| 10) <b>maintain</b>      | plentiful          |
| 11) <b>naturally</b>     | pollute            |
| 12) <b>occur</b>         | protection         |
| 13) <b>preferably</b>    | seriousness        |
| 14) <b>primarily</b>     | substitute for     |
| 15) <b>primary</b>       | supply             |
| 16) <b>profuse</b>       | sustain            |
| 17) <b>provide</b>       | take into the body |
| 18) <b>replace</b>       | take place         |
| 19) <b>severity</b>      | transmission       |
| 20) <b>shorten</b>       | unaffectedly       |

**B) Put the correct PREPOSITIONS from the following list in the sentences below.**

**of in with in in with to to in with to by of in of about to**

- The severity ... the diarrhea and vomiting can lead ... rapid dehydration and electrolyte imbalance and death ... some cases.
- Antibiotics are beneficial ... those ... severe disease ... shorten the duration and severity.
- ... one hundred million bacteria must typically be ingested ... cause cholera ... a normal healthy adult.
- Children are also more susceptible ... two ... four year olds having the highest rates ... infection.
- It should be noted that any particular person, even a healthy adult ... middle age, can experience a severe case, and each particular person's case should be measured ... their particular loss ... fluids, preferably ... consultation ... a doctor or other health worker.

**C) Put the correct CONJUNCTIONS from the following list in the sentences below.**

**however if as of if due to such as who due to that**

- Worldwide cholera affects 3–5 million people and causes 100,000–130,000 deaths a year ... 2010.
- Persons with lower immunity ... persons with AIDS or children ... are malnourished are more likely to experience a severe case ... they become infected.
- Transmission is primarily ... the fecal contamination of food and water ... poor sanitation. This bacterium can, ... , live naturally in any environment.
- It has been said ... cystic fibrosis genetic mutation in humans has maintained a selective advantage.
- The primary treatment is with oral rehydration solution (ORS) to replace water and electrolytes, and ... this is not tolerated or doesn't provide quick enough treatment , intravenous fluids can also be used.



## PROBABLE QUESTIONS TEST 34

1. **Transmission occurs ..... by drinking or eating water or food that has been contaminated by the diarrhea of an infected person or the feces of an infected but asymptomatic person.**
  - a) intensely
  - b) mistakenly
  - c) possibly
  - d) primarily
  - e) randomly
2. **The severity of the diarrhea and vomiting ..... rapid dehydration and electrolyte imbalance and death in some cases.**
  - a) might lead to
  - b) should have led to
  - c) can lead to
  - d) must lead to
  - e) may have led to
3. **The primary treatment is with oral rehydration solution (ORS) to replace water and electrolytes, and ..... this is not tolerated or doesn't provide quick enough treatment, intravenous fluids can also be used.**
  - a) unless
  - b) while
  - c) since
  - d) if
  - e) for
4. **Antibiotics are ..... in those with severe disease to shorten the duration and severity.**
  - a) selective
  - b) susceptible
  - c) beneficial
  - d) enough
  - e) poor
5. **Cholera ..... one of the earliest infections to be studied by epidemiological methods.**
  - a) has been
  - b) would be
  - c) was
  - d) had been
  - e) is
6. **Transmission is primarily ..... the fecal contamination of food and water due to poor sanitation.**
  - a) due to
  - b) prior to
  - c) with regard to
  - d) instead of
  - e) contrary to
7. **Persons with lower immunity such as persons with AIDS or children ..... are malnourished are more likely to experience a severe case if they become infected.**
  - a) whom
  - b) whose
  - c) which
  - d) what
  - e) who
8. **It should be noted that any particular person, even a healthy adult ..... middle age, can experience a severe case, and each particular person's case should be measured ..... their particular loss of fluids, preferably in consultation with a doctor or other health worker.**
  - a) on/to
  - b) in/by
  - c) for/at
  - d) over/up
  - e) by/during
9. **It ..... that cystic fibrosis genetic mutation in humans has maintained a selective advantage: heterozygous carriers of the are more resistant to V. cholerae infections.**
  - a) was said
  - b) would be said
  - c) has been said
  - d) will be said
  - e) was saying
10. **The genetic deficiency in the cystic fibrosis transmembrane conductance regulator channel proteins interferes with bacteria binding to the gastrointestinal epithelium, ..... reducing the effects of an infection.**
  - a) but
  - b) thus
  - c) because
  - d) when
  - e) as

# 34.CHOLERA

Cholera is an infection of the small  that is caused by the bacterium *Vibrio cholerae*. The main  are profuse watery diarrhea and . Transmission occurs  by drinking or eating water or food that has been  by the diarrhea of an  person or the feces of an infected but  person. The severity of the diarrhea and vomiting can  rapid dehydration and electrolyte  and death in some cases. The primary  is with oral rehydration  (ORS) to replace water and electrolytes, and if this is not tolerated or doesn't  quick enough , intravenous fluids can also be used.  are beneficial in those with severe disease to  the duration and severity. Worldwide it affects 3–5 million people and causes 100,000–130,000  a year as of . Cholera was one of the earliest infections to be  by epidemiological methods.

is primarily due to the fecal contamination of food and water  poor sanitation. This bacterium can, however, live  in any environment. About one hundred million bacteria  typically be ingested to cause cholera in a normal healthy . This dose, , is less in those with lower gastric  (for instance those using proton pump inhibitors). Children are also more  with two to four year olds having the  rates of infection. Individuals' susceptibility to cholera is also affected by their  type, with those with type O blood being the most susceptible.  with lower immunity such as persons with AIDS or children who are  are more likely to experience a severe case  they become infected. However, it should be noted that any  person, even a healthy adult in middle age, can  a severe case, and each particular person's case should be  by their particular loss of fluids,  in consultation with a doctor or other health worker.

It has been said that cystic fibrosis genetic  in humans has  a selective : heterozygous carriers of the mutation (who are thus not affected by cystic fibrosis) are more resistant to *V. cholerae* infections. In this model, the genetic  in the cystic fibrosis transmembrane conductance regulator channel proteins interferes with bacteria  to the gastrointestinal epithelium, thus reducing the effects of an infection.

2010  
acidity  
adult  
advantage  
Antibiotics  
asymptomatic  
binding  
blood  
contaminated  
deaths  
deficiency  
due to  
experience  
highest  
however  
if  
imbalance  
infected  
intestine  
lead to  
maintained  
malnourished  
measured  
must  
mutation  
naturally  
particular  
Persons  
preferably  
primarily  
provide  
shorten  
solution  
studied  
susceptible  
symptoms  
Transmission  
treatment  
treatment  
vomiting

## 35.Influenza

Influenza, commonly referred to as the flu, is an infectious disease **caused by** <sup>278</sup>RNA viruses of the family Orthomyxoviridae (the influenza viruses), that affects birds and mammals. The most common symptoms of the disease are chills, fever, sore throat, muscle pains, severe headache, coughing, weakness/fatigue and general discomfort. **Although** <sup>279</sup>it is often confused with other influenza-like illnesses, especially the common cold, influenza is a more severe disease than the common cold and is caused by a different type of virus. Influenza may produce nausea and vomiting, particularly in children, but these symptoms are more common in the unrelated gastroenteritis, which is sometimes, inaccurately, referred to as "stomach flu." Flu can occasionally cause **either direct viral pneumonia or** <sup>280</sup>secondary bacterial pneumonia.

Typically, influenza is transmitted through the air by coughs or sneezes, creating aerosols containing the virus. Influenza can also be transmitted by direct contact with bird droppings or nasal secretions, or through contact with contaminated surfaces. Airborne aerosols **have been thought to cause** <sup>281</sup>most infections, although which means of transmission is most important is not absolutely clear. Influenza viruses can be inactivated by sunlight, disinfectants and detergents. **As** <sup>282</sup>the virus can be inactivated by soap, frequent hand washing reduces the risk of infection. Influenza spreads around the world in seasonal epidemics, resulting in the deaths of between 250,000 and 500,000 people every year, up to millions in some pandemic years. On average 41,400 people died each year in the United States between 1979 and 2001 from influenza. In 2010 the Centers for Disease Control and Prevention (CDC) in the United States changed the way it reports the 30 year estimates for deaths. Now they are reported as a range from a low of about 3,300 deaths to a high of 49,000 per year. Three influenza pandemics occurred in the 20th century and killed tens of millions of people, with each of these pandemics being caused by the appearance of a new strain of the virus in humans. Often, these new strains appear when an existing flu virus spreads to humans from other animal species, or when an existing human strain picks up new genes from a virus that usually infects birds or pigs. An avian strain named H5N1 raised the concern of a new influenza pandemic, after it emerged in Asia in the 1990s, but it has not evolved to a form that spreads easily between people. In April 2009 a novel flu strain evolved that combined genes from human, pig, and bird flu, initially dubbed "swine flu" and **also known as** <sup>283</sup>influenza A/H1N1, emerged in Mexico, the United States, and several other nations. The World Health Organization officially declared the outbreak to be a pandemic on June 11, 2009. The WHO's declaration of a pandemic level 6 was an indication of spread, not severity, the strain actually having a **lower mortality rate than** <sup>284</sup>common flu outbreaks. Vaccinations against influenza are usually made available to people in developed countries. Farmed poultry is often vaccinated to avoid decimation of the flocks. The most common human vaccine is the trivalent influenza vaccine (TIV) that contains purified and inactivated antigens against three viral strains. Typically, this vaccine includes material from two influenza A virus subtypes and one influenza B virus strain. The TIV carries no risk of transmitting the disease, and it has very low reactivity. A vaccine formulated for one year may be ineffective in the following year, **since** <sup>285</sup>the influenza virus evolves rapidly, and new strains quickly replace the older ones. Antiviral drugs can be used to treat influenza, with neuraminidase inhibitors (such as Tamiflu or Relenza) being particularly effective. <http://en.wikipedia.org/wiki/Influenza>

<sup>278</sup> **CAUSED BY** –den kaynaklanan anlamında kullanılmıştır. **WHICH/THAT IS CAUSED** yapısının kısaltmasıdır.

<sup>279</sup> **ALTHOUGH, THOUGH, MUCH AS** ve **EVEN THOUGH** de birer zıtlık bağlacıdır ama bunlar kendilerinden sonra cümle alırlar. **THOUGH** iki virgül veya nokta virgül arasında kullanıldığında **GERÇİ** anlamındadır. Bu tür bağlaçlarda her iki cümle arasındaki anlam ön plana çıkmaktadır. **DESPITE/IN SPITE OF** aynı anlamda kullanılıp kendilerinden sonra **NOUN (isim)** alırlar.

<sup>280</sup> **EITHER ... OR ...** koordineli bir bağlaçtır. Aşağıdaki tabloda bazı koordineli bağlaçlara örnek verilmiştir.

|                                   |                               |   |
|-----------------------------------|-------------------------------|---|
| <b>BOTH...AND</b>                 | HEM ... HEM DE ...            | He told them <b>BOTH</b> where to go <b>AND</b> how to get there.                   |
| <b>EITHER...OR</b>                | NE ... NE DE ...              | She could <b>EITHER</b> have one week in England <b>OR</b> two weeks at home.       |
| <b>NEITHER...NOR</b>              | YA ... YA DA ...              | It was <b>NEITHER</b> possible <b>NOR</b> impossible.                               |
| <b>NOT ONLY/JUST...BUT (ALSO)</b> | SADECE ...DEĞİL AYRICA ... DA | She was <b>NOT ONLY</b> their mother, <b>BUT ALSO</b> their friend.                 |
| <b>SCARCELY...WHEN</b>            | TAM ...MIŞTI Kİ ...OLDU       | <b>SCARCELY</b> had she gone out, <b>WHEN</b> he arrived.                           |
| <b>BARELY ... WHEN</b>            | TAM ...MIŞTI Kİ ...OLDU       | <b>BARELY</b> had they found the money <b>WHEN</b> they informed me.                |
| <b>HARDLY...WHEN</b>              | TAM ...MIŞTI Kİ ...OLDU       | <b>HARDLY</b> had he finished cleaning the car <b>WHEN</b> she arrived.             |
| <b>NO SOONER ... THAN</b>         | ... IR ... IRMAZ              | <b>NO SOONER</b> had she come in <b>THAN</b> she helped us.                         |
| <b>MORE...THAN</b>                | DEN DAHA FAZLA                | No one loves you <b>MORE</b> truly <b>THAN</b> I.                                   |
| <b>SO...THAT</b>                  | O KADAR ... Kİ, ÖYLE ... Kİ   | She was <b>SO</b> angry <b>THAT</b> she could have cried.                           |
| <b>SUCH...THAT</b>                | O KADAR ... Kİ, ÖYLE ... Kİ   | The place was <b>SUCH</b> a problem in terms of maintenance <b>THAT</b> he sold it. |

<sup>281</sup> **PRESENT PERFECT PASSIVE** bir yapıdır. Bütün **PASSIVE** fiillerden sonra kullanılan **FIİLLER** daima **TO** edatı alırlar.

<sup>282</sup> **AS** burada **İÇİN/DEN DOLAYI** anlamında kullanılmıştır.

<sup>283</sup> **ALSO KNOWN AS** aynı zamanda olarak bilinen anlamında kullanılmıştır.

<sup>284</sup> **LOWER THAN** bir **MORE THAN** yapısıdır.

<sup>285</sup> **SINCE** burada **ÇÜNKÜ/İÇİN** anlamında kullanılmıştır.

| VOCABULARY             | MEANING                            | SYNONYMS  | ANTONYMS   |
|------------------------|------------------------------------|---|--|
| <b>absolutely</b>      | <i>kesinlikle</i>                  | definitely; completely                                    |  |
| <b>aerosol</b>         | <i>aerosol</i>                     |   |  |
| <b>affect</b>          | <i>etkilemek</i>                   | influence   |  |
| <b>antigen</b>         | <i>antikor üreten madde</i>        |   |  |
| <b>appear</b>          | <i>görünmek</i>                    | come into view; seem                                      | disappear, hide  |
| <b>appearance</b>      | <i>görünüm</i>                     | impression, semblance                                     |  |
| <b>avoid</b>           | <i>sakınmak</i>                    | evade, escape   |  |
| <b>bird droppings</b>  | <i>kuş dışkısı</i>                 |   |  |
| <b>chill</b>           | <i>soğuk</i>                       | cool, cold  | hot, warm  |
| <b>common</b>          | <i>yaygın</i>                      | usual, frequent   | abnormal, extraordinary, infrequent, rare, scarce, uncommon, unusual |
| <b>concern</b>         | <i>endişe duymak, ilgilenmek</i>   | interest; affect, involve; worry                          |  |
| <b>confuse</b>         | <i>kafası karışmak</i>             | embarrass; bewilder; mix up                               |  |
| <b>contact</b>         | <i>temas kurmak</i>                | establish communication, connect                          |  |
| <b>contain</b>         | <i>içermek</i>                     | include   |  |
| <b>cough</b>           | <i>öksürük, öksürmek</i>           |   |  |
| <b>decimation</b>      | <i>kırım, katliam</i>              |   |  |
| <b>declare</b>         | <i>ilan etmek</i>                  | proclaim, make a statement                                |  |
| <b>detergent</b>       | <i>deterjan</i>                    | cleansing agent   |  |
| <b>discomfort</b>      | <i>bozmak, sıkıntı</i>             | lack of comfort, uneasiness                               | comfort, ease, pleasure, relief                                      |
| <b>disinfectant</b>    | <i>dezenfektan, antiseptik</i>     |   |  |
| <b>dub</b>             | <i>düzeltilmek, isim vermek</i>    | call, name  |  |
| <b>effective</b>       | <i>etkili</i>                      | productive, efficient; in operation; impressive, striking | fruitless, impotent, incapable, ineffective, unproductive, useless   |
| <b>emerge</b>          | <i>ortaya çıkmak</i>               | appear, come out, be revealed                             |  |
| <b>epidemic</b>        | <i>salgın (hastalık)</i>           | outbreak, plague  |  |
| <b>especially</b>      | <i>özellikle</i>                   | particularly, specifically                                |  |
| <b>estimate</b>        | <i>tahmin etmek</i>                | predict, guess  |  |
| <b>evolve</b>          | <i>evrim geçirmek</i>              | develop   |  |
| <b>farm</b>            | <i>çiftlik, işlemek</i>            |   |  |
| <b>fatigue</b>         | <i>yorgunluk, bitkinlik</i>        | weariness, tiredness                                      | energy, freshness, liveliness, spirit                                |
| <b>fever</b>           | <i>ateş(lenmek)</i>                | excite, cause tension                                     |  |
| <b>flock</b>           | <i>sürü, yığın</i>                 | herd, pack; crowd   |  |
| <b>flu</b>             | <i>grip</i>                        | influenza   |  |
| <b>formulate</b>       | <i>formülleştirmek, hazırlamak</i> | devise, conceive; develop                                 |  |
| <b>frequent</b>        | <i>sık, devamlı</i>                | regular; common, usual                                    | inconstant, infrequent, irregular, rare, uncommon, unusual           |
| <b>gastroenteritis</b> | <i>mide ve bağırsak iltihabı</i>   |   |  |
| <b>influenza</b>       | <i>grip</i>                        | flu   |  |
| <b>inaccurately</b>    | <i>yanlış olarak</i>               | inexactly, imprecisely, incorrectly, erroneously          |  |
| <b>indication</b>      | <i>belirti</i>                     | sign, mark, signal, symptom                               |  |
| <b>infectious</b>      | <i>bulaşıcı</i>                    | contagious  | antiseptic, germless, harmless, non-infectious, uncontagious         |

|                        |  |  |   |
|------------------------|--|--|---|
| <b>inhibitor</b>       | <i>önleyici</i>  |  |   |
| <b>initially</b>       | <i>başlangıçta</i>   | at first, in the first place,<br>at the beginning                              |   |
| <b>mammal</b>          | <i>memeli</i>  |  |   |
| <b>mortality</b>       | <i>ölüm oranı</i>  | rate of death  |   |
| <b>muscle pain</b>     | <i>kas ağrısı</i>  |  |   |
| <b>nasal secretion</b> | <i>burun salgısı</i>   |  |   |
| <b>neuraminidase</b>   | <i>virüslerin yüzeyinde<br/>bulunan antijenik bir<br/>enzim, nöraminidaz</i> |  |   |
| <b>novel</b>           | <i>yeni, acayip, roman</i>   | new; strange   | common, familiar, old, ordinary,<br>overused, used, usual, worn |
| <b>occasionally</b>    | <i>ara sıra</i>  | sometimes, now and then,<br>every so often, from time to time                  | always, constantly, frequently,<br>regularly, steadily, usually |
| <b>officially</b>      | <i>resmen</i>  | formally, ceremoniously  | casually, informally  |
| <b>particularly</b>    | <i>özellikle</i>   | especially; specifically   |   |
| <b>pick up</b>         | <i>toplamak, hızlanmak</i>   | gather, obtain   |   |
| <b>pig</b>             | <i>domuz</i>   | swine  |   |
| <b>pneumonia</b>       | <i>Zatürree, akciğer<br/>iltihaplanması</i>                                  |  |   |
| <b>poultry</b>         | <i>kümes hayvanları</i>  | domestic fowl  |   |
| <b>purify</b>          | <i>arıtmak, temizlemek</i>   | sanctify, make pure  | corrupt, dirty, pollute   |
| <b>range</b>           | <i>sıra(lamak), alan</i>   | extend, stretch; vary  |   |
| <b>reactivity</b>      | <i>reaktivite</i>  | responsiveness   |   |
| <b>reduce</b>          | <i>düşürmek</i>  | lessen, diminish, decrease   | expand, extend, grow,<br>increase, raise, upgrade               |
| <b>refer to</b>        | <i>adlandırmak</i>   | direct attention to; apply to  |   |
| <b>replace</b>         | <i>değiştirmek</i>   | substitute for   |   |
| <b>result in</b>       | <i>sebep olmak</i>   | cause, bring about   |   |
| <b>seasonal</b>        | <i>mevsimsel</i>   |  |   |
| <b>severe</b>          | <i>ciddi</i>   | serious; acute, critical; difficult,<br>rigorous; simple, plain; harsh, strict |   |
| <b>severity</b>        | <i>şiddet, ciddiyet</i>  | seriousness; acuteness; difficulty,<br>rigorousness; harshness, strictness     |   |
| <b>sneeze</b>          | <i>hapşırmak</i>   |  |   |
| <b>soap</b>            | <i>sabun(lamak)</i>  |  |   |
| <b>sore throat</b>     | <i>boğaz ağrısı</i>  |  |   |
| <b>spread</b>          | <i>yayılmak</i>  | extend   |   |
| <b>strain</b>          | <i>germek, zorlamak</i>  | stretch  |   |
| <b>subtype</b>         | <i>alt tür</i>   | secondary type, subordinate type   |   |
| <b>surface</b>         | <i>yüzey</i>   | external; superficial  |   |
| <b>swine flu</b>       | <i>domuz gribi</i>   |  |   |
| <b>transmit</b>        | <i>geçirmek, yaymak</i>  | convey; pass to another; broadcast   |   |
| <b>trivalent</b>       | <i>üç değerlikli</i>   |  |   |
| <b>unrelated</b>       | <i>ilgisiz</i>   | unconnected, unassociated  | dependent, related, relevant                                    |
| <b>vaccination</b>     | <i>aşılama</i>   |  |   |
| <b>weakness</b>        | <i>güçsüzlük, zaaf</i>   | drawback, disadvantage; defect   | strength, strong point  |

**A) MATCH THE SYNONYMS**

|                  |                |
|------------------|----------------|
| 1) absolutely    | bewilder       |
| 2) appear        | cold           |
| 3) chill         | completely     |
| 4) confuse       | contagious     |
| 5) dub           | convey         |
| 6) especially    | especially     |
| 7) fatigue       | harsh          |
| 8) flu           | incorrectly    |
| 9) inaccurately  | influenza      |
| 10) indication   | name           |
| 11) infectious   | new            |
| 12) mortality    | obtain         |
| 13) novel        | particularly   |
| 14) particularly | rate of death  |
| 15) pick up      | seem           |
| 16) pig          | seriousness    |
| 17) replace      | substitute for |
| 18) severe       | swine          |
| 19) severity     | symptom        |
| 20) transmit     | tiredness      |

**B) Put the correct PREPOSITIONS from the following list in the sentences below.**

**in through by of by to in of up to against in to in around on**

- Influenza, commonly referred ... as the flu, is an infectious disease caused ... RNA viruses ... the family Orthomyxoviridae (the influenza viruses), that affects birds and mammals.
- Typically, influenza is transmitted ... the air ... coughs or sneezes, creating aerosols containing the virus.
- The World Health Organization officially declared the outbreak ... be a pandemic ... June 11, 2009.
- Vaccinations ... influenza are usually made available ... people ... developed countries.
- Influenza spreads ... the world ... seasonal epidemics, resulting ... the deaths ... between 250,000 and 500,000 people every year, ... to millions ... some pandemic years.

**C) Put the correct CONJUNCTIONS from the following list in the sentences below.**

**as although after which but as although that but between**

- An avian strain named H5N1 raised the concern of a new influenza pandemic, ... it emerged in Asia in the 1990s, ... it has not evolved to a form ... spreads easily ... people.
- Influenza may produce nausea and vomiting, particularly in children, ... these symptoms are more common in the unrelated gastroenteritis, ... is sometimes, inaccurately, referred to ... "stomach flu."
- ... the virus can be inactivated by soap, frequent hand washing reduces the risk of infection.
- Airborne aerosols have been thought to cause most infections, ... which means of transmission is most important is not absolutely clear.
- ... it is often confused with other influenza-like illnesses, especially the common cold, influenza is a more severe disease than the common cold and is caused by a different type of virus.



## PROBABLE QUESTIONS TEST 35

1. **Influenza, ..... referred to as the flu, is an infectious disease caused by RNA viruses of the family Orthomyxoviridae (the influenza viruses), that affects birds and mammals.**
  - a) vaguely
  - b) wastefully
  - c) temporarily
  - d) severely
  - e) commonly
2. **..... common symptoms of the disease are chills, fever, sore throat, muscle pains, severe headache, coughing, weakness/fatigue and general discomfort.**
  - a) The more
  - b) More
  - c) Less
  - d) The most
  - e) Most
3. **..... it is often confused with other influenza-like illnesses, especially the common cold, influenza is a more severe disease than the common cold and is caused by a different type of virus.**
  - a) However
  - b) Whether
  - c) Although
  - d) So
  - e) Furthermore
4. **Influenza may produce nausea and vomiting, particularly in children, ..... these symptoms are more common in the unrelated gastroenteritis, which is sometimes, inaccurately, referred to as "stomach flu.**
  - a) even if
  - b) such as
  - c) for
  - d) as
  - e) but
5. **Typically, influenza ..... through the air by coughs or sneezes, creating aerosols containing the virus.**
  - a) was transmitted
  - b) has transmitted
  - c) would transmit
  - d) is transmitted
  - e) transmitted
6. **Influenza can also be transmitted ..... direct contact with bird droppings or nasal secretions, or ..... contact with contaminated surfaces.**
  - a) for/from
  - b) by/through
  - c) over/by
  - d) on/to
  - e) after/off
7. **Airborne aerosols ..... to cause most infections, although which ..... of transmission is most important is not absolutely clear.**
  - a) have thought/meant
  - b) had been thought/means
  - c) would be thought/has meant
  - d) was thought/mean
  - e) have been thought/means
8. **An avian strain named H5N1 raised the concern of a new influenza pandemic, ..... it emerged in Asia in the 1990s, but it has not evolved to a form that spreads easily between people.**
  - a) after
  - b) but
  - c) only if
  - d) rather than
  - e) by the time
9. **Vaccinations ..... influenza are usually made available ..... people in developed countries.**
  - a) for/from
  - b) against/to
  - c) by/for
  - d) after/over
  - e) in/at
10. **A vaccine formulated for one year may be ineffective in the following year, since the influenza virus evolves rapidly, and new strains ..... replace the older ones.**
  - a) deliberately
  - b) effortlessly
  - c) extremely
  - d) ideally
  - e) quickly



# 35.INFLUENZA

Influenza, commonly [ ] to as the flu, is an infectious disease [ ] by RNA viruses of the family Orthomyxoviridae (the influenza viruses), that affects birds and [ ]. The most common symptoms of the disease are chills, fever, sore throat, [ ] pains, severe headache, coughing, weakness/fatigue and general [ ]. Although it is often [ ] with other influenza-like illnesses, especially the [ ] cold, influenza is a more severe disease than the common cold and is caused by a [ ] type of virus. Influenza may produce nausea and vomiting, particularly in children, but these symptoms are more common in the [ ] gastroenteritis, which is sometimes, [ ], referred to as "stomach flu." Flu can [ ] cause either direct viral pneumonia or secondary bacterial [ ].

Typically, influenza is [ ] through the air by coughs or sneezes, creating aerosols containing the virus. Influenza can also be transmitted by direct contact with bird droppings or nasal secretions, or [ ] contact with contaminated [ ]. Airborne aerosols have been thought to cause most infections, although which means of transmission is most important is not [ ] clear. Influenza viruses can be [ ] by sunlight, disinfectants and detergents. As the virus can be inactivated by soap, frequent hand washing reduces the risk of infection. Influenza spreads around the world in seasonal [ ], resulting in the deaths of between 250,000 and 500,000 people every year, up to millions in some [ ] years. On average 41,400 people died each year in the United States between 1979 and 2001 from influenza. In 2010 the Centers for Disease Control and [ ] (CDC) in the United States changed the way it reports the 30 year [ ] for deaths. Now they are reported as a range from a low of about 3,300 deaths to a high of 49,000 per year.

Three influenza pandemics [ ] in the 20th century and killed tens of millions of people, with each of these pandemics being caused by the [ ] of a new strain of the virus in humans. Often, these new [ ] appear when an existing flu virus spreads to humans from other animal species, or when an [ ] human strain picks up new genes from a virus that usually [ ] birds or pigs. An avian strain named H5N1 raised the [ ] of a new influenza pandemic, after it [ ] in Asia in the 1990s, but it has not evolved to a form that spreads easily between people. In April 2009 a novel flu strain evolved that [ ] genes from human, pig, and bird flu, [ ] dubbed "swine flu" and also known as influenza A/H1N1, emerged in Mexico, the United States, and several other nations. The World Health Organization [ ] declared the outbreak to be a pandemic on June 11, 2009. The WHO's declaration of a pandemic level 6 was an indication of spread, not severity, the strain [ ] having a lower mortality [ ] common flu [ ].

Vaccinations against influenza are usually made available to people in developed countries. Farmed poultry is often [ ] to avoid decimation of the flocks. The most common human vaccine is the [ ] influenza vaccine (TIV) that contains purified and inactivated [ ] against three viral strains. Typically, this vaccine includes material from two influenza A virus subtypes and one influenza B virus strain. The TIV carries no risk of transmitting the disease, and it has very low reactivity. A vaccine formulated for one year may be [ ] in the following year, since the influenza virus [ ] rapidly, and new strains quickly [ ] the older ones. Antiviral drugs can be used to treat influenza, with neuraminidase inhibitors (such as Tamiflu or Relenza) being particularly effective.

absolutely  
actually  
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concern  
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different  
discomfort  
emerged  
epidemics  
estimates  
evolves  
existing  
inaccurately  
inactivated  
ineffective  
infects  
initially  
mammals  
muscle  
occasionally  
occurred  
officially  
outbreaks  
pandemic  
pneumonia  
Prevention  
rate than  
referred  
replace  
strains  
surfaces  
through  
transmitted  
trivalent  
unrelated  
vaccinated

## 36. Advertising

Advertising is a form of communication **used to**<sup>286</sup> encourage or persuade an audience (viewers, readers or listeners) to continue or take some new action. Most commonly, the desired result is to drive consumer behavior with respect to a commercial offering, **although**<sup>287</sup> political and ideological advertising is also common. The purpose of advertising may also be to reassure employees or shareholders that a company is viable or successful. Advertising messages are usually paid for by sponsors and viewed via various traditional media; including mass media **such as**<sup>288</sup> newspaper, magazines, television commercial, radio advertisement, outdoor advertising or direct mail; or new media such as websites and text messages.

Commercial advertisers often seek to generate increased **consumption**<sup>289</sup> of their products or services through "Branding," which involves the repetition of an image or product name in an effort to associate certain qualities with the brand in the minds of consumers. Non-commercial advertisers **who spend**<sup>290</sup> money to advertise items other than a consumer product or service include political parties, interest groups, religious organizations and governmental agencies. Nonprofit organizations may rely on free modes of persuasion, such as a public service announcement (PSA).

Modern advertising developed with the rise of mass production in the late 19th and early 20th centuries.

In 2010, spending on advertising was estimated at more than \$300 billion in the United States and \$500 billion worldwide.

Internationally, the largest ("big four") advertising conglomerates are Interpublic, Omnicom, Publicis, and WPP. Virtually any medium can be used for advertising. Commercial advertising media can include wall paintings, billboards, street furniture components, printed flyers and rack cards, radio, cinema and television adverts, web banners, mobile telephone screens, shopping carts, web popups, skywriting, bus stop benches, human billboards, magazines, newspapers, town criers, sides of buses, banners attached to or sides of airplanes ("logojets"), in-flight advertisements on seatback tray tables or overhead storage bins, taxicab doors, roof mounts and passenger screens, musical stage shows, subway platforms and trains, elastic bands on disposable diapers, doors of bathroom stalls, stickers on apples in supermarkets, shopping cart handles (grabvertising), the opening section of streaming audio and video, posters, and the backs of event tickets and supermarket receipts. **Any place**<sup>291</sup> an "identified" sponsor pays to deliver their message through a medium is advertising.

<http://en.wikipedia.org/wiki/Advertising>

<sup>286</sup> **USED TO** burada **WHICH IS USED TO** yapısının kısaltması olarak kullanılmıştır. **USED TO** aynı zamanda **MODAL** olarak kullanılmaktadır. **USED TO** (geçmişte alışkanlık), **BE USED TO VERBing** (şu anda alışkın olmak) ve **GET USED TO VERBing** (alışıyor olmak) anlamlarında kullanılmaktadır.

<sup>287</sup> **ALTHOUGH** karşılaştırmalı zıtlık bağlacıdır. Aşağıdaki tabloda önemli zıtlık bağlaçları vardır.

|  |                                      |   |
|--|--------------------------------------|---|
| 1. Even though (-e karşın, bile)           | 9. Nevertheless (yine de)            | 17. In spite of (-e rağmen)                 |
| 2. Although (-e rağmen)                    | 10. Nonetheless (yine de)            | 18. Despite (-e rağmen)                     |
| 3. Though (-e karşın)                      | 11. However (bununla beraber, ancak) | 19. But ... anyway (fakat, yine de)         |
| 4. Much as (-e rağmen)                     | 12. On the contrary (tam aksine)     | 20. But ... still (fakat, yine de)          |
| 5. Still (-e rağmen)                       | 13. As opposed to (tam aksine)       | 21. Yet ... Still (fakat, yine de)          |
| 6. Even so (öyle olsa bile)                | 14. Contrary to (tam aksine)         | 22. No matter + wh word (ne kadar....olsa)  |
| 7. Whereas (... karşın, ... oysa, halbuki) | 15. But (fakat, yine de)             | 23. However + sıfat/zarf (ne kadar....olsa) |
| 8. While (... karşın, ... oysa, halbuki)   | 16. Yet (fakat, yine de)             | 24. On the other hand (diğer yandan)        |

<sup>288</sup> **SUCH AS** kendisinden önce verilen isme örnek vermek amacıyla kullanılır.

<sup>289</sup> **CONSUMPTION** burada **TÜKETİM** anlamındadır. **-ION** eki yapılan **İSİMLERE** burada yeni örnekler verilmiştir (**TABLO 2**). Daha önce bir kısmı verilmişti.

|                 |                   |                     |                     |
|-----------------|-------------------|---------------------|---------------------|
| <b>Destroy</b>  | Yok etmek         | <b>Destruction</b>  | İmha, tahribat      |
| <b>Oppose</b>   | Karşı gelmek      | <b>Opposition</b>   | Muhalefet           |
| <b>Publish</b>  | Yayınlamak        | <b>Publication</b>  | Yayın               |
| <b>Receive</b>  | Almak             | <b>Reception</b>    | Alış, kabul         |
| <b>Deceive</b>  | Kandırmak         | <b>Deception</b>    | Dalavere, hile      |
| <b>Abolish</b>  | Ortadan kaldırmak | <b>Abolition</b>    | Fesih, iptal        |
| <b>Explain</b>  | Açıklamak         | <b>Explanation</b>  | Açıklama            |
| <b>Detain</b>   | Alıkoymak         | <b>Detention</b>    | Alıkoyma, tutuklama |
| <b>Satisfy</b>  | Memnun etmek      | <b>Satisfaction</b> | Tatmin              |
| <b>Describe</b> | Tanımlamak        | <b>Description</b>  | Tanım               |

<sup>290</sup> **WHO** şahıslar için kullanılan bir **RELATIVE PRONOUN**'dur.

<sup>291</sup> **ANY** olumlu cümlede **HERHANGİ BİR** anlamında ama olumsuz cümlede **HİÇ** anlamında kullanılmaktadır.

| VOCABULARY      | MEANING                  | SYNONYMS                                     | ANTONYMS  |
|-----------------|--------------------------|--|---|
| advertisement   | reklam                   |  |   |
| associate       | birleřtirmek             | connect; unite                               | disassociate, disjoin, disunite                                 |
| attach          | baęlamak                 | fasten                                       |   |
| banner          | sembol, afiř, ok iyi    | flag; poster; large headline                 |   |
| bin             | öp kutusu               | garbage; box                                 |   |
| brand           | marka, özel ad           | trademark                                    |   |
| cart            | at arabası, ekek       | car, wagon; coach, carriage                  |   |
| commercial      | ticari                   |  |   |
| commonly        | yaygın olarak            | usually; prevalently                         | uncommonly, unusually   |
| communication   | iletiřim                 |  |   |
| component       | bileřen, para           | ingredient                                   |   |
| conglomerate    | küme, yığmak             |  |   |
| consumer        | tüketici                 | buyer  |   |
| consumption     | tüketim                  | using up, consuming                          |   |
| deliver         | ulařtırmak               | convey                                       |   |
| desire          | istek, arzu              | want, wish for, request                      |   |
| diaper          | ocuk bezi               |  |   |
| disposable      | tek kullanımlık          |  |   |
| drive           | sürmek, kullanmak, güdü  | impel forward                                |   |
| elastic band    | lastik bant              | rubber band                                  |   |
| employee        | personel, görevli        | worker                                       |   |
| encourage       | teřvik etmek             | support, inspire, give hope                  | dampen, deject, depress, deter, discourage, dispirit, uninspire |
| flyer           | uçan, pilot              | pilot, aviator                               |   |
| furniture       | mobilya                  | accessories, appliances                      |   |
| generate        | üretmek                  | create, produce;                             |   |
| governmental    | devlet, hükümet          |  |   |
| grabertising    | alışveriş sepeti kolları |  |   |
| handle          | tutmak, kullanmak        | manage; treat                                |   |
| internationally | milletlerarası olarak    |  |   |
| interpublic     | halk arasında            |  |   |
| identify        | belirlemek, tanımak      | recognize                                    |   |
| ideological     | ideolojik                |  |   |
| interest        | dikkatini çekmek         |  |   |
| involve         | kapsamak, yol açmak      | include                                      | exclude, free, remove   |
| item            | madde, ürün              | thing, object, article                       |   |
| mind            | zihin, akıl, fikir       | brain  |   |
| nonprofit       | kar amacı gütmeyen       | not for profit                               |   |
| offer           | sunmak, teklif           | suggest                                      |   |
| overhead        | yukarıda, havada, asma   | from above; above; over the head; in the sky |   |
| persuade        | ikna etmek               | convince, induce                             |   |
| persuasion      | ikna                     | inducement                                   |   |
| pop up          | pat diye gelmek          |  |   |
| poster          | duvar ilanı, afiř        | announcement, notice; banner; large picture  |   |
| product         | ürün, sonuç              |  |   |

|                    |                                     |   |                               |
|--------------------|-------------------------------------|---|-------------------------------|
| <b>purpose</b>     | <i>amaç</i>                         | goal, aim; intention, objective                           |                               |
| <b>quality</b>     | <i>kalite</i>                       | excellent   |                               |
| <b>rack card</b>   | <i>askı kartpostal</i>              |   |                               |
| <b>reassure</b>    | <i>güvence vermek</i>               | restore confidence  |                               |
| <b>receipt</b>     | <i>fiş, makbuz, kazanç, hasılat</i> |   |                               |
| <b>religious</b>   | <i>dini</i>                         |   |                               |
| <b>rely on</b>     | <i>dayanmak</i>                     | count on, lean on   |                               |
| <b>repetition</b>  | <i>tekrar</i>                       |   |                               |
| <b>respect</b>     | <i>saygı göstermek</i>              | honor, admire   |                               |
| <b>rise</b>        | <i>kalkmak, doğmak</i>              | stand up  | decline, decrease, drop, fall |
| <b>screen</b>      | <i>ekran</i>                        |   |                               |
| <b>seatback</b>    | <i>koltuk arkası</i>                |   |                               |
| <b>seek</b>        | <i>aramak, uğraşmak</i>             | go in search of, look for;<br>search for, try to discover |                               |
| <b>shareholder</b> | <i>hissedar</i>                     | stockholder   |                               |
| <b>skywriting</b>  | <i>dumanla havada yazı yazma</i>    |   |                               |
| <b>stall</b>       | <i>stand, tezgah, hızı kesilmek</i> |   |                               |
| <b>sticker</b>     | <i>etiket</i>                       | tag, label  |                               |
| <b>storage</b>     | <i>depo(lama), bellek</i>           |   |                               |
| <b>streaming</b>   | <i>gruplandırma</i>                 |   |                               |
| <b>subway</b>      | <i>metro</i>                        | underground railway system                                |                               |
| <b>table</b>       | <i>masa, tablo</i>                  |   |                               |
| <b>taxicab</b>     | <i>taksi</i>                        |   |                               |
| <b>town crier</b>  | <i>tellal</i>                       | announcer   |                               |
| <b>traditional</b> | <i>geleneksel</i>                   | customary   |                               |
| <b>tray</b>        | <i>tepsi, tabla</i>                 |   |                               |
| <b>via</b>         | <i>yoluyla</i>                      | by way of, by means of                                    |                               |
| <b>viable</b>      | <i>geçerli, yaşar</i>               | impossible, unachievable,<br>unpractical, unreasonable    |                               |
| <b>viewer</b>      | <i>izleyici</i>                     | spectator; displayer                                      |                               |
| <b>virtually</b>   | <i>aslında, fiilen</i>              | almost, practically                                       |                               |

**A) MATCH THE SYNONYMS**

|                        |             |
|------------------------|-------------|
| 1) <b>associate</b>    | almost      |
| 2) <b>attach</b>       | announcer   |
| 3) <b>bin</b>          | buyer       |
| 4) <b>brand</b>        | connect     |
| 5) <b>component</b>    | convey      |
| 6) <b>consumer</b>     | excellent   |
| 7) <b>consumption</b>  | fasten      |
| 8) <b>deliver</b>      | garbage     |
| 9) <b>elastic band</b> | goal        |
| 10) <b>employee</b>    | honor       |
| 11) <b>handle</b>      | ingredient  |
| 12) <b>offer</b>       | manage      |
| 13) <b>purpose</b>     | rubber band |
| 14) <b>quality</b>     | spectator   |
| 15) <b>respect</b>     | stockholder |
| 16) <b>shareholder</b> | suggest     |
| 17) <b>sticker</b>     | tag         |
| 18) <b>town crier</b>  | trademark   |
| 19) <b>viewer</b>      | using up    |
| 20) <b>virtually</b>   | worker      |

**B) Put the correct PREPOSITIONS from the following list in the sentences below.**

**to of to on to through of of to through to of**

- The purpose ... advertising may also be ... reassure employees or shareholders that a company is viable or successful.
- Commercial advertisers often seek ... generate increased consumption ... their products or services ... "Branding".
- Nonprofit organizations may rely ... free modes ... persuasion, such as a public service announcement (PSA).
- Any place an "identified" sponsor pays ... deliver their message ... a medium is advertising.
- Advertising is a form ... communication used ... encourage or persuade an audience (viewers, readers or listeners) ... continue or take some new action.

