**PART A**

**VOCABULARY REVISION FOR UNIT 1**

1. **Complete each sentence with a suitable word from the list**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **assumption** | **initially** | **account for** | **remarkable** | **aspect** |
| **invade** | **civilization** | **approximately** | **immigration** | **contrasting** |

1. This area was homeland to a developed **civilization** as you can understand from the ruins of the library, amphitheatre and administrative buildings.
2. Napoleon needed a major sea victory to be able to **invade** Britain.
3. Computers **account** **for** 5% of the country’s total electricity consumption.
4. One interesting **aspect** of internet use is how curious we are about the life of strangers.
5. Australia is one of the greatest gold producers of the world and the total value of its mineral production is **approximately** 250.000 kg per year.
6. Paul hasn’t always been the successful chef he is now. He **initially** couldn’t even tell the difference between olive oil and corn oil.
7. It might be a good idea to use **contrasting** colours such as green and orange in children’s rooms as they enhance creativity and joyfulness.
8. During the Medieval Age, the science of astrophysics was based on the **assumption** that the Earth stood still and the Sun rotated around it.
9. These islands are **remarkable** for a number of architectural remains of a very early date.
10. For the people who live in a country facing financial or political hardships, **immigration** is the only solution.

**PART B**

**SYNONYMS – ANTONYMS**

***Synonyms*** are the words that have the **same** or **similar** **meaning** and they are **the** **same** **part** **of** **speech**. If you change one word with the other, the meaning remains the same.

When learning new vocabulary, it is a good idea to study **new** **words** together **with** **their** **synonyms** as it helps us **connect** new words to what we already know. It also gives the chance to **paraphrase** our speech.

Examples:

|  |  |  |  |
| --- | --- | --- | --- |
| **NOUN** | **ADJECTIVE** | **VERB** | **ADVERB** |
| children – kids  present – gift  happiness – joy  film – movie  lift – elevator  benefit – profit  ability – talent | smart – clever  awful - terrible  dirty – filthy  dangerous – hazardous  clean – tidy  big – large  annual – yearly | begin – start  answer – reply  behave – act  select – choose  speak – talk  beat – defeat  provide - supply | fast – quickly  almost – nearly  rarely – seldom  essentially – basically  genuinely – really  intentionally - deliberately |

Exercises:

**WHAT IS THIS THING CALLED LOVE?**

*What is love? Dr. Michael R. Liebowitz, assistant professor of clinical psychiatry at Columbia University, believes that falling in love is* ***influenced*** *by our brain chemistry. This* ***connection*** *is the focus of Dr. Liebowitz's book: The Chemistry of Love. In an interview with People magazine, he* ***discussed*** *his neurochemical theories of romance.*

***What is love, chemically speaking?***

I try to **distinguish** between romantic attraction and romantic attachment because I think they're chemically distinct. The symptoms of attraction -falling in love- are very much like what happens when you take an **artificial** drug. Your heart beats faster, your energy **goes up**, you feel **optimistic**. There are certain chemicals in the brain - phenylethylamine (PEA) is one – that **produce** the same **effect** when released

***Why does being in love make everything in life seem wonderful?***

Our **pleasure** centers need a minimum level of stimulation to **function**. Love **lowers** this level. When we're in love, it takes less stimulation to give us pleasure. That's why everything feels possible when you're in love, why everything looks more beautiful.

***Do people work better when they're in love, or are they too distracted?***

When people's **emotional** needs are being met, they work better. Love gives you more energy, more **enthusiasm**.

1. **Match the underlined words with their synonyms below.**

|  |  |
| --- | --- |
| 1. Distinguish **g** 2. Artificial **i** 3. Go up **e** 4. Produce **a** 5. Effect **j** 6. Pleasure **b** 7. Function **c** 8. Lower **h** 9. Emotional **f** 10. Enthusiasm **d** | 1. Create 2. Enjoyment 3. Work 4. Passion 5. Increase 6. Sentimental 7. Separate 8. Decrease 9. Unnatural 10. Influence |

***Antonyms*** are the words that have an **opposite** meaning. They are the **same** **part** **of** **speech**. Learning antonyms helps us understand the logical opposites of important words and enhances the overall command of language.