**C) Put the correct CONJUNCTIONS from the following list in the sentences below.**

**with respect to such as who that other than including although more than**

- In 2010, spending on advertising was estimated at ... \$300 billion in the United States and \$500 billion worldwide.
- Non-commercial advertisers ... spend money to advertise items ... a consumer product or service include political parties, interest groups, religious organizations and governmental agencies.
- The purpose of advertising may also be to reassure employees or shareholders ... a company is viable or successful.
- Advertising messages are usually paid for by sponsors and viewed via various traditional media; ... mass media ... newspaper, magazines, television commercial, radio advertisement, outdoor advertising or direct mail; or new media such as websites and text messages.
- Most commonly, the desired result is to drive consumer behavior ... a commercial offering, ... political and ideological advertising is also common.

## PROBABLE QUESTIONS TEST 36

1. **Advertising is a form of communication ..... to encourage or persuade an audience (viewers, readers or listeners) to ..... or take some new action.**
  - a) to use/would continue
  - b) using/continued
  - c) to be used/have continued
  - d) having used/will continue
  - e) used/continue
2. **Most commonly, the desired result is to drive consumer behavior with respect to a commercial offering, ..... political and ideological advertising is also common.**
  - a) despite
  - b) although
  - c) whether
  - d) as soon as
  - e) by the time
3. **The purpose of advertising may also be to ..... employees or shareholders that a company is viable or successful.**
  - a) storage
  - b) seek
  - c) respect
  - d) reassure
  - e) persuade
4. **Advertising messages are usually paid for by sponsors and viewed ..... various traditional media; including mass media ..... as newspaper, magazines, television commercial, radio advertisement, outdoor advertising or direct mail; or new media such as websites and text messages.**
  - a) for/so
  - b) from/much
  - c) via/such
  - d) at/more
  - e) about/less
5. **Commercial advertisers often seek to generate increased consumption of their products or services through "Branding," ..... involves the repetition of an image or product name in an effort to associate certain qualities with the brand in the minds of consumers.**
  - a) which
  - b) whose
  - c) whom
  - d) that
  - e) in which
6. **Non-commercial advertisers who spend money to advertise items ..... a consumer product or service include political parties, interest groups, religious organizations and governmental agencies.**
  - a) such as
  - b) by means of
  - c) in terms of
  - d) other than
  - e) as regards
7. **Nonprofit organizations may ..... free modes of persuasion, such as a public service announcement (PSA).**
  - a) rely on
  - b) amount to
  - c) consist of
  - d) adhere to
  - e) confess to
8. **Modern advertising developed with the rise of mass ..... in the late 19th and early 20th centuries.**
  - a) consumption
  - b) communication
  - c) repetition
  - d) traditional
  - e) production
9. **In 2010, spending on advertising ..... at more than \$300 billion in the United States and \$500 billion worldwide.**
  - a) had been estimated
  - b) was estimating
  - c) would be estimated
  - d) was estimated
  - e) estimated
10. **..... any medium can be used for advertising.**
  - a) Abruptly
  - b) Confidentially
  - c) Currently
  - d) Virtually
  - e) Exclusively



## 36.AVERTISING

Advertising is a form of  used to encourage or  an audience (viewers, readers or listeners) to continue or take some new action. Most , the desired result is to drive  behavior with  to a commercial offering, although political and  advertising is also common. The purpose of  may also be to reassure  or shareholders that a company is  or successful. Advertising  are usually paid for by sponsors and viewed via various  media; including mass media such as , magazines, television commercial, radio , outdoor advertising or  mail; or new media such as websites and text messages.

Commercial advertisers often seek to  increased consumption of their products or  through "Branding," which involves the  of an image or product name in an effort to  certain qualities with the brand in the minds of consumers. Non- advertisers who spend money to advertise items  a consumer product or service include political parties,  groups, religious organizations and governmental agencies. Nonprofit organizations may  free modes of persuasion, such as a public service  (PSA).

Modern advertising developed with the rise of mass  in the late 19th and early 20th centuries. In 2010,  on advertising was estimated at more than \$300 billion in the United States and \$500 billion . Internationally, the  ("big four") advertising conglomerates are , Omnicom, Publicis, and WPP.  any medium can be used for advertising. Commercial advertising media can  wall paintings, billboards, street  components, printed  and rack cards, radio, cinema and television adverts, web banners, mobile telephone , shopping carts, web popups, , bus stop benches, human , magazines, newspapers, town criers, sides of buses, banners  to or sides of airplanes ("logojets"), in-flight advertisements on  tray tables or overhead storage bins, taxicab doors, roof mounts and passenger screens, musical stage shows, subway  and trains, elastic bands on  diapers, doors of bathroom stalls,  on apples in supermarkets, shopping cart handles (grabertising), the opening section of streaming audio and video, posters, and the backs of event tickets and supermarket receipts. Any place an "identified" sponsor pays to deliver their message through a medium is advertising.

advertisement  
advertising  
announcement  
associate  
attached  
billboards  
commercial  
commonly  
communication  
consumer  
direct  
disposable  
employees  
flyers  
furniture  
generate  
Interpublic  
ideological  
include  
interest  
largest  
messages  
newspaper  
other than  
persuade  
platforms  
production  
rely on  
repetition  
respect  
screens  
seatback  
services  
skywriting  
spending  
stickers  
traditional  
viable  
Virtually  
worldwide



## 37.Economy

Economics is the study **of how people choose**<sup>292</sup> to use resources. Resources include the time and talent people have available, the land, buildings, equipment, and other tools on hand, and the knowledge of how to combine them to create useful products and services. Important choices involve how much time to devote to work, to school, and to leisure, how many dollars to spend and how many to save, how to combine resources to produce goods and services, and how to vote and shape the level of taxes and the role of government.

Often, people appear to use their resources to improve their well-being. **Well-being**<sup>293</sup> includes the satisfaction people gain from the products and services **they choose to consume**<sup>294</sup>, from their time spent in leisure and with family and community as well as in jobs, and the security and services **provided by**<sup>295</sup> **effective**<sup>296</sup> governments. Sometimes, however, people appear to use their resources in ways that don't improve their well-being.

**In short**<sup>297</sup>, economics includes the study of labor, land, and investments, of money, income, and production, and of taxes and government expenditures. Economists seek to measure well-being, to learn how well-being may increase over time, and to evaluate the well-being of the rich and the poor. The most famous book in economics is the Inquiry into the Nature and Causes of The Wealth of Nations **written by**<sup>298</sup> Adam Smith, and **published in**<sup>299</sup> 1776 in Scotland.

Although the behavior of individuals is important, economics also addresses the collective behavior of businesses and industries, governments and countries, and the globe **as a whole**<sup>300</sup>. Microeconomics starts by thinking about how individuals make decisions. Macroeconomics considers aggregate outcomes. The two points of view are essential in understanding most economic phenomena.

<http://www.aeaweb.org/students/WhatIsEconomics.php>

<sup>292</sup> **HOW** cümlecığı burada bir **NOUN CLAUSE** yapısıdır. Noun clause yapıları her zaman bir fiilden sonra gelmek zorunda değildir. Bazı kullanımları aşağıda verilmiştir.

|   |                |
|---|----------------|
| HE KNOWS <b>EASILY</b> THAT YOU WON'T COME    | Zarftan sonra  |
| IT DEPENDS <b>ON</b> WHAT YOU WANT            | Edattan sonra  |
| IT IS <b>IMPORTANT</b> WHAT YOU WANT          | Sıfattan sonra |
| HE CONFESSED <b>ME</b> THAT HE HADN'T STUDIED | Nesneden sonra |

<sup>293</sup> **WELL-BEING** iyi olma/iyi oluş anlamlarında kullanılır. **WELL** sıfatının eklenmesiyle buna benzer çok sayıda kelime türetmek mümkündür. **WELL-DONE, WELL-EDUCATED, WELL-BEHAVED, WELL-ORGANIZED, WELL-KNOWN, WELL-BEGUN** etc.

<sup>294</sup> Cümle ortasında herhangi bir noktalama işareti veya bağlaç olmaksızın yeni bir cümleye başladığı yerde bir gizli **THAT** vardır. Yani kısaltma yapılmıştır.

<sup>295</sup> **PROVIDED BY** tarafından sağlanan anlamındadır. **PASSIVE** bir kısaltmadır.

<sup>296</sup> **EFFECTIVE** etkili anlamında kullanılır. —**IVE (SUFFIX)** sıfat yapmada kullanılan bir ektir. Aşağıdaki tabloda bu sıfatlara örnekler verilmiştir.

|                   |                |                     |                 |
|-------------------|----------------|---------------------|-----------------|
| <b>Appreciate</b> | Değer vermek   | <b>Appreciative</b> | Takdir eden     |
| <b>Produce</b>    | Üretmek        | <b>Productive</b>   | Üretken         |
| <b>Deceive</b>    | Kandırmak      | <b>Deceptive</b>    | Aldatıcı        |
| <b>Destroy</b>    | Yok etmek      | <b>Destructive</b>  | Yıkıcı          |
| <b>Inform</b>     | Bilgilendirmek | <b>Informative</b>  | Öğretici        |
| <b>Create</b>     | Yaratmak       | <b>Creative</b>     | Yaratıcı        |
| <b>Attract</b>    | Cezp etmek     | <b>Attractive</b>   | Çekici          |
| <b>Talk</b>       | Konuşmak       | <b>Talkative</b>    | Konuşkan        |
| <b>Protect</b>    | Korumak        | <b>Protective</b>   | Koruyucu        |
| <b>Decide</b>     | Karar vermek   | <b>Decisive</b>     | Kararlı, azimli |

<sup>297</sup> **IN SHORT** kısacası anlamında kullanılır, ama aynı zamanda sonuç cümleleri için bir bağlaç olarakta kullanılır. **IN CONCLUSION, ALL IN ALL, TO SUM UP, TO SUMMARIZE, IN SUMMARY, IN BRIEF, TO BE BRIEF, BRIEFLY, SHORTLY KISACA** veya **SONUÇTA** anlamlarında kullanılırlar.

<sup>298</sup> **WRITTEN BY** tarafında yazılan anlamında **PASSIVE** bir kısaltmadır.

<sup>299</sup> **PUBLISHED IN** tarihinde yayınlanan **PASSIVE** bir kısaltmadır.

<sup>300</sup> **AS A WHOLE/GENERALLY** bir bütün olarak/genellikle anlamlarında kullanılır.

| VOCABULARY     | MEANING                          | SYNONYMS  | ANTONYMS   |
|----------------|----------------------------------|---|--|
| address        | <i>göndermek, hitap etmek</i>    | direct to; speak to                                       |  |
| aggregate      | <i>toplamak</i>                  | accumulate; bring together                                | break up, disperse, divide   |
| appear         | <i>görünmek</i>                  | come into view; seem                                      | disappear, hide  |
| as a whole     | <i>tümüyle</i>                   | generally   |  |
| as well as     | <i>yanısıra</i>                  | in addition to, and also, and likewise                    |  |
| available      | <i>uygun, mevcut</i>             | ready for use; attainable; unoccupied; valid              | unavailable, unobtainable  |
| business       | <i>faaliyet, iş, konu</i>        | of business, of commerce, of trade                        |  |
| choice         | <i>seçme</i>                     | select, fine, excellent                                   |  |
| choose         | <i>seçmek</i>                    | select, prefer, pick, make a choice                       |  |
| collective     | <i>ortaklaşa, toplu</i>          | combined; communal, common                                | divided, separate  |
| combine        | <i>birleştirmek</i>              | unite, join; come together; become one                    | detach, disconnect, dissolve, divide, part, separate                     |
| community      | <i>topluluk</i>                  |   |  |
| consume        | <i>tüketmek</i>                  | eat or drink; destroy; use up                             |  |
| create         | <i>yaratmak</i>                  | produce, make   |  |
| decision       | <i>karar</i>                     | ruling, determination                                     |  |
| devote         | <i>adamak</i>                    | set apart for, dedicate                                   |  |
| effective      | <i>etkili</i>                    | productive, efficient; in operation; impressive, striking | fruitless, impotent, incapable, ineffective, unproductive, useless, weak |
| equipment      | <i>araç, alet, ekipman</i>       | supplies, necessary items                                 |  |
| essential      | <i>gerekli</i>                   | necessary, needed, fundamental                            | auxiliary, inessential, minor, nonessential, secondary, unimportant      |
| evaluate       | <i>değerlendirmek</i>            |   |  |
| expenditure    | <i>harcama</i>                   | spending  |  |
| famous         | <i>ünlü</i>                      | well-known, notorious; excellent                          | inconspicuous, obscure, unknown, unnotable, unremarkable                 |
| gain           | <i>kazanmak, artırmak</i>        | acquire; earn; add; purchase                              |  |
| globe          | <i>küre, dünya</i>               | ball, sphere  |  |
| in short       | <i>kısaca</i>                    | briefly, concisely  |  |
| improve        | <i>geliştirmek</i>               | make better, increase in quality, enhance                 | damage, decline, decrease, diminish, harm, hurt, injure, weaken, worsen  |
| income         | <i>gelir</i>                     | revenue, profits  |  |
| industry       | <i>sanayi</i>                    | manufacturing, trade                                      |  |
| investment     | <i>yatırım</i>                   |   |  |
| knowledge      | <i>bilgi</i>                     | understanding   |  |
| labor          | <i>iş, çalışmak, işçi sınıfı</i> | working class   |  |
| leisure        | <i>boş vakit</i>                 | free time; rest; recreation                               |  |
| macroeconomics | <i>genel(makro) ekonomi</i>      |   |  |
| microeconomics | <i>mikroiktisat</i>              |   |  |
| outcome        | <i>sonuç, son</i>                | result, effect  |  |
| phenomena      | <i>olgu, olağanüstülük</i>       |   |  |
| poor           | <i>fakir</i>                     | deficient, lacking, miserable                             | affluent, rich, wealthy  |
| production     | <i>üretim</i>                    | manufacture; output, yield                                |  |

|                     |                                   |  |                           |
|---------------------|-----------------------------------|--|---------------------------|
| <b>provide</b>      | <i>sağlamak</i>                   | supply, furnish; give, grant   |                           |
| <b>publish</b>      | <i>yayınlamak</i>                 | advertise  |                           |
| <b>resource</b>     | <i>kaynak</i>                     | supply, stock  |                           |
| <b>rich</b>         | <i>zengin</i>                     | affluent, wealthy  | poor                      |
| <b>satisfaction</b> | <i>memnuniyet, tatmin</i>         |  |                           |
| <b>save</b>         | <i>korumak, tasarruf etmek</i>    | preserve, keep, maintain   |                           |
| <b>service</b>      | <i>hizmet (vermek)</i>            |  |                           |
| <b>spend</b>        | <i>harcamak</i>                   | expend   |                           |
| <b>talent</b>       | <i>yetenek</i>                    |  |                           |
| <b>tax</b>          | <i>vergi</i>                      |  |                           |
| <b>tool</b>         | <i>alet, parça</i>                | apparatus, device  |                           |
| <b>vote</b>         | <i>oy kullanmak</i>               |  |                           |
| <b>wealth</b>       | <i>zenginlik, varlık</i>          | richness, prosperity; property, resources; capital, fortune; abundance | lack, need, poverty, want |
| <b>well-being</b>   | <i>iyi oluş, sağlık, standart</i> | welfare, contentment   | ill-being                 |

**A) MATCH THE SYNONYMS**

|                |                     |
|----------------|---------------------|
| 1) address     | accumulate          |
| 2) aggregate   | acquire             |
| 3) appear      | affluent            |
| 4) as well as  | briefly             |
| 5) devote      | come into view      |
| 6) effective   | dedicate            |
| 7) equipment   | direct to           |
| 8) expenditure | free time           |
| 9) famous      | in addition to      |
| 10) gain       | increase in quality |
| 11) in short   | miserable           |
| 12) improve    | productive          |
| 13) income     | revenue             |
| 14) labor      | richness            |
| 15) leisure    | spending            |
| 16) poor       | supplies            |
| 17) production | welfare             |
| 18) rich       | well-known          |
| 19) wealth     | working class       |
| 20) well-being | yield               |

**B) Put the correct PREPOSITIONS from the following list in the sentences below.**

**by about to of into to in by about in of of by in in to**

- Often, people appear ... use their resources ... improve their well-being.
- The most famous book ... economics is the Inquiry ... the Nature and Causes ... The Wealth ... Nations written ... Adam Smith, and published ... 1776 ... Scotland.
- Microeconomics starts ... thinking ... how individuals make decisions.
- Microeconomics and Macroeconomics are essential ... understanding most economic phenomena.
- Economics is the study ... how people choose ... use resources.

**C) Put the correct CONJUNCTIONS from the following list in the sentences below.**

**that although as well as how many how much how**

- ... the behavior of individuals is important, economics also addresses the collective behavior of businesses and industries, governments and countries, and the globe as a whole .
- Important choices involve ... time to devote to work, to school, and to leisure, ... dollars to spend.
- Economists seek to measure well-being, to learn ... well-being may increase over time.
- People appear to use their resources in ways ... don't improve their well-being.
- Well-being includes the satisfaction people gain from the products and services they choose to consume , from their time spent in leisure and with family and community ... in jobs, and the security and services provided by effective governments.

## PROBABLE QUESTIONS TEST 37

1. **Economics is the study of ..... people choose to use resources.**
  - a) where
  - b) what
  - c) that
  - d) how
  - e) whose
2. **Resources include the time and talent people have available, the land, buildings, equipment, and other tools on hand, and the knowledge of how to ..... them to create useful products and services.**
  - a) save
  - b) provide
  - c) improve
  - d) devote
  - e) combine
3. **Often, people appear to use their resources to improve their .....**
  - a) well-connected
  - b) well-being
  - c) well-preserved
  - d) well-kept
  - e) well-educated
4. **Well-being includes the satisfaction people gain ..... the products and services they choose to consume, from their time spent in leisure and with family and community as well as in jobs, and the security and services provided ..... effective governments.**
  - a) from/by
  - b) for/about
  - c) to/with
  - d) into/over
  - e) at/off
5. **Economics includes the study of labor, land, and investments, of money, income, and production, and of taxes and government .....**
  - a) services
  - b) satisfactions
  - c) productions
  - d) investments
  - e) expenditures
6. **Economists seek ..... measure well-being, to learn how well-being may increase ..... time, and to evaluate the well-being of the rich and the poor.**
  - a) in/of
  - b) to/over
  - c) on/by
  - d) with/up
  - e) down/at
7. **The most famous book in economics ..... the Inquiry into the Nature and Causes of The Wealth of Nations written by Adam Smith, and ..... in 1776 in Scotland.**
  - a) has been/was published
  - b) was/would publish
  - c) is/published
  - d) had been/publish
  - e) would be/would have published
8. **..... the behavior of individuals is important, economics also addresses the collective behavior of businesses and industries, governments and countries, and the globe as a whole.**
  - a) However
  - b) When
  - c) Despite
  - d) Although
  - e) Unless
9. **Microeconomics ..... by thinking about how individuals make decisions.**
  - a) starts
  - b) started
  - c) will be started
  - d) would start
  - e) has been started
10. **Macroeconomics considers aggregate outcomes and the two points of view are ..... in understanding most economic phenomena.**
  - a) indifferent
  - b) famous
  - c) collective
  - d) available
  - e) essential

# 37.ECONOMY

Economics is the study of  people choose to use resources. Resources  the time and talent people have , the land, buildings, , and other tools on hand, and the  of how to  them to create useful products and services. Important  involve how much time to  to work, to school, and to leisure, how many dollars to  and how many to , how to combine resources to produce goods and services, and how to  and shape the level of  and the role of .

Often, people  to use their  to improve their well-being.  includes the  people gain from the products and services they choose to , from their time spent in leisure and with family and community  in jobs, and the security and services provided by  governments. Sometimes, however, people  to use their resources in  that don't improve their well-being.

, economics includes the study of labor, land, and , of money, , and production, and of  and government . Economists seek to  well-being, to learn how well-being may increase , and to evaluate the well-being of the rich and the poor. The most famous book in economics is the  into the  and Causes of The Wealth of Nations  by Adam Smith, and  in 1776 in Scotland.

Although the behavior of individuals is important, economics also  the collective behavior of businesses and , governments and countries, and the globe as a whole.  starts by thinking about how  make decisions. Macroeconomics considers  outcomes. The two points of view are  in  most economic phenomena.

addresses  
aggregate  
appear  
appear  
as well as  
available  
choices  
combine  
consume  
devote  
effective  
equipment  
essential  
expenditures  
government  
how  
In short  
Inquiry  
include  
income  
individuals  
industries  
investments  
knowledge  
measure  
Microeconomics  
Nature  
over time  
published  
resources  
satisfaction  
save  
spend  
taxes  
taxes  
understanding  
vote  
ways  
Well-being  
written

## 38. Politics

Politics is the activity through which people make, preserve and amend the general rules under which they live. As such, it is an essentially social activity, inextricably linked, **on the one hand**<sup>301</sup>, to the existence of diversity and conflict, and on the other to a willingness to co-operate and act collectively. Politics is better seen as a search for conflict **resolution**<sup>302</sup> than as its achievement, as not all conflicts are, or can be, resolved. Politics **has been understood**<sup>303</sup> differently by different thinkers and within different traditions. Politics has been viewed **as**<sup>304</sup> the art of government or **as** 'what concerns the state', **as** the conduct and management of public affairs, **as** the resolution of conflict through debate and compromise, and **as** the production, distribution and use of resources **in the course of**<sup>305</sup> social existence.

There is considerable debate about the realm of 'the political'. Conventionally, politics has narrowly been seen as embracing institutions and actors operating in a 'public' sphere concerned with the collective organization of social existence. However, when politics is understood in terms of power-structured relationships, it may be seen to operate in the 'private' sphere **as well**<sup>306</sup>. A variety of approaches have been adopted to the study of politics as an academic discipline. These include political philosophy or the analysis of normative theory, an empirical tradition particularly **concerned with**<sup>307</sup> the study of institutions and structures, attempts to introduce scientific rigour through behavioural analysis, and a variety of modern approaches including the use of rational-choice theory.

The study of politics is scientific to the extent that it is possible to gain objective knowledge about the political world by distinguishing it between facts and values. This task is nevertheless hampered by the difficulty of gaining access to reliable data, by values that are implicit in political models and theories, and by biases that operate within all students of politics.

Concepts, models and theories are the tools of political analysis, providing the building blocks of knowledge. However, they are only analytical devices. Although they help to advance understanding, they are more rounded and coherent than the unshapely and complex realities they seek to describe. Ultimately, all political and social enquiry is conducted within a particular intellectual framework or ideological paradigm. <http://www.palgrave.com/skills4study/subjectareas/politics/what.asp>

<sup>301</sup> **ON THE ONE HAND** bir tarafta anlamındadır. Genellikle **diğer tarafta** anlamına gelen **ON THE OTHER HAND/ON THE OTHER** kısmı ile birbirini tamamlar.

<sup>302</sup> **RESOLUTION** **çözme, çözüm** anlamında kullanılır. **TION (SUFFIX)** eki ile yapılan isimler grubunu üçüncü kısmını da burada vereceğiz (**TABLO 3**).

|                  |                 |                     |                    |
|------------------|-----------------|---------------------|--------------------|
| <b>Elect</b>     | Seçmek          | <b>Election</b>     | Seçim              |
| <b>Interrupt</b> | Yarıda kesmek   | <b>Interruption</b> | Kesiklik, durdurma |
| <b>Predict</b>   | Tahmin etmek    | <b>Prediction</b>   | Tahmin             |
| <b>React</b>     | Tepki yapmak    | <b>Reaction</b>     | Tepki              |
| <b>Prevent</b>   | Engellemek      | <b>Prevention</b>   | Önlem              |
| <b>Invent</b>    | İcat etmek      | <b>Invention</b>    | İcat               |
| <b>Addict</b>    | Bağımlısı olmak | <b>Addiction</b>    | Bağımlılık         |
| <b>Protect</b>   | Korumak         | <b>Protection</b>   | Koruma             |
| <b>Suggest</b>   | Önermek         | <b>Suggestion</b>   | Öneri              |
| <b>Select</b>    | Seçmek          | <b>Selection</b>    | Seçim              |

<sup>303</sup> **PRESENT PERFECT PASSIVE** bir yapıdır. Bütün **PERFECT PASSIVE** yapılar **HAVE** ve **VERB3** arasına **BEEN** alır.

| <b>PRESENT PERFECT SIMPLE</b> | <b>PRESENT PERFECT PASSIVE</b>   | <b>PRESENT PERFECT STATE</b>   | <b>PRESENT PERFECT CONTINUOUS</b> |
|-------------------------------|----------------------------------|--------------------------------|-----------------------------------|
| I HAVE INVITED.               | I HAVE <b>BEEN</b> INVITED.      | I HAVE <b>BEEN</b> HAPPY.      | I HAVE <b>BEEN</b> RUNNING.       |
| I HAD INVITED.                | I HAD <b>BEEN</b> INVITED.       | I HAD <b>BEEN</b> HAPPY.       | I HAD <b>BEEN</b> RUNNING.        |
| I WILL HAVE INVITED.          | I WILL HAVE <b>BEEN</b> INVITED. | I WILL HAVE <b>BEEN</b> HAPPY. | I WILL HAVE <b>BEEN</b> RUNNING.  |

<sup>304</sup> Buradaki **AS** ve devamındaki beş adet **AS** ile birlikte **OLARAK** anlamında kullanılmıştır.

<sup>305</sup> **IN THE COURSE OF/DURING** **esnasında** anlamında kullanılmıştır.

<sup>306</sup> **AS WELL** cümlelerin sonunda **-DA, -DE** anlamında kullanılmıştır.

<sup>307</sup> **CONCERNED WITH** ile ilişkili anlamında **PASSIVE** bir yapıdır. **WITH** edatı ile birlikte kullanılan **ADJECTIVE**'ler aşağıdaki listede verilmiştir.

|                        |                   |                       |                   |                      |                |
|------------------------|-------------------|-----------------------|-------------------|----------------------|----------------|
| <b>Angry with</b>      | Consistent with   | <b>Disgusted with</b> | Finished with     | <b>Involved with</b> | Replaced with  |
| <b>Bored with</b>      | Content with      | <b>Engaged with</b>   | Furnished with    | <b>Obsessed with</b> | Satisfied with |
| <b>Busy with</b>       | Contented with    | <b>Equipped with</b>  | Generous with     | <b>Occupied with</b> | Troubled with  |
| <b>Compatible with</b> | Coordinated with  | <b>Faced with</b>     | Honest with       | <b>Patient with</b>  | Upset with     |
| <b>Confronted with</b> | Covered with      | <b>Familiar with</b>  | Identical with    | <b>Pleased with</b>  |                |
| <b>Confused with</b>   | Delighted with    | <b>Fed up with</b>    | Impressed with    | <b>Popular with</b>  |                |
| <b>Connected with</b>  | Disappointed with | <b>Filled with</b>    | Incompatible with | <b>Provided with</b> |                |



| VOCABULARY     | MEANING                                   | SYNONYMS  | ANTONYMS  |
|----------------|---|---|---|
| access         | <i>erişme, giriş, kullanım</i>            | approach; entry   |   |
| achievement    | <i>başarı</i>                             | attainment; performance                                 | defeat, failure, misfortune                               |
| activity       | <i>faaliyet</i>                           | undertaking; action                                     |   |
| adopt          | <i>benimsemek</i>                         |   |   |
| advance        | <i>ilerle(t)mek</i>                       | progress, move forward; promote                         |   |
| amend          | <i>düzeltilmek</i>                        | change, alter; improve                                  | corrupt, harm, impair, worsen                             |
| analysis       | <i>analiz, inceleme</i>                   | examination   |   |
| analytical     | <i>çözümsel</i>                           | critical  |   |
| approach       | <i>yaklaşım, yol</i>                      | appeal to -, turn to -; come near to                    |   |
| as such        | <i>öyle/şöyle/böyle, aslında</i>          | of itself, as it is                                     |   |
| as well        | <i>bile, dahi, de</i>                     | also, too   |   |
| attempt        | <i>denemek</i>                            | try, assay  |   |
| bias           | <i>etki altında bırakmak</i>              | prejudice, influence opinions                           |   |
| building block | <i>yapı taşı</i>                          | basic part, fundamental element                         |   |
| coherent       | <i>tutarlı</i>                            | consistent  | disorganized, unrational, unsystematic                    |
| collectively   | <i>toptan, ortaklaşa</i>                  | communally, as a group                                  |   |
| complex        | <i>karmaşık, blok</i>                     | compound  | clear, easy, homogeneous, obvious, plain, simple, uniform |
| compromise     | <i>uzlaşma(k)</i>                         |   |   |
| concept        | <i>fikir, kavram</i>                      | idea, thought   |   |
| concern        | <i>ilgi(lendirmek), endişe(lendirmek)</i> | interest; affect, involve; worry                        |   |
| conduct        | <i>yönetmek</i>                           | behave; manage  |   |
| conflict       | <i>çatışma, anlaşmazlığa düşmek</i>       | oppose, disagree, quarrel, fight                        |   |
| considerable   | <i>önemli</i>                             | important; sizable, substantial                         | inconsiderable, insignificant, unnoticeable               |
| conventionally | <i>konvansiyonel olarak</i>               | according to custom, formally                           |   |
| co-operate     | <i>beraber çalışmak</i>                   | work together   |   |
| debate         | <i>tartışma</i>                           | argue; discuss; consider                                |   |
| device         | <i>alet, cihaz</i>                        | apparatus   |   |
| differently    | <i>farklı şekilde</i>                     | in a different manner, otherwise                        |   |
| discipline     | <i>disipline sokmak, bilim dalı</i>       | punish; bring order; train                              |   |
| distinguish    | <i>ayırmak</i>                            | mark as different; see as different; discern, recognize |   |
| distribution   | <i>dağıtım</i>                            |   |   |
| diversity      | <i>çeşitlilik</i>                         | variety; difference                                     |   |
| embrace        | <i>kucaklamak</i>                         | hug, include; surround                                  |   |
| empirical      | <i>deneysel</i>                           |   |   |
| enquiry        | <i>soruşturma, sorgu</i>                  | investigation   |   |
| essentially    | <i>aslında, esasen</i>                    | basically, fundamentally; mainly, primarily             |   |
| existence      | <i>varoluş, varlık</i>                    | living  | death, inanimateness                                      |
| extent         | <i>boyut, kapsam</i>                      | scope, range; size, measure                             |   |
| fact           | <i>gerçek, unsur</i>                      | actuality; reality                                      |   |

|                        |  |  |  |
|------------------------|--|--|--|
| <b>framework</b>       | <i>yapı, çatı, sistem</i>                | frame; support, skeleton;<br>structure; system                   |  |
| <b>gain</b>            | <i>kazanmak, yarar</i>                   | acquire; earn; add; purchase                                     |  |
| <b>hamper</b>          | <i>engellemek</i>                        | hinder, impede, delay  |  |
| <b>ideological</b>     | <i>ideolojik</i>                         | of ideology  |  |
| <b>implicit</b>        | <i>ima edilen, kesin</i>                 | implied, indirectly suggested                                    | explicit, specific                                     |
| <b>in terms of</b>     | <i>açıdan</i>                            | in connection with, regarding,<br>in the sense of                |  |
| <b>inextricably</b>    | <i>içinden çıkılamayacak<br/>şekilde</i> | inescapably; unsolvably  |  |
| <b>intellectual</b>    | <i>zihinsel, aydın</i>                   | mental, rational   | foolish, ignorant, simple, stupid                      |
| <b>introduce</b>       | <i>sunmak, tanıştırmak</i>               | initiate, establish  |  |
| <b>management</b>      | <i>idare, yönetim</i>                    |  |  |
| <b>narrowly</b>        | <i>güç bela, dar</i>                     | barely, scarcely   | carelessly, imprecisely                                |
| <b>nevertheless</b>    | <i>yine de</i>                           | anyway, anyhow; still,<br>all the same; however                  |  |
| <b>normative</b>       | <i>örnek oluşturan, normal</i>           | standard, normal   |  |
| <b>objective</b>       | <i>tarafsız, amaç</i>                    | impartial, unbiased  | partial, prejudiced,<br>subjective, unfair             |
| <b>paradigm</b>        | <i>örnek, dizi</i>                       | model, ideal; mold, form;<br>example, pattern                    |  |
| <b>particularly</b>    | <i>özellikle</i>                         | especially; specifically   |  |
| <b>philosophy</b>      | <i>filozofi, felsefe</i>                 |  |  |
| <b>preserve</b>        | <i>korumak</i>                           | guard, keep safe; keep, conserve;<br>defend, protect; perpetuate |  |
| <b>public affair</b>   | <i>kamu işleri</i>                       |  |  |
| <b>rational-choice</b> | <i>mantıklı seçim</i>                    |  |  |
| <b>realm</b>           | <i>krallık, alan, ülke</i>               | kingdom; domain, sphere;<br>region, area                         |  |
| <b>relationship</b>    | <i>ilişki</i>                            | connection, association; closeness                               |  |
| <b>reliable</b>        | <i>güvenilir</i>                         | credible, trustworthy, dependable                                | deceptive, irresponsible,<br>unreliable, untrustworthy |
| <b>resolution</b>      | <i>azim, ayırma, çözüm</i>               | ruling, decision; solution, answer;<br>analysis                  |  |
| <b>resolve</b>         | <i>çözmek, ayırmak</i>                   | determine, decide; solve   |  |
| <b>rigour</b>          | <i>sıkıntı, katılık</i>                  | hardness, stiffness,<br>rigidity, strictness                     |  |
| <b>round</b>           | <i>etrafında</i>                         | around, at approximately   |  |
| <b>rule</b>            | <i>kural, tüzük</i>                      | law, regulation; custom  |  |
| <b>sphere</b>          | <i>küre, sınıf, alan</i>                 | ball, globe; domain, realm, area                                 |  |
| <b>task</b>            | <i>görev, iş (vermek)</i>                | mission, assignment; role  |  |
| <b>tradition</b>       | <i>gelenek, adet</i>                     | custom, practice, convention                                     |  |
| <b>ultimately</b>      | <i>en sonunda</i>                        | in the end, eventually   |  |
| <b>unshapely</b>       | <i>biçimsiz</i>                          | not shapely  |  |
| <b>value</b>           | <i>değer biçmek, önem</i>                | assess, estimate   |  |
| <b>variety</b>         | <i>değişiklik, çeşit</i>                 | diversity, multiplicity;<br>assortment; kind, sort               |  |
| <b>willingness</b>     | <i>isteklilik, gönüllülük</i>            | readiness; agreeableness   |  |

**A) MATCH THE SYNONYMS**

|                  |                    |
|------------------|--------------------|
| 1) in terms of   | association        |
| 2) inextricably  | barely             |
| 3) intellectual  | conserve           |
| 4) introduce     | custom             |
| 5) narrowly      | especially         |
| 6) nevertheless  | eventually         |
| 7) normative     | globe              |
| 8) objective     | hardness           |
| 9) paradigm      | however            |
| 10) particularly | impartial          |
| 11) preserve     | in connection with |
| 12) realm        | inescapably        |
| 13) relationship | initiate           |
| 14) reliable     | kingdom            |
| 15) rigour       | mental             |
| 16) rule         | mission            |
| 17) sphere       | model              |
| 18) task         | regulation         |
| 19) tradition    | standard           |
| 20) ultimately   | trustworthy        |

**B) Put the correct PREPOSITIONS from the following list in the sentences below.**

**of by between to of about of to of within in with about of to**

- There is considerable debate ... the realm ... 'the political'.
- A variety ... approaches have been adopted ... the study ... politics as an academic discipline.
- Ultimately, all political and social enquiry is conducted ... a particular intellectual framework or ideological paradigm.
- The study ... politics is scientific ... the extent that it is possible ... gain objective knowledge ... the political world ... distinguishing it ... facts and values.
- Conventionally, politics has narrowly been seen as embracing institutions and actors operating ... a 'public' sphere concerned ... the collective organization ... social existence.

**C) Put the correct CONJUNCTIONS from the following list in the sentences below.**

**although which when however which in terms of as**

- Politics is the activity through ... people make, preserve and amend the general rules under ... they live.
- ... politics is understood ... power-structured relationships, it may be seen to operate in the 'private' sphere as well.
- A variety of approaches have been adopted to the study of politics ... an academic discipline.
- Concepts, models and theories are the tools of political analysis, providing the building blocks of knowledge. ..., they are only analytical devices.
- ... analytical devices help to advance understanding, they are more rounded and coherent than the unshapely and complex realities they seek to describe.

## PROBABLE QUESTIONS TEST 38

1. **Politics is the activity ..... which people make, preserve and amend the general rules ..... which they live.**
  - a) with/over
  - b) about/beneath
  - c) through/under
  - d) over/behind
  - e) between/among
2. **As such, it is an essentially social activity, inextricably linked, on the one hand, to the existence of diversity and conflict, and on the other to a willingness to co-operate and act .....**
  - a) collectively
  - b) barely
  - c) casually
  - d) conversely
  - e) loosely
3. **Politics is better seen as a search for conflict resolution than as its achievement, ..... not all conflicts are, or can be, resolved.**
  - a) so
  - b) as
  - c) nor
  - d) via
  - e) by
4. **Politics ..... differently by different thinkers and within different traditions.**
  - a) are understood
  - b) has been understood
  - c) would be understood
  - d) was understood
  - e) is being understood
5. **Conventionally, politics has ..... been seen as embracing institutions and actors operating in a 'public' sphere concerned with the collective organization of social existence.**
  - a) invariably
  - b) mistakenly
  - c) reluctantly
  - d) particularly
  - e) narrowly
6. **..... politics is understood in terms of power-structured relationships, it may be seen to operate in the 'private' sphere as well.**
  - a) Nevertheless
  - b) When
  - c) In terms of
  - d) Not only
  - e) No sooner
7. **A variety of approaches ..... to the study of politics as an academic discipline.**
  - a) has adopted
  - b) had been adopted
  - c) would have adopted
  - d) has been adopted
  - e) could have adopted
8. **The study of politics is scientific ..... the extent that it is possible to gain objective knowledge ..... the political world by distinguishing it between facts and values.**
  - a) off/down
  - b) up/to
  - c) to/about
  - d) for/onto
  - e) in/by
9. **Concepts, models and theories are the tools of political analysis, providing the building blocks of knowledge. ...., they are only analytical devices.**
  - a) Therefore
  - b) However
  - c) Otherwise
  - d) Besides
  - e) Even
10. **Although they help to advance understanding, they are ..... rounded and coherent ..... the unshapely and complex realities they seek to describe.**
  - a) more/than
  - b) both/and
  - c) such/that
  - d) neither/nor
  - e) enough/to

## 38.POLITICS

Politics is the activity [ ] which people make, [ ] and amend the general rules under which they live. [ ], it is an essentially social activity, [ ] linked, on the one hand, to the existence of [ ] and conflict, and on the other to a [ ] to co-operate and act [ ]. Politics is better seen as a search for conflict [ ] than as its achievement, as not all [ ] are, or can be, resolved.

Politics has been understood [ ] by different thinkers and within different [ ]. Politics has been viewed as the art of government or as 'what [ ] the state', as the conduct and [ ] of public affairs, as the resolution of conflict through debate and [ ], and as the production, [ ] and use of resources in the course of social [ ].

There is considerable debate about the realm of 'the political'. [ ], politics has [ ] been seen as [ ] institutions and actors operating in a 'public' sphere concerned with the collective organization of social existence. [ ], when politics is understood in terms of power-structured relationships, it may be seen to operate in the 'private' sphere [ ].

A variety of [ ] have been adopted to the study of politics as an [ ] discipline. These include political philosophy or the analysis of [ ] theory, an empirical tradition particularly [ ] with the study of institutions and structures, attempts to introduce scientific [ ] through behavioural analysis, and a variety of modern [ ] including the use of rational-choice theory.

The study of politics is [ ] to the extent that it is possible to gain [ ] knowledge about the political world by [ ] it between facts and values. This task is [ ] hampered by the difficulty of gaining access to reliable data, by [ ] that are implicit in political models and theories, and by biases that [ ] within all students of politics.

[ ], models and theories are the tools of political analysis, providing the building blocks of knowledge. However, they are only analytical devices. [ ] they help to advance understanding, they are more rounded and [ ] than the [ ] and complex realities they seek to describe. [ ], all political and social enquiry is conducted within a particular [ ] framework or [ ] paradigm.

academic  
Although  
approaches  
approaches  
As such  
as well  
coherent  
collectively  
compromise  
Concepts  
concerned  
concerns  
conflicts  
Conventionally  
differently  
distinguishing  
distribution  
diversity  
embracing  
existence  
However  
ideological  
inextricably  
intellectual  
management  
narrowly  
nevertheless  
normative  
objective  
operate  
preserve  
resolution  
rigour  
scientific  
through  
traditions  
Ultimately  
unshapely  
values  
willingness

## 39.Wars

War is an **organized**<sup>308</sup>, armed, and often a prolonged conflict that is carried on between states, nations, or other parties typified by extreme aggression, social disruption, and usually high mortality. War should be understood as an actual, intentional and widespread armed conflict between political communities, and therefore is defined as a form of political violence. The set of techniques used by a group to carry out war is **known as**<sup>309</sup> warfare. An absence of war (and other violence) is usually called peace.