Examples:

|  |  |  |  |
| --- | --- | --- | --- |
| **NOUN** | **ADJECTIVE** | **VERB** | **ADVERB** |
| love – hate  enemy – friend  top – bottom  failure – success | simple – complicated  asleep – awake  modern – traditional | agree – disagree  laugh – cry  establish – demolish | quickly – slowly  soon – late  deliberately - accidentally |

Exercises:

**I. Match the underlined words with their antonyms below. There are 7 pairs.**

It is obvious that everyone is **different** and every child has different abilities. One may be a mathematics **prodigy**, while another may be good at languages but a **failure** in maths. Some children like academic subjects while others prefer to do things with their hands. But there are a large number of educational theorists who don’t **regard** this. In their **theories**, they **ignore** the fact that every child has different abilities. Thev insist that all children are **equal** and so every child must receive the same education. There is **little** justification that shows this point of view is **correct**; such theorists cannot give **adequate** explanations. Besides, every examination proves it **wrong**. So the theorists go further and argue that all examinations are bad because it is unfair and socially undesirable for one child to get more marks in a test than another. There is **a great deal of** hypocrisy in this argument. All it proves is that the theorists are afraid of parents' reactions when their theories are put into **practice** and shown to be **insufficient**. It is only natural for parents to want their children to be more successful than others and pass examinations.

1. **different** - **equal**
2. **prodigy** - **failure**
3. **regard** - **ignore**
4. **theory** - **practice**
5. **little** – **a** **great** **deal** **of**
6. **correct** - **wrong**
7. **adequate** - **insufficient**

**PART C**

**TEXT 1**

**CHANGES IN WORLD CLIMATE**

Although the weathermen's forecasts for a month ahead are only a little better than guesswork, **they** are now making long-term forecasts into the next century with growing confidence. Apparently, the dominant trend in the world's climate in the coming decades will be a predictable result of man's activities.

At the start of the industrial revolution nearly two centuries ago, man started out a huge experiment in planetary engineering. Unaware of what he was doing, he never thought about the results. Today, the possible outcome is clear and worrying, but the experiment is unstoppable. Within the lifetimes of many of us, the earth may become warmer than it has been for a thousand years. By the middle of the 21st century, it may be warmer than it was before the last Ice Age. And the next century may be hotter than any in the past 70 million years.

Superficially, a warmer climate may seem welcome. But it could bring many **hazards** - disruption of crops in the world's main food-producing regions, famine, economic instability, civil unrest and even war.

In the longer term, melting of the great ice-caps of Greenland and Antarctica could raise sea-levels throughout the world. The average sea-level has already risen a foot since the early 20th century, and if the icecaps disappear **entirely**, **it** will rise by nearly 200 feet. Complete melting might take many centuries, but even a small increase in sea-level will threaten low-lying parts of the world such as the Netherlands.

The man-made agent of climatic change is the carbon dioxide that has been pouring out of the world's chimneys in ever-increasing quantities since the industrial revolution began. And in the past few years, scientists have begun to suspect that there is a second man-made source of carbon dioxide, which may be as important as the burning of fossil fuels, namely the **steady** destruction of the world's great forests. Trees and other vegetation represent a huge stock of carbon removed from circulation like money in a bank. As the vast tropical forests are cut down, most of the carbon **they** contain finds its way back into the atmosphere as carbon dioxide.

The amount of carbon dioxide in the atmosphere is still tiny. But it has climatic effects out of proportion to **its** concentration. It acts rather like the glass in a greenhouse, letting through short-wave radiation from the sun, but **trapping** the longer-wave radiation, by which the earth loses heat to outer space.

Computer studies have suggested that if the concentration of carbon dioxide in the atmosphere were to be twice that of today's, there would be a rise of between 2°C and 3°C in average temperature.

**I. What do the following refer to?**

1.'they' (para. 1): \_\_**the** **weathermen**\_\_\_

2.'it' (para. 4): \_\_\_**sea** **level**\_\_\_\_\_

3. ‘they’ (para. 5): \_\_\_**vast** **tropical** **forests**\_\_\_

3.'its' (para. 6): \_\_\_**carbon** **dioxide**\_\_\_\_\_\_\_

**II. Choose the best option.**

1. Para. 3, **hazards** probably means\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

a) advantages

b) benefits

**c) problems**

d) precautions

2. Para. 4, **entirely** probably means \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

a) possibly

**b) completely**

c) partly

d) simply

3. Para. 5 **steady** probably means \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

a) dangerous

b) imbalanced

c) clear

**d) continuous**

4. Para. 6, **trapping** probably means\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**a) not allowing to pass**

b) making easier to pass

c) letting through a surface

d) losing heat

**5. Which of the following is not one of the results of a warmer world climate?**

**a) an increase in food production.**

b) wars between countries.

c) the death of millions of people from starvation.

d) economic instability.