In 2003, Nobel Laureate Richard E. Smalley identified war as the sixth (of ten) biggest problems facing the society of mankind for the next fifty years. In the 1832 treatise "On War", Prussian military general and theoretician Carl Von Clausewitz defined war **as follows**<sup>310</sup>: "War is thus an act of force to compel our enemy to do our will."

While some scholars see warfare as an inescapable and integral aspect of human culture, others argue that it is only inevitable **under certain socio-cultural or ecological circumstances**<sup>311</sup>. Some scholars argue that the practice of war is not linked to any single type of political organization or society. Rather, **as discussed by**<sup>312</sup> John Keegan in his History Of Warfare, war is a universal phenomenon whose form and scope is defined by the society that wages it. Another argument suggests that since there are human societies in which warfare does not exist, humans may not be naturally disposed for warfare, which emerges under particular circumstance. The **ever changing**<sup>313</sup> technologies and potentials of war extend along a historical continuum. At the one end lies the endemic warfare of the Paleolithic with its stones and clubs, and the naturally limited loss of life associated with the use of such weapons. Found at the other end of this continuum is nuclear warfare, along with the recently developed possible outcome of its use, **namely**<sup>314</sup> the rather sobering potential risk of the complete extinction of the human species.

<http://en.wikipedia.org/wiki/War>

<sup>308</sup> Tek başına fiilin 3. Hali daima **PASSIVE** bir kullanıma sahiptir. Aşağıdaki tabloda bütün zamanlar için **PASSIVE** kullanım kuralı verilmiştir.

### SIMPLE TENSES WITH THEIR PASSIVE STRUCTURES

**NOT: FİİL CÜMLESİNE FİİLDEN ÖNCE ZAMANA UYGUN TO BE GETİRİLİP, FİİLİN DE 3.HALİ EKLENİRSE O ZAMANIN PASSIVE HALİ ELDE EDİLMİŞ OLUR.**

### PASSIVE TENSES

| PRESENT PASSIVE             | PAST PASSIVE             | FUTURE PASSIVE          | PRESENT PERFECT PASSIVE                   | PAST PERFECT PASSIVE     | FUTURE PERFECT PASSIVE           | FUTURE PASSIVE (IN THE PAST) |
|-----------------------------|--------------------------|-------------------------|---|--------------------------|----------------------------------|------------------------------|
| Am / Is are<br><b>VERB3</b> | Was/were<br><b>VERB3</b> | Will be<br><b>VERB3</b> | Have/has been<br><b>VERB3</b>             | Had been<br><b>VERB3</b> | Will have been<br><b>VERB3</b>   | Would be<br><b>VERB3</b>     |
|                             |                          |                         |   |                          |                                  |                              |
| You<br>are invited          | You<br>were invited      | You<br>will be invited  | You<br>have been invited<br>for two years | You<br>had been invited  | You<br>will have been<br>invited | You<br>would be invited      |
| Davet edilirsin             | Davet edildin            | Davet edileceksin       | İki yıldır davet edilmektesin             | Davet edilmiştin         | Davet edilmiş olacaksın          | Davet edilmiş olacaktın      |

<sup>309</sup> **KNOWN AS** olarak bilinir anlamındadır.

<sup>310</sup> **AS FOLLOWS** aşağıda açıklandığı gibi anlamında kullanılmıştır.

<sup>311</sup> **UNDER** edat olarak **altında** anlamındadır ama bu edat farklı kelimelerle kullanımı çok yaygındır. Aşağıdaki tabloda bu edatla birlikte kullanılan kelimelere anlamlarıyla birlikte yer verilmiştir.

|                            |                       |                             |                  |
|----------------------------|-----------------------|-----------------------------|------------------|
| <b>Under consideration</b> | Göz önünde tutulan    | <b>Under strain</b>         | Baskı altında    |
| <b>Under construction</b>  | Yapım halinde         | <b>Under stress</b>         | Streste          |
| <b>Under cover of</b>      | Kılığında, kisvesinde | <b>Under suspicion</b>      | Zan altında      |
| <b>Under discussion</b>    | Tartışma halinde      | <b>Under the command of</b> | Komutası altında |
| <b>Under pressure</b>      | Baskı altında         | <b>Under treatment</b>      | Tedavi altında   |
| <b>Under repair</b>        | Tamirde               | <b>Under circumstances</b>  | Koşullar altında |

<sup>312</sup> **AS DISCUSSED BY** tarafından tartışıldığı/belirtildiği gibi anlamında kullanılmaktadır.

<sup>313</sup> **EVER CHANGING** daima değişen anlamında kullanılmıştır.

<sup>314</sup> **NAMELY** yani anlamında kullanılmıştır.



| VOCABULARY      | MEANING                     | SYNONYMS  | ANTONYMS                                    |
|-----------------|-----------------------------|---|---|
| absence         | yokluk                      | failure to appear   | existence, presence                         |
| actual          | gerçek                      | substantial, real, tangible; current; factual             |   |
| aggression      | saldırı                     | hostile behavior; attack, offensive                       |   |
| argue           | tartışmak                   | dispute; claim; give reasons                              |   |
| argument        | tartışma                    | dispute; claim  |   |
| armed           | silahlı, zırhlı             | equipped with weapons                                     |   |
| associate with  | ile ilişkili                | connect to, ally with, join or unite with                 |   |
| carry on        | sürdürmek                   | continue; behave wildly or childishly                     |   |
| carry out       | gerçekleştirmek             | put into practice, accomplish, perform                    |   |
| circumstance    | koşul, varlık detay         | modifying condition                                       |   |
| compel          | zorlamak                    | force, coerce, influence                                  |   |
| continuum       | uzay-zaman süreklisi, süreç | continuous sequence, connected series                     |   |
| discuss         | tartışmak                   | talk about, debate, converse                              |   |
| dispose         | kullanmak, atmak            | control; arrange, put in order                            |   |
| disruption      | bozulma, parçalanma         | upset; interruption, disturbance; division                |   |
| emerge          | ortaya çıkmak               | appear, come out, be revealed                             |   |
| endemic         | yaygın                      | native, local, indigenous                                 |   |
| enemy           | düşman                      | opponent, rival   | ally, assistant, confidante, friend, helper |
| ever            | her zaman, asla             | at any time; always; continually, constantly              |   |
| extend          | geniştletmek, uzamak        | stretch; enlarge, lengthen                                |   |
| extreme         | en uç, kesin, şiddetli      | radical, excessive; most, greatest                        | limited, mild, moderate                     |
| inescapable     | kaçınılamaz                 | inevitable  |   |
| inevitable      | kaçınılmaz, malum           | unavoidable, inescapable, certain                         |   |
| integral aspect | tam görünüm                 |   |   |
| intentional     | kasıtlı                     | intended, deliberate, planned                             |   |
| lie             | uzanmak, yalan söylemek     | rest; be located  |   |
| mankind         | insanoğlu                   | humankind, human race, men                                |   |
| military        | askeri                      | army  |   |
| mortality       | ölüm oranı                  | rate of death   |   |
| namely          | yani                        | that is to say, meaning, particularly                     |   |
| naturally       | doğal olarak                | unaffectedly, artlessly                                   |   |
| organize        | düzenlemek                  | arrange, order, systematize; establish, set up; unite     |   |
| outcome         | sonuç, son                  | result, effect  |   |
| particular      | belirli, ayrıntı            | special; unusual, uncommon; detailed; meticulous, precise |   |
| peace           | barış                       | silence, quietness  | disagreement, disharmony, fighting, war     |
| phenomenon      | olgu, doğal olay            |   |   |
| prolonged       | uzatılmış                   | extended, lengthened, made longer                         |   |
| prussian        | prusya(lı)                  |   |   |
| rather          | tercihen, oldukça           | very, quite; to a degree, somewhat; slightly, a bit       |   |
| recently        | son zamanlarda              | lately, in recent times                                   |   |



|                     |   |   |   |
|---------------------|---|---|---|
| <b>scholar</b>      | <i>bilgin, burslu</i>                             | student, pupil; learned person, educated person         |   |
| <b>scope</b>        | <i>alan, amaç, kapsam</i>                         | range; extent; sphere, area; space, expanse             |   |
| <b>single</b>       | <i>tek, bekar</i>                                 | one, sole; unmarried                                    | combined, double, mixed, together, united |
| <b>sober</b>        | <i>makul, ciddi, sade, içki etkisinde olmayan</i> | not drunk, clear-headed, lucid; rational                |   |
| <b>suggest</b>      | <i>önermek</i>                                    | propose, mention; recommend as suitable; imply          |   |
| <b>theoretician</b> | <i>kuramcı</i>                                    | theory developer  |   |
| <b>thus</b>         | <i>bu yüzden, böylece</i>                         | therefore, so   |   |
| <b>treatise</b>     | <i>tez, bilimsel inceleme</i>                     | essay   |   |
| <b>typify</b>       | <i>simgelemek</i>                                 | represent; characterize                                 |   |
| <b>universal</b>    | <i>evrensel</i>                                   | worldwide, comprehensive, all-inclusive, total, general |   |
| <b>violence</b>     | <i>şiddet, sertlik</i>                            |   | passivity, peace, peacefulness            |
| <b>wage</b>         | <i>sürdürmek, ücret</i>                           | engage in, conduct                                      |   |
| <b>warfare</b>      | <i>savaş durumu, mücadele</i>                     | war, combat; military operations, hostilities           |   |
| <b>weapon</b>       | <i>silah</i>                                      |   |   |
| <b>widespread</b>   | <i>yaygın</i>                                     | common, popular, extensive, prevalent                   | concentrated, limited, local, narrow      |

**A) MATCH THE SYNONYMS**

|                         |                  |
|-------------------------|------------------|
| 1) <b>compel</b>        | army             |
| 2) <b>discuss</b>       | at any time      |
| 3) <b>disruption</b>    | debate           |
| 4) <b>enemy</b>         | deliberate       |
| 5) <b>ever</b>          | disturbance      |
| 6) <b>extreme</b>       | excessive        |
| 7) <b>inescapable</b>   | force            |
| 8) <b>inevitable</b>    | humankind        |
| 9) <b>intentional</b>   | inevitable       |
| 10) <b>mankind</b>      | not drunk        |
| 11) <b>military</b>     | propose          |
| 12) <b>mortality</b>    | range            |
| 13) <b>namely</b>       | rate of death    |
| 14) <b>scope</b>        | rival            |
| 15) <b>single</b>       | sole             |
| 16) <b>sober</b>        | that is to say   |
| 17) <b>suggest</b>      | theory developer |
| 18) <b>theoretician</b> | therefore        |
| 19) <b>thus</b>         | unavoidable      |
| 20) <b>universal</b>    | worldwide        |

**B) Put the correct PREPOSITIONS from the following list in the sentences below.**

**by of of to of along to in of of by for on out**

- The ever changing technologies and potentials ... war extend ... a historical continuum.
- The set ... techniques used ... a group ... carry ... war is known as warfare.
- ... 2003, Nobel Laureate Richard E. Smalley identified war as the sixth (of ten) biggest problems facing the society ... mankind ... the next fifty years.
- Some scholars argue that the practice ... war is not linked ... any single type ... political organization or society.
- War is an organized , armed, and often a prolonged conflict that is carried ... between states, nations, or other parties typified ... extreme aggression, social disruption, and usually high mortality.

**C) Put the correct CONJUNCTIONS from the following list in the sentences below.**

**as while that since in which that whose therefore thus which**

- ... some scholars see warfare as an inescapable and integral aspect of human culture, others argue ... it is only inevitable under certain socio-cultural or ecological circumstances.
- ... discussed by John Keegan in his History Of Warfare, war is a universal phenomenon ... form and scope is defined by the society ... wages it.
- Another argument suggests that ... there are human societies ... warfare does not exist, humans may not be naturally disposed for warfare, ... emerges under particular circumstance.
- War should be understood as an actual, intentional and widespread armed conflict between political communities, and ... is defined as a form of political violence.
- In the 1832 treatise "On War", Prussian military general and theoretician Carl Von Clausewitz defined war as follows : "War is ... an act of force to compel our enemy to do our will."

## PROBABLE QUESTIONS TEST 39

1. **War is an organized, armed, and often a prolonged conflict that is ..... between states, nations, or other parties typified by extreme aggression, social disruption, and usually high mortality.**
  - a) auctioned off
  - b) brrought forth
  - c) carried on
  - d) came across
  - e) dealt with
2. **War should be understood as an actual, intentional and widespread armed conflict between political communities, and ..... is defined as a form of political violence.**
  - a) however
  - b) whether
  - c) for
  - d) therefore
  - e) besides
3. **The set of techniques ..... by a group to carry out war ..... as warfare.**
  - a) to use/known
  - b) used/is known
  - c) to have used/knew
  - d) using/to know
  - e) to be used/knowing
4. **An absence of war (and other violence) is ..... called peace.**
  - a) abundantly
  - b) usually
  - c) confidentially
  - d) effortlessly
  - e) hardly
5. **In 2003, Nobel Laureate Richard E. Smalley identified war as the sixth (of ten) ..... problems facing the society of mankind for the next fifty years.**
  - a) bigger
  - b) big
  - c) the bigger
  - d) bigger than
  - e) biggest
6. **In the 1832 treatise "On War", Prussian military general and theoretician Carl Von Clausewitz defined war as follows: "War is thus an act of force to ..... our enemy to do our will."**
  - a) suggest
  - b) typify
  - c) organize
  - d) dispose
  - e) compel
7. **..... some scholars see warfare as an inescapable and integral aspect of human culture, others argue that it is only inevitable under certain socio-cultural or ecological circumstances.**
  - a) Moreover
  - b) Hence
  - c) Even
  - d) Although
  - e) While
8. **Some scholars argue that the practice ..... war is not linked ..... any single type of political organization or society.**
  - a) over/at
  - b) onto/off
  - c) down/with
  - d) of/to
  - e) by/behind
9. **Since there are human societies ..... warfare does not exist, humans may not be naturally disposed for warfare, ..... emerges under particular circumstance.**
  - a) in that/that
  - b) whose/what
  - c) in which/which
  - d) whoever/where
  - e) that/whatever
10. **The ever changing technologies and potentials of war extend along a historical .....**
  - a) violence
  - b) treatise
  - c) scope
  - d) outcome
  - e) continuum

## 39.WARS

War is an [ ], armed, and often a [ ] conflict that is carried on [ ] states, nations, or other parties [ ] by extreme [ ], social disruption, and usually high mortality. War should be understood as an [ ], intentional and [ ] armed conflict between political [ ], and [ ] is defined as a form of political violence. The set of [ ] used by a group to carry out war is [ ] as warfare. An absence of war (and other violence) is usually [ ] peace.

In 2003, Nobel Laureate Richard E. Smalley [ ] war as the sixth (of ten) biggest problems [ ] the society of mankind for the next fifty years. In the 1832 treatise "On War", Prussian [ ] general and theoretician Carl Von Clausewitz [ ] war as follows: "War is [ ] an act of force to compel our [ ] to do our will." While some [ ] see warfare as an [ ] and integral aspect of human culture, others argue that it is only [ ] under certain socio-cultural or [ ] [ ]. Some scholars argue that the practice of war is not [ ] to any single type of political organization or society. Rather, as [ ] by John Keegan in his History Of Warfare, war is a universal [ ] whose form and scope is defined by the society that wages it. Another [ ] suggests that since there are human societies in which [ ] does not exist, humans may not be [ ] disposed for warfare, which [ ] under particular [ ]. The ever changing technologies and potentials of war [ ] along a historical [ ]. At the one end lies the endemic warfare of the Paleolithic with its stones and clubs, and the naturally [ ] loss of life [ ] with the use of such weapons. [ ] at the other end of this continuum is nuclear warfare, along with the recently [ ] possible outcome of its use, [ ] the [ ] sobering potential risk of the [ ] extinction of the human species.

Found  
prolonged  
between  
typified  
aggression  
actual  
widespread  
communities  
therefore  
techniques  
known  
called  
identified  
facing  
defined  
military  
thus  
enemy  
scholars  
inescapable  
ecological  
inevitable  
circumstances  
linked  
discussed  
phenomenon  
argument  
warfare  
naturally  
circumstance  
emerges  
extend  
continuum  
limited  
associated  
developed  
rather  
complete  
namely  
organized

## 40. Wars 2

War, to become known as one, must entail some degree of confrontation using weapons and other military technology and equipment by armed forces employing military tactics and operational art within the broad military strategy **subject to**<sup>315</sup> military logistics. **War Studies**<sup>316</sup> by military theorists throughout military history have sought **to identify**<sup>317</sup> the philosophy of war, and to reduce it to a military science. In general, modern military science considers several factors **before**<sup>318</sup> a National defence policy is created to allow a war to commence : the environment in the area(s) of combat operations, the posture national forces will adopt on the commencement of a war, and the type of warfare troops will be **engaged in**<sup>319</sup>. Conventional warfare is an attempt to reduce an opponent's military capability through open battle. It is a declared war between existing states in which nuclear, biological, or chemical weapons are not used or only see limited deployment **in support of**<sup>320</sup> conventional military goals and maneuvers. Ruins of Guernica (1937). The Spanish civil war was **one of Europe's bloodiest**<sup>321</sup> and most brutal civil wars. The opposite of conventional warfare, unconventional warfare, is an attempt to achieve military victory through acquiescence, capitulation, or clandestine support for one side of an existing conflict. Nuclear warfare is warfare in which nuclear weapons are the primary, or a major, method of coercing the capitulation of the other side, **as opposed to**<sup>322</sup> a supporting tactical or strategic role in a conventional conflict. Civil war is a war where the forces in conflict **belong to**<sup>323</sup> the same nation or political entity and are vying for control of or independence from that nation or political entity. Asymmetric warfare is a conflict between two populations of drastically different levels of military capability or size. Asymmetric conflicts often result in guerrilla tactics **being used**<sup>324</sup> to overcome the sometimes vast gaps in technology and force size. Intentional air pollution in combat is one of a collection of techniques collectively **called**<sup>325</sup> chemical warfare. Poison gas as a chemical weapon was principally used during World War I, and resulted in an **estimated**<sup>326</sup> 91,198 deaths and 1,205,655 injuries. Various treaties have sought to ban its further use. Non-lethal chemical weapons, such as tear gas and pepper spray, are widely used, sometimes with deadly effect.

<http://en.wikipedia.org/wiki/War>

<sup>315</sup> **SUBJECT TO/ SUBORDINATE TO -/ UNDER THE INFLUENCE OF -/ INFERIOR TO** –nın etkisi altında anlamında kullanılmıştır.

<sup>316</sup> **WAR STUDIES** burada tamlama olarak bulunmaktadır. **SAVAŞ ARAŞTIRMALARI** anlamındadır. Çeviri yaparken dikkat edilmesi gerekir.

<sup>317</sup> **TO** edatı cümle ortasında bir fiille birlikte kullanıldığı zaman –mak, -mek için anlamındadır.

<sup>318</sup> **BEFORE** –den önce anlamında kullanılan bir bağlaçtır. Aynı grupta kullanılan diğer bağlaçlar aşağıdadır.

|  |  |   |
|--|--|---|
| 1. <b>After</b> (-den sonra)                 | 7. <b>Whenever</b> (her ne zaman)        | 13. <b>No sooner ... than...</b> (...mesi ile ...mesi bir oldu)     |
| 2. <b>Before</b> (-den önce)                 | 8. <b>Since</b> (-den beri)              | 14. <b>Hardly... when / before ...</b> (tam ...mıştı ki ...oldu)    |
| 3. <b>When</b> (...-diği anda, -diği zaman)  | 9. <b>Until / till</b> (-e kadar)        | 15. <b>Scarcely ... when / before ...</b> (tam ...mıştı ki ...oldu) |
| 4. <b>While/Just as</b> (...iken, süresince) | 10. <b>As soon as</b> (... olur olmaz)   | 16. <b>Barely ... when / before ...</b> (tam ...mıştı ki ...oldu)   |
| 5. <b>As</b> (...iken, süresince)            | 11. <b>Once</b> (... olur olmaz)         | 17. <b>Immediately</b> (hemen, derhal)                              |
| 6. <b>By the time</b> (-e kadar)             | 12. <b>As/so long as</b> (... süresince) | 18. <b>The moment</b> ( olduğunda)                                  |

<sup>319</sup> **ENGAGED IN** meşgul olma anlamında kullanılmıştır. **IN** edatı ile kullanılan **SIFATLAR** aşağıda verilmiştir.

|                     |                        |                      |                    |                      |
|---------------------|------------------------|----------------------|--------------------|----------------------|
| <b>Absorbed in</b>  | <b>Disappointed in</b> | <b>Interested in</b> | <b>Limited in</b>  | <b>Proficient in</b> |
| <b>Covered in</b>   | <b>Engaged in</b>      | <b>Involved in</b>   | <b>Lucky in</b>    | <b>Successful in</b> |
| <b>Deficient in</b> | <b>Excellent in</b>    | <b>Lacking in</b>    | <b>Occupied in</b> |                      |

<sup>320</sup> **IN SUPPORT OF** –nın desteğinde anlamında kullanılmıştır.

<sup>321</sup> **SUPERLATIVE** yapısıdır. **BLOOD, BLOODIER THAN, THE BLOODIEST** sırasıyla bağlaç kullanımıdır.

<sup>322</sup> **AS OPPOSED TO/ IN CONTRAST TO, CONTRARY TO** aksine anlamında kullanılmıştır.

<sup>323</sup> **BELONG TO -a, -e ait olmak** anlamındadır. Daha önce **TO** edatı ile kullanılan **fiillere** örnek vermiştik, şimdi burada **TO** edatı ile kullanılan **sıfatlara** örnek vereceğiz.

|                        |                       |                         |                       |                       |
|------------------------|-----------------------|-------------------------|-----------------------|-----------------------|
| <b>Acceptable to</b>   | <b>Conducive to</b>   | <b>Fatal to</b>         | <b>Loyal to</b>       | <b>Relevant to</b>    |
| <b>Accustomed to</b>   | <b>Connected to</b>   | <b>Generous to</b>      | <b>Married to</b>     | <b>Resistant to</b>   |
| <b>Addicted to</b>     | <b>Contrary to</b>    | <b>Grateful to</b>      | <b>Obliged to</b>     | <b>Responsible to</b> |
| <b>Allergic to</b>     | <b>Convenient to</b>  | <b>Identical to</b>     | <b>Opposed to</b>     | <b>Restricted to</b>  |
| <b>Applicable to</b>   | <b>Dedicated to</b>   | <b>Immune to</b>        | <b>Peculiar to</b>    | <b>Similar to</b>     |
| <b>Appropriate to</b>  | <b>Detrimental to</b> | <b>Indispensable to</b> | <b>Pertinent to</b>   | <b>Subject to</b>     |
| <b>Ashamed to</b>      | <b>Devoted to</b>     | <b>Inferior to</b>      | <b>Polite to</b>      | <b>Subsequent to</b>  |
| <b>Attributable to</b> | <b>Equal to</b>       | <b>Irrelevant to</b>    | <b>Preferable to</b>  | <b>Superior to</b>    |
| <b>Attributed to</b>   | <b>Essential to</b>   | <b>Kind to</b>          | <b>Preparatory to</b> | <b>Susceptible to</b> |
| <b>Beneficial to</b>   | <b>Exposed to</b>     | <b>Liable to</b>        | <b>Prone to</b>       | <b>Vital to</b>       |
| <b>Comparable to</b>   | <b>Familiar to</b>    | <b>Limited in/ to</b>   | <b>Relative to</b>    | <b>Vulnerable to</b>  |

<sup>324</sup> **BEING USED** kullanılan anlamında **PASSIVE** bir kısaltmadır.

<sup>325</sup> **CALLED** burada **İSİMLİ** anlamında **PASSIVE** bir kısaltmadır.

<sup>326</sup> **ESTIMATED** tahminen anlamındadır.

| VOCABULARY    | MEANING                            | SYNONYMS                                       | ANTONYMS                                 |
|---------------|------------------------------------|--|--|
| achieve       | <i>başarmak</i>                    | obtain, attain; perform, accomplish            | fail, lose, miss                         |
| acquiescence  | <i>razı olma</i>                   | passive acceptance; compliance                 |  |
| adopt         | <i>benimsemek</i>                  | accept, adapt, affirm, approve                 | disown, leave alone, reject              |
| allow         | <i>izin vermek</i>                 | permit; enable                                 |  |
| art           | <i>yaratıcılık, sanat(sal)</i>     |  |  |
| asymmetric    | <i>asimetrik</i>                   | lacking balance and proportion                 |  |
| ban           | <i>yasak(lamak)</i>                | prohibition; boycott, embargo                  |  |
| battle        | <i>savaş(mak)</i>                  | combat, fight, war                             |  |
| belong        | <i>ait olmak</i>                   | be a part of; fit, suit                        |  |
| bloody        | <i>kanlı</i>                       |  |  |
| broad         | <i>geniş</i>                       | wide; extensive                                | narrow, small                            |
| brutal        | <i>vahşi, acımasız</i>             | cruel, harsh, savage                           |  |
| capability    | <i>kabiliyet, güç</i>              | ability, skill                                 | impotence, inability, incompetence       |
| capitulation  | <i>şartlı teslim</i>               | surrender, giving in                           |  |
| civil war     | <i>iç savaş</i>                    |  |  |
| clandestine   | <i>gizli, saklı</i>                | secret, covert, hidden                         | open, truthful                           |
| coerce        | <i>zorlamak</i>                    | force, compel                                  |  |
| collectively  | <i>toplu olarak, ortaklaşa</i>     | in a collective manner; communally, as a group | partly                                   |
| combat        | <i>mücadele, savaş</i>             | fight, struggle; military conflict             |  |
| commence      | <i>başla(t)mak</i>                 | begin, start                                   |  |
| commencement  | <i>başlangıç</i>                   | start  |  |
| confrontation | <i>yüzleşme</i>                    | clash, conflict, meeting of opponents          |  |
| consider      | <i>hesaba katmak</i>               | think over                                     |  |
| conventional  | <i>geleneksel, atomik olmayan</i>  | customary, routine; formal                     |  |
| creat         | <i>yaratmak</i>                    |  |  |
| deadly        | <i>ölümcül</i>                     | fatal, causing death                           | energizing, harmless, healthful, healthy |
| declare       | <i>ilan etmek</i>                  | proclaim, make a statement                     |  |
| defence       | <i>savunma</i>                     | protection, security                           |  |
| deployment    | <i>savaş düzeni alma</i>           | strategic positioning                          |  |
| drastically   | <i>sert bir biçimde</i>            | intensely, in an extreme manner, severely      | mildly, moderately                       |
| employ        | <i>görevlendirmek</i>              | hire as a worker, occupy                       |  |
| engaged in    | <i>uğraşmak, çarpışmaya girmek</i> | occupied with; got into, got involved with     |  |
| entail        | <i>yol açmak, şarta bağlamak</i>   | involve, cause; require                        |  |
| entity        | <i>varlık, öz</i>                  | being  |  |
| equipment     | <i>donanım</i>                     | supplies, necessary items                      |  |
| estimate      | <i>tahmin etmek</i>                | guess, predict                                 |  |
| gap           | <i>boşluk, ara, uçurum</i>         | opening, breach                                |  |
| goal          | <i>hedef</i>                       | target, aim                                    |  |
| intentional   | <i>kasıtlı</i>                     | intended, premeditated, deliberate, planned    | accidental, unintentional, unplanned     |
| identify      | <i>tanımak, belirlemek</i>         | recognize                                      |  |

|                       |                                 |   |  |
|-----------------------|---------------------------------|---|--|
| <b>independence</b>   | <i>bağımsızlık</i>              | freedom; self-reliance, self-sufficiency; autonomy, self-rule                   | dependence                                     |
| <b>major</b>          | <i>önemli, başlıca, binbaşı</i> |   | lesser, little, minor, small                   |
| <b>maneuver</b>       | <i>manevra (yapmak), önlem</i>  |   |  |
| <b>non-lethal</b>     | <i>ölümcül olmayan</i>          |   |  |
| <b>operational</b>    | <i>harekat</i>                  | functional  |  |
| <b>opponent</b>       | <i>muhalif, düşman</i>          | rival, adversary; objector  |  |
| <b>overcome</b>       | <i>başta çıkmak</i>             | overpower; overwhelm  |  |
| <b>pepper spray</b>   | <i>biber gazı(sprey)</i>        |   |  |
| <b>posture</b>        | <i>tavır, duruş, hal</i>        | viewpoint, standpoint; pose, position; stance; condition, state; mood, attitude |  |
| <b>primary</b>        | <i>başlıca, ilk</i>             | first, original; primeval, initial; principal, main, prime; basic, fundamental  | inferior, minor, second-rate                   |
| <b>principally</b>    | <i>öncelikle, asıl</i>          | essentially, mainly, primarily, mostly  |  |
| <b>reduce</b>         | <i>azaltmak</i>                 | lessen, diminish, decrease  | expand, extend, grow, increase, raise, upgrade |
| <b>result in</b>      | <i>ile sonuçlanmak</i>          | cause, bring about  |  |
| <b>ruin</b>           | <i>yıkım, bozmak</i>            | destroy, demolish; spoil, mangle  |  |
| <b>size</b>           | <i>boyut, ölçüt</i>             |   |  |
| <b>support</b>        | <i>desteklemek</i>              | provide for; substantiate   |  |
| <b>tear gas</b>       | <i>gözyaşıartıcı gaz</i>        |   |  |
| <b>throughout</b>     | <i>baştan başa</i>              | in every part   |  |
| <b>treaty</b>         | <i>antlaşma</i>                 |   |  |
| <b>troop</b>          | <i>birlik, bölük</i>            | group   |  |
| <b>unconventional</b> | <i>alışılmadık, rahat</i>       | not standard, not ordinary  |  |
| <b>various</b>        | <i>çeşitli, birçok</i>          | assorted, different; individual; several  |  |
| <b>vast</b>           | <i>geniş, çok büyük</i>         | large, enormous, huge   |  |
| <b>victory</b>        | <i>zafer, başarı</i>            |   |  |
| <b>vying</b>          | <i>rekabetçi</i>                |   |  |
| <b>widely</b>         | <i>geniş ölçüde, iyice</i>      | over a wide area; greatly   | locally, narrowly                              |



**A) MATCH THE SYNONYMS**

|                 |                       |
|-----------------|-----------------------|
| 1) acquiescence | ability               |
| 2) adopt        | accept                |
| 3) ban          | be a part of          |
| 4) battle       | bring about           |
| 5) belong       | combat                |
| 6) broad        | compel                |
| 7) brutal       | compliance            |
| 8) capability   | destroy               |
| 9) capitulation | extensive             |
| 10) clandestine | hire as a worker      |
| 11) coerce      | huge                  |
| 12) defence     | involve               |
| 13) deployment  | occupied with         |
| 14) drastically | prohibition           |
| 15) employ      | protection            |
| 16) engaged in  | savage                |
| 17) entail      | secret                |
| 18) result in   | severely              |
| 19) ruin        | strategic positioning |
| 20) vast        | surrender             |

**B) Put the correct PREPOSITIONS from the following list in the sentences below.**

**to of in to between to by of to of to through in of throughout**

- War Studies ... military theorists ... military history have sought ... identify the philosophy ... war, and ... reduce it ... a military science.
- Conventional warfare is an attempt ... reduce an opponent's military capability ... open battle.
- The Spanish civil war was one ... Europe's bloodiest and most brutal civil wars.
- Asymmetric conflicts often result ... guerrilla tactics being used ... overcome the sometimes vast gaps ... technology and force size.
- Asymmetric warfare is a conflict ... two populations ... drastically different levels ... military capability or size.

**C) Put the correct CONJUNCTIONS from the following list in the sentences below.**

**as in which between as opposed to before which where**

- It is a declared war ... existing states ... nuclear, biological, or chemical weapons are not used or only see limited deployment in support of conventional military goals and maneuvers.
- Nuclear warfare is warfare in ... nuclear weapons are the primary, or a major, method of coercing the capitulation of the other side, ... a supporting tactical or strategic role in a conventional conflict.
- Civil war is a war ... the forces in conflict belong to the same nation or political entity and are vying for control of or independence from that nation or political entity.
- Poison gas ... a chemical weapon was principally used during World War I, and resulted in an estimated 91,198 deaths and 1,205,655 injuries.
- In general, modern military science considers several factors ... a National defence policy is created to allow a war to commence.

## PROBABLE QUESTIONS TEST 40

1. **War, to become known as one, must entail some degree ..... confrontation using weapons and other military technology and equipment by armed forces employing military tactics and operational art ..... the broad military strategy subject to military logistics.**
  - a) of/within
  - b) for/by
  - c) over/under
  - d) behind/on
  - e) through/about
2. **War Studies by military theorists throughout military history ..... to identify the philosophy of war, and ..... it to a military science.**
  - a) had sought/reduced
  - b) have been sought/reduce
  - c) have sought/to reduce
  - d) would have sought/to be reduced
  - e) was seeking/to have reduced
3. **In general, modern military science considers several factors ..... a National defence policy is created to allow a war to commence.**
  - a) nonetheless
  - b) thus
  - c) while
  - d) before
  - e) whereas
4. **Conventional warfare is an attempt to reduce an opponent's military ..... through open battle.**
  - a) capability
  - b) defence
  - c) deployment
  - d) equipment
  - e) maneuver
5. **It is a declared war between existing states ..... nuclear, biological, or chemical weapons are not used or only see limited deployment in support of conventional military goals and maneuvers.**
  - a) whom
  - b) in that
  - c) of which
  - d) where
  - e) in which
6. **The Spanish civil war was one of Europe's bloodiest and most ..... civil wars.**
  - a) major
  - b) non-lethal
  - c) brutal
  - d) operational
  - e) primary
7. **Civil war is a war where the forces in conflict ..... the same nation or political entity and are vying for control of or independence from that nation or political entity.**
  - a) count on
  - b) do with
  - c) find out
  - d) belong to
  - e) get out of
8. **Asymmetric warfare is a conflict between two populations of ..... different levels of military capability or size.**
  - a) drastically
  - b) permanently
  - c) randomly
  - d) sparsely
  - e) temporarily
9. **Asymmetric conflicts often ..... guerrilla tactics being used to overcome the sometimes vast gaps in technology and force size.**
  - a) give rise to
  - b) go off
  - c) keep on
  - d) result in
  - e) make do
10. **Poison gas as a chemical weapon was principally used ..... World War I, and resulted ..... an estimated 91,198 deaths and 1,205,655 injuries.**
  - a) in/from
  - b) during/in
  - c) at/of
  - d) over/on
  - e) by/up

## 40.WARS 2

Types of warfare: War, to become known as one, must [ ] some degree of confrontation using weapons and other military technology and [ ] by armed forces employing military tactics and [ ] art within the broad military strategy subject to military [ ]. War Studies by military theorists [ ] military history have sought to identify the [ ] of war, and to reduce it to a military science.

[ ], modern military science [ ] several factors before a National defence policy is created to allow a war to [ ]: the environment in the area(s) of [ ] operations, the posture national forces will [ ] on the commencement of a war, and the type of warfare [ ] will be engaged in.

[ ] warfare is an attempt to reduce an opponent's military [ ] through open battle. It is a [ ] war between existing states in which nuclear, [ ], or chemical weapons are not used or only see limited [ ] in support of conventional military goals and maneuvers. [ ] of Guernica (1937). The Spanish civil war was one of Europe's [ ] and most brutal civil wars.

The opposite of conventional warfare, [ ] warfare, is an attempt to achieve military victory through [ ], capitulation, or clandestine support for one side of an [ ] conflict.

[ ] warfare is warfare in which nuclear weapons are the [ ], or a major, method of coercing the capitulation of the other side, as opposed to a supporting [ ] or strategic role in a conventional conflict.

[ ] is a war where the forces in conflict belong to the same nation or [ ] entity and are vying for control of or [ ] from that nation or political [ ].

[ ] warfare is a conflict between two populations of [ ] different levels of military capability or size. Asymmetric conflicts often result in guerrilla tactics being used to [ ] the sometimes [ ] gaps in technology and force size.

Intentional air pollution in combat is one of a collection of techniques [ ] called chemical warfare. Poison gas as a chemical weapon was [ ] used during World War I, and [ ] an [ ] 91,198 deaths and 1,205,655 injuries. Various treaties have sought to ban its further use. Non-[ ] chemical weapons, such as tear gas and pepper spray, are [ ] used, sometimes with [ ] effect.

acquiescence  
adopt  
Asymmetric  
biological  
bloodiest  
capability  
Civil war  
collectively  
combat  
commence  
considers  
Conventional  
deadly  
declared  
deployment  
drastically  
entail  
entity  
equipment  
estimated  
existing  
In general  
independence  
lethal  
logistics  
Nuclear  
operational  
overcome  
philosophy  
political  
primary  
principally  
resulted in  
Ruins  
tactical  
throughout  
troops  
unconventional  
vast  
widely

## 41.Industrial revolution

The Industrial Revolution was a period from the 18th to the 19th century **where**<sup>327</sup> major changes in agriculture, manufacturing, mining, transportation, and technology had a profound effect on the social, economic and cultural conditions of the times. It began in the United Kingdom, **then**<sup>328</sup> subsequently spread throughout Western Europe, North America, Japan, and eventually the world. The Industrial Revolution marks a major turning point in history; almost every aspect of daily life **was influenced**<sup>329</sup> in some way. Most notably, average income and population began to exhibit unprecedented sustained growth. In the two centuries following 1800, the world's average per capita income increased over tenfold, **while**<sup>330</sup> the world's population increased over sixfold. In the words of Nobel Prize winner Robert E. Lucas, Jr., "**For the first time**<sup>331</sup> in history, the living standards of the masses of ordinary people have begun to undergo sustained growth ... Nothing remotely **like**<sup>332</sup> this economic behavior has happened before".

Starting in the later part of the 18th century, there began a transition in parts of Great Britain's previously manual labour and draft-animal-based economy towards machine-based manufacturing. It started with the mechanisation of the textile industries, the development of iron-making techniques and the increased use of refined coal. Trade expansion was enabled by the introduction of canals, improved roads and railways. With the transition away from an agricultural-based economy and towards machine-based manufacturing came a great influx of population from the countryside and into the towns and cities, **which**<sup>333</sup> swelled in population.

The introduction of steam power fuelled primarily by coal, wider utilisation of water wheels and powered machinery (mainly in textile manufacturing) underpinned the dramatic increases in production capacity. The development of all-metal machine tools in the first two decades of the 19th century facilitated the manufacture of more production machines **for manufacturing**<sup>334</sup> in other industries. The effects spread throughout Western Europe and North America during the 19th century, eventually affecting most of the world, a process that continues **as**<sup>335</sup> industrialisation. The impact of this change on society was enormous.

The First Industrial Revolution, which began in the 18th century, merged into the Second Industrial Revolution around 1850, **when**<sup>336</sup> technological and economic progress gained momentum with the development of steam-powered ships, railways, and later in the 19th century with the internal combustion engine and electrical power generation. The period of time **covered by**<sup>337</sup> the Industrial Revolution varies with different historians. Eric Hobsbawm held that it 'broke out' in Britain in the 1780s and was not fully felt until the 1830s or 1840s, while T. S. Ashton held that it occurred roughly between 1760 and 1830.

Some 20th century historians such as John Clapham and Nicholas Crafts have argued that the process of economic and social change took place gradually and the term revolution is a misnomer. This is still a subject of debate among historians. GDP per capita was broadly stable before the Industrial Revolution and the emergence of the modern capitalist economy. The Industrial Revolution began an era of per-capita economic growth in capitalist economies. Economic historians are in agreement that the onset of the Industrial Revolution is the most important event in the history of humanity since the domestication of animals and plants.

[http://en.wikipedia.org/wiki/Industrial\\_Revolution](http://en.wikipedia.org/wiki/Industrial_Revolution)

<sup>327</sup> **WHERE** burada yer ifade eden bir **RELATIVE CLAUSE** yapısıdır.

<sup>328</sup> **THEN** cümle başında **ONDAN SONRA** anlamında ama cümle sonunda **O ZAMAN** anlamında kullanılmaktadır.

<sup>329</sup> **PAST PASSIVE** bir yapıdır.

<sup>330</sup> **WHILE** burada **ZITLIK** bağlacı olarak kullanılmıştır. Karşılaştırmalı bir zıtlık bağlacıdır.

<sup>331</sup> **FOR THE FIRST/SECOND/THIRD TIME** genellikle **PRESENT PERFECT TENSE (HAVE VERB3)** ile kullanılır.

<sup>332</sup> **LIKE** burada **GİBİ** anlamında kullanılmıştır.

<sup>333</sup> **WHICH** burada **RELATIVE CLAUSE** yapısıdır. **Virgül kullanılmazaydı THAT** kullanılabilirdi.

<sup>334</sup> **EDAT** yapılardan sonra kullanılan fiiller daima **VERBing** şeklinde kullanılırlar. **TO** edatı bu durumda istisna olabilir.

<sup>335</sup> **AS** burada **OLARAK** anlamında kullanılmıştır.

<sup>336</sup> **WHEN** burada bir **zaman bağlacı değildir**. Bir **RELATIVE PRONOUN** olarak kullanılmıştır. Kendisinden önce gelen **ZAMAN** ifadesini açıklamaktadır.

<sup>337</sup> **PASSIVE RELATIVE CLAUSE** kısaltmasıdır.

| VOCABULARY          | MEANING                                   | SYNONYMS  | ANTONYMS  |
|---------------------|---|---|---|
| agricultural-based  | <i>tarımsal merkezli</i>                  |   |   |
| agriculture         | <i>tarım, ziraat</i>                      |   |   |
| all-metal           | <i>tamamı çelik</i>                       |   |   |
| almost              | <i>hemen hemen</i>                        | nearly, closely                                       |   |
| aspect              | <i>görünüm, yön</i>                       | appearance, outlook; direction                        |   |
| broadly             | <i>geniş olarak, belli</i>                | at length, extensively                                |   |
| capacity            | <i>kapasite</i>                           | function, role  |   |
| coal                | <i>kömür</i>                              |   |   |
| countryside         | <i>kırsal bölge</i>                       | rural area  |   |
| debate              | <i>tartışma(k)</i>                        | argue; discuss; consider                              |   |
| decade              | <i>on yıl, onluk</i>                      | ten years; group of ten                               |   |
| domestication       | <i>uygarlaştırma</i>                      |   |   |
| draft-animal-based  | <i>koşum hayvanın çalışmasına dayanan</i> |   |   |
| emergence           | <i>ortaya çıkma</i>                       | appearance, coming out, revelation                    |   |
| enable              | <i>olanak vermek</i>                      | make possible, make capable; allow, give power to     | block, disallow, halt, hinder, inhibit, oppose, prevent, stop |
| engine              | <i>makine, lokomotif</i>                  |   |   |
| enormous            | <i>kocaman</i>                            | very large, immense, huge                             | little, minute, small, tiny                                   |
| eventually          | <i>sonunda</i>                            | finally, in the end                                   |   |
| exhibit             | <i>sergilemek</i>                         | show, demonstrate; present                            |   |
| expansion           | <i>genişleme</i>                          | enlargement, increase, spread; development            | lessening, shrinkage, stagnation                              |
| facilitate          | <i>kolaylaştırmak</i>                     | make easy, assist forward, promote, expedite          | block, check, delay, detain, hinder, prohibit, stop           |
| fuel                | <i>yakıt, canlandırmak</i>                |   |   |
| gradually           | <i>yavaş yavaş</i>                        | progressively   | abruptly, fastly, suddenly                                    |
| growth              | <i>büyüme</i>                             | development, process of growing                       | decrease, failure, lessening, reduction, underdevelopment     |
| income              | <i>gelir</i>                              | revenue, profits                                      |   |
| increase            | <i>artmak</i>                             | enlarge, add to, multiply; raise, heighten, intensify | decrease, deplete, diminish, lose                             |
| industrialisation   | <i>sanayileşme</i>                        |   |   |
| influence           | <i>etki</i>                               | effect, impact  |   |
| influx              | <i>giriş, akış</i>                        |   |   |
| internal combustion | <i>içten yanmalı</i>                      |   |   |
| introduction        | <i>tanıtım, başlangıç</i>                 |   |   |
| iron-making         | <i>demir yapımı</i>                       |   |   |
| machine-based       | <i>makine merkezli</i>                    |   |   |
| manual labour       | <i>el işi</i>                             |   |   |
| manufacture         | <i>üretmek</i>                            | create, make, produce; mass-produce                   |   |
| mark                | <i>işaretleme, çizmek</i>                 | indicate, signal                                      |   |
| mass                | <i>yığmak, küme, yığın</i>                | crowd, abundance, overflow                            |   |
| mechanisation       | <i>makinalaşma</i>                        |   |   |
| merge               | <i>birleştirmek</i>                       | blend   | divide, part, separate  |

|                       |                              |   |                                 |
|-----------------------|------------------------------|---|---------------------------------|
| <b>mining</b>         | <i>madencilik</i>            |   |                                 |
| <b>misnomer</b>       | <i>isim hatası</i>           |   |                                 |
| <b>momentum</b>       | <i>moment, hız</i>           |   |                                 |
| <b>notably</b>        | <i>özellikle</i>             | especially; remarkably; particularly  |                                 |
| <b>occur</b>          | <i>ortaya çıkmak</i>         | happen, take place  |                                 |
| <b>onset</b>          | <i>başlangıç</i>             | attack; beginning   | conclusion, end, ending, finish |
| <b>per capita</b>     | <i>kişi başına</i>           |   |                                 |
| <b>previously</b>     | <i>önceden</i>               | before, at an earlier time  |                                 |
| <b>primarily</b>      | <i>öncelikle</i>             | chiefly, principally, mainly;<br>in the first place, initially                                |                                 |
| <b>profound</b>       | <i>derin, bilge, ciddi</i>   | intense, extreme; serious   | ignorant, stupid                |
| <b>progress</b>       | <i>ilerlemek</i>             | advance, move forward, gain, proceed  |                                 |
| <b>railway</b>        | <i>demiryolu</i>             | railroad, train track   |                                 |
| <b>refine</b>         | <i>arıtmak, düzeltmek</i>    | purify, filter  |                                 |
| <b>remotely</b>       | <i>uzaktan</i>               | distantly; slightly, slimly   |                                 |
| <b>revolution</b>     | <i>devrim</i>                |   |                                 |
| <b>roughly</b>        | <i>kabaca, tahminen</i>      | approximately   |                                 |
| <b>ship</b>           | <i>gemi</i>                  |   |                                 |
| <b>spread</b>         | <i>yayılmak</i>              |   |                                 |
| <b>steam power</b>    | <i>buhar gücü</i>            |   |                                 |
| <b>subsequently</b>   | <i>sonradan</i>              | following, afterwards, at a later time  |                                 |
| <b>sustain</b>        | <i>desteklemek</i>           | support, provide for, finance; nourish;<br>assist; prolong, maintain, preserve;<br>experience |                                 |
| <b>swell</b>          | <i>şişmek, büyümek</i>       | expand, inflate   |                                 |
| <b>tenfold</b>        | <i>on misli</i>              | multiplied by ten   |                                 |
| <b>textile</b>        | <i>tekstil</i>               | fabric, cloth, material   |                                 |
| <b>toward</b>         | <i>-e doğru</i>              | in the direction of; for  |                                 |
| <b>trade</b>          | <i>ticaret</i>               | deal, transact, buy and sell; barter,<br>exchange; purchase                                   |                                 |
| <b>transition</b>     | <i>geçiş</i>                 | passage, change, transformation   |                                 |
| <b>transportation</b> | <i>ulaşım</i>                | conveyance, shipping,<br>transit; deportation   |                                 |
| <b>turning point</b>  | <i>dönüm noktası</i>         |   |                                 |
| <b>undergo</b>        | <i>geçirmek, katlanmak</i>   | endure, experience,<br>go through, suffer   |                                 |
| <b>underpin</b>       | <i>dertlemek</i>             | support from below;<br>strengthen a foundation  |                                 |
| <b>unprecedented</b>  | <i>eşi görülmemiş</i>        | novel, unexampled, unparalleled   |                                 |
| <b>utilisation</b>    | <i>kullanım, yararlanma</i>  | employment, use of  |                                 |
| <b>wheel</b>          | <i>tekerlek, yuvarlanmak</i> | rotate  |                                 |
| <b>wide</b>           | <i>geniş, enli, bol</i>      | broad   | narrow, restricted              |



**A) MATCH THE SYNONYMS**

|                   |                     |
|-------------------|---------------------|
| 1) almost         | advance             |
| 2) aspect         | appearance          |
| 3) decade         | appearance          |
| 4) emergence      | beginning           |
| 5) enormous       | demonstrate         |
| 6) exhibit        | enlargement         |
| 7) expansion      | especially          |
| 8) gradually      | exchange            |
| 9) income         | following           |
| 10) notably       | go through          |
| 11) onset         | immense             |
| 12) primarily     | in the direction of |
| 13) progress      | inflate             |
| 14) refine        | mainly              |
| 15) subsequently  | nearly              |
| 16) swell         | progressively       |
| 17) toward        | purify              |
| 18) trade         | revenue             |
| 19) undergo       | ten years           |
| 20) unprecedented | unparalleled        |

**B) Put the correct PREPOSITIONS from the following list in the sentences below.**

**in with of in by with from of towards from towards of of of in of in on into in**

- The Industrial Revolution marks a major turning point ... history; almost every aspect ... daily life was influenced ... some way.
- Starting ... the later part ... the 18th century, there began a transition ... parts ... Great Britain's previously manual labour and draft-animal-based economy ... machine-based manufacturing.
- ... the transition away ... an agricultural-based economy and ... machine-based manufacturing came a great influx ... population ... the countryside and ... the towns and cities, which swelled ... population.
- The period ... time covered ... the Industrial Revolution varies ... different historians.
- The impact ... Industrial Revolution ... society was enormous.

**C) Put the correct CONJUNCTIONS from the following list in the sentences below.**

**that that while since when which before such as**

- The world's average per capita income increased over tenfold, ... the world's population increased over sixfold.
- The First Industrial Revolution, ... began in the 18th century, merged into the Second Industrial Revolution around 1850, ... technological and economic progress gained momentum with the development of steam-powered ships, railways.
- Some 20th century historians ... John Clapham and Nicholas Crafts have argued ... the process of economic and social change took place gradually and the term revolution is a misnomer.
- GDP(Gross Domestic Product) per capita was broadly stable ... the Industrial Revolution and the emergence of the modern capitalist economy.
- Economic historians are in agreement ... the onset of the Industrial Revolution is the most important event in the history of humanity ... the domestication of animals and plants.



## PROBABLE QUESTIONS TEST 41

1. **The Industrial Revolution was a period ..... the 18th to the 19th century where major changes in agriculture, manufacturing, mining, transportation, and technology had a profound effect ..... the social, economic and cultural conditions of the times.**
  - a) in/of
  - b) over/by
  - c) off/behind
  - d) from/on
  - e) at/up
2. **The Industrial Revolution began in the United Kingdom, then ..... spread throughout Western Europe, North America, Japan, and eventually the world.**
  - a) subsequently
  - b) roughly
  - c) previously
  - d) remotely
  - e) distantly
3. **The Industrial Revolution ..... a major turning point in history; almost every aspect of daily life ..... in some way.**
  - a) marked/is influenced
  - b) had marked/influenced
  - c) marks/was influenced
  - d) would mark/had been influenced
  - e) has been marked/has influenced
4. **Most notably, average income and population began to ..... unprecedented sustained growth.**
  - a) undergo
  - b) swell
  - c) spread
  - d) progress
  - e) exhibit
5. **In the two centuries following 1800, the world's average per capita income increased over tenfold, ..... the world's population increased over sixfold.**
  - a) even though
  - b) while
  - c) since
  - d) unless
  - e) even so
6. **Starting in the later part of the 18th century, there began a transition in parts of Great Britain's ..... manual labour and draft-animal-based economy towards machine-based manufacturing.**
  - a) vigorously
  - b) wastefully
  - c) temporarily
  - d) previously
  - e) necessarily
7. **Trade expansion was enabled ..... the introduction ..... canals, improved roads and railways.**
  - a) of/on
  - b) at/up
  - c) over/under
  - d) by/of
  - e) in/onto
8. **The introduction of steam power fuelled primarily ..... coal, wider utilisation of water wheels and powered machinery underpinned the dramatic increases ..... production capacity.**
  - a) for/on
  - b) by/in
  - c) between/and
  - d) over/down
  - e) up/off
9. **Eric Hobsbawm held that it 'broke out' in Britain in the 1780s and was not fully felt until the 1830s or 1840s, ..... T. S. Ashton held that it occurred roughly between 1760 and 1830.**
  - a) although
  - b) even if
  - c) whether
  - d) after
  - e) while
10. **Some 20th century historians ..... John Clapham and Nicholas Crafts have argued that the process of economic and social change took place gradually and the term revolution is a misnomer.**
  - a) such as
  - b) other than
  - c) such that
  - d) rather than
  - e) more than

# 41.INDUSTRIAL REVOLUTION

The Industrial [ ] was a period from the 18th to the 19th century where major changes in [ ], [ ], mining, transportation, and technology had a [ ] effect on the social, economic and cultural conditions of the times. It began in the United Kingdom, then [ ] spread [ ] Western Europe, North America, Japan, and eventually the world.

The Industrial Revolution marks a major [ ] point in history; almost every aspect of daily life was [ ] in some way. Most notably, average income and population began to exhibit [ ] sustained growth. In the two centuries following 1800, the world's average [ ] income increased over tenfold, while the world's population [ ] over sixfold. In the words of Nobel Prize winner Robert E. Lucas, Jr., "For the first time in history, the living standards of the masses of [ ] people have begun to undergo [ ] growth ... Nothing [ ] like this economic behavior has happened before".

Starting in the later part of the 18th century, there began a [ ] in parts of Great Britain's previously [ ] labour and draft-animal-based economy [ ] machine-based manufacturing. It started with the mechanisation of the [ ] industries, the development of iron-making techniques and the increased use of [ ] coal. Trade [ ] was enabled by the introduction of canals, improved roads and [ ]. With the transition away from an agricultural-based economy and towards machine-based manufacturing came a great influx of population from the [ ] and into the towns and cities, which swelled in population.

The introduction of steam power fuelled primarily by coal, wider [ ] of water wheels and powered machinery (mainly in textile manufacturing) [ ] the dramatic increases in production capacity. The development of all-metal machine tools in the first two decades of the 19th century [ ] the manufacture of more production machines for manufacturing in other industries. The effects spread throughout Western Europe and North America during the 19th century, eventually affecting most of the world, a [ ] that continues as industrialisation. The [ ] of this change on society was enormous.

The First Industrial Revolution, which began in the 18th century, [ ] into the Second Industrial Revolution [ ] 1850, when technological and economic progress gained momentum with the development of steam-powered ships, railways, and later in the 19th century with the [ ] combustion engine and electrical power [ ]. The period of time covered by the Industrial Revolution varies with different [ ]. Eric Hobsbawm held that it 'broke out' in Britain in the 1780s and was not fully felt until the 1830s or 1840s, while T. S. Ashton held that it occurred [ ] between 1760 and 1830.

Some 20th century historians such as John Clapham and Nicholas Crafts have argued that the process of economic and social change took place [ ] and the term revolution is a misnomer. This is still a subject of [ ] among historians. GDP per capita was [ ] stable before the Industrial Revolution and the [ ] of the modern [ ] economy. The Industrial Revolution began an era of per-capita economic growth in capitalist economies. Economic historians are in [ ] that the onset of the Industrial Revolution is the most important event in the history of humanity since the [ ] of animals and plants.

agreement  
agriculture  
around  
broadly  
capitalist  
countryside  
debate  
domestication  
emergence  
expansion  
facilitated  
generation  
gradually  
historians  
impact  
increased  
influenced  
internal  
manual  
manufacturing  
merged  
ordinary  
per capita  
process  
profound  
railways  
refined  
remotely  
Revolution  
roughly  
subsequently  
sustained  
textile  
throughout  
towards  
transition  
turning  
underpinned  
unprecedented  
utilisation

## 42. Child development

Child development refers to the biological and psychological and emotional changes that occur in human beings between birth and the end of adolescence then through adulthood, as the individual progresses from dependency to increasing autonomy. **Because**<sup>338</sup> these developmental changes may be strongly influenced by genetic factors and events during prenatal life, genetics and prenatal development are usually included as part of the **study**<sup>339</sup> of child development. Related terms include developmental psychology, referring to development throughout the lifespan, and pediatrics, the branch of medicine relating to the care of children. Developmental change may occur **as a result of**<sup>340</sup> genetically-controlled processes known as maturation, or as a result of environmental factors and learning, but most commonly involves an interaction between the two. It may also occur as a result of human nature and our ability to learn from our environment. Human beings have a keen sense to adapt to their surroundings and this is what child development encompasses.

There are various definitions of periods in a child's development, since each period is a continuum with individual differences regarding start and ending. Some age-related development periods and examples of defined intervals are: newborn (ages 0–1 month); infant (ages 1 month – 1 year); toddler (ages 1–3 years); preschooler (ages 4–6 years); school-aged child (ages 6–13 years); adolescent (ages 13–20). However, organizations like Zero to Three and the World Association for Infant Mental Health use the term infant as a broad category, including children from birth to age 3.

The optimal development of children is considered vital to society and so it is important to understand the social, cognitive, emotional, and educational development of children. Increased research and interest in this field has **resulted in**<sup>341</sup> new theories and strategies, with specific regard to practice that promotes development within the school system. **In addition**<sup>342</sup> there are also some theories that seek to describe a sequence of states that compose child development.

[http://en.wikipedia.org/wiki/Child\\_development](http://en.wikipedia.org/wiki/Child_development)

<sup>338</sup> **BECAUSE/SINCE/FOR/AS/SEEING THAT** cümle başında **İÇİN/DEN DOLAYI** anlamında ama cümle ortasında **ÇÜNKÜ** anlamında kullanılır. Bu bağlaçlar kendisinden sonra **cümle** alırlar. **BECAUSE OF/OWING TO / DUE TO / IN VIEW OF / ON ACCOUNT OF** den dolayı anlamında olup kendilerinden sonra **NOUN (isim)** alırlar.

<sup>339</sup> **STUDY çalışmak** anlamına gelen bir fiildir ama aynı zamanda **ÇALIŞMA** anlamında bir isimdir. Bazı kelimeler **hem isim** olarak kullanılabilir **hem de fiil** olarak kullanılabilir. Aşağıdaki tabloda bu kelimelerden **100 adet** örnek verilmiştir.

|               |        |               |         |              |         |              |         |              |
|---------------|--------|---------------|---------|--------------|---------|--------------|---------|--------------|
| <b>Act</b>    | Burn   | <b>Cut</b>    | Fall    | <b>Hose</b>  | Make    | <b>Rest</b>  | Sneeze  | <b>Tear</b>  |
| <b>Air</b>    | Call   | <b>Damage</b> | Fear    | <b>Iron</b>  | Mark    | <b>Rub</b>   | Stand   | <b>Thumb</b> |
| <b>Answer</b> | Catch  | <b>Dog</b>    | Fight   | <b>Jump</b>  | Match   | <b>Shake</b> | Start   | <b>Touch</b> |
| <b>Arm</b>    | Change | <b>Doubt</b>  | Finger  | <b>Kick</b>  | Measure | <b>Shave</b> | Star    | <b>Turn</b>  |
| <b>Bend</b>   | Climb  | <b>Draw</b>   | Fly     | <b>Kiss</b>  | Mouth   | <b>Shoe</b>  | Steam   | <b>Use</b>   |
| <b>Bite</b>   | Colour | <b>Dress</b>  | Fold    | <b>Laugh</b> | Move    | <b>Show</b>  | Step    | <b>Walk</b>  |
| <b>Book</b>   | Cook   | <b>Drink</b>  | Hand    | <b>Leave</b> | Pay     | <b>Sleep</b> | Stomach | <b>Want</b>  |
| <b>Break</b>  | Copy   | <b>Drive</b>  | Harbour | <b>Lift</b>  | Place   | <b>Smell</b> | Stop    | <b>Watch</b> |
| <b>Brush</b>  | Cough  | <b>Dust</b>   | Help    | <b>Light</b> | Play    | <b>Smile</b> | Swim    | <b>Water</b> |
| <b>Burn</b>   | Cover  | <b>Eye</b>    | Hold    | <b>Look</b>  | Rain    | <b>Smoke</b> | Taste   | <b>Work</b>  |

<sup>340</sup> **AS A RESULT OF –nın sonucu olarak** anlamındadır. Aşağıdaki tabloda **AS** ile kullanılan **PREPOSITIONAL PHRASE** yapıları anlamları ve örnek yapıları ile birlikte verilmiştir.

|                   |                        |   |
|-------------------|------------------------|---|
| <b>As for</b>     | ...e gelince           | <b>As for</b> you, you'd better be quick.                                   |
| <b>As of</b>      | ...den sonra           | <b>As of</b> January 1, a free market will be created                       |
| <b>As regards</b> | ...ile ilgili          | <b>As regards</b> content, the program will cover important current issues. |
| <b>As to</b>      | ...ile ilgili          | Decisions <b>as to</b> which patients receive treatment.                    |
| <b>As well as</b> | hem de .... / yanısıra | A shop that sold books <b>as well as</b> newspapers.                        |
| <b>Such as</b>    | ...örneğin,...gibi     | An event <b>such as</b> we've shared.                                       |

<sup>341</sup> **RESULT IN sonuçlanmak** anlamında, **RESULT FROM –den kaynaklanmak** anlamındadır.

<sup>342</sup> **IN ADDITION ek olarak** anlamındadır. **IN ADDITION TO** aynı anlamı taşır ama **edatlı** olduğu için kendisinden sonra **isim** alır.

| VOCABULARY          | MEANING                          | SYNONYMS  | ANTONYMS  |
|---------------------|----------------------------------|---|---|
| <b>adolescence</b>  | <i>gençlik</i>                   | age of puberty; youth   | adulthood, infancy                                |
| <b>adolescent</b>   | <i>genç</i>                      | of puberty, young person  |   |
| <b>adulthood</b>    | <i>yetişkinlik</i>               | maturity  |   |
| <b>association</b>  | <i>birleşme, dernek</i>          | organization; society; union; coalition; connection of ideas                |   |
| <b>autonomy</b>     | <i>özerklik</i>                  | independence  |   |
| <b>broad</b>        | <i>geniş, yaygın</i>             | wide; extensive   |   |
| <b>cognitive</b>    | <i>kavrama ile ilgili</i>        | aware, perceptive   |   |
| <b>commonly</b>     | <i>genellikle</i>                | usually; prevalently  |   |
| <b>compose</b>      | <i>yaratmak, bestelemek</i>      | create, write; arrange; settle  |   |
| <b>consider</b>     | <i>düşünmek</i>                  | think over, think about carefully; believe; regard; take into account       | discard, dismiss, forget, ignore, neglect, reject |
| <b>definition</b>   | <i>tanım</i>                     | explanation, meaning, interpretation  |   |
| <b>dependency</b>   | <i>bağımlılık</i>                | addiction, colony, need   | independence                                      |
| <b>describe</b>     | <i>tanımlamak</i>                | depict, give an account of  |   |
| <b>emotional</b>    | <i>duygusal</i>                  | full of feeling, passionate, sentimental                                    |   |
| <b>encompass</b>    | <i>kapsamak</i>                  | surround, enclose, hem in, circumscribe                                     |   |
| <b>human beings</b> | <i>insanoğlu</i>                 | person, human   |   |
| <b>individual</b>   | <i>bireysel</i>                  | single, distinct, sole  |   |
| <b>infant</b>       | <i>bebek, çocuk</i>              | baby, very young child, toddler; minor; beginner                            |   |
| <b>interaction</b>  | <i>etkileşim</i>                 | mutual action, communication  |   |
| <b>interest</b>     | <i>ilgisini çekmek</i>           | arouse curiosity  |   |
| <b>interval</b>     | <i>aralık, süre</i>              |   |   |
| <b>lifespan</b>     | <i>ömür</i>                      |   |   |
| <b>maturation</b>   | <i>olgunlaşma</i>                |   |   |
| <b>newborn</b>      | <i>yenidoğan</i>                 | recently born; new, recent; born again                                      |   |
| <b>optimal</b>      | <i>en uygun, ideal</i>           | better, best, maximum; optimum  | least, poorest, worst                             |
| <b>pediatrics</b>   | <i>çocukbilim</i>                |   |   |
| <b>prenatal</b>     | <i>doğum öncesi</i>              | existing before birth   |   |
| <b>preschooler</b>  | <i>okul öncesi yaştaki çocuk</i> |   |   |
| <b>progress</b>     | <i>ilerleme(k)</i>               | advance, move forward, gain, proceed  | decline, decrease, deterioration                  |
| <b>promote</b>      | <i>yükseltmek</i>                | further, advance  |   |
| <b>refer to</b>     | <i>adlandırmak</i>               | direct attention to; apply to   |   |
| <b>regard</b>       | <i>dikkate almak, saygı</i>      | gaze at, look at; concern, appreciate; consider; take notice, pay attention |   |
| <b>regarding</b>    | <i>hakkında, ilişkin, dair</i>   | respecting, concerning, with relation to                                    |   |
| <b>sense</b>        | <i>hissetmek, duygu</i>          | feel  |   |
| <b>sequence</b>     | <i>dizi, sıra, seri</i>          | progression, succession   |   |
| <b>strongly</b>     | <i>güçlü şekilde</i>             | forcefully, powerfully  |   |
| <b>surrounding</b>  | <i>çevreleyen</i>                | encircling, inclosing   |   |
| <b>throughout</b>   | <i>baştan başa</i>               | in every part, at every point or moment                                     |   |
| <b>toddler</b>      | <i>yürümeye başlayan çocuk</i>   | infant  |   |
| <b>vital</b>        | <i>hayati</i>                    | lively, living, animated, vigorous; crucial, critical, necessary            |   |

**A) MATCH THE SYNONYMS**

|                         |                  |
|-------------------------|------------------|
| 1) <b>broad</b>         | addiction        |
| 2) <b>cognitive</b>     | advance          |
| 3) <b>commonly</b>      | arouse curiosity |
| 4) <b>compose</b>       | concerning       |
| 5) <b>definition</b>    | create           |
| 6) <b>dependency</b>    | crucial          |
| 7) <b>describe</b>      | depict           |
| 8) <b>emotional</b>     | encircling       |
| 9) <b>encompass</b>     | explanation      |
| 10) <b>human beings</b> | extensive        |
| 11) <b>individual</b>   | infant           |
| 12) <b>interaction</b>  | mutual action    |
| 13) <b>interest</b>     | perceptive       |
| 14) <b>progress</b>     | person           |
| 15) <b>promote</b>      | powerfully       |
| 16) <b>regarding</b>    | prevalently      |
| 17) <b>strongly</b>     | proceed          |
| 18) <b>surrounding</b>  | sentimental      |
| 19) <b>toddler</b>      | single           |
| 20) <b>vital</b>        | surround         |

**B) Put the correct PREPOSITIONS from the following list in the sentences below.**

**of in to to of to to of of to**

- It is important ... understand the social, cognitive, emotional, and educational development ... children.
- There are various definitions ... periods ... a child's development.
- There are also some theories that seek ... describe a sequence ... states that compose child development.
- The optimal development ... children is considered vital ... society.
- Human beings have a keen sense ... adapt ... their surroundings and this is what child development encompasses.

**C) Put the correct CONJUNCTIONS from the following list in the sentences below.**

**as a result of but as as since so because as that as a result of**

- The optimal development of children is considered vital to society and ... it is important to understand the social, cognitive, emotional, and educational development of children.
- ... these developmental changes may be strongly influenced by genetic factors and events during prenatal life, genetics and prenatal development are usually included ... part of the study of child development.
- Developmental change may occur ... genetically-controlled processes known ... maturation, or ... environmental factors and learning, ... most commonly involves an interaction between the two.
- There are various definitions of periods in a child's development, ... each period is a continuum with individual differences regarding start and ending.
- Child development refers to the biological and psychological and emotional changes ... occur in human beings between birth and the end of adolescence then through adulthood, ... the individual progresses from dependency to increasing autonomy.

## PROBABLE QUESTIONS TEST 42

1. **Child development refers to the biological and psychological and emotional changes that occur in human beings ..... birth and the end of adolescence then ..... adulthood, as the individual progresses from dependency to increasing autonomy.**
  - a) about/on
  - b) for/in
  - c) between/through
  - d) within/under
  - e) down/off
2. **Because the developmental changes ..... be strongly influenced by genetic factors and events during prenatal life, genetics and prenatal development ..... usually included as part of the study of child development.**
  - a) can/were
  - b) should/have been
  - c) might/would be
  - d) may/are
  - e) could/had been
3. **Related terms ..... developmental psychology, referring to development throughout the lifespan, and pediatrics, the branch of medicine relating to the care of children.**
  - a) compose
  - b) progress
  - c) describe
  - d) regard
  - e) include
4. **Developmental change may occur as a result of genetically-controlled processes known as maturation, or ..... environmental factors and learning, but most commonly involves an interaction between the two.**
  - a) as a result of
  - b) as regards
  - c) contrary to
  - d) in compliance with
  - e) on behalf of
5. **It may also occur as a result ..... human nature and our ability to learn ..... our environment.**
  - a) up/for
  - b) in/to
  - c) from/at
  - d) of/from
  - e) on/into
6. **Human beings have a keen sense to adapt to their surroundings and this is ..... child development encompasses.**
  - a) that
  - b) where
  - c) when
  - d) of which
  - e) what
7. **There are various definitions of periods in a child's development, ..... each period is a continuum with individual differences regarding start and ending.**
  - a) so that
  - b) even
  - c) since
  - d) just as
  - e) as well as
8. **The optimal development of children ..... vital to society and so it ..... important to understand the social, cognitive, emotional, and educational development of children.**
  - a) was considered/would be
  - b) is considered/is
  - c) will be considered/was
  - d) had been considered/be
  - e) had considered/is being
9. **Increased research and interest in this field has ..... new theories and strategies, with specific regard to practice that promotes development within the school system.**
  - a) combined with
  - b) conceived of
  - c) argued about
  - d) disposed of
  - e) resulted in
10. **There are some theories ..... seek to describe a sequence of states that compose child development.**
  - a) who
  - b) what
  - c) in which
  - d) that
  - e) whom



## 42.CHILD DEVELOPMENT

Child  refers to the biological and  and emotional changes that occur in human beings between birth and the end of  then through adulthood, as the  progresses from  to increasing autonomy. Because these  changes may be strongly  by genetic factors and events during  life, genetics and prenatal development are usually included as part of the study of child development. Related terms include developmental psychology,  to development throughout the , and pediatrics, the branch of medicine relating to the  of children. Developmental change may occur  genetically-controlled processes known as , or as a result of environmental factors and learning, but most  involves an interaction between the two. It may also occur as a result of human  and our ability to learn from our . Human beings have a keen sense to  their  and this is what child development .

There are various  of periods in a child's development,  each period is a continuum with individual differences regarding start and ending. Some  development periods and examples of defined  are: newborn (ages 0–1 month); infant (ages 1 month – 1 year);  (ages 1–3 years);  (ages 4–6years); school-aged child (ages 6–13 years); adolescent (ages 13–20). , organizations like Zero to Three and the World  for Infant Mental Health use the term infant as a  category, including children from  to age 3.

The optimal development of children is  vital to society and so it is important to  the social, , emotional, and  development of children.  research and interest in this field has  in new theories and strategies, with  regard to practice that  development within the school system.  there are also some theories that seek to  a sequence of states that  child development.

adapt to  
adolescence  
age-related  
as a result of  
Association  
birth  
broad  
care  
cognitive  
commonly  
compose  
considered  
definitions  
dependency  
describe  
development  
developmental  
educational  
encompasses  
environment  
However  
In addition  
Increased  
individual  
influenced  
intervals  
lifespan  
maturation  
nature  
prenatal  
preschooler  
promotes  
psychological  
referring  
resulted  
since  
specific  
surroundings  
toddler  
understand



## 43. Energy crisis

"Energy Crisis" is a term used to describe a condition where the supply of energy to an economy is restricted or interrupted. In popular literature, this term is frequently used interchangeably with the 1973 Arab Oil Embargo, where OPEC and other producers agreed to cut supply to the United States after the US agreed to help Israel re-arm during the Yom Kippur War. I don't know **if you were around then**<sup>343</sup>, I was about 11 years old, living in a big auto producing town in the United States. I remember gas stations all over town **running out of**<sup>344</sup> gas, and not **being able to**<sup>345</sup> drive many places that summer. The phrase Energy Crisis became mainstay that year, but **if you want to learn**<sup>346</sup> more about what happened then, try going to wikipedia and searching Oil Embargo instead of Energy Crisis.

Many economists and scholars agree that conditions globally are very similar to what the US was experiencing just prior to the energy crisis of 1973 there. Their concern is with our globes still heavy reliance on oil for energy some 35 years after the Arab Oil Embargo, the entire globe will suddenly be thrust into a similar situation. There **would**<sup>347</sup> likely be another deep recession. I talk to lots of people who believe that the alternative to oil is nuclear, or solar, or wind. The real answer is probably diversity. I would love to see our world in 20 years still using oil, **but for**<sup>348</sup> only about 20% of our needs. Solar **could**<sup>349</sup> have an equal share, as well as wind, hydro, biomass, nuclear and other alternative sources. Really, there could be no further energy crisis if we diversified.

<http://uk.answers.yahoo.com/question/index?qid=20101108085800AAHbMNR>

<sup>343</sup> **IF/WHETHER** burada bir **NOUN CLAUSE** yapısıdır. Fiilden sonraki **IF** kullanımları genellikle **olup ...olmadığı** anlamındadır.

<sup>344</sup> **RUN OUT OF tükenmek** anlamında kullanılmıştır. Aşağıdaki tabloda **RUN** fiili ile kullanılan **EDATLAR** ve anlamları verilmiştir.

|                 |                                   |                    |                    |
|-----------------|-----------------------------------|--------------------|--------------------|
| <b>Run down</b> | Araba ile ezmek, üstünden geçmek  | <b>Run over</b>    | Araba ile ezmek    |
| <b>Run into</b> | Tesadüfen karşılaşmak, rastlamak. | <b>Run through</b> | Bitirmek, tüketmek |
| <b>Run on</b>   | Kesintisiz devam etmek            | <b>Run up</b>      | Artmak, çoğalmak   |

<sup>345</sup> **BE ABLE TO** yapısı **—ebilir, —abilir** anlamında **BE** kısmının zamanlara göre çekimi ile bütün zamanlarda ve bazı **MODAL** yapılarda kullanmak mümkündür.

|   |  |
|---|--|
| <b>I will be able to</b> drive it. (Onu sürebileceğim.)     | <b>I was able to</b> drive it. (Onu sürebildim.)         |
| <b>I am able to</b> drive it. (Onu sürebilirim.)            | <b>I had been able to</b> drive it. (Onu sürebilmiştin.) |
| <b>I am being able to</b> drive it. (Onu sürebiliyorum.)    | <b>I could drive</b> it. (Onu sürebilirdim.)             |
| <b>I have been able to</b> drive it. (Onu sürebilmişimdir.) | <b>I can drive</b> it. (Onu sürebilirim.)                |

<sup>346</sup> **IF CLAUSE** yapısıdır. **IF** ile ilgili bilinmesi gerekenler Aşağıdaki tabloda verilmiştir. Bir birine bağlı olayları anlatmada kullanılır.

|   |   |
|---|---|
| <b>1. If Clause ve Main Clause gibi iki temel cümlesi vardır.</b>                   | <b>IF CLAUSE yapılarına birer örnek</b>   |
| <b>2. Genel itibariyle 3 bölüme ayrılır. Sık kullanılan 2 adet MIX TYPE vardır.</b> | <b>TYPE 1:</b> If you help me, I will finish the study earlier.                         |
| <b>3. Main clause cümlesinde have V3 / had V3 kullanılmaz.</b>                      | <b>TYPE 2:</b> If you helped me, I would finish the study earlier.                      |
| <b>4. DEVRİK yapılarda anlam hiçbir şekilde değişmez.</b>                           | <b>TYPE 3:</b> If you had helped me, I would have finished the study earlier.           |
| <b>DİĞER IF CLAUSE BAĞLAÇLARI</b>   | <b>MIX TYPE 1:</b> If you had helped me, I would finish the study now/today/at present. |
| <b>I wish / If only</b>   | <b>MIX TYPE 2:</b> If he were your real friend, he would have helped you yesterday.     |
| <b>Unless</b>   | <b>IF CLAUSE cümlelerinin DEVRİK halleri</b>  |
| <b>As if / As Though</b>  | <b>TYPE 1:</b> SHOULD you help me, I will finish the study earlier.                     |
| <b>Even if</b>  | <b>TYPE 2:</b> WERE you TO HELP me, I would finish the study earlier.                   |
| <b>Imagine (that)</b>   | <b>TYPE 3:</b> HAD you helped me, I would have finished the study earlier.              |
| <b>What if</b>  | <b>MIX TYPE 1:</b> HAD you helped me, I would finish the study now/today/at present.    |
| <b>Whether ... or not</b>   | <b>MIX TYPE 2:</b> WERE he to be your real friend, he would have helped you yesterday.  |
| <b>In case</b>  |   |
| <b>Provided / Providing (that)</b>  |   |
| <b>As long as / so long as</b>  |   |
| <b>What if</b>  |   |
| <b>Suppose / Supposing / Assuming (that)</b>  |   |
| <b>Only if</b>  |   |
| <b>Without</b>  |   |

<sup>347</sup> **WOULD** yapısının kullanım alanı çoktur. Birkaç örnek verelim. Daha önce de örnekleri vermiştik ama çok sık karşılaştığımız için bir daha aynı tabloyu veriyoruz.

|  |  |
|--|--|
| <b>I WOULD HAVE GONE</b> IF YOU HAD STUDIED ( <b>type 3/if clause</b> yapısında kullanılır.) | <b>I WOULD LIKE TO GO</b> ( <b>WANT</b> anlamında/istemek anlamında kullanılır.)               |
| <b>I WOULD GO</b> IF YOU CAME ( <b>type 2/if clause</b> yapısında kullanılır.)               | <b>I WOULD RATHER GO EARLIER</b> ( <b>PREFER</b> anlamında/tercih etmek anlamında kullanılır.) |
| <b>I WOULD STUDY HARD</b> IN THE PAST ( <b>USED TO</b> yerine kullanılır.)                   | <b>HE SAID THAT HE WOULD GO</b> ( <b>WILL</b> yapısının <b>past</b> hali olarak kullanılır.)   |

<sup>348</sup> **BUT FOR/ WERE IT NOT FOR sayesinde/olmasaydı** anlamlarında kullanılmıştır.

<sup>349</sup> **COULD** modal yapısının iki kullanımı çok ön plana çıkar. Bunlardan **YETENEK** anlamında **CAN**'in **PAST hali**, diğeri de **İHTİMAL/İZİN** anlamında **PRESENT** anlamlı olan **COULD**.

| VOCABULARY      | MEANING                        | SYNONYMS   | ANTONYMS  |
|-----------------|--------------------------------|--|---|
| agree           | <i>hemfikir olmak</i>          | consent, concur; suit, fit                                   | contradict, decline, disagree, dispute, oppose, protest, refuse |
| as well as      | <i>yanısıra</i>                | in addition to, and also, and likewise                       |   |
| biomass         | <i>biokütle</i>                |  |   |
| concern         | <i>ilgilendirmek</i>           | interest; affect, involve; worry                             |   |
| deep            | <i>derin</i>                   |  | shallow   |
| diversify       | <i>çeşitlendirmek</i>          |  |   |
| entire          | <i>bütün, tam, saf</i>         | whole, including every part, complete, full                  | incomplete, limited, part                                       |
| frequently      | <i>sık sık</i>                 | regularly, often   | infrequently, not much, rarely, seldom, uncommonly              |
| globally        | <i>global olarak</i>           | internationally, on a global scale; in a global manner       |   |
| instead of      | <i>-nın yerine</i>             | in place of  |   |
| interchangeably | <i>değiştirilebilir</i>        | alternately  |   |
| interrupt       | <i>sekte vurmak</i>            | stop, discontinue; disturb, interfere                        |   |
| likely          | <i>muhtemelen</i>              | seemingly, probably  |   |
| literature      | <i>yazın, edebiyat</i>         |  |   |
| mainstay        | <i>dayanak noktası</i>         |  |   |
| prior to        | <i>önceden</i>                 | before   |   |
| probably        | <i>muhtemelen</i>              | almost certainly, very likely, apparently, in all likelihood |   |
| producer        | <i>üretici</i>                 | manufacturer   |   |
| re-arm          | <i>tekrar silanlanmak</i>      |  |   |
| recession       | <i>durgunluk</i>               | slow economy   | advance, inflation  |
| reliance        | <i>güven, itimat</i>           | dependence; trust, confidence                                |   |
| restrict        | <i>sınırlamak</i>              | limit, regulate, constrict, curb                             | enlarge, expand, free, let go, release                          |
| run out of      | <i>tükenmek</i>                | use up   |   |
| scholar         | <i>bilgin, burslu öğrenci</i>  | student, pupil; learned person, educated person              |   |
| similar         | <i>benzer</i>                  | alike, having common qualities, comparable                   |   |
| suddenly        | <i>anidan</i>                  | unexpectedly; abruptly, rapidly                              | expectedly, slowly  |
| supply          | <i>sağlamak</i>                | equip; make up for, compensate for                           |   |
| term            | <i>isim vermek, dönem</i>      | name, call, designate, word; expression, idiom; semester     |   |
| thrust          | <i>itmek, baskı, saldırmak</i> | push   |   |
| wind            | <i>rüzgar, çevirmek</i>        | turn   |   |

**A) MATCH THE SYNONYMS**

|                    |                 |
|--------------------|-----------------|
| 1) as well as      | abruptly        |
| 2) entire          | alike           |
| 3) frequently      | alternately     |
| 4) globally        | before          |
| 5) instead of      | curb            |
| 6) interchangeably | dependence      |
| 7) interrupt       | idiom           |
| 8) likely          | in addition to  |
| 9) prior to        | in place of     |
| 10) probably       | interfere       |
| 11) producer       | internationally |
| 12) recession      | learned person  |
| 13) reliance       | make up for     |
| 14) restrict       | manufacturer    |
| 15) run out of     | probably        |
| 16) scholar        | regularly       |
| 17) similar        | slow economy    |
| 18) suddenly       | use up          |
| 19) supply         | very likely     |
| 20) term           | whole           |

**B) Put the correct PREPOSITIONS from the following list in the sentences below.**

**to in over to to of to out to of to to of**

- Many economists and scholars agree that conditions globally are very similar ... what the US was experiencing just prior ... the energy crisis ... 1973 there.
- I would love ... see our world ... 20 years still using oil.
- I remember gas stations all ... town running ... of gas.
- I talk ... lots ... people who believe that the alternative ... oil is nuclear, or solar, or wind.
- "Energy Crisis" is a term used ... describe a condition where the supply ... energy ... an economy is restricted or interrupted.

**C) Put the correct CONJUNCTIONS from the following list in the sentences below.**

**where after what after as well as if but**

- Solar could have an equal share, ... wind, hydro, biomass, nuclear and other alternative sources.
- I don't know ... you were around then, I was about 11 years old, living in a big auto producing town in the United States.
- The phrase Energy Crisis became mainstay that year, ... if you want to learn more about ... happened then, try going to wikipedia and searching Oil Embargo instead of Energy Crisis.
- Their concern is with our globes still heavy reliance on oil for energy some 35 years ... the Arab Oil Embargo.
- In popular literature, this term is frequently used interchangeably with the 1973 Arab Oil Embargo, ... OPEC and other producers agreed to cut supply to the United States ... the US agreed to help Israel re-arm during the Yom Kippur War.

## PROBABLE QUESTIONS TEST 43

1. **Energy Crisis is a term used to describe a condition ..... the supply of energy to an economy is restricted or interrupted.**
  - a) whose
  - b) what
  - c) that
  - d) which
  - e) where
2. **In popular literature, this term is ..... used interchangeably with the 1973 Arab Oil Embargo, where OPEC and other producers agreed to cut supply to the United States after the US agreed to help Israel re-arm during the Yom Kippur War.**
  - a) accurately
  - b) bitterly
  - c) frequently
  - d) deliberately
  - e) effortlessly
3. **I don't know ..... you were around then, I was about 11 years old, living in a big auto producing town in the United States.**
  - a) once
  - b) while
  - c) if
  - d) unless
  - e) so long as
4. **I remember gas stations all ..... town running out of gas, and not being able ..... drive many places that summer.**
  - a) of/on
  - b) over/to
  - c) at/from
  - d) up/with
  - e) by/into
5. **The phrase Energy Crisis ..... mainstay that year, but if you ..... to learn more about what happened then, try going to wikipedia and searching Oil Embargo instead of Energy Crisis.**
  - a) becomes/wanted
  - b) had become/would have wanted
  - c) has become/will want
  - d) became/want
  - e) is becoming/wanted
6. **Many economists and scholars agree that conditions globally are very similar to what the US was experiencing just ..... the energy crisis of 1973 there.**
  - a) prior to
  - b) instead of
  - c) rather than
  - d) thanks to
  - e) under way
7. **Many economists' concern is with our globes still heavy ..... oil for energy some 35 years after the Arab Oil Embargo, the entire globe will suddenly be thrust into a similar situation.**
  - a) reliance on
  - b) regard to
  - c) reason for
  - d) interest in
  - e) excuse for
8. **I talk to lots of people ..... believe that the alternative to oil is nuclear, or solar, or wind.**
  - a) whom
  - b) where
  - c) whose
  - d) in that
  - e) who
9. **Solar could have an equal share, ..... wind, hydro, biomass, nuclear and other alternative sources.**
  - a) on account of
  - b) regardless of
  - c) in order to
  - d) by means of
  - e) as well as
10. **There ..... no further energy crisis if we .....**
  - a) would be/diversify
  - b) had been/would diversify
  - c) could be/diversified
  - d) will be/has diversified
  - e) has been/was diversified

## 43.ENERGY CRISIS

"Energy Crisis" is a term used to [ ] a condition where the [ ] of energy to an economy is restricted or [ ]. In popular literature, this term is [ ] used [ ] with the 1973 Arab Oil Embargo, where [ ] and other producers agreed to cut [ ] to the United States after the US [ ] to help Israel re-arm during the Yom Kippur [ ]. I don't know if you were around then, I was about 11 years old, living in a big auto [ ] town in the United States. I [ ] gas stations all over town [ ] out of gas, and not [ ] drive many places that summer. The phrase Energy Crisis [ ] mainstay that year, but if you want to learn more about what [ ] then, try going to [ ] and searching Oil Embargo [ ] Energy Crisis.

Many [ ] and scholars [ ] that conditions [ ] are very [ ] what the US was [ ] just prior to the energy crisis of 1973 there. Their [ ] is with our globes still heavy [ ] oil for energy some 35 years [ ] the Arab Oil Embargo, the [ ] globe will [ ] be thrust into a similar [ ]. There would likely be another deep [ ]. I talk to lots of people who believe that the [ ] to [ ] is nuclear, or [ ], or wind. The real answer is probably [ ]. I would love to see our world in 20 years still [ ] oil, but for only about 20% of our [ ]. Solar could have an [ ] share, as well as wind, hydro, [ ], nuclear and other [ ] sources. [ ], there could be no further energy crisis if we [ ].

after  
agree  
agreed  
alternative  
alternative  
became  
being able to  
biomass  
concern  
describe  
diversified  
diversity  
economists  
entire  
equal  
experiencing  
frequently  
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happened  
instead of  
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oil  
OPEC  
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Really  
recession  
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using  
War  
wikipedia

## 44.The Stock Market Crash

After nearly a decade of optimism and prosperity, the United States was thrown into despair on Black Tuesday, October 29, 1929, the day the stock market crashed and the official beginning of the Great Depression. As stock prices plummeted with no hope of recovery, panic struck. Masses and masses of people tried to sell their stock, but **no one**<sup>350</sup> was buying. The stock market, which had appeared to be the surest way to become rich, quickly became the path to bankruptcy. **And yet**<sup>351</sup>, the Stock Market Crash was just the beginning. Since many banks **had also invested**<sup>352</sup> large portions of their clients' savings in the stock market, these banks were forced to close when the stock market crashed. Seeing a few banks close caused another panic across the country. Afraid they would lose their own savings, people rushed to banks that were still open to withdraw their money. This massive withdrawal of cash caused additional banks to close. Since there was no way for a bank's clients to recover any of their savings once the bank had closed, those **who didn't reach**<sup>353</sup> the bank in time also became bankrupt. Businesses and industry were also affected. Having lost much of their own capital in either the Stock Market Crash or the bank closures, many businesses started cutting back their workers' hours or wages. In turn, consumers began to curb their spending, refraining from purchasing such things as luxury goods. This lack of consumer spending caused additional businesses to cut back wages or, more drastically, to lay off some of their workers. Some businesses couldn't stay open even with these cuts and soon closed their doors, leaving all their workers unemployed.<http://history1900s.about.com/od/1930s/p/greatdepression.htm>

<sup>350</sup> **NO ONE** hiçkimse anlamında kullanılan bir zamirdir. Bunun gibi daima tekil olarak kullanılan zamirler aşağıda tablo olarak verilmiştir.

|                |          |                   |             |                |           |
|----------------|----------|-------------------|-------------|----------------|-----------|
| <b>Another</b> | Anything | <b>Everybody</b>  | Many a      | <b>Nobody</b>  | Somebody  |
| <b>Anybody</b> | Each     | <b>Everyone</b>   | Neither     | <b>Nothing</b> | Someone   |
| <b>Anyone</b>  | Either   | <b>Everything</b> | Neither one | <b>One</b>     | Something |

<sup>351</sup> **AND YET/ IN ANY EVENT, ANYWAY, DESPITE** –e rağmen/yine de anlamlarında kullanılmıştır.

<sup>352</sup> **PAST PERFECT TENSE** bir **SIMPLE PAST** cümlesi olmadan genellikle kullanılmaz. Paragraf içinde böyle bir kural aranmaz.

<sup>353</sup> **THOSE** şahısları nitelediği için devamında gelen yapı da **RELATIVE CLAUSE** yapısıdır. Aşağıdaki tabloda **RELATIVE CLAUSE** yapıları ile ilgili birkaç cümle verilmiştir.

**1) Who:** özne yerine, insanlarla ilgili isimlerden sonra bağlaç olarak kullanılır.

The man **who speaks English fluently** is a doctor  
I saw the boy **who was swimming**.  
The students helped the old woman **who was ill**.  
The man **who came last week** will join us after the operation.  
We need to hire a new secretary **who can work hard**.

**2) Whom:** nesne yerine, insanlarla ilgili isimlerden sonra bağlaç olarak kullanılır.

The old woman **whom you helped** was ill.  
The teacher is his old friend. You met the teacher.  
The teacher **whom you met** is his old friend.  
That's the man **whom we met at the meeting**.  
Is that the boy **to whom you lent your new car**?

**3) Which:** özne ve nesne yerine, cansızları anlatan isimlerden sonra bağlaç olarak kullanılır.

The match **which was broadcast on TV** was very exciting.  
A tribe **which has unity** will be living peacefully.  
The chair **on which you are sitting** is not expensive.  
The scientist produced a scoring system **by which reliable tests could be conducted**.  
The teacher, **with whom the man had discussed his son's scores**, advised the boy to study a lot.

**4) That:** tamamlayıcı sıfat tümceciklerinde **which, who, whom** yerine kullanılabilir.

She has got a magazine **that might interest you**.  
Do you remember the nurse **that my mother was talking about**?  
I bought a new computer **that was once very expensive**.  
The tablet **that you wanted to buy for your father** was really expensive.  
The bag **that you had chosen for your computer** was found.

**5) Whose:** iyelik(sahiplik) gösteren ilgi bağlacıdır.

The man **whose car had been stolen** was at the police station.  
Our new friend **whose father is a businessman** comes to school on foot.  
I saw a boy **whose hair was brown**.  
Our children **whose dreams are impressive** deserve a cleaner world.  
We need a new machine **whose usage is easy**.



| VOCABULARY              | MEANING                             | SYNONYMS   | ANTONYMS   |
|-------------------------|-------------------------------------|--|--|
| <b>additional</b>       | <i>ek, fazladan</i>                 | extra, supplemental  |  |
| <b>appear</b>           | <i>görünmek</i>                     | come into view; seem   | disappear, hide  |
| <b>bankrupt</b>         | <i>iflas etmiş</i>                  | lacking, deficient   |  |
| <b>bankruptcy</b>       | <i>iflas</i>                        |  |  |
| <b>capital</b>          | <i>sermaye</i>                      | main, chief, principal   |  |
| <b>cash</b>             | <i>nakit</i>                        |  |  |
| <b>client</b>           | <i>müşteri</i>                      | customer, buyer  |  |
| <b>closure</b>          | <i> kapanma</i>                     | closing  | beginning, introduction, opening                       |
| <b>consumer</b>         | <i>tüketici</i>                     | buyer  |  |
| <b>crash</b>            | <i>iflas (etmek), batmak</i>        | fast; strenuous; drastic   |  |
| <b>curb</b>             | <i>frenlemek</i>                    | restrain   |  |
| <b>decade</b>           | <i>onyıl</i>                        | ten years; group of ten  |  |
| <b>despair</b>          | <i>umudunu kesmek, umutsuzluk</i>   | lose hope  | cheer, cheerfulness, faith, happiness, joy, joyfulness |
| <b>drastically</b>      | <i>şiddetle</i>                     | intensely, in an extreme manner, severely                          |  |
| <b>goods</b>            | <i>mal, eşya</i>                    | merchandise; belongings, personal possessions; movable property    |  |
| <b>great depression</b> | <i>1929 dünya ekonomik bunalımı</i> |  |  |
| <b>hope</b>             | <i>umut (etmek)</i>                 | wish, anticipate, expect   |  |
| <b>in turn</b>          | <i>sırayla</i>                      | in line, one by one, in order                                      | out of turn  |
| <b>invest</b>           | <i>yatırım yapmak</i>               |  |  |
| <b>lay off</b>          | <i>işten çıkarmak</i>               | fire, dismiss from a job   |  |
| <b>lose</b>             | <i>kaybetmek</i>                    | suffer a loss; waste; miss   |  |
| <b>nearly</b>           | <i>neredeyse</i>                    | almost, closely, all but   |  |
| <b>official</b>         | <i>resmi</i>                        | formal   | unauthorized, unofficial                               |
| <b>optimism</b>         | <i>iyimserlik</i>                   | anticipation, brightness, calmness, certainty, cheer, cheerfulness | doubt, gloom, hopelessness, pessimism                  |
| <b>plummet</b>          | <i>dimdik düşmek</i>                | fall, drop   |  |
| <b>portion</b>          | <i>pay, hisse</i>                   | part, piece  |  |
| <b>prosperity</b>       | <i>refah, bolluk</i>                | success  | failure, loss, poorness, poverty                       |
| <b>purchase</b>         | <i>satın almak</i>                  | buy  |  |
| <b>recover</b>          | <i>düzelmek</i>                     | get well   |  |
| <b>refrain</b>          | <i>sakınmak</i>                     | avoid, evade, run away   |  |
| <b>rush to</b>          | <i>acele etmek</i>                  | hurry, make haste  |  |
| <b>savings</b>          | <i>biriktirilmiş para</i>           |  |  |
| <b>soon</b>             | <i>yakında</i>                      | within a short time; quickly                                       | distant, far, later, never                             |
| <b>spend</b>            | <i>harcamak</i>                     | use; use up, exhaust; waste  |  |
| <b>stock market</b>     | <i>borsa</i>                        |  |  |
| <b>strike</b>           | <i>çarpmak, grev yapmak</i>         | hit, blow  |  |
| <b>surest</b>           | <i>kesin, sağlam</i>                | certain; firm; confident; inevitable; reliable; steady             |  |
| <b>thrown</b>           | <i>atılmış, fırlatılmış</i>         |  |  |
| <b>unemployed</b>       | <i>işsiz, atıl</i>                  | not employed, out of work, jobless                                 | employed, occupied                                     |
| <b>wage</b>             | <i>maaş, yürütmek</i>               | engage in, conduct   |  |
| <b>withdraw</b>         | <i>para çekmek</i>                  | pull back; remove from   |  |
| <b>withdrawal</b>       | <i>para çekme</i>                   |  |  |



**A) MATCH THE SYNONYMS**

|                |                    |
|----------------|--------------------|
| 1) additional  | belongings         |
| 2) appear      | certain            |
| 3) capital     | closing            |
| 4) client      | come into view     |
| 5) closure     | customer           |
| 6) despair     | dismiss from a job |
| 7) drastically | drop               |
| 8) goods       | evade              |
| 9) hope        | expect             |
| 10) in turn    | get well           |
| 11) lay off    | hit                |
| 12) lose       | jobless            |
| 13) plummet    | lose hope          |
| 14) prosperity | make haste         |
| 15) recover    | one by one         |
| 16) refrain    | principal          |
| 17) rush to    | severely           |
| 18) strike     | success            |
| 19) surest     | supplemental       |
| 20) unemployed | waste              |

**B) Put the correct PREPOSITIONS from the following list in the sentences below.**

**from with to of in of to for to in to**

- Some businesses couldn't stay open even ... these cuts and soon closed their doors, leaving all their workers unemployed.
- Since there was no way ... a bank's clients ... recover any ... their savings once the bank had closed, those who didn't reach the bank ... time also became bankrupt.
- Having lost much ... their own capital ... either the Stock Market Crash or the bank closures, many businesses started cutting back their workers' hours or wages.
- Consumers began ... curb their spending, refraining ... purchasing such things as luxury goods.
- Afraid they would lose their own savings, people rushed ... banks that were still open ... withdraw their money.

**C) Put the correct CONJUNCTIONS from the following list in the sentences below.**

**since when which as after but**

- ... stock prices plummeted with no hope of recovery, panic struck.
- Masses and masses of people tried to sell their stock, ... no one was buying.
- ... many banks had also invested large portions of their clients' savings in the stock market, these banks were forced to close ... the stock market crashed.
- The stock market, ... had appeared to be the surest way to become rich, quickly became the path to bankruptcy.
- ... nearly a decade of optimism and prosperity, the United States was thrown into despair on Black Tuesday, October 29, 1929, the day the stock market crashed and the official beginning of the Great Depression.

## PROBABLE QUESTIONS TEST 44

1. **After nearly a decade of optimism and prosperity, the United States ..... into despair on Black Tuesday, October 29, 1929, the day the stock market ..... and the official beginning of the Great Depression.**
  - a) had thrown/crashed
  - b) was throwing/had crashed
  - c) has been thrown/would crash
  - d) was thrown/crashed
  - e) threw/has crashed
2. **..... stock prices plummeted with no hope of recovery, panic struck.**
  - a) While
  - b) Meanwhile
  - c) As
  - d) Whereas
  - e) Thus
3. **Masses and masses of people tried to ..... their stock, but no one was buying.**
  - a) spend
  - b) purchase
  - c) lose
  - d) invest
  - e) sell
4. **The stock market, which ..... to be the surest way to become rich, quickly ..... the path to bankruptcy.**
  - a) has appeared/becomes
  - b) had been appeared/would become
  - c) appeared/will become
  - d) would have appeared/would become
  - e) had appeared/became
5. **..... many banks had also invested large portions of their clients' savings in the stock market, these banks were forced to close when the stock market crashed.**
  - a) However
  - b) Since
  - c) Because of
  - d) Therefore
  - e) Provided that
6. **Afraid they would lose their own savings, people rushed to banks that were still open to ..... their money.**
  - a) strike
  - b) withdraw
  - c) invest
  - d) curb
  - e) appear
7. **Since there was no way for a bank's clients ..... recover any of their savings once the bank had closed, those who didn't reach the bank ..... time also became bankrupt.**
  - a) for/on
  - b) at/about
  - c) down/off
  - d) to/in
  - e) by/up
8. **Having lost much of their own capital in ..... the Stock Market Crash ..... the bank closures, many businesses started cutting back their workers' hours or wages.**
  - a) neither/nor
  - b) so/that
  - c) other/than
  - d) either/or
  - e) not only/as well
9. **The lack of consumer spending caused additional businesses to cut back wages or, more ....., to lay off some of their workers.**
  - a) drastically
  - b) faultlessly
  - c) inconsiderately
  - d) invariably
  - e) officially
10. **Some businesses couldn't stay open even with ..... cuts and soon closed their doors, leaving ..... their workers unemployed.**
  - a) that/some
  - b) those/most
  - c) them/whole
  - d) these/all
  - e) this/them

## 44. THE STOCK MARKET CRASH

After nearly a decade of [ ] and prosperity, the United States was [ ] into despair on Black Tuesday, October 29, 1929, the day the stock [ ] crashed and the official beginning of the Great [ ]. As stock prices plummeted with no hope of [ ], panic struck. [ ] and masses of people tried to sell their [ ], but no one was buying. The stock market, which had [ ] to be the surest way to become rich, [ ] became the path to [ ].

And [ ], the Stock Market Crash was just the [ ]. Since many [ ] had also [ ] large portions of their [ ] savings in the stock market, these banks were [ ] to close when the [ ] market crashed. Seeing a few banks [ ] caused another panic [ ] the country. Afraid they would [ ] their own [ ], people [ ] banks that were still open to [ ] their money. This [ ] withdrawal of cash caused [ ] banks to close. [ ] there was no way for a bank's clients to [ ] any of their savings once the bank had closed, those who didn't [ ] the bank [ ] also [ ] bankrupt.

Businesses and [ ] were also affected. [ ] lost much of their own [ ] in either the Stock Market Crash or the bank closures, many [ ] started cutting back their workers' hours or [ ]. [ ], consumers began to [ ] their spending, [ ] from purchasing such things as luxury goods. This lack of consumer spending caused additional businesses to cut back wages or, more [ ], to lay off some of their workers. Some businesses couldn't stay open even with these cuts and soon closed their doors, leaving all their workers [ ].

across  
additional  
appeared  
bankruptcy  
banks  
became  
beginning  
businesses  
capital  
clients'  
close  
curb  
Depression  
drastically  
forced  
Having  
In turn  
in time  
industry  
invested  
lose  
market  
Masses  
massive  
optimism  
quickly  
reach  
recover  
recovery  
refraining  
rushed to  
savings  
Since  
stock  
stock  
thrown  
unemployed  
wages  
withdraw  
yet

## 45.Archaecology

Archaeology, or archeology is the study of human society, primarily **through**<sup>354</sup> the recovery and analysis of the material culture and environmental data that they have left behind, which includes artifacts, architecture, biofacts and cultural landscapes (the archaeological record). Because archaeology employs a wide range of different procedures, it can be considered to be both a science and a humanity, and in the United States it is thought of as a branch of anthropology, although in Europe it is viewed as a separate discipline.

Archaeology studies human history from the development of the first stone tools in eastern Africa 3.4 million years ago up until recent decades. (Archaeology does not include the discipline of paleontology.) It is of most importance for learning about prehistoric societies, when there are no written records for historians to study, making up over 99% of total human history, from the Palaeolithic until the advent of literacy in any given society. Archaeology has various goals, which range from studying human evolution to cultural evolution and understanding culture history.

The discipline involves surveyance, excavation and eventually analysis of data collected to learn more about the past. In broad scope, archaeology relies on cross-disciplinary research. It draws upon anthropology, history, art history, classics, ethnology, geography, geology, linguistics, physics, information sciences, chemistry, statistics, paleoecology, paleontology, paleozoology, paleoethnobotany, and paleobotany.

Archaeology developed out of antiquarianism in Europe during the 19th century, and has since become a discipline practiced across the world. Since its early development, various specific sub-disciplines of archaeology have developed, including maritime archaeology, feminist archaeology and archaeoastronomy, and numerous different scientific techniques have been developed to aid archaeological investigation. Nonetheless, today, archaeologists face many problems, ranging from dealing with pseudoarchaeology to the looting of artifacts and opposition to the excavation of human remains.

<http://en.wikipedia.org/wiki/Archaeology>

<sup>354</sup> **PREPOSITION**'ların anlamları aşağıdaki tabloda verilmiştir.

### PREPOSITIONS OF TIME

**AT** : Saatlerden ve günün belli zaman bölümlerinden önce kullanılır.  
**IN** : Günün belli bölümlerinden, aylardan ve yıllardan önce kullanılır.  
**ON** : Günlerin önünde kullanılır.  
**BY** : ... süresine kadar, -e kadar.  
**BEFORE** : ... süresinden, saatinden önce.  
**AFTER** : ... süresinden, saatinden sonra.  
**DURING** : ... süresince, esnasında, boyunca.  
**FOR** : ...boyunca  
**SINCE** : -den beri; (Olayın başladığı zaman bellidir.)  
**UNTIL/TILL** : ...e kadar, süresine kadar.  
(Till konuşma dilinde kullanılır.)

### PREPOSITIONS OF DIRECTION & MOTION

**INTO** : İçine doğru, -e, -a doğru.(Yön gösterir.)  
**FROM** : -den, -dan  
**UP** : Yukarı, yukarı doğru.  
**DOWN** : Aşağıya, aşağıya doğru.  
**ONTO** : Üzerine doğru (Yön bildirir.)  
**AROUND** : Etrafında, çevresinde.  
**OVER** : Üzerinden, üstünden.  
**ACROSS** : Karşı tarafına, karşısına, karşı yakasına.  
**TO** : -e, -a doğru (Yön bildirir.)  
**TOWARD(S)** : -e, -a doğru (Yön bildirir.)  
**THROUGH** : İçinden, arasından.  
**AT** : -e, -a doğru (Yön bildirir.)

### PREPOSITIONS OF PLACE OR POSITION

**AT** : İçinde, -de, -da.  
**IN** : İçinde, -de, -da.  
**ON** : Üzerinde, üstünde, -de, -da.

**OFF** : -den, -dan, -den ayrı, karşısında.  
**AROUND** : Etrafında, civarında, çevresinde.  
**OVER** : Üzerinde, üstünde, yukarısında, üzerinden; süresince.  
**ABOVE** : Üstünde, yukarısında, mevki ya da otorite açısından üst olma.  
**UNDER** : Aşağısında, altında, gerekenden az, otorite olarak altında.  
**THROUGHOUT** : Her tarafında, dört bir yanında, bir baştan bir başa.  
**BEFORE** : Önünde; yer ve sıra olarak önünde.  
**AFTER** : -den, -dan sonra, ardından, arkasından.  
**INSIDE** : İç kısmında, içerisinde, içinde.  
**OUTSIDE** : Dış kısmında, dışarısında, dışında.  
**BY** : Yanında, yakınında.  
**BESIDE** : Yanında, yakınında.  
**ABOUT** : Yaklaşık, hakkında, ilgili, civarında.  
**BETWEEN** : İki şeyin arasında.  
**AMONG** : Arasında, içinde; etrafı çevrili bir şekilde, birçok şeyin arasında.  
**AMID** : Arasında, içinde, birçok şeyin arasında.  
**AGAINST** : -e karşı, zıt, aksine, ters.  
**IN FRONT OF** : Önünde.  
**IN THE FRONT OF** : Ön kısmında (içinde).  
**IN BACK OF** : Arkasında.  
**IN THE BACK OF** : Arka kısmında (içinde).  
**BEYOND** : Ötesinde, uzakta, -den ilerde, daha fazla.  
**NEXT TO** : Bitişiginde, yanında.  
**CLOSE TO** : Yanında, yakınında, bitişiginde.  
**FAR FROM** : -den uzakta, -den uzak.  
**ON TOP OF** : Üstünde, tepesinde, en üst noktasında.  
**THROUGH** : İçinden, arasından.  
**TO** : -e, -a; bir şeye doğru.  
**NEAR** : Yanında, yakınında.

| VOCABULARY                      | MEANING  | SYNONYMS  | ANTONYMS                                    |
|---------------------------------|--|---|---|
| <b>advent</b>                   | <i>gelme, varış, isa'nın görünmesi</i>                     | coming of christ  |   |
| <b>analysis</b>                 | <i>analiz</i>  | examination   |   |
| <b>anthropology</b>             | <i>insanbilim</i>  |   |   |
| <b>antiquarianism</b>           | <i>antikacılık</i>   |   |   |
| <b>archaeoastronomy</b>         | <i>eski astronomi bilimi</i>                               |   |   |
| <b>archaeology</b>              | <i>kazıbilim</i>   |   |   |
| <b>architecture</b>             | <i>mimarlık</i>  |   |   |
| <b>artifact</b>                 | <i>insan eliyle yapılmış</i>                               | tool; object  |   |
| <b>biofact</b>                  | <i>arkeolojik alanda bulunmuş nesne</i>                    |   |   |
| <b>branch</b>                   | <i>dal, branş</i>  |   |   |
| <b>broad scope</b>              | <i>geniş alan</i>  |   |   |
| <b>classic</b>                  | <i>klasik, kaliteli</i>                                    | excellent; timeless;<br>traditional   |   |
| <b>consider</b>                 | <i>düşünmek</i>  | think over, think about<br>carefully; believe; regard;<br>take into account | dismiss, forget, ignore,<br>neglect, reject |
| <b>cross-disciplinary</b>       | <i>alanlararası geçiş</i>                                  |   |   |
| <b>deal with</b>                | <i>ilgilenmek</i>  | handle, take care of; do<br>business with, trade with                       |   |
| <b>draw upon</b>                | <i>kullanmak</i>   |   |   |
| <b>employ</b>                   | <i>görevlendirmek, kullanmak</i>                           | occupy; put to use, activate,<br>operate                                    |   |
| <b>environmental</b>            | <i>çevresel</i>  | pertaining to the<br>environment  |   |
| <b>ethnology</b>                | <i>ırk bilim</i>   |   |   |
| <b>eventually</b>               | <i>sonunda</i>   | finally, in the end   |   |
| <b>evolution</b>                | <i>evrim, gelişim</i>                                      | development, progression  |   |
| <b>excavation</b>               | <i>kazı, çukur</i>   |   |   |
| <b>face</b>                     | <i>yüz(leşmek), yüzey</i>                                  |   |   |
| <b>feminist<br/>archaeology</b> | <i>feminist arkeoloji</i>                                  |   |   |
| <b>geology</b>                  | <i>yerbilim</i>  |   |   |
| <b>goal</b>                     | <i>hedef</i>   | target, aim; destination;<br>purpose  |   |
| <b>humanity</b>                 | <i>insanlık, insaniyet, merhamet</i>                       | human race, mankind;<br>human nature; kindness                              |   |
| <b>importance</b>               | <i>önem</i>  | significance  | insignificance                              |
| <b>investigation</b>            | <i>soruşturma</i>  | examination, inspection   |   |
| <b>involve</b>                  | <i>kapsamak, sarmak</i>                                    | include   |   |
| <b>landscape</b>                | <i>manzara, yatay</i>                                      | view, scenery   |   |
| <b>linguistic</b>               | <i>dilbilimsel</i>   | of language   |   |
| <b>literacy</b>                 | <i>edebi kültür, okur yazarlık</i>                         |   |   |
| <b>loot</b>                     | <i>yağmalamak</i>  | rob and destroy, steal  |   |
| <b>maritime</b>                 | <i>deniz kenarında, denize yakın,<br/>denizciye mahsus</i> |   |   |
| <b>material</b>                 | <i>madde</i>   | substance, matter   |   |
| <b>nonetheless</b>              | <i>yine de</i>   | however, nevertheless   |   |

|                          |  |   |  |
|--------------------------|--|---|--|
| <b>numerous</b>          | <i>sayısız</i>                                 | very many   | deficient, few, little, small                        |
| <b>opposition</b>        | <i>muhalefet, karşıtlık</i>                    | resistance; antagonism, hostility   |  |
| <b>paleobotany</b>       | <i>tarih öncesi bitkilim</i>                   |   |  |
| <b>paleoecology</b>      | <i>tarih öncesi ekosistem bilimi</i>           |   |  |
| <b>paleoethnobotany</b>  | <i>tarih öncesi bitkibilim</i>                 |   |  |
| <b>paleontology</b>      | <i>tarih öncesi yaşambilim</i>                 |   |  |
| <b>paleozoology</b>      | <i>tarih öncesi hayvanbilim</i>                |   |  |
| <b>prehistoric</b>       | <i>tarih öncesi</i>                            | old, ancient, antiquated  |  |
| <b>primarily</b>         | <i>öncelikle</i>                               | chiefly, principally, mainly; initially   |  |
| <b>procedure</b>         | <i>işlem, yöntem</i>                           | routine, protocol   |  |
| <b>pseudoarchaeology</b> | <i>bilimsel olmayan kalıntı ve alan yorumu</i> |   |  |
| <b>range</b>             | <i>sıralanmak, uzanmak</i>                     |   |  |
| <b>rely on</b>           | <i>dayanmak</i>                                | count on, lean on   |  |
| <b>remain</b>            | <i>kalıntı</i>                                 | stay, abide; continue, go on  |  |
| <b>separate</b>          | <i>ayırmak, ayrı</i>                           | detached, disconnected; distinct, different; set apart, divided, segregated; individual | combined, connected, joined, mixed, together, united |
| <b>stone tool</b>        | <i>taş alet</i>                                |   |  |
| <b>sub-discipline</b>    | <i>alt bölüm</i>                               |   |  |
| <b>surveyance</b>        | <i>gözetim</i>                                 | observance, inspection, review, supervision   |  |
| <b>through</b>           | <i>içinden, baştan başa</i>                    | in from one side and out of the other; inward   |  |
| <b>various</b>           | <i>çeşitli, birçok</i>                         | assorted, different; individual; several  |  |
| <b>view</b>              | <i>görmek, incelemek</i>                       | see; observe; regard  |  |

**A) MATCH THE SYNONYMS**

|                         |                  |
|-------------------------|------------------|
| 1) <b>advent</b>        | ancient          |
| 2) <b>eventually</b>    | assorted         |
| 3) <b>evolution</b>     | chiefly          |
| 4) <b>goal</b>          | coming of christ |
| 5) <b>humanity</b>      | detached         |
| 6) <b>importance</b>    | development      |
| 7) <b>investigation</b> | examination      |
| 8) <b>landscape</b>     | finally          |
| 9) <b>loot</b>          | however          |
| 10) <b>nonetheless</b>  | human race       |
| 11) <b>numerous</b>     | observance       |
| 12) <b>opposition</b>   | observe          |
| 13) <b>prehistoric</b>  | resistance       |
| 14) <b>primarily</b>    | routine          |
| 15) <b>procedure</b>    | significance     |
| 16) <b>remain</b>       | stay             |
| 17) <b>separate</b>     | steal            |
| 18) <b>surveyance</b>   | target           |
| 19) <b>various</b>      | very many        |
| 20) <b>view</b>         | view             |

**B) Put the correct PREPOSITIONS from the following list in the sentences below.**

**up to of across from of out of about upon  
with to of in during in from of to**

- Archaeologists face many problems, ranging ... dealing ... pseudoarchaeology ... the looting ... artifacts and opposition ... the excavation ... human remains.
- The discipline involves surveyance, excavation and eventually analysis ... data collected ... learn more ... the past.
- Archaeology draws ... anthropology, history, art history, classics, ethnology, geography, geology, linguistics, physics, information sciences, chemistry, statistics etc.
- Archaeology developed ... antiquarianism ... Europe ... the 19th century, and has since become a discipline practiced ... the world.
- Archaeology studies human history ... the development ... the first stone tools ... eastern Africa 3.4 million years ago ... until recent decades.

**C) Put the correct CONJUNCTIONS from the following list in the sentences below.**

**since until which because both although when**

- Archaeology has various goals, ... range from studying human evolution to cultural evolution and understanding culture history.
- Archaeology is of most importance for learning about prehistoric societies, ... there are no written records for historians to study, making up over 99% of total human history, from the Palaeolithic ... the advent of literacy in any given society.
- ... its early development, various specific sub-disciplines of archaeology have developed.
- ... archaeology employs a wide range of different procedures, it can be considered to be ... a science and a humanity.
- In the US archaeology is thought of as a branch of anthropology, ... in Europe it is viewed as a separate discipline.



## PROBABLE QUESTIONS TEST 45

1. **Archaeology, or archeology ..... the study of human society, primarily through the recovery and analysis of the material culture and environmental data that they ..... behind, which includes artifacts, architecture, biofacts and cultural landscapes.**
  - a) was/had left
  - b) is/have left
  - c) would be/have been left
  - d) had been/has left
  - e) was being/leave
2. **..... archaeology employs a wide range of different procedures, it can be considered to be both a science and a humanity.**
  - a) Unless
  - b) In order to
  - c) Whenever
  - d) Because
  - e) Whereas
3. **In the United States it is thought of as a branch of anthropology, ..... in Europe it is viewed as a separate discipline.**
  - a) meanwhile
  - b) although
  - c) whether
  - d) nevertheless
  - e) as regards
4. **Archaeology studies human history ..... the development of the first stone tools in eastern Africa 3.4 million years ago up ..... recent decades.**
  - a) with/till
  - b) in/to
  - c) from/untill
  - d) under/behind
  - e) by/for
5. **Archaeology has various goals, ..... range from studying human evolution to cultural evolution and understanding culture history.**
  - a) in that
  - b) whose
  - c) which
  - d) that
  - e) where
6. **The discipline involves surveyance, excavation and ..... analysis of data collected to learn more about the past.**
  - a) eventually
  - b) poorly
  - c) preferably
  - d) quietly
  - e) scarcely
7. **In broad scope, archaeology ..... cross-disciplinary research.**
  - a) attends to
  - b) focuses on
  - c) relies on
  - d) dismisses from
  - e) improves on
8. **Archaeology ..... out of antiquarianism in Europe during the 19th century, and has since become a discipline ..... across the world.**
  - a) develops/practising
  - b) developed/practiced
  - c) has developed/to practice
  - d) would develop/to be practiced
  - e) had developed/was practicing
9. **Since its early development, various specific sub-disciplines ..... archaeology have developed, including maritime archaeology, feminist archaeology and archaeoastronomy, and numerous different scientific techniques have been developed ..... aid archaeological investigation.**
  - a) between/for
  - b) on/by
  - c) down/from
  - d) of/to
  - e) over/up
10. **Today, archaeologists face many problems, ranging from ..... pseudoarchaeology to the looting of artifacts and opposition to the excavation of human remains.**
  - a) approving of
  - b) consisting of
  - c) escaping from
  - d) dealing with
  - e) depending on

# 45.ARCHAEOLOGY

Archaeology, or archeology is the study of human society, through the recovery and of the material culture and data that they have left behind, which artifacts, , biofacts and cultural landscapes (the archaeological record). archaeology employs a wide range of procedures, it can be to be both a science and a humanity, and in the United States it is thought of as a branch of anthropology, although in Europe it is as a discipline.

Archaeology studies human history from the development of the first stone tools in Africa 3.4 million years ago up until recent . (Archaeology does not include the discipline of paleontology.) It is of most for learning about societies, there are no written records for to study, making up over 99% of total human history, from the Palaeolithic until the of in any given society. Archaeology has goals, which range from studying human evolution to cultural and understanding culture history.

The discipline involves surveyance, and eventually analysis of data to learn more about the past. In scope, archaeology relies on cross-disciplinary . It draws upon , history, art history, classics, ethnology, , geology, linguistics, , information sciences, chemistry, , paleoecology, paleontology, paleozoology, paleoethnobotany, and .

Archaeology developed antiquarianism in Europe the 19th century, and has become a discipline across the world. Since its early development, specific sub-disciplines of archaeology have developed, including archaeology, archaeology and archaeoastronomy, and different scientific techniques have been developed to aid archaeological investigation. , today, archaeologists face many problems, ranging from with pseudoarchaeology to the looting of artifacts and to the excavation of human remains.

advent  
analysis  
anthropology  
architecture  
Because  
broad  
collected  
considered  
dealing  
decades  
different  
during  
eastern  
environmental  
evolution  
excavation  
feminist  
geography  
historians  
importance  
includes  
literacy  
maritime  
Nonetheless  
numerous  
opposition  
out of  
paleobotany  
physics  
practiced  
prehistoric  
primarily  
research  
separate  
since  
statistics  
various  
various  
viewed  
when

## 46. Inflation and deflation

Inflation is commonly understood<sup>355</sup> as a situation of substantial and rapid general increase in the level of prices and consequent deterioration in the value of money over a period of time. Different economists have defined inflation differently. We may, thus<sup>356</sup>, enlist a few important definitions as under which would give us a comprehensive idea about this intricate problem. Harry Johnson defines inflation as<sup>357</sup> a sustained rise in prices. Crowther, similarly, defines inflation as "a state in which the value of money is falling, i.e., prices are rising". Deflation is just the opposite of inflation. It is essentially a matter of falling prices. Deflation, according to Prof. Paul Einzig, "is a state of disequilibrium in which a contraction of purchasing power tends to cause, or is the effect of, a declining of the price level". Deflation is the state of falling prices when the output of work by productive agents increases relatively to money income. Deflation arises when the total expenditure of the community is not equal to the value of output at existing prices<sup>358</sup>. Consequently, the value of money goes up, and prices fall. In short<sup>359</sup>, deflation is a condition of falling prices, accompanied by a decreasing level of employment, output and income.

**Inflation versus Deflation:** Both Inflation and Deflation are socially bad, but inflation may be considered to be the lesser<sup>360</sup> of the two evils. Inflation is unjust in its effects on the following counts:

- Inflation redistributes income in the favour of the rich and the profiteer class at the cost of the poor masses - the wage-earners and consumers.
- Through its redistributive effects, inflation increases the inequality of income in the community by widening<sup>361</sup> the gulf between higher income groups and lower income groups. The rich become richer and the poor become poorer during inflation.
- Inflation is regressive in effect in the sense that it hits hard those who are already weak and cannot protect themselves. It is specially the middle class which suffers most due to<sup>362</sup> inflation.
- Inflation is unjust because it affects different classes of people in society in different ways and different degrees. if inflation were to affect everyone in the society in exactly the same manner and to the same degree, it would not alter the economic and social relationships in the community<sup>363</sup>. But inflation takes away wealth from some people and transfers to others arbitrarily without taking into consideration<sup>364</sup> the sound maxim of social equity.
- Inflation is also unjust because it breaks public morale. From the point of view of social ethics, inflation is always demoralizing; it introduces the spirit of gambling. It promotes speculation, hoarding, and diverts business skill and efficiency from productive purposes to speculative purposes.
- Inflation erodes real savings by deterioration in the value of money.
- Inflation creates money illusion and generates artificial prosperity, which is not permanent<sup>365</sup>. On the other hand, Deflation is inexpedient.

<http://www.essortment.com/inflation-deflation-61410.html>

<sup>355</sup> **PRESENT PASSIVE** bir yapıdır. Bu arada kullanılan zarflara dikkat etmek lazım. Yardımcı fiil ve fiil arasında sık kullanıma sahiptirler. **PASSIVE** yapıları görmenize engel olmasın.

<sup>356</sup> **THUS, SO, HENCE** ve **THEREFORE** bundan dolayı veya bu yüzden şeklinde çevrilir. **THEREFORE, THUS** ve **HENCE** cümle ortasında da kullanılabilir. Ama **SO** bu anlamıyla cümle ortasında kullanılmaz.

<sup>357</sup> **AS** burada **OLARAK** anlamındadır. Bu anlamıyla genellikle kendisinden sonra **sadece isim** gelir.

<sup>358</sup> Fiilden sonra gelmesinden dolayı bu bir **NOUN CLAUSE** yapısıdır.

<sup>359</sup> **IN SHORT** kısacası anlamında kullanılan aynı zamanda sonuç cümleleri için bir bağlaç olarakta kullanılır. **IN CONCLUSION, ALL IN ALL, TO SUM UP, TO SUMMARIZE, IN SUMMARY, IN BRIEF, TO BE BRIEF, BRIEFLY, SHORTLY** kısaca veya sonuçta anlamlarında kullanılırlar.

<sup>360</sup> **COMPARATIVE** yapısıdır.

<sup>361</sup> **BY** birçok kullanıma sahiptir. Bunlardan birkaçı şunlardır. **BY STUDYING** (çalışarak), **BY BUS** (dolmuş ile), **BY 5 O'CLOCK** (5'e kadar), **BY MUSTAFA** (Mustafa tarafından), **BY THE SEA** (deniz kenarında).

<sup>362</sup> **DUE TO** —den dolayı anlamındadır. **OWING TO, BECAUSE OF, IN VIEW OF, ON ACCOUNT OF** yapıları da aynı anlamda kullanılır.

<sup>363</sup> **TYPE 2 IF CLAUSE** yapısıdır. **TYPE 2** de zamanın **PAST** olması sizi yanıltmasın, anlamı **PRESENT**'tir.

<sup>364</sup> **TAKE INTO CONSIDERATION** dikkate alma anlamındadır.

<sup>365</sup> **ACTIVE** bir **RELATIVE CLAUSE** cümlesidir.

| VOCABULARY       | MEANING                           | SYNONYMS  | ANTONYMS  |
|------------------|-----------------------------------|---|---|
| accompany        | <i>eşlik etmek</i>                | go along with, go together with; join, attach         |   |
| alter            | <i>değiştirmek</i>                | change, modify; be changed, be modified               |   |
| arbitrarily      | <i>keyfi olarak</i>               | wantonly  |   |
| arise            | <i>yükselmek</i>                  | rouse, stand up; appear                               |   |
| artificial       | <i>yapay</i>                      | not genuine, simulated                                | genuine, natural, real  |
| commonly         | <i>genellikle</i>                 | usually; prevalently                                  |   |
| comprehensive    | <i>kapsamlı</i>                   | extensive   | exclusive, incomprehensive, particular, selective, specific                     |
| consequent       | <i>sonuç, uyumlu</i>              | resulting, following as a result of                   |   |
| consequently     | <i>sonuç olarak</i>               | as a result, therefore                                |   |
| consumer         | <i>tüketici</i>                   | buyer   |   |
| contraction      | <i>daralma, büzülme</i>           |   | dilation, enlargement, expansion, extension,                                    |
| define           | <i>tanımlamak</i>                 | explain, clarify; limit, set boundaries               |   |
| definition       | <i>tanım</i>                      | explanation, meaning, interpretation                  |   |
| demoralize       | <i>moralini bozmak</i>            | cause despair, lower morale                           | boost, comfort, encourage   |
| deterioration    | <i>bozulma, çürüklük</i>          | decline, downfall; worsening                          |   |
| disequilibrium   | <i>dengeşizlik</i>                | imbalance, lack of balance                            | balance, constancy, stability   |
| divert           | <i>yönlendirmek</i>               | distract; entertain                                   |   |
| efficiency       | <i>etkinlik, verim, yeterlik,</i> | competence, productivity                              | helplessness, inability, incompetence, weakness, ineffectiveness, inefficiency, |
| enlist           | <i>sağlamak, kaydetmek</i>        |   |   |
| equal            | <i>eşit, aynı</i>                 | same, identical; able, capable                        | different, unequal, unlike, unmatched, variable, varying                        |
| equity           | <i>tarafsızlık, eşitlik</i>       | honesty, fairness, justice                            |   |
| erode            | <i>aşındırmak</i>                 | wear away, corrode; slowly consume, eat away          |   |
| essentially      | <i>aslında</i>                    | basically, fundamentally; mainly, primarily           |   |
| evil             | <i>kötü, uğursuz, bela</i>        | wicked, bad, corrupt                                  |   |
| exactly          | <i>tam olarak</i>                 | precisely, indeed, correct                            |   |
| expenditure      | <i>harcama</i>                    | spending, disbursement                                |   |
| gambling         | <i>kumar</i>                      |   |   |
| gulf             | <i>körfez, uçurum</i>             |   |   |
| hoard            | <i>istiflemek, ilan</i>           | collect, gather, amass, stockpile                     |   |
| illusion         | <i>hayal, aldatıcı görünüş</i>    | delusion  | certainty, fact, reality, truth   |
| in the favour of | <i>-nın lehinde olmak</i>         |   |   |
| income           | <i>gelir</i>                      | revenue, profits                                      |   |
| increase         | <i>artmak, artış, artırmak</i>    | enlarge, add to, multiply; raise, heighten, intensify | decrease, depletion, diminishment, loss,  |
| inequality       | <i>eşitsizlik</i>                 | lack of equality, disparity; unfairness               | balance, equality, evenness   |
| inexpedient      | <i>yararsız, uygunsuz</i>         | not worthwhile; not recommended; unsuitable           | expedient   |
| intricate        | <i>karmakarışık</i>               | complex, complicated, involved, entangled             | direct, methodical, simple, systematic, understandable                          |

|                                |                                |   |  |
|--------------------------------|--------------------------------|---|--|
| <b>introduce</b>               | <i>sunmak, tanıtmak</i>        | establish; announce; preface  |  |
| <b>morale</b>                  | <i>moral, manevi güç</i>       | emotional state; spirit, mood   |  |
| <b>output</b>                  | <i>çıktı, üretim, çıkış</i>    | yield; product, manufacture   |  |
| <b>permanent</b>               | <i>kalıcı</i>                  | lasting, enduring, perpetual;<br>regular; fixed, invariable   | temporary  |
| <b>profiteer</b>               | <i>fırsatçılık yapmak</i>      | overcharge, raise rates, raise prices   |  |
| <b>promote</b>                 | <i>desteklemek, yükseltmek</i> | further, advance  |  |
| <b>prosperity</b>              | <i>refah, zenginlik</i>        | flourishing condition,<br>thriving condition; success   | failure, loss,<br>poorness, poverty              |
| <b>protect</b>                 | <i>korumak</i>                 | defend, save from harm; watch over, guard   |  |
| <b>purchase</b>                | <i>satın almak</i>             | buy   |  |
| <b>purpose</b>                 | <i>amaç</i>                    | goal, aim; intention, objective   |  |
| <b>redistribute</b>            | <i>yeniden dağıtmak</i>        | distribute again, hand out again, reallocate  |  |
| <b>regressive</b>              | <i>gerileyen</i>               | withdrawing   |  |
| <b>relatively</b>              | <i>nispeten</i>                | proportionately; comparatively  |  |
| <b>socially</b>                | <i>toplumsal olarak</i>        | in a sociable manner  |  |
| <b>sound maxim</b>             | <i>sesli (sağlam) özdeyiş</i>  |   |  |
| <b>specially</b>               | <i>özellikle</i>               | in a special manner; particularly, especially   |  |
| <b>speculation</b>             | <i>spekülasyon</i>             |   |  |
| <b>spirit</b>                  | <i>canlandırmak</i>            |   |  |
| <b>substantial</b>             | <i>mevcut, önemli</i>          | having substance; firm, solid; real;<br>wealthy, influential, important;<br>considerable, sizeable, ample |  |
| <b>suffer</b>                  | <i>acı çekmek</i>              | feel pain, experience loss or harm,<br>endure misfortune  |  |
| <b>sustain</b>                 | <i>desteklemek</i>             | support, provide for, finance   | discontinue, halt, stop                          |
| <b>take away</b>               | <i>alıp götürmek</i>           | take off, remove, dismiss   |  |
| <b>take into consideration</b> | <i>dikkate alma</i>            | take into account, think about, consider  |  |
| <b>tend to</b>                 | <i>eğiliminde olmak</i>        | inclined to -, predisposed to -   |  |
| <b>unjust</b>                  | <i>haksız</i>                  | inequitable, unfair, wrongful, undue  | equitable, fair, just,<br>unbiased, unprejudiced |
| <b>value</b>                   | <i>değer (biçmek)</i>          | prize, esteem, cherish;<br>assess, estimate, appraise   |  |
| <b>versus</b>                  | <i>karşı, aleyhinde</i>        | against, in contrast to   |  |
| <b>wage-earner</b>             | <i>ücretli</i>                 | one who earns money,<br>one who receives a salary   |  |
| <b>weak</b>                    | <i>zayıf, güçsüz</i>           |   |  |
| <b>widen</b>                   | <i>genişletmek</i>             | expand, extend; become wide, broaden  | cramp, narrow, restrict                          |

**A) MATCH THE SYNONYMS**

|                  |                       |
|------------------|-----------------------|
| 1) accompany     | assess                |
| 2) alter         | cause despair         |
| 3) artificial    | collect               |
| 4) commonly      | complex               |
| 5) comprehensive | defend                |
| 6) demoralize    | establish             |
| 7) deterioration | expand                |
| 8) hoard         | extensive             |
| 9) intricate     | flourishing condition |
| 10) introduce    | go along with         |
| 11) output       | in contrast to        |
| 12) prosperity   | modify                |
| 13) protect      | not genuine           |
| 14) redistribute | prevalently           |
| 15) sustain      | reallocate            |
| 16) take away    | support               |
| 17) unjust       | take off              |
| 18) value        | unfair                |
| 19) versus       | worsening             |
| 20) widen        | yield                 |

**B) Put the correct PREPOSITIONS from the following list in the sentences below.**

**between of over of in from in away of in  
of by in to without in by of into of of**

- Inflation is commonly understood as a situation ... substantial and rapid general increase ... the level ... prices and consequent deterioration ... the value ... money ... a period ... time.
- Harry Johnson defines inflation as a sustained rise ... prices.
- Inflation takes ... wealth ... some people and transfers ... others arbitrarily ... taking ... consideration the sound maxim ... social equity.
- Inflation erodes real savings ... deterioration ... the value ... money.
- Inflation increases the inequality ... income ... the community ... widening the gulf ... higher income groups and lower income groups.

**C) Put the correct CONJUNCTIONS from the following list in the sentences below.**

**when if who which but due to because**

- Deflation is the state of falling prices ... the output of work by productive agents increases relatively to money income.
- Both Inflation and Deflation are socially bad, ... inflation may be considered to be the lesser of the two evils.
- Inflation is also unjust ... it breaks public morale.
- ... inflation were to affect everyone in the society in exactly the same manner and to the same degree, it would not alter the economic and social relationships in the community.
- Inflation is regressive in effect in the sense that it hits hard those ... are already weak and cannot protect themselves. It is specially the middle class ... suffers most ... inflation.

## PROBABLE QUESTIONS TEST 46

1. **Inflation is ..... understood as a situation of substantial and rapid general increase in the level of prices and consequent deterioration in the value of money over a period of time.**
  - a) relatively
  - b) socially
  - c) essentially
  - d) consequently
  - e) commonly
2. **We may enlist a few important definitions as ..... which would give us a comprehensive idea ..... this intricate problem.**
  - a) of/for
  - b) under/about
  - c) within/from
  - d) by/down
  - e) at/upon
3. **Harry Johnson defines inflation as a sustained rise in prices. Crowther, ....., defines inflation as "a state in which the value of money is falling, i.e., prices are rising".**
  - a) abruptly
  - b) chiefly
  - c) distinctly
  - d) similarly
  - e) thoroughly
4. **Deflation, according to Prof. Paul Einzig, "is a state of disequilibrium ..... a contraction of purchasing power tends to cause, or is the effect of, a declining of the price level".**
  - a) that
  - b) whose
  - c) in which
  - d) when
  - e) what
5. **Deflation is the state of falling prices ..... the output of work by productive agents increases relatively to money income.**
  - a) although
  - b) however
  - c) unless
  - d) for
  - e) when
6. **Deflation is a condition of falling prices, ..... by a decreasing level of employment, output and income.**
  - a) widened
  - b) accompanied
  - c) suffered
  - d) sustained
  - e) protected
7. **Both Inflation and Deflation are socially bad, ..... inflation may be considered to be the lesser of the two evils.**
  - a) while
  - b) but
  - c) even if
  - d) since
  - e) much as
8. **Through its redistributive effects, inflation increases the inequality of income in the community by widening the gulf ..... higher income groups ..... lower income groups.**
  - a) so/that
  - b) more/than
  - c) between/and
  - d) other/than
  - e) both/and
9. **Inflation is ..... in effect in the sense that it hits hard those who are already weak and cannot protect themselves. It is specially the middle class which suffers most due to inflation.**
  - a) regressive
  - b) permanent
  - c) inexpedient
  - d) comprehensive
  - e) artificial
10. **If inflation ..... everyone in the society in exactly the same manner and to the same degree, it ..... the economic and social relationships in the community.**
  - a) are to affect/will not be altered
  - b) affected/had not altered
  - c) were to affect/would not alter
  - d) affects/has not altered
  - e) was affected/ would have altered



# 46. INFLATION AND DEFLATION

Inflation is  understood as a situation of  and rapid general increase in the level of prices and consequent  in the value of money over a period of time. Different economists have  inflation differently. We may, thus, enlist a few important  as under which would give us a  idea about this  problem. Harry Johnson defines inflation as a  rise in prices. Crowther, similarly, defines inflation as "a state in which the value of money is falling, i.e., prices are rising".

Deflation is just the opposite of inflation. It is  a matter of falling prices. Deflation,  Prof. Paul Einzig, "is a state of disequilibrium in which a contraction of  power tends to cause, or is the effect of, a declining of the price level". Deflation is the state of falling prices when the output of work by productive agents increases  to money income. Deflation arises when the total  of the community is not equal to the value of output at existing prices. , the value of money goes up, and prices fall. , deflation is a condition of falling prices,  by a decreasing level of , output and income.

**Inflation versus Deflation:** Both Inflation and Deflation are socially bad, but inflation may be  to be the  of the two evils. Inflation is unjust in its effects on the following counts:

- Inflation  income in the favour of the rich and the profiteer class at the cost of the poor masses - the wage-earners and .
- Through its  effects, inflation increases the  of income in the community by widening the gulf between higher income groups and lower  groups. The rich become richer and the poor become  during inflation.
- Inflation is  in effect in the sense that it hits hard those who are already weak and cannot protect themselves. It is  the middle class which suffers most due to inflation.
- Inflation is  because it  different classes of people in society in different ways and different degrees. If inflation were to affect everyone in the society in  the same manner and to the same degree, it would not  the economic and social relationships in the community. But inflation takes away wealth from some people and transfers to others arbitrarily without taking into  the sound maxim of social equity.
- Inflation is also unjust because it breaks public morale. From the point of view of social ethics, inflation is always ; it introduces the spirit of . It promotes speculation, hoarding, and  business skill and efficiency from productive purposes to  purposes.
- Inflation  real savings by deterioration in the value of money.
- Inflation creates money illusion and  artificial prosperity, which is not . On the other hand, Deflation is .

accompanied  
according to  
affects  
alter  
commonly  
comprehensive  
Consequently  
consideration  
considered  
consumers  
defined  
definitions  
demoralizing  
deterioration  
diverts  
employment  
erodes  
essentially  
exactly  
expenditure  
gambling  
generates  
In short  
income  
inequality  
inexpedient  
intricate  
lesser  
permanent  
poorer  
purchasing  
redistributes  
redistributive  
regressive  
relatively  
specially  
speculative  
substantial  
sustained  
unjust

## 47.Education

Education in its broadest, general sense is the means through which the aims and habits of a group of people lives on from one generation to the next. Generally, it occurs through any experience that has a formative effect on the way one thinks, feels, or acts. In its narrow, technical sense, **education** <sup>366</sup> is the formal process by which society deliberately transmits its accumulated knowledge, skills, customs and values from one generation to another, e.g., instruction in schools.

**Curriculum:** In formal education, a curriculum is the set of courses, and their content, offered at a school or university. As an idea, curriculum **stems from** <sup>367</sup> the Latin word for race course, referring to the course of deeds and experiences through which children grow to become mature adults. A curriculum is prescriptive, and is based on a more general syllabus which merely specifies what topics must be understood and to what level to achieve a particular grade or standard.

An academic discipline is a branch of knowledge which is formally taught, either at the university, or via some other such method. Each discipline usually has several sub-disciplines or branches, and distinguishing lines are often both arbitrary and ambiguous. Examples of broad areas of academic disciplines include the natural sciences, mathematics, computer science, social sciences, humanities and applied sciences.

<http://en.wikipedia.org/wiki/Education>

**Alternative education:** Alternative education, also known as non-traditional education or educational alternative, is a broad term that may be used to refer to all forms of education outside of traditional education (for all age groups and levels of education). This may include not only forms of education designed for students with special needs (ranging from teenage pregnancy to intellectual disability), but also forms of education designed for a general audience and employing alternative educational philosophies and methods.

Alternatives of the latter type are often the result of education reform and are rooted in various philosophies that are commonly fundamentally different from those of traditional compulsory education. While some have strong political, scholarly, or philosophical orientations, others are more informal associations of teachers and students dissatisfied with certain aspects of traditional education. These alternatives, which include charter schools, alternative schools, independent schools, homeschooling and autodidacticism vary widely, but often emphasize the value of small class size, close relationships between students and teachers, and a sense of community. Alternative education may also allow for independent learning and engaging class activities.

[http://en.wikipedia.org/wiki/Education#Alternative\\_education](http://en.wikipedia.org/wiki/Education#Alternative_education)

<sup>366</sup> **EDUCATE** fiil ana kökünden türetilmiştir. **TION (SUFFIX)** eki ile yapılan isimler grubunun dördüncü kısmını da burada vereceğiz (**TABLO 4**).

|                    |                 |                      |            |                    |              |                      |           |
|--------------------|-----------------|----------------------|------------|--------------------|--------------|----------------------|-----------|
| <b>Investigate</b> | Soruşturmak     | <b>Investigation</b> | Soruşturma | <b>Accuse</b>      | Suçlamak     | <b>Accusation</b>    | Suçlama   |
| <b>Exaggerate</b>  | Abartmak        | <b>Exaggeration</b>  | Abartı     | <b>Cancel</b>      | İptal etmek  | <b>Cancellation</b>  | İptal     |
| <b>Operate</b>     | İşlemek         | <b>Operation</b>     | İşlem      | <b>Admire</b>      | Hayran olmak | <b>Admiration</b>    | Hayranlık |
| <b>Imitate</b>     | Taklit etmek    | <b>Imitation</b>     | Taklit     | <b>Abbreviate</b>  | Kısaltmak    | <b>Abbreviation</b>  | Kısaltma  |
| <b>Pronounce</b>   | Telaffuz etmek  | <b>Pronunciation</b> | Telafuz    | <b>Prepare</b>     | Hazırlamak   | <b>Preparation</b>   | Hazırlık  |
| <b>Resign</b>      | İstifa etmek    | <b>Resignation</b>   | İstifa     | <b>Demonstrate</b> | İşaret etmek | <b>Demonstration</b> | İşaret    |
| <b>Accommodate</b> | Barınmak        | <b>Accommodation</b> | Barınma    | <b>Educate</b>     | Eğitmek      | <b>Education</b>     | Eğitim    |
| <b>Communicate</b> | İletişim kalmak | <b>Communication</b> | İletişim   | <b>Emigrate</b>    | Göç etmek    | <b>Emigration</b>    | Göç       |
| <b>Imagine</b>     | Hayal etmek     | <b>Imagination</b>   | Hayal      | <b>Immigrate</b>   | Göç etmek    | <b>Immigration</b>   | Göç       |

<sup>367</sup> **STEM FROM/COME FROM/ORIGINATE FROM/OCCUR AS A RESULT OF –den gelmek** anlamında kullanılmıştır. Aşağıdaki tabloda sonu **FROM** edatı ile biten fiillere yer verilmiştir.

|              |                         |                     |                      |
|--------------|-------------------------|---------------------|----------------------|
| Benefit from | <b>Differ from</b>      | Infer from          | <b>Refrain from</b>  |
| Date from    | <b>Discourage from</b>  | Keep (sb) from      | <b>Release from</b>  |
| Deduce from  | <b>Dismiss from</b>     | Prevent (sb) from   | <b>Resign from</b>   |
| Depart from  | <b>Distinguish from</b> | Profit from         | <b>Result from</b>   |
| Derive from  | <b>Emerged from</b>     | Prohibite (sb) from | <b>Retire from</b>   |
| Deter from   | <b>Escape from</b>      | Protect from        | <b>Seperate from</b> |
| Die from     | <b>Excuse from</b>      | Recover from        | <b>Suffer from</b>   |

| VOCABULARY             | MEANING                                 | SYNONYMS   | ANTONYMS   |
|------------------------|---|--|--|
| <b>accumulate</b>      | <i>topla(n)mak</i>                      | amass, gather, collect;<br>be gathered, be collected                       | disperse, dissipate, lessen,<br>lose, spend, waste   |
| <b>act</b>             | <i>hareket etmek</i>                    | perform, do; play a role; pretend, fake                                    |  |
| <b>aim</b>             | <i>amaç(lamak)</i>                      | purpose, intent; ambition, aspiration;<br>objective, goal                  |  |
| <b>allow</b>           | <i>izin vermek</i>                      | permit; enable   |  |
| <b>ambiguous</b>       | <i>belirsiz</i>                         | open to dispute  | clear, definite,<br>explicit, lucid                  |
| <b>arbitrary</b>       | <i>keyfi, gaddar</i>                    | wanton, reckless; uncontrolled, unrestricted;<br>unreasonable, unsupported |  |
| <b>aspect</b>          | <i>yön, açı, görünüm</i>                | point of view, facet;<br>appearance, outlook; direction                    |  |
| <b>association</b>     | <i>işbirliği, dernek</i>                | organization; society; union; coalition                                    |  |
| <b>audience</b>        | <i>izleyiciler</i>                      | viewers  |  |
| <b>autodidacticism</b> | <i>kendi kendine öğrenme</i>            |  |  |
| <b>base on</b>         | <i>daya(ndır)mak</i>                    | establish on, support on, found on   |  |
| <b>broad</b>           | <i>geniş, ana</i>                       | wide; extensive  | narrow, small  |
| <b>charter</b>         | <i>imtiyaz, tutmak</i>                  | contract; hire, rent   |  |
| <b>compulsory</b>      | <i>zorunlu</i>                          | required, compelled  | free, liberalized, liberated,<br>optional, voluntary |
| <b>content</b>         | <i>içerik, memnun</i>                   | substance; component, contents;<br>satisfied, pleased                      |  |
| <b>curriculum</b>      | <i>müfredat</i>                         |  |  |
| <b>custom</b>          | <i>gelenek, alışveriş</i>               | habit; tradition; convention   |  |
| <b>deed</b>            | <i>iş, eylem, senetle<br/>devretmek</i> | act, doing; document, certificate  |  |
| <b>deliberately</b>    | <i>kasten</i>                           | intentionally, purposefully; methodically                                  | indeterminedly,<br>unintentionally                   |
| <b>design</b>          | <i>tasarlamak</i>                       | formulate, conceive, think up; intend                                      |  |
| <b>disability</b>      | <i>yetersizlik</i>                      | lack of ability; defect, deformity   | advantage, strength                                  |
| <b>dissatisfied</b>    | <i>memnun olmama</i>                    | not satisfied, discontented, displeased                                    | contented, fulfilled, happy,<br>pleased, satisfied   |
| <b>distinguish</b>     | <i>ayırmak</i>                          | mark as different; see as different  |  |
| <b>emphasize</b>       | <i>vurgulamak</i>                       | stress, show the importance of   |  |
| <b>employ</b>          | <i>görevlendirmek</i>                   | hire as a worker, occupy;<br>put to use, activate, operate                 |  |
| <b>engage</b>          | <i>kullanmak, işe almak</i>             | keep busy, occupy; employ  |  |
| <b>formal</b>          | <i>resmi, muntazam</i>                  |  | disorderly, informal                                 |
| <b>formally</b>        | <i>resmen, şeklen</i>                   | in a formal manner, in a conventional manner                               | casually, informally                                 |
| <b>formative</b>       | <i>biçimlendirici</i>                   | giving form, constructive  |  |
| <b>fundamentally</b>   | <i>esas olarak, temelde</i>             | in a fundamental manner,<br>basically, essentially                         |  |
| <b>generation</b>      | <i>nesil</i>                            | production   |  |
| <b>habit</b>           | <i>alışkanlık</i>                       | custom   |  |
| <b>homeschooling</b>   | <i>evde yapılan eğitim<br/>öğretim</i>  |  |  |

|                        |                                     |  |  |
|------------------------|-------------------------------------|--|--|
| <b>independent</b>     | <i>bağımsız</i>                     | free; autonomous, self-governing, sovereign        | dependent, subordinate                         |
| <b>informal</b>        | <i>resmi olmayan</i>                | unofficial   | formal, official                               |
| <b>instruction</b>     | <i>eğitim, öğrenim, yönerge</i>     | teaching, education, training; direction, guidance |  |
| <b>intellectual</b>    | <i>zihinsel, aydın</i>              | mental, rational                                   |  |
| <b>latter</b>          | <i>sonraki, son</i>                 | recent   |  |
| <b>mature</b>          | <i>olgun(laştırmak)</i>             | ripe; full-grown, adult                            | immature, inexperienced, young, youthful       |
| <b>merely</b>          | <i>sadece, sade</i>                 | only, just, simply, purely                         |  |
| <b>narrow</b>          | <i>dar(altmak)</i>                  | make narrow, limit, restrict; contract             | broad, liberal, unconfined, unrestricted, wide |
| <b>non-traditional</b> | <i>geleneksel olmayan</i>           |  |  |
| <b>orientation</b>     | <i>uyum sağlama</i>                 |  |  |
| <b>philosophy</b>      | <i>filozofi, felsefi</i>            |  |  |
| <b>pregnancy</b>       | <i>gebelik</i>                      | fertility  |  |
| <b>prescriptive</b>    | <i>öngören, sıkı kurallar koyan</i> |  |  |
| <b>process</b>         | <i>işlem, süreç</i>                 | procedure, routine                                 |  |
| <b>refer to</b>        | <i>adlandırmak</i>                  | direct attention to; apply to                      |  |
| <b>rooted</b>          | <i>kökleşmiş</i>                    | fixed in place                                     |  |
| <b>scholarly</b>       | <i>bilimsel</i>                     | learned, educated; intellectual, academic          |  |
| <b>skill</b>           | <i>beceri, kabiliyet</i>            | ability, aptitude; proficiency, expertise          |  |
| <b>special need</b>    | <i>özel ihtiyaç</i>                 |  |  |
| <b>stem from</b>       | <i>ileri gelmek</i>                 | come from, originate from, occur as a result of    |  |
| <b>syllabus</b>        | <i>müfredat</i>                     |  |  |
| <b>transmit</b>        | <i>iletmek, yaymak</i>              | transport, send, convey                            |  |
| <b>value</b>           | <i>değer (biçmek)</i>               | prize, esteem, cherish; assess, estimate, appraise |  |
| <b>vary</b>            | <i>değiştirmek</i>                  | alter; change                                      |  |
| <b>via</b>             | <i>yoluyla</i>                      | by way of, by means of                             |  |
| <b>widely</b>          | <i>geniş ölçüde</i>                 | over a wide area; greatly; with renown, famously   |  |

**A) MATCH THE SYNONYMS**

|                   |               |
|-------------------|---------------|
| 1) accumulate     | alter         |
| 2) act            | by means of   |
| 3) allow          | come from     |
| 4) base on        | custom        |
| 5) broad          | displeased    |
| 6) content        | essentially   |
| 7) deliberately   | establish on  |
| 8) dissatisfied   | extensive     |
| 9) emphasize      | fertility     |
| 10) fundamentally | free          |
| 11) generation    | gather        |
| 12) habit         | intellectual  |
| 13) independent   | intentionally |
| 14) mature        | only          |
| 15) merely        | perform       |
| 16) pregnancy     | permit        |
| 17) scholarly     | pleased       |
| 18) stem from     | production    |
| 19) vary          | ripe          |
| 20) via           | stress        |

**B) Put the correct PREPOSITIONS from the following list in the sentences below.**

**of to from to in to for on on for to from through in through of by from of through**

- As an idea, curriculum stems ... the Latin word ... race course, referring ... the course ... deeds and experiences ... which children grow ... become mature adults.
- ... its narrow, technical sense, education is the formal process ... which society deliberately transmits its accumulated knowledge, skills, customs and values ... one generation ... another.
- Alternative education may also allow ... independent learning and engaging class activities.
- Generally, education occurs ... any experience that has a formative effect ... the way one thinks, feels, or acts.
- Education ... its broadest, general sense is the means ... which the aims and habits ... a group ... people lives ... one generation ... the next.

**C) Put the correct CONJUNCTIONS from the following list in the sentences below.**

**what not only...but also which both...and what either...or while**

- Alternative education may include ... forms of education designed for students with special needs, ... forms of education designed for a general audience and employing alternative educational philosophies and methods.
- Each discipline usually has several sub-disciplines, and distinguishing lines are often ... arbitrary ... ambiguous.
- An academic discipline is a branch of knowledge which is formally taught, ... at the university, ... via some other such method.
- ... some have strong political, scholarly, or philosophical orientations, others are more informal associations of teachers and students dissatisfied with certain aspects of traditional education.
- A curriculum is prescriptive, and is based on a more general syllabus ... merely specifies ... topics must be understood and to ... level to achieve a particular grade or standard.

## PROBABLE QUESTIONS TEST 47

1. **Education in its broadest, general sense is the means ..... which the aims and habits of a group of people lives ..... from one generation to the next.**
  - a) under/at
  - b) through/on
  - c) above/in
  - d) from/with
  - e) down/off
2. **Generally, education occurs through any experience ..... has a formative effect on the way one thinks, feels, or acts.**
  - a) what
  - b) of which
  - c) whom
  - d) that
  - e) in that
3. **In its narrow, technical sense, education is the formal process by which society ..... transmits its accumulated knowledge, skills, customs and values from one generation to another, e.g., instruction in schools.**
  - a) barely
  - b) conversely
  - c) deliberately
  - d) initially
  - e) rarely
4. **As an idea, curriculum ..... the Latin word for race course, referring to the course of deeds and experiences through which children grow to become mature adults.**
  - a) differs in
  - b) copes with
  - c) believes in
  - d) persists in
  - e) stems from
5. **A curriculum is prescriptive, and is based on a more general syllabus which merely specifies what topics ..... and to what level to achieve a particular grade or standard.**
  - a) could have been understood
  - b) might be understood
  - c) must be understood
  - d) would have understand
  - e) should undertand
6. **Each discipline usually has several sub-disciplines or branches, and distinguishing lines are often both arbitrary and .....**
  - a) condusive
  - b) essential
  - c) deficient
  - d) ambiguous
  - e) appropriate
7. **Alternative education, also ..... as non-traditional education or educational alternative, ..... a broad term that may be used to refer to all forms of education outside of traditional education.**
  - a) to know/to be
  - b) knew/was
  - c) known/is
  - d) knowing/have been
  - e) to be known/would be
8. **Alternative education may include ..... forms of education designed for students with special needs, ..... forms of education designed for a general audience and employing alternative educational philosophies and methods.**
  - a) such/that
  - b) not only/but also
  - c) no sooner/than
  - d) neither/nor
  - e) rather/than
9. **Alternatives of the latter type are often the result of education reform and are rooted in various philosophies that are commonly fundamentally ..... those of traditional compulsory education.**
  - a) different from
  - b) eligible for
  - c) generous with
  - d) ashamed of
  - e) attributable to
10. **..... some have strong political, scholarly, or philosophical orientations, others are more informal associations of teachers and students dissatisfied with certain aspects of traditional education.**
  - a) Even
  - b) Since
  - c) While
  - d) When
  - e) For



# 47. EDUCATION

Education in its [ ], general sense is the means through [ ] the aims and habits of a group of people lives on from one [ ] to the next. Generally, it occurs through any [ ] that has a formative [ ] the way one thinks, feels, or acts. In its [ ], technical sense, education is the formal process by which society [ ] transmits its [ ] knowledge, skills, customs and values from one generation to another, e.g., [ ] in schools.

Curriculum: In formal education, a [ ] is the set of courses, and their content, [ ] at a school or university. [ ] an idea, curriculum stems from the Latin word for race course, referring to the course of deeds and experiences through which children grow to become mature adults. A curriculum is [ ], and is [ ] a more general syllabus which [ ] specifies what topics must be understood and to what level to achieve a particular grade or standard.

An academic discipline is a branch of knowledge which is [ ] taught, either at the university, or via some other such method. Each discipline usually has several sub-disciplines or branches, and [ ] lines are often both [ ] and ambiguous. Examples of broad areas of academic disciplines [ ] the natural sciences, mathematics, computer [ ], social sciences, humanities and applied sciences.

Alternative education: Alternative education, also known as non-[ ] education or educational [ ], is a broad term that may be used to refer to all forms of education [ ] of traditional education (for all age groups and levels of education). This may [ ] not only forms of education [ ] for students with special needs (ranging from teenage pregnancy to intellectual disability), but also forms of education [ ] for a general [ ] and employing alternative educational [ ] and methods.

Alternatives of the latter type are often the [ ] education reform and are rooted in various philosophies that are commonly [ ] different from those of traditional [ ] education. While some have strong political, [ ], or philosophical orientations, others are more informal [ ] of teachers and students [ ] with certain aspects of traditional education. These alternatives, which include [ ] schools, alternative schools, [ ] schools, homeschooling and [ ] vary widely, but often [ ] the value of small class size, close relationships between students and teachers, and a sense of [ ]. Alternative education may also allow for independent learning and [ ] class activities.

accumulated  
alternative  
arbitrary  
As  
associations  
audience  
autodidacticism  
based on  
broadest  
charter  
community  
compulsory  
curriculum  
deliberately  
designed  
designed  
dissatisfied  
distinguishing  
effect on  
emphasize  
engaging  
experience  
formally  
fundamentally  
generation  
include  
include  
independent  
instruction  
merely  
narrow  
offered  
outside  
philosophies  
prescriptive  
result of  
scholarly  
science  
traditional  
which



## 48.Film

A film, also called a movie or motion picture, is a series of still or moving images. It is produced by recording photographic images with cameras, or by creating images using animation techniques or visual effects. The process of filmmaking has developed into an art form and industry.

Films are cultural artifacts **created by**<sup>368</sup> specific cultures, which reflect those cultures, and, in turn, affect them. Film is considered to be an important art form, a source of popular entertainment and a powerful method for educating – or indoctrinating – citizens. The visual elements of cinema give motion pictures a universal power of **communication**<sup>369</sup>. Some films have become popular worldwide attractions by using dubbing or subtitles that **translate the dialogue into**<sup>370</sup> the language of the viewer.

Films are **made up of**<sup>371</sup> a series of individual images called frames. When these images are shown rapidly in succession, a viewer has the illusion that motion is occurring. The viewer cannot see the flickering between frames due to an effect known as persistence of vision, **whereby**<sup>372</sup> the eye retains a visual image for a fraction of a second after the source has been removed. Viewers perceive motion due to a psychological effect called beta movement. The origin of the name "film" comes from the fact that photographic film (also called film stock) has historically been the primary medium for recording and displaying motion pictures. Many other terms exist for an individual motion picture, including picture, picture show, moving picture, photo-play and flick. A common name for film in the United States is movie, while in Europe the term film is preferred. **Additional**<sup>373</sup> terms for the field in general include the big screen, the silver screen, the cinema and the movies.

<http://en.wikipedia.org/wiki/Film>

<sup>368</sup> **PASSIVE** kısaltma bir **RELATIVE CLAUSE** yapısıdır.

<sup>369</sup> **COMMUNICATION iletişim** anlamında kullanılmıştır. **TION (SUFFIX)** eki ile yapılan isimler grubunun beşinci kısmını da burada vereceğiz. (TABLO 5).

|                    |                |                      |             |                  |                |                       |           |
|--------------------|----------------|----------------------|-------------|------------------|----------------|-----------------------|-----------|
| <b>Donate</b>      | Bağışlamak     | <b>Donation</b>      | Bağış       | <b>Alter</b>     | Değiştirmek    | <b>Alteration</b>     | Değişme   |
| <b>Hesitate</b>    | Duraksamak     | <b>Hesitation</b>    | Duraksama   | <b>Inform</b>    | Bilgilendirmek | <b>Information</b>    | Bilgi     |
| <b>Accelerate</b>  | Hızlandırmak   | <b>Acceleration</b>  | Hızlandırma | <b>Relax</b>     | Dinlenmek      | <b>Relaxation</b>     | Dinlenme  |
| <b>Reserve</b>     | Ayırtmak       | <b>Reservation</b>   | Ayırtma     | <b>Restore</b>   | Yenilemek      | <b>Restoration</b>    | Yenileme  |
| <b>Sense</b>       | Hissetmek      | <b>Sensation</b>     | His         | <b>Tempt</b>     | Ayartmak       | <b>Temptation</b>     | Ayartma   |
| <b>Combine</b>     | Birleştirmek   | <b>Combination</b>   | Birleşme    | <b>Continue</b>  | Devam etmek    | <b>Continuation</b>   | Devam     |
| <b>Interrogate</b> | Sorguya çekmek | <b>Interrogation</b> | Sorgu       | <b>Explore</b>   | Keşfetmek      | <b>Exploration</b>    | Keşif     |
| <b>Invite</b>      | Davet etmek    | <b>Invitation</b>    | Davet       | <b>Translate</b> | Çevirmek       | <b>Translation</b>    | Çeviri    |
| <b>Deteriorate</b> | Bozulmak       | <b>Deterioration</b> | Bozulma     | <b>Interpret</b> | Yorumlamak     | <b>Interpretation</b> | Yorum     |
| <b>Examine</b>     | İncelemek      | <b>Examination</b>   | İnceleme    | <b>Punctuate</b> | Noktalamak     | <b>Punctuation</b>    | Noktalama |

<sup>370</sup> Bazı fiiller ile onların edatı arasına nesne girebilir. Dikkat edilmesi gereken bir ayrıntıdır. Özellikle edat sorularında. **INTO** ile kullanılan birkaç fiile örnek verelim.

|                                  |                                    |
|----------------------------------|------------------------------------|
| <b>Change sth into sth</b>       | Bir şeyi bir şeye dönüştürmek      |
| <b>Divide sth into two parts</b> | Bir şeyi iki... Parçaya bölmek     |
| <b>Import sth into a country</b> | Bir ülkeye bir şey ithal etmek     |
| <b>Include sth into sth</b>      | Bir şeyi bir şeyin içine almak     |
| <b>Translate sth into</b>        | Bir dile çevirmek                  |
| <b>Turn sth into sth else</b>    | Bir şeyi başka birşeye dönüştürmek |

<sup>371</sup> **MADE UP OF/ MADE OF, COMPOSED OF –DEN OLUŞMAK** anlamında kullanılmıştır. **MAKE** fiili ile yapılan kalıplara örnekler aşağıdaki tabloda verilmiştir.

|                               |                        |                               |                       |
|-------------------------------|------------------------|-------------------------------|-----------------------|
| <b>Make a bargain with</b>    | Make a complaint to    | <b>Make a decision on</b>     | Make an apology for   |
| <b>Make a change in</b>       | Make a complaint about | <b>Make a mistake about</b>   | Make an excuse for    |
| <b>Make a choice between</b>  | Make a contribution to | <b>Make a reservation for</b> | Make an inquiry about |
| <b>Make a comparison with</b> | Make a decision about  | <b>Make an application to</b> | Make an investment in |

<sup>372</sup> **WHEREBY/THEREBY/BY WHICH vasıtasıyla** anlamlarında kullanılır.

<sup>373</sup> **ADDITIONAL/ EXTRA/SUPPLEMENTAL eklenen/ilave edilen** anlamlarında kullanılmıştır.

| VOCABULARY     | MEANING                    | SYNONYMS   | ANTONYMS  |
|----------------|----------------------------|--|---|
| animation      | canlandırma                | creation of cartoons   |   |
| art form       | sanat yapı(biçim)          |  |   |
| artifact       | insan eliyle yapılan şey   | tool; object   |   |
| attraction     | çekim, cazibe              |  |   |
| beta movement  | beta akımı                 |  |   |
| communication  | iletişim                   | exchange of information  |   |
| consider       | düşünmek                   | think over, think about carefully; believe; regard; take into account          |   |
| creat          | yaratmak                   |  |   |
| display        | sergilemek                 | show, exhibit; reveal  |   |
| dub            | duplaj yapmak, isim Vermek | call, name   |   |
| due to         | -den dolayı                | because of, on account of, as a result of, in consequence of; caused by        |   |
| entertainment  | eğlence                    | amusing, fun; hospitality  |   |
| exist          | var olmak                  | live, be   | die   |
| filmmaking     | film yapımcılığı           |  |   |
| flick          | fiske atmak, film          |  |   |
| flickering     | titrek, alevlenme          | blinking, glimmering   |   |
| fraction       | kesir, parça, bölüm        | segment, fragment  |   |
| frame          | kurmak, çerçeve(lemek)     | construct, build   |   |
| historically   | tarihsel açıdan            | in a historical manner   |   |
| illusion       | aldatıcı görünüş, hayal    | delusion   | fact, reality, truth                                  |
| image          | görüntü, resim             | imagine  |   |
| in turn        | sırasıyla                  | in line, one by one, in order  |   |
| indoctrinate   | öğretmek, aşılama          | teach, instruct  |   |
| medium         | orta, araç, ortam          |  |   |
| motion picture | sinema filmi               | film, movie  |   |
| movie          | cinema                     | motion picture, film; cinema, theater  |   |
| perceive       | algılamak                  | feel, sense, be aware of   |   |
| persistence    | devamlılık, ısrar          | stubbornness; continuation   |   |
| photo-play     | foto gösteri               |  |   |
| prefer         | tercih etmek               |  |   |
| primary        | ilk, başlıca               | first, original; primeval, initial; principal, main, prime; basic, fundamental | inferior, least, minor, second-rate, secondary, worst |
| process        | işlem(ek), süreç           | procedure, routine   |   |
| record         | kaydetmek, kayıt           | register   |   |
| reflect        | yansımak                   | mirror   |   |
| remove         | atmak, çıkarmak            | take away; eliminate, get rid of; eject, dismiss, discharge                    | fix, place, remain, stay                              |
| retain         | alıkoymak, tutmak          | hold, keep; employ, hire   |   |
| silver screen  | sinema perdesi             |  |   |
| subtitle       | altyazı                    |  |   |
| succession     | birbirini izleme, sıra     | progression, sequence  |   |
| translate      | çevirmek                   |  |   |
| visual         | görsel                     | seen; optic  |   |
| whereby        | vasıtasıyla, mademki       | in accordance with, by, through, by means of                                   |   |

**A) MATCH THE SYNONYMS**

|                    |                         |
|--------------------|-------------------------|
| 1) animation       | amusing                 |
| 2) communication   | be aware of             |
| 3) display         | by means of             |
| 4) entertainment   | construct               |
| 5) fraction        | creation of cartoons    |
| 6) frame           | exchange of information |
| 7) historically    | film                    |
| 8) in turn         | fundamental             |
| 9) indoctrinate    | get rid of              |
| 10) motion picture | in a historical manner  |
| 11) perceive       | keep                    |
| 12) persistence    | one by one              |
| 13) primary        | procedure               |
| 14) process        | progression             |
| 15) record         | register                |
| 16) remove         | seen; optic             |
| 17) retain         | segment                 |
| 18) succession     | show                    |
| 19) visual         | stubbornness            |
| 20) whereby        | teach                   |

**B) Put the correct PREPOSITIONS from the following list in the sentences below.**

**by of to for of into of by with of up**

- Film is considered ... be an important art form, a source ... popular entertainment and a powerful method ... educating citizens.
- Films are made ... of a series ... individual images called frames.
- A film, also called a movie or motion picture, is a series ... still or moving images.
- A film is produced ... recording photographic images ... cameras, or ... creating images using animation techniques or visual effects.
- The process ... filmmaking has developed ... an art form and industry.

**C) Put the correct CONJUNCTIONS from the following list in the sentences below.**

**due to while whereby that due to after when**

- Films are made up of a series of individual images called frames. ... these images are shown rapidly in succession, a viewer has the illusion that motion is occurring.
- The viewer cannot see the flickering between frames ... an effect known as persistence of vision, ... the eye retains a visual image for a fraction of a second ... the source has been removed.
- Viewers perceive motion ... a psychological effect called beta movement.
- A common name for film in the United States is movie, ... in Europe the term film is preferred.
- Some films have become popular worldwide attractions by using dubbing or subtitles ... translate the dialogue into the language of the viewer.

## PROBABLE QUESTIONS TEST 48

1. **Film is produced ..... recording photographic images ..... cameras, or by creating images using animation techniques or visual effects.**
  - a) for/from
  - b) by/with
  - c) on/for
  - d) at/by
  - e) into/up
2. **The process of filmmaking ..... into an art form and industry.**
  - a) has been developed
  - b) was developed
  - c) is developing
  - d) has developed
  - e) is to be developed
3. **Films are cultural artifacts ..... by specific cultures, which ..... those cultures, and, in turn, affect them.**
  - a) to creat/reflecting
  - b) creating/reflected
  - c) created/reflect
  - d) having created/have reflected
  - e) to be created/would reflect
4. **Film is considered to be an important art form, a source of popular ..... and a powerful method for educating – or indoctrinating – citizens.**
  - a) fraction
  - b) communication
  - c) movement
  - d) animation
  - e) entertainment
5. **Some films have become popular worldwide attractions ..... using dubbing or subtitles that translate the dialogue ..... the language of the viewer.**
  - a) by/into
  - b) for/to
  - c) to/from
  - d) over/under
  - e) up/with
6. **Films are ..... a series of individual images called frames.**
  - a) compensated for
  - b) adjusted to
  - c) got rid of
  - d) took care of
  - e) made up of
7. **..... these images are shown rapidly in succession, a viewer has the illusion that motion is occurring.**
  - a) Whereas
  - b) So long as
  - c) When
  - d) Despite
  - e) Therefore
8. **The viewer ..... the flickering between frames due to an effect known as persistence of vision, whereby the eye retains a visual image for a fraction of a second after the source .....**
  - a) may not see/has removed
  - b) should not see/removed
  - c) might have seen/would remove
  - d) cannot see/has been removed
  - e) need to see/had removed
9. **The origin of the name "film" comes from the fact that photographic film has ..... been the primary medium for recording and displaying motion pictures.**
  - a) historically
  - b) respectively
  - c) voluntarily
  - d) unfortunately
  - e) slightly
10. **A common name for film in the United States is movie, ..... in Europe the term film is preferred.**
  - a) because
  - b) while
  - c) thus
  - d) even though
  - e) whether

## 48.FILM

A film, also  a movie or motion picture, is a series of still or  images. It is produced by recording  images with cameras, or by creating images using  techniques or visual effects. The process of  has developed into an art form and .

Films are cultural  created by specific cultures, which  those cultures, and, in turn, affect them. Film is  to be an important art , a source of popular  and a powerful method for educating – or indoctrinating – . The visual elements of cinema give  pictures a universal power of . Some films have become popular worldwide  by using dubbing or subtitles that  the dialogue into the language of the viewer.

Films are  a series of individual images called frames. When these images are shown  in succession, a viewer has the  that motion is occurring. The  cannot see the  between frames due to an  known as  of vision,  the eye retains a visual image for a  of a second after the source has been removed. Viewers  motion due to a  effect called beta . The  of the name "film" comes from  photographic film (also called film stock) has  been the primary  for recording and displaying motion pictures. Many other terms  for an individual motion picture,  picture, picture show, moving picture, photo-play and flick. A  name for film in the United States is movie,  in Europe the term film is .  terms for the  in general include the big , the silver screen, the cinema and the movies.

Additional  
animation  
artifacts  
attractions  
called  
citizens  
common  
communication  
considered  
effect  
entertainment  
exist  
field  
filmmaking  
flickering  
form  
fraction  
historically  
illusion  
including  
industry  
made up of  
medium  
motion  
movement  
moving  
origin  
perceive  
persistence  
photographic  
preferred  
psychological  
rapidly  
reflect  
screen  
the fact that  
translate  
viewer  
whereby  
while

## 49.Film 2

### Film Criticism

Film criticism is the analysis and evaluation of films. In general, these works can be divided into two categories: academic criticism by film scholars and journalistic film criticism that appears regularly in newspapers and other media.

Film critics **working for**<sup>374</sup> newspapers, magazines, and broadcast media mainly review new releases. Normally they only see any **given**<sup>375</sup> film once and have only a day or two to formulate opinions. **Despite**<sup>376</sup> this, critics have an important impact on films, **especially**<sup>377</sup> those of certain genres. Mass marketed action, horror, and comedy films tend not to be greatly affected by a critic's overall judgment of a film. The plot summary and description of a film that makes up the majority of any film review can still have an important **impact on**<sup>378</sup> whether people decide to see a film. For prestige films such as most dramas, the influence of reviews is extremely important. Poor reviews will often doom a film to obscurity and financial loss.

The impact of a reviewer on a given film's box office performance is a matter of debate. Some claim that movie marketing is now **so intense and well financed that**<sup>379</sup> reviewers cannot make an impact against it. However, the cataclysmic failure of some heavily promoted movies which were harshly reviewed, as well as the unexpected success of critically praised independent movies indicates that extreme critical reactions can have considerable influence. Others note that positive film reviews have been shown to spark interest in little-known films. Conversely, there have been several films in which film companies have so little confidence that they refuse to give reviewers an advanced viewing to avoid widespread panning of the film. However, this usually backfires as reviewers are wise to the tactic and warn the public that the film may not be worth seeing and the films often do poorly as a result.

It is argued that journalist film critics should only be known as film reviewers, and true film critics are those who take a more academic approach to films. This line of work is more often known as film theory or film studies. These film critics attempt to come to understand how film and filming techniques work, and what effect they have on people. **Rather than**<sup>380</sup> **having their works published**<sup>381</sup> in newspapers or appear on television, their articles are published in scholarly journals, or sometimes in up-market magazines. They also tend to be affiliated with colleges or universities.

<http://en.wikipedia.org/wiki/Film>

<sup>374</sup> **WORKING FOR** active bir **RELATIVE CLAUSE** kısaltmasıdır. **WHO WORK FOR** yapısının kısaltmasıdır.

<sup>375</sup> **GIVEN** burada **BELİRLİ** anlamında kullanılmıştır.

<sup>376</sup> **DESPITE/IN SPITE OF** aynı anlamda kullanılıp kendilerinden sonra **NOUN (isim)** alırlar. **ALTHOUGH, THOUGH, MUCH AS** ve **EVEN THOUGH** de birer zıtlık bağlacıdır ama bunlar kendilerinden sonra cümle alırlar. **THOUGH** iki virgül veya nokta virgül arasında kullanıldığında **GERÇİ** anlamındadır. Bu tür bağlaçlarda her iki cümle arasındaki anlam ön plana çıkmaktadır.

<sup>377</sup> **IN PARTICULAR, PARTICULARLY, ESPECIALLY, SPECIFICALLY, NOTABLY, EXCLUSIVELY** özellikle anlamında kullanılmaktadır.

<sup>378</sup> **IMPACT ON** birşeyin üzerinde etkisi olmak anlamında kullanılmıştır. **RELIANCE ON, EFFECTS ON, IMPACT ON, DISAGREEMENT ON** diğer **ON** edatı ile birlikte kullanılan birkaç isimdir.

<sup>379</sup> **SO ... THAT** kalıbı olduğuna dikkat edin. Sıfat konusunda karşımıza çıkar. Önemli bazı sıfat yapıları aşağıda verilmiştir.

|  |  |
|--|--|
| He is <b>more</b> dangerous <b>than</b> this lion. (-den daha tehlikeli)                     | My car is <b>as</b> expensive <b>as</b> your car. (-e kadar ...)           |
| He is <b>younger than</b> me. (-den daha genç)   | My computer is not <b>so</b> fast <b>as</b> yours. (-e kadar ...)          |
| Dubai is <b>so</b> beautiful <b>that</b> everybody wants to go. (o kadar ... ki)             | <b>The more</b> you try, <b>the more</b> you improve. (ne kadar...o kadar) |
| Dubai is <b>such</b> a beautiful country <b>that</b> everybody wants to go. (o kadar ... ki) | He is <b>old enough to</b> go out at nights. (yeterince ...-mek için)      |
| Şanlıurfa is <b>one of the hottest</b> cities in Southeast Anatolia. (en ... den biri)       | He is <b>too small to</b> go out at nights. (fazla ... -mek için)          |

<sup>380</sup> **RATHER THAN** –den ziyade anlamında kullanılmıştır.

<sup>381</sup> İngilizce’de bazı yüklemler ettirgendirler (**CAUSATIVE**) ve özel kullanımları vardır. Bu kullanımlar aşağıda liste olarak verilmiştir. Burada dikkat edilmesi gereken **NESNE** ile birlikte **VERB3** kullanıldığı ve **ŞAHİS** ile ilgili kullanımda fiilin **YALIN** halde olduğudur.

|                                  |  |                                   |   |
|----------------------------------|--|-----------------------------------|---|
| <b>Have</b> somebody <b>do</b>   | <b>I had</b> my friend <b>carry</b> my suitcase.           | <b>Have</b> something <b>done</b> | <b>I'm going to have/get</b> my car <b>repaired</b> . |
| <b>Get</b> somebody <b>to do</b> | <b>I always get</b> bob <b>to help</b> me.                 | <b>Get</b> something <b>done</b>  | <b>You should have/get</b> your home <b>cleaned</b> . |
| <b>Make</b> somebody <b>do</b>   | <b>The teacher made</b> the student <b>tell</b> the truth. |                                   |   |
| <b>Let</b> somebody <b>do</b>    | <b>Let me know</b>   |                                   |   |



| VOCABULARY          | MEANING                             | SYNONYMS   | ANTONYMS  |
|---------------------|-------------------------------------|--|---|
| <b>affiliate</b>    | <i>birleşmek, üye olmak</i>         | join with; connect to;<br>become attached to                         |   |
| <b>analysis</b>     | <i>analiz</i>                       | examination  |   |
| <b>appear</b>       | <i>görünmek</i>                     | come into view; seem   | disappear, hide   |
| <b>approach</b>     | <i>yaklaşım</i>                     | appeal to -, turn to -; come near to                                 |   |
| <b>argue</b>        | <i>tartışmak, savunmak</i>          | dispute; claim; give reasons   |   |
| <b>backfire</b>     | <i>geri tepmek</i>                  |  |   |
| <b>box office</b>   | <i>gişe rekorları kıran</i>         |  |   |
| <b>broadcast</b>    | <i>yayın yapmak</i>                 | transmitted, aired, announced,<br>publicized                         |   |
| <b>cataclysmic</b>  | <i>tufana ait</i>                   | disastrous, catastrophic, dreadful                                   |   |
| <b>claim</b>        | <i>iddia etmek</i>                  | demand; assert   |   |
| <b>confidence</b>   | <i>güven</i>                        | secret; trust; faith in oneself; certainty                           | uncertainty, unconfidence   |
| <b>considerable</b> | <i>önemli, büyük</i>                | important; sizable, substantial                                      | inconsiderable, insignificant,<br>little, slight, small,<br>undistinguished, unnoticeable |
| <b>conversely</b>   | <i>tersine, aksine</i>              | in an opposite manner, in a contrary<br>manner                       |   |
| <b>critically</b>   | <i>ciddi olarak</i>                 | in a critical manner; fatally; judgmentally                          |   |
| <b>criticism</b>    | <i>eleştiri</i>                     | disapproval, censure; critique                                       | defense, resistance, retreat,<br>surrender  |
| <b>debate</b>       | <i>tartışma(k)</i>                  | argue; discuss; consider   |   |
| <b>description</b>  | <i>tanım(lama)</i>                  | descriptive statement, word picture,<br>depiction; type              |   |
| <b>divide into</b>  | <i>-e bölmek</i>                    | separate or sever into parts   |   |
| <b>doom</b>         | <i>kaderi kötü olmak,<br/>hüküm</i> | sentence to a terrible fate, condemn                                 |   |
| <b>especially</b>   | <i>özellikle</i>                    | particularly, specifically   |   |
| <b>evaluation</b>   | <i>değerlendirme</i>                | appraisal, estimation, act of evaluating                             |   |
| <b>extreme</b>      | <i>en uç, son derece</i>            | radical, excessive; most, greatest;<br>farthest                      | limited, mild, moderate   |
| <b>extremely</b>    | <i>aşırı, fazlasıyla</i>            | very, highly, very much; in a radical<br>manner                      |   |
| <b>failure</b>      | <i>başarısızlık</i>                 | inability to succeed; lack of success;<br>lack; bankruptcy; downfall | accomplishment, achievement,<br>attainment, earnings, gain,<br>success, win               |
| <b>formulate</b>    | <i>oluşturmak,<br/>hazırlamak</i>   | develop, plan  |   |
| <b>genre</b>        | <i>tür, çeşit</i>                   | type, style, kind, category  |   |
| <b>greatly</b>      | <i>büyük oranda</i>                 | very much, extremely   | inconsiderably, insignificantly   |
| <b>harshly</b>      | <i>kabaca, sert</i>                 | roughly; in an unfeeling manner; cruelly                             |   |
| <b>heavily</b>      | <i>ağır şekilde, çok</i>            | in a weighty manner; clumsily  |   |
| <b>horror</b>       | <i>dehşet, korku</i>                | terror, fear   |   |
| <b>impact</b>       | <i>etki</i>                         | influence, effect  |   |
| <b>independent</b>  | <i>bağımsız</i>                     | free; autonomous, self-governing,<br>self-sufficient                 | dependent   |



|                      |  |  |  |
|----------------------|--|--|--|
| <b>indicate</b>      | <i>göstermek, belirtmek</i>                      | show; point out; mark, signify; imply; exhibit, reveal; suggest        |  |
| <b>influence</b>     | <i>etki</i>                                      | affect, impact; impel, control   |  |
| <b>intense</b>       | <i>yoğun, güçlü, şiddetli, büyük</i>             | extreme, great, powerful, high; strong, profound, deep; acute, severe  | calm, dull, mild, moderate                       |
| <b>journalistic</b>  | <i>gazetecilere özgü</i>                         |  |  |
| <b>judgment</b>      | <i>tahmin, kanı, sağduyu</i>                     |  |  |
| <b>mainly</b>        | <i>başlıca, çoğu</i>                             | principally, chiefly   |  |
| <b>majority</b>      | <i>çoğunluk</i>                                  |  | minority, secondary                              |
| <b>make up</b>       | <i>oluşturmak, makyaj</i>                        | cosmetics; figure, body structure, build; arrangement                  |  |
| <b>mass marketed</b> | <i>toplu pazarlanan</i>                          |  |  |
| <b>obscurity</b>     | <i>karanlık, gizlilik</i>                        | unclearness; dimness, darkness   |  |
| <b>overall</b>       | <i>tüm, etraflı</i>                              | in general, generally  |  |
| <b>panning</b>       | <i>alıcıyı göndererek çekim, eleştirmek</i>      |  |  |
| <b>plot</b>          | <i>tema, plan, kompo</i>                         | chart, graph; scheme, design   |  |
| <b>poorly</b>        | <i>keyifsiz, rahatsız, hasta</i>                 | ill, sick, in poor health, awfully, horribly, miserably                | healthy, well                                    |
| <b>promote</b>       | <i>organize etmek, yükseltmek</i>                | further, advance   |  |
| <b>regularly</b>     | <i>düzenli olarak</i>                            | usually, customarily   | irregularly                                      |
| <b>release</b>       | <i>serbest bırakmak</i>                          | set free, liberate, emancipate   |  |
| <b>review</b>        | <i>inceleme, gözden geçirmek</i>                 | survey, conduct a general study; inspect, examine; reconsider, rethink |  |
| <b>reviewer</b>      | <i>eleştirmen</i>                                | one who reviews; critic  |  |
| <b>scholarly</b>     | <i>bilgili, bilimsel</i>                         | learned, educated; intellectual, academic                              |  |
| <b>scholar</b>       | <i>bilgin, eğitimini almış kimse</i>             | student, pupil; learned person, educated person                        |  |
| <b>spark</b>         | <i>teşvik etmek, harekete geçirmek, kıvılcım</i> | stimulate, activate  |  |
| <b>summary</b>       | <i>özet</i>                                      | abstract   |  |
| <b>tend to</b>       | <i>eğiliminde olmak</i>                          | inclined to -, predisposed to -  |  |
| <b>unexpected</b>    | <i>beklenmeyen</i>                               | not expected, unanticipated, unforeseen, surprising                    | expected   |
| <b>up-market</b>     | <i>şık, sosyete müşteriye hitap eden</i>         |  |  |
| <b>warn</b>          | <i>uyarmak</i>                                   |  |  |
| <b>well financed</b> | <i>iyi finanse edilmiş</i>                       |  |  |
| <b>wise</b>          | <i>yol, bilge, deneyimli, makul</i>              |  | foolish, ignorant, stupid, unintelligent, unwise |

**A) MATCH THE SYNONYMS**

|                        |                      |
|------------------------|----------------------|
| 1) <b>affiliate</b>    | activate             |
| 2) <b>analysis</b>     | arrangement          |
| 3) <b>appear</b>       | come into view       |
| 4) <b>considerable</b> | customarily          |
| 5) <b>conversely</b>   | examination          |
| 6) <b>divide into</b>  | excessive            |
| 7) <b>extreme</b>      | extreme              |
| 8) <b>extremely</b>    | further              |
| 9) <b>formulate</b>    | highly               |
| 10) <b>genre</b>       | in a contrary manner |
| 11) <b>impact</b>      | in general           |
| 12) <b>intense</b>     | influence            |
| 13) <b>mainly</b>      | join with            |
| 14) <b>make up</b>     | liberate             |
| 15) <b>obscurity</b>   | plan                 |
| 16) <b>overall</b>     | principally          |
| 17) <b>promote</b>     | separate             |
| 18) <b>regularly</b>   | substantial          |
| 19) <b>release</b>     | type                 |
| 20) <b>spark</b>       | unclearness          |

**B) Put the correct PREPOSITIONS from the following list in the sentences below.**

**into by of in of for of of on of of to for in on up**

- The impact ... a reviewer ... a given film's box office performance is a matter ... debate.
- Film critics working ... newspapers, magazines, and broadcast media mainly review new releases.
- The plot summary and description ... a film that makes ... the majority ... any film review can still have an important impact ... whether people decide ... see a film.
- ... prestige films such as most dramas, the influence ... reviews is extremely important.
- Film criticism is the analysis and evaluation ... films. ... general, these works can be divided ... two categories: academic criticism ... film scholars and journalistic film criticism that appears regularly ... newspapers and other media.

**C) Put the correct CONJUNCTIONS from the following list in the sentences below.**

**despite that whether however that who that which as well as that which**

- There have been several films in ... film companies have so little confidence ... they refuse to give reviewers .
- The plot summary and description of a film ... makes up the majority of any film review can still have an important impact on ... people decide to see a film.
- Some claim ... movie marketing is now so intense and well financed that reviewers cannot make an impact against it. ..., the cataclysmic failure of some heavily promoted movies ... were harshly reviewed, ... the unexpected success of critically praised independent movies indicates that extreme critical reactions can have considerable influence.
- It is argued ... journalist film critics should only be known as film reviewers, and true film critics are those ... take a more academic approach to films.
- Normally film critics only see any given film once and have only a day or two to formulate opinions. ... this, critics have an important impact on films, especially those of certain genres.

## PROBABLE QUESTIONS TEST 49

1. **Film criticism is the analysis and evaluation ..... films. In general, these works can be divided ..... two categories: academic criticism by film scholars and journalistic film criticism that appears regularly in newspapers and other media.**
  - a) for/over
  - b) in/by
  - c) of/into
  - d) at/above
  - e) up/to
2. **Film critics working for newspapers, magazines, and broadcast media ..... review new releases.**
  - a) tightly
  - b) unexpectedly
  - c) mainly
  - d) voluntarily
  - e) chiefly
3. **Normally film critics only see any given film once and have only a day or two to formulate opinions. .... this, critics have an important impact on films, especially those of certain genres.**
  - a) In addition to
  - b) Instead of
  - c) In order to
  - d) Despite
  - e) As well as
4. **Mass marketed action, horror, and comedy films ..... not to be greatly affected by a critic's overall judgment of a film.**
  - a) tend
  - b) release
  - c) promote
  - d) indicate
  - e) formulate
5. **The plot summary and description of a film that ..... the majority of any film review can still have an important impact on whether people decide to see a film.**
  - a) backs up
  - b) brings on
  - c) copes with
  - d) finds out
  - e) makes up
6. **For prestige films ..... most dramas, the influence of reviews is extremely important.**
  - a) in favor of
  - b) on behalf of
  - c) such as
  - d) regardless of
  - e) apart from
7. **Some claim that movie marketing is now ..... intense and well financed ..... reviewers cannot make an impact against it.**
  - a) such/that
  - b) less/than
  - c) both/and
  - d) so/that
  - e) not only/as well
8. **It is argued that journalist film critics ..... as film reviewers, and true film critics are those who take a more academic approach to films.**
  - a) may be known
  - b) could have known
  - c) must know
  - d) need not know
  - e) should be known
9. **The film critics attempt to come to understand ..... film and filming techniques work, and ..... effect they have on people.**
  - a) what/that
  - b) how/what
  - c) which/however
  - d) in which/when
  - e) why/whatever
10. **Rather than having their works ..... in newspapers or appear on television, their articles ..... in scholarly journals, or sometimes in up-market magazines.**
  - a) published/were published
  - b) publishing/had been published
  - c) published/are published
  - d) to publish/has published
  - e) to have published/published

## 49.FILM 2

Film Criticism: Film criticism is the [ ] and evaluation of films. In [ ], these works can be divided into two [ ]: academic criticism by film scholars and [ ] film criticism that appears [ ] in newspapers and other media.

Film critics working for newspapers, magazines, and [ ] media mainly review new releases. [ ] they only see any given film once and have only a day or two to [ ] opinions. Despite this, critics have an important [ ] on films, especially those of certain genres. Mass [ ] action, [ ], and comedy films tend not to be greatly [ ] by a critic's overall [ ] of a film. The plot summary and description of a film that makes up the [ ] of any film review can still have an important impact on [ ] people decide to see a film. For [ ] films such as most dramas, the influence of reviews is [ ] important. Poor reviews will often doom a film to [ ] and financial loss.

The impact of a reviewer on a given film's box office [ ] is a matter of [ ]. Some claim that movie marketing is now so [ ] and well financed that reviewers cannot make an impact against it. [ ], the cataclysmic failure of some heavily [ ] movies which were [ ] reviewed, as well as the [ ] success of critically praised independent movies indicates that extreme critical reactions can have [ ] influence. Others note that positive film reviews have been shown to [ ] interest in little-known films. [ ], there have been [ ] films in which film companies have so little [ ] that they refuse to give reviewers an advanced viewing to avoid widespread panning of the film. However, this usually [ ] as reviewers are wise to the tactic and warn the public that the film may not be worth seeing and the films often do [ ] as a result.

It is [ ] that journalist film critics should only be known as film reviewers, and true film critics are those who take a more academic [ ] to films. This line of work is more often known as film theory or film studies. These film critics [ ] to come to understand how film and filming techniques work, and [ ] effect they have on people. [ ] having their works published in newspapers or [ ] on television, their articles are published in scholarly journals, or sometimes in [ ] magazines. They also tend to be [ ] with colleges or universities.

affected  
affiliated  
analysis  
appear  
approach  
argued  
attempt  
backfires  
broadcast  
categories  
confidence  
considerable  
Conversely  
debate  
extremely  
formulate  
general  
harshly  
horror  
However  
impact  
intense  
journalistic  
judgment  
majority  
marketed  
Normally  
obscurity  
performance  
poorly  
prestige  
promoted  
Rather than  
regularly  
several  
spark  
unexpected  
up-market  
what  
whether

## 50. Entertainment

Entertainment **consists of**<sup>382</sup> any activity **which provides**<sup>383</sup> a diversion or **permits people to amuse**<sup>384</sup> themselves in their leisure time. Entertainment is generally passive, such as watching a show on a TV or a movie. Active forms of amusement, such as sports, are more often considered to be recreation. Activities such as personal reading or practicing a musical instrument **are considered to be**<sup>385</sup> hobbies.

Entertainment may also provide fun, enjoyment and laughter. The industry that provides entertainment is called the entertainment industry. There are many forms of entertainment for example: cinema, theatre, sports, games and social dance. Puppets, clowns, pantomimes and cartoons tend to appeal to children, **though**<sup>386</sup> many adults may also find them enjoyable.

- **Animation:** Some people find animation to be amusing, especially children. Similarly, some people find cartoons to be entertaining.
- **Cinema and theater:** Many people find cinema /or theater and other live performance such as circus, plays, musicals, farces, monologues and pantomimes to be entertaining.
- **Comedy:** Comedy provides laughter and amusement. The audience is taken by surprise, by the parody or satire of an unexpected effect or an opposite expectations of their cultural beliefs. Slapstick film, one-liner joke, observational humor are forms of comedy which have developed **since**<sup>387</sup> the early days of jesters and traveling minstrels.
- **Comics:** Comics contain text and drawings which convey an entertaining narrative. Several famous comics revolve around super heroes such as Superman and Batman. Marvel Comics and DC Comics are two publishers of comic books. Manga is the Japanese word for comic and print cartoons.
- **Caricature:** Caricature is a graphical entertainment. The purpose may vary from merely putting smile on the viewers face, to raising social awareness, to highlighting the moral vices of a person **being caricatured**<sup>388</sup>.
- **Dance and music:** Many people find involvement in social dance to be entertaining. Many people listen to or watch musical entertainment daily trends update.
- **Games:** Games provide relaxation and diversion. Games may be played by one person for their own entertainment, or by a group of people. Games **may be played**<sup>389</sup> for achievement or money such as gambling or bingo. Racing, chess or checkers may develop physical or mental prowess. Games may be geared for children, or may be played outdoors such as lawn bowling. Equipment may be necessary to play the game such as a deck of cards for card games, or a board and markers for board games such as Monopoly, or backgammon. This can include ball games, Blind man's bluff, board games, card games, children's games, croquet, Frisbee, hide and seek, number games, paintball and video games.

[http://en.wikipedia.org/wiki/Entertainment#Other\\_forms\\_of\\_entertainment](http://en.wikipedia.org/wiki/Entertainment#Other_forms_of_entertainment)

<sup>382</sup> **CONSIST OF –den oluşan** anlamında kullanılmıştır. Aşağıdaki tabloda **OF** edatı ile kullanılan fiillere örnekler verilmiştir.

|                       |             |                      |                |                   |                 |
|-----------------------|-------------|----------------------|----------------|-------------------|-----------------|
| <b>Accuse (sb) of</b> | Conceive of | <b>Despair of</b>    | Dispose of     | <b>Get rid of</b> | Suspect (sb) of |
| <b>Approve of</b>     | Consist of  | <b>Die of</b>        | Dream of       | <b>Inform of</b>  | Take care of    |
| <b>Assure (sb) of</b> | Convince of | <b>Disapprove of</b> | Excuse (sb) of | <b>Think of</b>   | Remind (sb) of  |

<sup>383</sup> **ACTIVE** bir **RELATIVE CLAUSE** yapısıdır.

<sup>384</sup> **PERMIT SOMEBODY TO DO SOMETHING** kalıbıdır. Bir kimsenin **bir şeyi yapmasına izin vermek** anlamındadır.

<sup>385</sup> Bütün **PASSIVE** fiiller kendisinden sonra gelen fiil daima **TO** edatını alırlar.

<sup>386</sup> **ALTHOUGH** zıtlık bağlacıdır. Aşağıdaki tabloda önemli zıtlık bağlaçları verilmiştir.

|  |   |  |
|--|---|--|
| 1. Even though ( <b>-e karşın, bile</b> )          | 9. Nevertheless ( <b>yine de</b> )            | 17. In spite of ( <b>-e rağmen</b> )                 |
| 2. Although ( <b>-e rağmen</b> )                   | 10. Nonetheless ( <b>yine de</b> )            | 18. Despite ( <b>-e rağmen</b> )                     |
| 3. Though ( <b>-e karşın</b> )                     | 11. However ( <b>bununla beraber, ancak</b> ) | 19. But ... anyway ( <b>fakat, yine de</b> )         |
| 4. Much as ( <b>-e rağmen</b> )                    | 12. On the contrary ( <b>tam aksine</b> )     | 20. But ... still ( <b>fakat, yine de</b> )          |
| 5. Still ( <b>-e rağmen</b> )                      | 13. As opposed to ( <b>tam aksine</b> )       | 21. Yet ... Still ( <b>fakat, yine de</b> )          |
| 6. Even so ( <b>öyle olsa bile</b> )               | 14. Contrary to ( <b>tam aksine</b> )         | 22. No matter + wh word ( <b>ne kadar....olsa</b> )  |
| 7. Whereas (... <b>karşın, ... oysa, halbuki</b> ) | 15. But ( <b>fakat, yine de</b> )             | 23. However + sıfat/zarf ( <b>ne kadar....olsa</b> ) |
| 8. While (... <b>karşın, ... oysa, halbuki</b> )   | 16. Yet ( <b>fakat, yine de</b> )             | 24. On the other hand ( <b>diğer yandan</b> )        |

<sup>387</sup> **SINCE** yapısının iki kullanım alanı yaygındır. **SINCE YOU CAME, I HAVE BEEN TRYING TO SOLVE THE PROBLEM**, burada –DEN BERİ anlamında kullanılmıştır. **SINCE** bunun yanı sıra **ÇÜNKÜ/-DEN DOLAYI** anlamında kullanılmaktadır. Bu anlamıyla da genellikle kendisinden sonra **PRESENT** bir cümle gelir.

<sup>388</sup> **BEING CARICATURED** **katükaretize edilen** anlamında kullanılmıştır.

<sup>389</sup> **MODAL PASSIVE PRESENT** bir yapıdır.

| VOCABULARY    | MEANING                                    | SYNONYMS  | ANTONYMS  |
|---------------|--|---|---|
| achievement   | <i>başarı</i>                              | performance, operation, mission                   | defeat, failure, misfortune, neglect                          |
| amuse         | <i>eğlendirmek</i>                         | entertain; cause to laugh                         |   |
| amusement     | <i>eğlence</i>                             | entertainment; pleasure; fun, play                |   |
| appeal        | <i>başvurmak</i>                           | plead; request                                    |   |
| awareness     | <i>farkındalık</i>                         | consciousness                                     | ignorance, insensitivity, unconsciousness                     |
| backgammon    | <i>tavla</i>                               |   |   |
| belief        | <i>inanç</i>                               | opinion, creed; religion, faith                   |   |
| bingo         | <i>bingo oyunu, tam isabet</i>             | game of chance                                    |   |
| bluff         | <i>blöf yapmak</i>                         | deceive; mislead                                  |   |
| board         | <i>kurul, ilan tahtası, meclis</i>         |   |   |
| cartoon       | <i>çizgi film, karikatür</i>               | caricature; animated drawing                      |   |
| checkers      | <i>dama (oyunu)</i>                        | board game  |   |
| chess         | <i>satranç</i>                             | board game  |   |
| circus        | <i>sirk (gösterileri),</i>                 |   |   |
| clown         | <i>palyaço</i>                             | buffoon, jester                                   |   |
| consist of    | <i>-den oluşmak</i>                        | comprise of; be composed of                       |   |
| contain       | <i>içermek</i>                             | include, have within                              | exclude   |
| convey        | <i>taşımak, yollamak</i>                   | carry, transport; bear, transmit; impart          |   |
| croquet       | <i>tahta top ve sopolarla oynanan oyun</i> |   |   |
| diversion     | <i>saptırma, oyalama</i>                   |   |   |
| draw          | <i>çizim, karalamak</i>                    |   |   |
| enjoyable     | <i>eğlenceli</i>                           | pleasing, delightful, giving pleasure             | displeasing, unenjoyable, unhappy, unpleasant, unsatisfying   |
| enjoyment     | <i>beğenme, zevk</i>                       | fun, pleasure                                     |   |
| entertain     | <i>eğlendirmek</i>                         | interest, amuse                                   |   |
| entertainment | <i>eğlence</i>                             | fun; hospitality                                  |   |
| especially    | <i>özellikle</i>                           | particularly, specifically                        |   |
| expectation   | <i>umut, beklenti</i>                      | hope, anticipation                                |   |
| farce         | <i>saçmalık, maskaralık</i>                | satirical comedy; something ridiculous, absurdity |   |
| frisbees      | <i>plastik disk karşılıklı atılan</i>      |   |   |
| fun           | <i>eğlence, şaka</i>                       | enjoyable, amusing, entertaining                  |   |
| gambling      | <i>kumar</i>                               |   |   |
| gear          | <i>koşum takımı, eşya, vites</i>           | tools, supplies                                   |   |
| hero          | <i>kahraman</i>                            | very brave person                                 |   |
| hide and seek | <i>saklambaç</i>                           |   |   |
| highlight     | <i>belirtmek</i>                           | stress, emphasize, spotlight                      |   |
| humor         | <i>güldürü, memnun etmek, komiklik</i>     | amusement, joyfulness, fun, happiness             | depression, drama, sadness, seriousness, tragedy, unhappiness |
| include       | <i>içermek</i>                             | comprise, contain                                 | eliminate, exclude, neglect, reject                           |
| instrument    | <i>enstrüman, alet</i>                     | musical instrument; tool, device                  |   |
| involvement   | <i>bağlanma, ilgi, sarma</i>               | inclusion; participation                          |   |



|                       |   |  |   |
|-----------------------|---|--|---|
| <b>jester</b>         | <i>şakacı, soytarı</i>                                | joker  |   |
| <b>laughter</b>       | <i>kahkaha, gülüş</i>                                 | cheerfulness   |   |
| <b>lawn bowling</b>   | <i>çim bowlingi</i>                                   |  |   |
| <b>leisure</b>        | <i>boş zaman</i>                                      | free time; rest; recreation  |   |
| <b>marker</b>         | <i>işaret, damga</i>                                  | sign   |   |
| <b>merely</b>         | <i>sadece</i>   | only, just, simply, purely   |   |
| <b>minstrel</b>       | <i>ortaçağ halk şairi, ozan</i>                       | bard   |   |
| <b>monologue</b>      | <i>monolog</i>  |  |   |
| <b>monopoly</b>       | <i>tekel</i>  |  |   |
| <b>moral vice</b>     | <i>ahlaki zaaf (kusur)</i>                            |  |   |
| <b>musical</b>        | <i>müzikal, müzikli</i>                               | melodious, harmonious  |   |
| <b>narrative</b>      | <i>hikaye, öykü</i>                                   | plot, story  |   |
| <b>necessary</b>      | <i>gerekli</i>  | vital; essential; indispensable;<br>unavoidable                                    | inessential, unimportant,<br>unnecessary, useless     |
| <b>observational</b>  | <i>gözlemsel</i>                                      | of observation; supervisory  |   |
| <b>one-liner joke</b> | <i>nükte, hazırcevap şekilde<br/>verilen karşılık</i> |  |   |
| <b>pantomime</b>      | <i>sessiz tiyatro</i>                                 | mime show  |   |
| <b>parody</b>         | <i>taklidini yapmak</i>                               |  |   |
| <b>passive</b>        | <i>pasif, edilgen</i>                                 | submissive, unresisting  | active, dynamic, lively                               |
| <b>permit</b>         | <i>izin vermek</i>                                    | let, enable; allow   |   |
| <b>provide</b>        | <i>sağlamak</i>                                       | supply, furnish; give, grant; prepare<br>for in advance; set, make<br>arrangements |   |
| <b>prowess</b>        | <i>kahramanlık</i>                                    | heroism; courage, bravery  |   |
| <b>puppet</b>         | <i>kukla</i>  |  |   |
| <b>purpose</b>        | <i>amaç</i>   | goal, aim; intention, objective  |   |
| <b>racing</b>         | <i>yarış, at yarışları</i>                            | running, jogging   |   |
| <b>raise</b>          | <i>yükseltmek, artırmak</i>                           | increase in salary, wage increase  | decrease, depress, diminish, lessen,<br>lower, reduce |
| <b>recreation</b>     | <i>eğlence, dinlenme</i>                              | relaxing activity, amusement,<br>leisure   |   |
| <b>relaxation</b>     | <i>dinlenme, gevşeme</i>                              | recreation, amusement,<br>entertainment  |   |
| <b>revolve</b>        | <i>dönmek, devretmek</i>                              | rotate, turn   |   |
| <b>satire</b>         | <i>taşlama, yergi</i>                                 |  |   |
| <b>similarly</b>      | <i>benzer bir şekilde</i>                             | correspondingly  |   |
| <b>slapstick</b>      | <i>hokkabazlık</i>                                    |  |   |
| <b>smile</b>          | <i>gülümsemek</i>                                     | treat kindly or favorably;<br>cheerfully accept                                    |   |
| <b>though</b>         | <i>yine de, gerçi</i>                                 | anyway, despite, in spite of   |   |
| <b>update</b>         | <i>modernleştirmek</i>                                | modernize, make current  | antique, make old                                     |
| <b>vary</b>           | <i>değiş(tir)mek, çeşitlemek</i>                      | alter; change, fluctuate   | remain, stay  |



**A) MATCH THE SYNONYMS**

|                 |                  |
|-----------------|------------------|
| 1) amusement    | amuse            |
| 2) awareness    | animated drawing |
| 3) belief       | anticipation     |
| 4) bluff        | cheerfulness     |
| 5) cartoon      | consciousness    |
| 6) entertain    | contain          |
| 7) expectation  | faith            |
| 8) highlight    | fun              |
| 9) humor        | melodious        |
| 10) include     | mislead          |
| 11) instrument  | only             |
| 12) involvement | participation    |
| 13) laughter    | pleasure         |
| 14) leisure     | recreation       |
| 15) marker      | sign             |
| 16) merely      | story            |
| 17) musical     | stress           |
| 18) narrative   | supply           |
| 19) necessary   | tool             |
| 20) provide     | vital            |

**B) Put the correct PREPOSITIONS from the following list in the sentences below.**

**to of around of in of for on for of to from to for to of**

- Entertainment consists ... any activity which provides a diversion or permits people ... amuse themselves ... their leisure time.
- There are many forms ... entertainment ... example: cinema, theatre, sports, games and social dance.
- Several famous comics revolve ... super heroes such as Superman and Batman.
- The purpose ... a caricature may vary ... merely putting smile ... the viewers face, ... raising social awareness, ... highlighting the moral vices ... a person being caricatured.
- Equipment may be necessary ... play the game such as a deck ... cards ... card games, or a board and markers ... board games such as Monopoly, or backgammon.

**C) Put the correct CONJUNCTIONS from the following list in the sentences below.**

**since such as that though which which**

- Slapstick film, one-liner joke, observational humor are forms of comedy ... have developed ... the early days of jesters and traveling minstrels.
- Puppets, clowns, pantomimes and cartoons tend to appeal to children, ... many adults may also find them enjoyable.
- Comics contain text and drawings ... convey an entertaining narrative.
- Games may be played by one person for their own entertainment, or by a group of people. Games may be played for achievement or money ... gambling or bingo.
- The industry ... provides entertainment is called the entertainment industry.

## PROBABLE QUESTIONS TEST 50

- 1. Entertainment ..... any activity which provides a diversion or permits people to amuse themselves in their leisure time.**
  - a) interferes in
  - b) insists on
  - c) succeeds in
  - d) relies on
  - e) consists of
- 2. Entertainment is generally passive, ..... watching a show on a TV or a movie.**
  - a) as regards
  - b) by chance
  - c) such as
  - d) contrary to
  - e) in excess of
- 3. Active forms of amusement, such as sports, are more often ..... to be recreation.**
  - a) provided
  - b) updated
  - c) revolved
  - d) considered
  - e) conveyed
- 4. The industry that provides entertainment ..... the entertainment industry.**
  - a) called
  - b) to call
  - c) calling
  - d) is called
  - e) to be called
- 5. There are many forms of entertainment for example: cinema, theatre, sports, games and social dance. Puppets, clowns, pantomimes and cartoons tend to appeal to children, ..... many adults may also find them enjoyable.**
  - a) in spite of
  - b) as well
  - c) though
  - d) because
  - e) such as
- 6. Some people find animation to be amusing, especially children. ...., some people find cartoons to be entertaining.**
  - a) Conversely
  - b) Drastically
  - c) Eventually
  - d) Impressively
  - e) Similarly
- 7. The audience is taken by surprise, by the parody or satire of an ..... effect or an opposite expectations of their cultural beliefs.**
  - a) unexpected
  - b) forgetfull
  - c) fearless
  - d) applicable
  - e) indifferent
- 8. Slapstick film, one-liner joke, observational humor are forms of comedy ..... have developed since the early days of jesters and traveling minstrels.**
  - a) where
  - b) which
  - c) whose
  - d) in that
  - e) whatever
- 9. The purpose may vary from merely putting smile on the viewers face, to raising social ....., to highlighting the moral vices of a person being caricatured.**
  - a) condusive
  - b) generous
  - c) hostile
  - d) careless
  - e) awareness
- 10. Games may be played for ..... or money such as gambling or bingo.**
  - a) achievement
  - b) discussion
  - c) disagreement
  - d) judgement
  - e) prediction

# 50. ENTERTAINMENT

Entertainment  any activity which provides a diversion or  people to amuse themselves in their leisure time.  is generally passive, such as watching a show on a TV or a movie. Active forms of , such as sports, are more often considered to be . Activities such as personal reading or practicing a musical  are considered to be hobbies.

Entertainment may also  fun, enjoyment and . The industry that provides entertainment is called the entertainment industry. There are many forms of entertainment for example: cinema, , sports, games and social dance. Puppets, clowns, pantomimes and  tend to appeal to children, though many adults may also find them .

■ Animation: Some people find animation to be , especially children. Similarly, some people  cartoons to be entertaining.

■ Cinema and theater: Many people find cinema /or theater and other live  such as circus, plays, musicals, farces, monologues and  to be entertaining.

■ Comedy: Comedy provides laughter and amusement. The audience is taken by surprise, by the parody or  of an  effect or an opposite  of their cultural beliefs. Slapstick film, one-liner joke, observational  are forms of comedy which have developed since the early days of jesters and  minstrels.

■ Comics: Comics  text and drawings which  an entertaining narrative. Several famous comics  around super  such as Superman and Batman. Marvel Comics and DC Comics are two publishers of comic books. Manga is the Japanese word for comic and print cartoons.

■  is a graphical entertainment. The purpose may vary from merely  smile on the viewers face, to raising social , to highlighting the  vices of a person being caricatured.

■ Dance and music: Many people find  in social dance to be entertaining. Many people listen to or watch musical entertainment daily trends .

■ Games: Games provide relaxation and . Games may be played by one person for their own entertainment, or by a group of people. Games may be played for  or money such as  or bingo. Racing,  or checkers may develop physical or  prowess. Games may be  for children, or may be played outdoors such as lawn bowling.  may be necessary to play the game such as a deck of cards for card games, or a board and markers for board games such as Monopoly, or . This can  ball games, Blind man's bluff, board games, card games, children's games, croquet, Frisbee, hide and seek, number games,  and video games.

achievement  
amusement  
amusing  
awareness  
backgammon  
Caricature  
cartoons  
chess  
consists of  
contain  
convey  
diversion  
enjoyable  
Entertainment  
Equipment  
expectations  
find  
gambling  
geared  
heroes  
humor  
include  
instrument  
involvement  
laughter  
mental  
moral  
paintball  
pantomimes  
performance  
permits  
provide  
putting  
recreation  
revolve  
satire  
theatre  
traveling  
unexpected  
update

# 51.Capitalism

Capitalism is a socio-economic system in which private ownership means profit to the owner. The owner controls the means of production, so the profit belongs to the private business owner. In capitalism, the free market determines the production, distribution and price of goods and services. A free market is unregulated supply and demand with little government interference in matters of trade. Price agreements are made by buyers and sellers and the market dictates supply and demand. Competition policies may exist in a free market capitalist system. Capitalistic competition policies are usually based on the efficiency of economic feasibility, while socialistic competition policies are often concerned with unity in a single competitive market. The opposite of a free market is a controlled market. The government controls supply and the price of goods and services. Capitalism began in seventeenth century Europe and is associated with the European Enlightenment. The European Enlightenment focused on the idea of individual freedom to pursue one's own economic interests **in order to** <sup>390</sup> make a profit. Capitalism realizes a profit through the means of production together with labor to produce the goods. The labor in a capitalist system is called wage labor as wages must be paid to the laborers. The means of production means everything else required to produce goods including land and the property rights to it. Businesses **run on** <sup>391</sup> capital and capital is what capitalists have. Capital is items of value that can produce more wealth.

## Market

Supply is the amount of a good or service produced by a firm and which is available for sale. Demand is the amount that people are willing to buy at a specific price. Prices tend to rise when demand exceeds supply, and fall when supply exceeds demand. In theory, the market is able to coordinate itself when a new equilibrium price and quantity is reached. Competition arises when more than one producer is trying to sell the same or similar products to the same buyers. In capitalist theory, competition leads to innovation and more affordable prices. Without competition, a monopoly or cartel may develop. A monopoly occurs when a firm supplies the total output in the market; the firm can therefore limit output and raise prices because it has no **fear of** <sup>392</sup> competition. A cartel is a group of firms that act together in a monopolistic manner to control output and raise prices.

<http://en.wikipedia.org/wiki/Capitalism>

<sup>390</sup> **IN ORDER TO/SO AS TO/TO –mak, -mek için** anlamlarında kullanılır. Kendilerinden sonra **FiİL** kullanılır. **IN ORDER THAT/SO THAT** aynı anlama gelmekle birlikte kendilerinden sonra **CÜMLE** kullanılır. Sonunda **TO** edatı olupta fiil yerine isim alan diğer **PREPOSITIONAL PHRASE** yapılar aşağıdaki tabloda **anlamı** ve **örnek cümleleri** ile birlikte verilmiştir.

|                         |                           |  |
|-------------------------|---------------------------|--|
| <b>According to</b>     | ...e göre                 | <b>According to</b> recently revealed report, the inflation has been declining       |
| <b>As to</b>            | ...ile ilgili             | Decisions <b>as to</b> which patients receive treatment will be made.                |
| <b>Contrary to</b>      | ...in aksine              | <b>Contrary to</b> his expectations, he found the atmosphere exciting                |
| <b>In addition to</b>   | ...e ilaveten             | <b>In addition to</b> new equipments, they need new computers, too.                  |
| <b>In comparison to</b> | ...e kıyasla              | He is expert <b>in comparison to</b> the new official.                               |
| <b>In contrast to</b>   | ...in aksine              | <b>In contrast to</b> being unhappy, he is happy to work here                        |
| <b>Pertaining to</b>    | ...ile ilgili             | He will make some comments <b>pertaining to</b> new companies                        |
| <b>Prior to</b>         | ...den önce               | She visited us on the day <b>prior to</b> her death.                                 |
| <b>Relating to</b>      | ...ile ilgili             | High unemployment is high <b>relating to</b> high crime rates.                       |
| <b>Thanks to</b>        | ...sayesinde              | <b>Thanks to</b> the untiring support of my wife, I've gotten back on my feet again. |
| <b>With a view to</b>   | ...mek/mak için, amacıyla | <b>With a view to</b> be understood easily, they were told effectively               |
| <b>With regard to</b>   | ...ile ilgili olarak      | He made inquiries <b>with regard to</b> Helen.                                       |

<sup>391</sup> **RUN ON/CONTINUE devam etmek** anlamında kullanılmıştır. Aşağıdaki tabloda **RUN** fiili ile kullanılan **EDATLAR** ve anlamları verilmiştir.

|                 |                                   |                    |                    |                   |                  |
|-----------------|-----------------------------------|--------------------|--------------------|-------------------|------------------|
| <b>Run down</b> | Araba ile ezmek, üstünden geçmek  | <b>Run over</b>    | Araba ile ezmek    | <b>Run out of</b> | Tükenmek, bitmek |
| <b>Run into</b> | Tesadüfen karşılaşmak, rastlamak. | <b>Run through</b> | Bitirmek, tüketmek | <b>Run up</b>     | Artmak, çoğalmak |

<sup>392</sup> **FEAR OF –nın korkusu** anlamında kullanılmıştır. **OF** edatının kullanıldığı birçok yapı vardır. Aşağıdaki tabloda **OF** edatı ile kullanılan yapılar örnekler verilmiştir.

|                        |              |                         |                  |                           |
|------------------------|--------------|-------------------------|------------------|---------------------------|
| <b>For fear of</b>     | In charge of | <b>In spite of</b>      | In the habit of  | <b>Need of</b>            |
| <b>For the sake of</b> | In danger of | <b>In terms of</b>      | In the middle of | <b>On account of</b>      |
| <b>In case of</b>      | In favour of | <b>In the course of</b> | Instead of       | <b>With the advent of</b> |

| VOCABULARY                   | MEANING                        | SYNONYMS  | ANTONYMS                                      |
|------------------------------|--------------------------------|---|---|
| <b>affordable</b>            | <i>satın alınabilir</i>        | financially manageable  |   |
| <b>associate with</b>        | <i>ile ilişkili</i>            | connect to, ally with, join or unite with                               |   |
| <b>based on</b>              | <i>-e dayalı</i>               | established upon; on the basis of, on the foundation of, dependent upon |   |
| <b>belongs to</b>            | <i>-e ait olmak</i>            | owned by, possessed by, is a member of                                  |   |
| <b>buyer</b>                 | <i>alıcı</i>                   | purchaser, shopper  |   |
| <b>capital</b>               | <i>sermaye, başkent</i>        | main, chief, principal; punishable by death                             |   |
| <b>cartel</b>                | <i>kartel</i>                  | economic monopoly   |   |
| <b>competition</b>           | <i>rekabet</i>                 | rivalry   |   |
| <b>competitive market</b>    | <i>rekabet piyasası</i>        |   |   |
| <b>concern with</b>          | <i>ile ilgilenmek</i>          | interest; affect, involve; worry  |   |
| <b>coordinate</b>            | <i>koordine etmek</i>          | arrange in proper order   |   |
| <b>determine</b>             | <i>belirlemek</i>              | decide, settle; conclude; cause, affect                                 |   |
| <b>dictate</b>               | <i>dikte etmek, belirlemek</i> | command, order  |   |
| <b>distribution</b>          | <i>dağıtım</i>                 |   |   |
| <b>efficiency</b>            | <i>etkililik</i>               | competence, productivity  |   |
| <b>enlightenment</b>         | <i>aydınlık, ilim irfan</i>    |   |   |
| <b>equilibrium</b>           | <i>denklik, tarafsızlık</i>    |   | imbalance, unevenness                         |
| <b>exceed</b>                | <i>aşmak, geçmek</i>           | go beyond, pass; surpass, outdo, excel                                  |   |
| <b>exist</b>                 | <i>var olmak</i>               | live, be  | die   |
| <b>fear</b>                  | <i>korku</i>                   | be frightened; be afraid of   |   |
| <b>feasibility</b>           | <i>uygulanabilirlik</i>        | likelihood, probability   |   |
| <b>focus on</b>              | <i>odaklanmak</i>              | concentrate upon/on   |   |
| <b>freedom</b>               | <i>özgürlük</i>                | liberty; independence   | captivity, confinement, imprisonment, slavery |
| <b>goods and services</b>    | <i>mal ve hizmetler</i>        |   |   |
| <b>in order to</b>           | <i>-mak –mek için</i>          | in order that, so that  |   |
| <b>interest</b>              | <i>ilgisini çekmek, faiz</i>   |   |   |
| <b>interference</b>          | <i>müdahale</i>                |   |   |
| <b>laborer</b>               | <i>işçi</i>                    | worker, wage-earner   |   |
| <b>lead to</b>               | <i>-e yol açmak</i>            | goes to -, arrives to -, takes one to -                                 |   |
| <b>mean</b>                  | <i>kastetmek, orta</i>         | average; middle   |   |
| <b>monopolistic monopoly</b> | <i>tekelci tekel</i>           |   |   |
| <b>occur</b>                 | <i>ortaya çıkmak</i>           | happen, take place  |   |
| <b>output</b>                | <i>çaktı, üretim</i>           | yield; product, manufacture   | input   |
| <b>owner</b>                 | <i>sahip</i>                   | proprietor, one who owns  |   |
| <b>ownership</b>             | <i>sahiplik</i>                | position of an owner  |   |
| <b>policy</b>                | <i>politika, poliçe</i>        | guidelines; position, standpoint; insurance contract                    |   |
| <b>profit</b>                | <i>yaramak, kar, fayda</i>     | earn income   |   |
| <b>pursue</b>                | <i>izlemek, sürdürmek</i>      | chase after, follow   |   |
| <b>quantity</b>              | <i>nicelik, miktar</i>         | amount, extent; measure, degree; large amount; size, magnitude          |   |

|                          |                             |   |  |
|--------------------------|-----------------------------|---|--|
| <b>raise</b>             | <i>artırmak</i>             | increase in salary, wage increase                                 |  |
| <b>realize</b>           | <i>farketmek</i>            | understand, comprehend; make real, accomplish, actualize          |  |
| <b>require</b>           | <i>istemek, gerektirmek</i> | demand; need, call for, have need for; order; necessitate, compel |  |
| <b>rise</b>              | <i>yükselmek</i>            | increase, grow  | decline, decrease, drop, fall, slump, worsening    |
| <b>run on</b>            | <i>devam etmek</i>          | continue  |  |
| <b>seller</b>            | <i>satıcı</i>               | salesman; merchant, vendor, dealer                                |  |
| <b>single</b>            | <i>tek, bekar</i>           | one, sole; unmarried  | combined, double, mixed, together, united; married |
| <b>socialistic</b>       | <i>sosyalist</i>            |   |  |
| <b>supply and demand</b> | <i>arz ve talep</i>         |   |  |
| <b>therefore</b>         | <i>bu yüzden</i>            | and so, hence, thus, so   |  |
| <b>unity</b>             | <i>birlik, bütünlük</i>     | oneness, union; wholeness; agreement, accord, harmony             | partiality   |
| <b>unregulated</b>       | <i>düzensiz</i>             | abnormal, irregular, rare, uncommon, unusual                      | regular  |
| <b>value</b>             | <i>değer (biçmek)</i>       | prize, esteem; assess, estimate, appraise                         |  |
| <b>wage labor</b>        | <i>ücretli işçi</i>         |   |  |
| <b>willing</b>           | <i>istekli, gönülden</i>    | desirous; disposed; agreeable, ready                              |  |

**A) MATCH THE SYNONYMS**

|                 |                        |
|-----------------|------------------------|
| 1) affordable   | amount                 |
| 2) cartel       | assess                 |
| 3) concern with | be frightened          |
| 4) fear         | concentrate upon/on    |
| 5) feasibility  | continue               |
| 6) focus on     | demand                 |
| 7) freedom      | earn income            |
| 8) occur        | economic monopoly      |
| 9) output       | financially manageable |
| 10) ownership   | follow                 |
| 11) profit      | increase               |
| 12) pursue      | independence           |
| 13) quantity    | interest               |
| 14) realize     | irregular              |
| 15) require     | likelihood             |
| 16) rise        | position of an owner   |
| 17) run on      | salesman               |
| 18) seller      | take place             |
| 19) unregulated | understand             |
| 20) value       | yield                  |

**B) Put the correct PREPOSITIONS from the following list in the sentences below.**

**for in of with in in to without of by with**

- A free market is unregulated supply and demand ... little government interference ... matters ... trade.
- Capitalism began ... seventeenth century Europe and is associated ... the European Enlightenment.
- The labor ... a capitalist system is called wage labor as wages must be paid ... the laborers.
- ... competition, a monopoly or cartel may develop.
- Supply is the amount ... a good or service produced ... a firm and which is available ... sale.

**C) Put the correct CONJUNCTIONS from the following list in the sentences below.**

**while when therefore in order to when so because**

- The owner controls the means of production, ... the profit belongs to the private business owner.
- The European Enlightenment focused on the idea of individual freedom to pursue one's own economic interests ... make a profit.
- Prices tend to rise ... demand exceeds supply, and fall when supply exceeds demand.
- A monopoly occurs ... a firm supplies the total output in the market; the firm can ... limit output and raise prices ... it has no fear of competition.
- Capitalistic competition policies are usually based on the efficiency of economic feasibility, ... socialistic competition policies are often concerned with unity in a single competitive market.



## PROBABLE QUESTIONS TEST 51

- 1. Capitalism is a socio-economic system ..... private ownership means profit to the owner.**
  - a) that
  - b) of which
  - c) where
  - d) what
  - e) in which
- 2. The owner controls the means of production, ..... the profit belongs to the private business owner.**
  - a) despite
  - b) so
  - c) unless
  - d) when
  - e) prior to
- 3. .... capitalism, the free market determines the production, distribution and price ..... goods and services.**
  - a) For/for
  - b) By/to
  - c) At/from
  - d) In/of
  - e) Over/into
- 4. A free market is unregulated supply and demand with little government ..... in matters of trade.**
  - a) unity
  - b) value
  - c) policy
  - d) monopoly
  - e) interference
- 5. Price agreements ..... by buyers and sellers and the market ..... supply and demand.**
  - a) are made/dictates
  - b) made/dictated
  - c) have made/had dictated
  - d) will be made/would have dictated
  - e) make/dictates
- 6. In theory, the market is able to coordinate itself ..... a new equilibrium price and quantity is reached.**
  - a) although
  - b) nevertheless
  - c) when
  - d) much as
  - e) because of
- 7. Competition arises when ..... one producer is trying to sell the same or similar products to the same buyers.**
  - a) such that
  - b) less than
  - c) the most
  - d) more than
  - e) other than
- 8. In capitalist theory, competition leads to innovation and more affordable prices. .... competition, a monopoly or cartel may develop.**
  - a) In addition to
  - b) Without
  - c) In order that
  - d) So as to
  - e) Despite
- 9. A monopoly occurs when a firm supplies the total output in the market; the firm can ..... limit output and raise prices because it has no fear of competition.**
  - a) as regards
  - b) so
  - c) however
  - d) therefore
  - e) instead of
- 10. A cartel is a group of firms that act together in a monopolistic manner to ..... output and raise prices.**
  - a) raise
  - b) control
  - c) interest
  - d) exceed
  - e) associate

# 51.CAPITALISM

Capitalism is a socio-economic system  private ownership means profit to the . The owner controls the means of production, so the profit  the private business owner. In , the free market  the production,  and price of goods and services. A free market is  supply and demand with little government  in matters of trade. Price agreements are made by buyers and sellers and the market  supply and demand. Competition policies may  in a free market capitalist system. Capitalistic  policies are usually based on the  of economic , while socialistic competition policies are often  unity in a single competitive market. The opposite of a free market is a  market. The government controls  and the price of goods and services. Capitalism began in seventeenth century Europe and is  the European Enlightenment. The European Enlightenment  the idea of individual freedom to pursue one's own economic   make a profit. Capitalism realizes a profit  the means of production together with labor to produce the goods. The labor in a capitalist system is called wage labor as wages must be paid to the laborers. The means of  means everything else  to produce goods including land and the  rights to it. Businesses run on capital and capital is what capitalists have. Capital is items of value that can produce more .

Market:  is the amount of a good or  produced by a firm and which is  for sale. Demand is the amount that people are  to buy at a specific price. Prices tend to rise when   supply, and fall when supply exceeds demand. In theory, the market is able to  itself when a new  price and quantity is reached. Competition arises when more than one producer is trying to sell the same or similar products to the same buyers. In capitalist theory, competition   and more  prices.  competition, a monopoly or cartel may develop. A  occurs when a firm supplies the total output in the market; the firm can  limit  and raise prices because it has no fear of competition. A cartel is a group of firms that act together in a monopolistic manner to control output and raise prices.

affordable  
associated with  
available  
belongs to  
capitalism  
competition  
concerned with  
controlled  
coordinate  
demand  
determines  
dictates  
distribution  
efficiency  
equilibrium  
exceeds  
exist  
feasibility  
focused on  
in order to  
in which  
innovation  
interests  
interference  
leads to  
monopoly  
output  
owner  
production  
property  
required  
service  
supply  
Supply  
therefore  
through  
unregulated  
wealth  
willing  
Without

## 52.Law

Law is a system of rules and guidelines which are enforced through social institutions to govern behavior, **wherever**<sup>393</sup> possible. It shapes politics, economics and society in numerous ways and serves as a social mediator of relations between people. Contract law regulates everything from buying a bus ticket to trading on markets. Property law defines rights and obligations related to the transfer and title of personal and real property. Trust law applies to assets held for investment and financial security, **while**<sup>394</sup> tort law allows claims for compensation if a person's rights or property are harmed. If the harm is criminalised in legislation, criminal law offers means by which the state can prosecute the perpetrator. Constitutional law provides a framework for the creation of law, the protection of human rights and the election of political representatives. Administrative law **is used to**<sup>395</sup> review the decisions of government agencies, while international law governs affairs between sovereign states in activities ranging from trade to environmental regulation or military action. **Writing**<sup>396</sup> in 350 BC, the Greek philosopher Aristotle declared, "The rule of law is better than the rule of any individual."

Legal systems elaborate rights and responsibilities in a variety of ways. A general distinction can be made between civil law jurisdictions, which codify their laws, and common law systems, where judge-made law is not consolidated. In some countries, religion informs the law. Law provides a rich source of scholarly inquiry, into legal history, philosophy, economic analysis or sociology. Law also raises important and complex issues concerning equality, fairness and justice. "In its majestic equality", said the writer Anatole France in 1894, "the law forbids rich and poor alike to sleep under bridges, beg in the streets and steal loaves of bread." In a typical democracy, the central institutions for interpreting and creating law are the three main branches of government, namely an impartial judiciary, a democratic legislature, and an accountable executive. Law distinguishes itself from policy as laws are the standard rules and regulations that are compulsory. Policies are objectives that an organization or a government sets for itself. **To implement**<sup>397</sup> and enforce the law and provide services to the public, a government's bureaucracy, the military and police are vital. While all these organs of the state are creatures created and bound by law, an independent legal profession and a vibrant civil society inform and support their progress.

<http://en.wikipedia.org/wiki/Law>

<sup>393</sup> **WHEREVER** her neredde anlamında kullanılmıştır. –**EVER/MATTER** ile yapılan kullanımlara aşağıdaki tabloda örnekler verilmiştir.

|   |   |
|---|---|
| <b>Whoever (kim olursa olsun)</b><br><b>Whoever</b> calls, tell them we are busy.<br><b>Whoever</b> you cooperate, make sure s/he can use computer well.<br><b>Whoever</b> came first was lucky.  | <b>Whenever (ne zaman olursa olsun).</b><br>You can have my villa <b>whenever</b> you like.<br>I recommend that you avoid processed foods <b>whenever</b> possible.<br><b>Whenever</b> you get into town, please come by and see me.  |
| <b>Whatever (ne olursa olsun)</b><br><b>Whatever</b> qualifications you have, without willpower it is nothing.<br><b>Whatever</b> you required is ready.<br><b>Whatever</b> known before is now invalid.  | <b>However + tümce (her ne kadar)</b><br><b>However</b> you try, it will take you a long time to finish.<br>Do it <b>however</b> you want.<br><b>However</b> she rejected, nobody believed in her.  |
| <b>Whichever + ad/tümce (hangisi olursa olsun)</b><br><b>Whichever</b> day you start, you will be helped.<br><b>Whichever</b> road you take, it will lead you to village.<br>We will gladly exchange your goods, or refund your money, <b>whichever</b> you prefer. | <b>However + sıfat/zarf (Ne kadar çok/ az ... olursa olsun)</b><br><b>However rich</b> you are, you always want more.<br><b>However less</b> she eats, she gets fat.<br><b>However much</b> you prepare for the exam, there will still be a few questions on which you won't be sure of the answer.   |
| <b>Wherever (nerede olursa olsun)</b><br>Use your new computer <b>wherever</b> necessary.<br>We found the delicious food <b>wherever</b> we visited.<br>I see mistakes <b>wherever</b> I look.  | <b>No matter + soru sözcüğü (ne olursa ... olsun)</b><br><b>No matter where</b> you go I'll see you.<br>He'll never catch up with them, <b>no matter how</b> hard he works.<br><b>No matter how</b> hard he tries, he'll never be a perfect student.<br><b>It doesn't matter (sorun değil)</b><br><b>It doesn't matter what</b> you say, you will be punished.<br><b>It doesn't matter where</b> they visit, they have a password to enter.<br><b>It doesn't matter what</b> you study, you will not pass the exam. |

<sup>394</sup> **WHILE** iken anlamında bir **ZITLIK** bağlacıdır.

<sup>395</sup> **PRESENT PASSIVE** bir fiildir.

<sup>396</sup> İki cümlelerin öznesi aynı olmadan kısaltma yapılamaz. Cümle başında **VERBing ACTIVE** bir kısaltma, **VERB3 PASSIVE** bir kısaltma anlamına gelir.

<sup>397</sup> Burada **TO VERB amaç** bildirmektedir. **TO INFINITIVE** yapısının sık kullanımları anlamlarıyla birlikte aşağıdaki tabloda verilmiştir.

|                             |                |                          |   |                          |            |
|-----------------------------|----------------|--------------------------|---|--------------------------|------------|
| <b>to watch</b>             | izlemek        | to infinitive/aktif      | <b>to be watching</b>                   | izliyor olmak            | continious |
| <b>to be watched</b>        | izlenmek       | to infinitive/pasif      | <b>to have been watching</b>            | izlemekte olmak          | continious |
| <b>to have watched</b>      | izlemiş olmak  | perfect infinitive/aktif | <b>to have somebody watch something</b> | birisine birşey izletmek | causative  |
| <b>to have been watched</b> | izlenmiş olmak | perfect infinitive/pasif | <b>to have something watched</b>        | birsev izletmek          | causative  |

| VOCABULARY                | MEANING   | SYNONYMS  | ANTONYMS   |
|---------------------------|---|---|--|
| <b>accountable</b>        | <i>sorumlu, mesul</i>   | responsible   |  |
| <b>administrative law</b> | <i>idari hukuk</i>  |   |  |
| <b>affair</b>             | <i>iş, mesele, konu</i>   | matter; deal, concern   |  |
| <b>alike</b>              | <i>benzer şekilde</i>   | in the same manner; in a similar way                                      | different, dissimilar, distinct, diverse, opposite, unlike |
| <b>allow</b>              | <i>izin vermek</i>  | permit; enable  |  |
| <b>apply</b>              | <i>başvurmak</i>  | make a request; implement; refer  |  |
| <b>asset</b>              | <i>malvarlığı</i>   |   |  |
| <b>beg</b>                | <i>yalvarmak, sakınmak</i>  | request   |  |
| <b>bound</b>              | <i>sıçramak, bağlı</i>  | jump; fastened, tied  |  |
| <b>bureaucracy</b>        | <i>bürokrasi</i>  |   |  |
| <b>claim</b>              | <i>iddia etmek</i>  | demand; sue; plea; assert   |  |
| <b>codify</b>             | <i>kanun halinde toplamak</i>   | arrange systematically  |  |
| <b>compensation</b>       | <i>telaşi, tazminat</i>   | recompense, repayment   |  |
| <b>compulsory</b>         | <i>zorunlu</i>  | required, compelled   | free, optional   |
| <b>concern</b>            | <i>ilgilendirmek</i>  | worry; interest; business   |  |
| <b>consolidate</b>        | <i>sağlamlaştırmak</i>  | unify, strengthen   |  |
| <b>constitutional law</b> | <i>anayasa hukuku</i>   |   |  |
| <b>contract law</b>       | <i>uygulanabilir yasal bir anlaşmanın neden oluştuğunu ifade eden hukuk, kontrat hukuku</i> | Set of laws that specify what constitutes a legally enforceable agreement |  |
| <b>criminal law</b>       | <i>ceza hukuku</i>  |   |  |
| <b>criminalise</b>        | <i>suç işlenmesine neden olmak</i>  | make illegal; outlaw  |  |
| <b>decision</b>           | <i>karar</i>  | ruling, determination   |  |
| <b>declare</b>            | <i>açıklamak</i>  | proclaim, make a statement  |  |
| <b>define</b>             | <i>tanımlamak</i>   | explain, clarify; limit, set boundaries                                   |  |
| <b>derivative</b>         | <i>türetilmiş şey</i>   |   |  |
| <b>distinction</b>        | <i>ayırım, üstünlük</i>   | difference, uniqueness; excellence; honor                                 |  |
| <b>distinguish</b>        | <i>ayırmak</i>  | mark as different   |  |
| <b>elaborate</b>          | <i>ayrıntılı</i>  | detailed, complicated; carefully planned                                  | normal, plain, regular, simple, uncomplicated              |
| <b>election</b>           | <i>seçim</i>  | choosing  |  |
| <b>enforce</b>            | <i>zorlamak</i>   | compel, force; administer; strengthen, intensify                          |  |
| <b>equality</b>           | <i>eşitlik</i>  | equal state; sameness, uniformity   | difference, imbalance, inequality                          |
| <b>executive</b>          | <i>yönetim, yürütme</i>   | administrative, operational   |  |
| <b>fairness</b>           | <i>dürüstlük, içtenlik, adalet</i>  | lightness, beauty, attractiveness   |  |
| <b>financial security</b> | <i>mali güvence (teminat)</i>   |   |  |
| <b>framework</b>          | <i>yapı, kadro, sistem</i>  | skeleton; structure; system   |  |
| <b>govern</b>             | <i>hükmetmek, yönetmek</i>  | rule; control; manage, administrate; supervise; regulate                  |  |

|                          |  |  |   |
|--------------------------|--|--|---|
| <b>government</b>        | <i>hükümet</i>                           | rule, authority  |   |
| <b>guideline</b>         | <i>ilke, yönerge</i>                     |  |   |
| <b>harm</b>              | <i>zarar (vermek)</i>                    | cause damage, injure   | advantage, benefit, blessing, good, pleasure          |
| <b>hold</b>              | <i>tutmak, gözaltına almak</i>           | have in one's hand; include, contain; keep, save; maintain, support, believe; direct, arrange; possess |   |
| <b>human rights</b>      | <i>insan hakları</i>                     |  |   |
| <b>impartial</b>         | <i>tarafsız, yansız</i>                  | unbiased, objective, unprejudiced, fair  | discriminating, favoring, partial, prejudiced, unfair |
| <b>implement</b>         | <i>uygulamak</i>                         | execute, carry out, perform; put into effect   |   |
| <b>independent</b>       | <i>bağımsız</i>                          | free; autonomous, self-governing, self-sufficient  | dependent   |
| <b>inform</b>            | <i>bilgilendirmek</i>                    | tell, apprise, notify; tell on   |   |
| <b>inquiry</b>           | <i>sorgu, anket</i>                      | exploration, questioning, investigation  |   |
| <b>institution</b>       | <i>kurum, dernek</i>                     | institute, organization  |   |
| <b>international law</b> | <i>uluslar arası hukuk</i>               |  |   |
| <b>interpret</b>         | <i>yorumlamak</i>                        | explain, clarify   |   |
| <b>investment</b>        | <i>yatırım, abluka, atama</i>            |  |   |
| <b>judge-made law</b>    | <i>mahkeme kayıtlarına dayanan hukuk</i> |  |   |
| <b>judiciary</b>         | <i>adli, yargıçlar</i>                   |  |   |
| <b>jurisdiction</b>      | <i>yargı, yargılama yetkisi</i>          |  |   |
| <b>justice</b>           | <i>adalet, hakim, yargıç</i>             | equality, rightness, fairness  |   |
| <b>law</b>               | <i>hukuk</i>                             | legal profession   |   |
| <b>legislation</b>       | <i>yasama, kanun yapma</i>               |  |   |
| <b>legislature</b>       | <i>yasama meclisi</i>                    |  |   |
| <b>loaf of bread</b>     | <i>somun ekmek</i>                       |  |   |
| <b>majestic</b>          | <i>görekemli</i>                         | regal, royal, grand  |   |
| <b>means</b>             | <i>vasıta, araç, vesile</i>              | method, way, medium; resources   |   |
| <b>mediator</b>          | <i>uzlaştırıcı</i>                       | intervener; peacemaker   |   |
| <b>namely</b>            | <i>yani</i>                              | that is to say   |   |
| <b>numerous</b>          | <i>sayısız</i>                           | very many, multiple  | deficient, few, little, small                         |
| <b>objective</b>         | <i>tarafsız, amaç</i>                    | impartial; aim, purpose, goal,   | partial, prejudiced, subjective, unfair               |
| <b>obligation</b>        | <i>zorunluluk</i>                        | duty responsibility; agreement   |   |
| <b>perpetrator</b>       | <i>suç işleyen kimse</i>                 |  |   |
| <b>philosophy</b>        | <i>dünya görüşü, felsefe</i>             |  |   |
| <b>possible</b>          | <i>muhtemel</i>                          | could be, might be, may be   | impossible, unlikely, unrealizable                    |
| <b>profession</b>        | <i>uzmanlık alanı, yemin</i>             | vocation, skilled occupation   |   |
| <b>property law</b>      | <i>mal, varlık hukuku</i>                |  |   |
| <b>prosecute</b>         | <i>kovuşturma açmak</i>                  | put on trial   |   |
| <b>protection</b>        | <i>koruma</i>                            | defense, shelter, safety   |   |
| <b>provide</b>           | <i>sağlamak</i>                          | supply, furnish; give  |   |
| <b>range from</b>        | <i>-den sıralanmak</i>                   |  |   |
| <b>regulate</b>          | <i>düzenlemek</i>                        | control, govern, manage  |   |
| <b>regulation</b>        | <i>düzenleme, yasa</i>                   | rule, statute, law   |   |

|                       |                                      |  |   |
|-----------------------|--------------------------------------|--|---|
| <b>relate to</b>      | <i>dair, -e ilişkili</i>             | make a connection between;<br>have a connection with                           |   |
| <b>relation</b>       | <i>bağıntı, ilgi</i>                 | connection, association  |   |
| <b>religion</b>       | <i>din, inanç</i>                    | faith  |   |
| <b>representative</b> | <i>temsilci, sembolik</i>            | delegate, agent  |   |
| <b>responsibility</b> | <i>sorumluluk</i>                    | duty, obligation; accountability, liability                                    |   |
| <b>review</b>         | <i>yeniden incelemek</i>             | survey, conduct a general study; inspect,<br>examine; reconsider, rethink      |   |
| <b>right</b>          | <i>doğru, hak, yasal</i>             | privilege  |   |
| <b>rule</b>           | <i>kanun, yönetmek</i>               | govern, control; determine, decide   |   |
| <b>scholarly</b>      | <i>bilimsel</i>                      | learned, educated; intellectual, academic                                      |   |
| <b>serve</b>          | <i>hizmet etmek</i>                  | provide  |   |
| <b>set</b>            | <i>kurmak, ayarlamak</i>             | fixed, unchanging; arranged, prepared  |   |
| <b>sovereign</b>      | <i>egemen güç, mutlak</i>            | independent, self-governing; highest,<br>supreme, paramount; effective, potent |   |
| <b>steal</b>          | <i>çalmak</i>                        |  |   |
| <b>through</b>        | <i>arasından, sayesinde</i>          | inward   |   |
| <b>title</b>          | <i>başlık, sıfat</i>                 |  |   |
| <b>tort law</b>       | <i>adaletsizlik</i>                  |  |   |
| <b>trust law</b>      | <i>adaletli</i>                      |  |   |
| <b>vibrant</b>        | <i>canlı, hayat dolu, titreyimli</i> |  |   |
| <b>vital</b>          | <i>yaşamsal, hayati</i>              | lively, living, animated, vigorous;<br>crucial, critical, necessary            | inessential, insignificant,<br>trivial, unimportant |

**A) MATCH THE SYNONYMS**

|                    |                        |
|--------------------|------------------------|
| 1) bound           | administrate           |
| 2) codify          | arrange systematically |
| 3) compulsory      | compelled              |
| 4) consolidate     | control                |
| 5) distinction     | delegate               |
| 6) elaborate       | detailed               |
| 7) fairness        | difference             |
| 8) framework       | duty responsibility    |
| 9) govern          | govern                 |
| 10) impartial      | impartial              |
| 11) mediator       | intellectual           |
| 12) objective      | lightness              |
| 13) obligation     | peacemaker             |
| 14) prosecute      | privilege              |
| 15) regulate       | put on trial           |
| 16) representative | self-governing         |
| 17) right          | strengthen             |
| 18) rule           | system                 |
| 19) scholarly      | tied                   |
| 20) sovereign      | unbiased               |

**B) Put the correct PREPOSITIONS from the following list in the sentences below.**

**of to of for of of between into to in of in of**

- Law shapes politics, economics and society ... numerous ways and serves as a social mediator ... relations ... people.
- Constitutional law provides a framework ... the creation ... law, the protection ... human rights and the election ... political representatives.
- Legal systems elaborate rights and responsibilities ... a variety ... ways.
- Law provides a rich source ... scholarly inquiry, ... legal history, philosophy, economic analysis or sociology.
- ... implement and enforce the law and provide services ... the public, a government's bureaucracy, the military and police are vital.

**C) Put the correct CONJUNCTIONS from the following list in the sentences below.**

**where if as that if by which which while while**

- Trust law applies to assets held for investment and financial security, ... tort law allows claims for compensation ... a person's rights or property are harmed.
- ... the harm is criminalised in legislation, criminal law offers means ... the state can prosecute the perpetrator.
- ... all these organs of the state are creatures created and bound by law, an independent legal profession and a vibrant civil society inform and support their progress.
- Law distinguishes itself from policy ... laws are the standard rules and regulations ... are compulsory.
- A general distinction can be made between civil law jurisdictions, ... codify their laws, and common law systems, ... judge-made law is not consolidated.



## PROBABLE QUESTIONS TEST 52

1. **Law is a system ..... rules and guidelines which are enforced ..... social institutions to govern behavior, wherever possible.**
  - a) for/under
  - b) of/through
  - c) by/from
  - d) on/about
  - e) over/within
2. **Contract law ..... everything from buying a bus ticket to trading on markets.**
  - a) serves
  - b) regulates
  - c) provides
  - d) interprets
  - e) enforces
3. **Trust law applies to assets held for investment and financial security, ..... tort law allows claims for compensation if a person's rights or property are harmed.**
  - a) therefore
  - b) nonetheless
  - c) so that
  - d) even if
  - e) while
4. **..... the harm is criminalised in legislation, criminal law offers means by which the state can prosecute the perpetrator.**
  - a) Whereas
  - b) Unless
  - c) If
  - d) Hence
  - e) Since
5. **Constitutional law provides a framework for the creation of law, the ..... of human rights and the election of political representatives.**
  - a) regulation
  - b) protection
  - c) relation
  - d) legislation
  - e) institution
6. **Administrative law is used ..... review the decisions of government agencies, while international law governs affairs ..... sovereign states in activities ranging from trade to environmental regulation or military action.**
  - a) for/under
  - b) into/off
  - c) to/between
  - d) by/down
  - e) above/within
7. **A general distinction ..... between civil law jurisdictions, which codify their laws, and common law systems, where judge-made law is not consolidated.**
  - a) should be made
  - b) could have made
  - c) may make
  - d) can be made
  - e) might have been made
8. **In a typical democracy, the central institutions for interpreting and creating law are the three main branches of government, ..... an impartial judiciary, a democratic legislature, and an accountable executive.**
  - a) sharply
  - b) steadily
  - c) ultimately
  - d) vividly
  - e) namely
9. **Law distinguishes itself from policy as laws are the standard rules and regulations ..... are compulsory.**
  - a) where
  - b) in which
  - c) that
  - d) whose
  - e) what
10. **..... all these organs of the state are creatures created and bound by law, an independent legal profession and a vibrant civil society inform and support their progress.**
  - a) While
  - b) Meanwhile
  - c) Because
  - d) Though
  - e) Unless

## 52.LAW

Law is a system of rules and [ ] which are enforced through social [ ] to govern behavior, [ ] possible. It shapes politics, economics and society in [ ] ways and serves as a social mediator of relations between people. [ ] law regulates everything from buying a bus [ ] to trading on markets. Property law defines rights and [ ] related to the transfer and title of personal and real [ ]. Trust law applies to assets held for [ ] and financial security, while tort law allows claims for compensation if a person's rights or property are harmed. If the harm is criminalised in [ ], criminal law offers means by which the state can [ ] the perpetrator. Constitutional law provides a [ ] for the creation of law, the [ ] of human rights and the election of political [ ]. Administrative law is used to review the decisions of government agencies, while international law governs [ ] between [ ] states in activities ranging from trade to environmental [ ] or military action. Writing in 350 BC, the Greek philosopher Aristotle [ ], "The rule of law is better than the rule of any individual."

Legal systems [ ] rights and [ ] in a variety of ways. A general [ ] can be made between civil law [ ], which codify their laws, and common law systems, where judge-made law is not [ ]. In some countries, religion informs the law. Law [ ] a rich source of scholarly inquiry, into legal history, [ ], economic analysis or sociology. Law also raises important and [ ] issues concerning equality, fairness and justice. "In its majestic [ ]", said the writer Anatole France in 1894, "the law [ ] rich and poor alike to sleep under bridges, beg in the streets and steal [ ] of bread." In a typical democracy, the central institutions for [ ] and creating law are the three main branches of government, [ ] an impartial judiciary, a democratic legislature, and an [ ] executive. Law distinguishes itself from policy as laws are the standard rules and regulations that are [ ]. Policies are [ ] that an organization or a government sets for itself. To [ ] and enforce the law and provide services to the public, a government's [ ], the military and police are vital. [ ] all these organs of the state are creatures created and bound by law, an [ ] legal profession and a [ ] civil society inform and [ ] their progress.

accountable  
affairs  
bureaucracy  
complex  
compulsory  
consolidated  
Contract  
declared  
distinction  
elaborate  
equality  
forbids  
framework  
guidelines  
implement  
independent  
institutions  
interpreting  
investment  
jurisdictions  
legislation  
loaves  
namely  
numerous  
objectives  
obligations  
philosophy  
property  
prosecute  
protection  
provides  
regulation  
representatives  
responsibilities  
sovereign  
support  
ticket  
vibrant  
wherever  
While