**6. Scientists predict that, in the long term\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

a) there will be a Third World War

b) all countries will be flooded

**c) the sea-level will not rise noticeably**

d) the polar ice-caps might melt completely

**7. Man has changed the world's climate by\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

a) building chimneys

b) using up more carbon dioxide

c) decreasing industrialization

**d) destroying forests and burning fossil fuels**

**8. If the amount of carbon dioxide in the atmosphere increases** **considerably, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

**a) the world will become warmer**

b) we can expect colder weather

c) plants will tend to grow faster

d) we will have to destroy more forests

**9. Weathermen believe that our future climate will be the direct result of \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

a) clever long-term forecasts

b) scientific experiments

c) planets' changing course

**d) man's activities**

**TEXT 2**

**TRANCE**

1 The word 'hypnosis' comes from the Greek word 'hypnos', which means 'sleep. Although it is hard to define hypnosis, because it has many aspects and degrees, it might be said that hypnosis is a kind of trance (a sleeplike condition) in which the subject responds strongly to the suggestions of the hypnotist. It is difficult to know exactly what changes hypnotism produces in the functioning of the nervous system or the personality.

2 There are many theories on hypnosis, but no single theory is accepted as completely explaining all aspects of hypnosis. One of the oldest theories regards hypnosis to be a form of sleep. **This concept** originated in 1784, and was further developed by Ivan Pavlov. However, this theory is contradicted by evidence which indicates that the hypnotized person is not asleep: the knee reflex, which is absent in sleep, is present in the hypnotic state, and recordings of brain waves show the typical patterns of the state in which we are awake.

3 Methods of putting a subject into a trance have changed in recent years. Very few modern hypnotists use the old method of staring into the subject's eyes. Instead, they use methods which emphasize relaxing or even sleep. The subject sits in a comfortable chair while the hypnotist talks quietly, giving the subject directions and suggestions which lead **him** slowly into a trance. The hypnotist watches for signs for this state. For example, many subjects don't talk when they are in a trance. Instead of talking, they nod or shake their heads when they have to answer the questions the hypnotist asks them.

4 The hypnotic trance may be classified according to its degree, which depends partly on the hypnotist and partly on the subject.

5 In a light trance, the eyes are closed, breathing becomes slower and the subject is able to carry out simple suggestions. The subject is usually unable to open his eyes or move his arms if the hypnotist tells him that he cannot.

6 In a medium-deep trance, the subject is able to experience feeling of movement even though he is not moving. After coming out of the trance, the subject may not remember what happened during the time he was in a trance.

7 In a deep trance, the hypnotist can produce very unusual effects. For example, **he** may tell the subject that, when he comes out of the trance, he will think that he sees a clock on the wall and that he will look at it and say it is midnight even though it's four o'clock in the afternoon. When he comes out of the trance, the subject will do what he is told to do, but he may not remember anything about what happened in the trance.

8 In contrast to many people who can be put into a deep trance quite easily, there are others who are not affected at all. The number of **such** **people** constitutes about 20% of the population, but this percentage may be higher among people who are 55 or older. Also, subjects who try too hard to fall into a trance may actually be difficult to hypnotize just like those who are afraid or suspicious of hypnosis or the hypnotist. People who resist the process can't be hypnotized either. However, some experimenters have reported that it was easier to hypnotize people who did not know they were being hypnotized. **These** **subjects** were patients who needed treatment for various kinds of nervous conditions. They were simply told that the doctor would teach them how to relax.

9 Contrary to popular belief, there is no possibility of the subject not awakening as a result of an accident to the hypnotist. It is also not true that a hypnotized subject is completely under the will or power of the hypnotist.

**A. What do the following refer to?**

1. This concept' (para. 2): **a theory which regards hypnosis as a form of sleep**

2. 'him' (para. 3): **the subject**

3. 'he' (para. 7): **the hypnotist**

4. 'such people’ (para. 8): **others/ other people who are not affected at all**

5. These subjects' (para. 8): **people who did not know they were being hypnotized**

**B. Mark the best choice.**

**1. The theory which regards hypnosis as a form of sleep\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

a) is still accepted by many scientists

b) was first established by Ivan Pavlov in 1784

**c) cannot be accepted because of the evidence which proves just the opposite**

d) explains all aspects of hypnosis

**2. In modern methods of hypnotic trance \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

a) everything depends on the hypnotist

**b) relaxing plays an important role**

c) most hypnotists prefer to stare into the subject's eyes

d) subjects are asked not to talk while they are in a trance

**3. Which of the following statements is true?**

a) There are theories which explain hypnosis satisfactorily.

b) If something happens to the hypnotist after hypnotizing a subject, the subject may not come out of the trance.

c) The hypnotist can take every subject completely under his power.

**d) After coming out of medium-deep or deep trances, the subjects may not remember what** **happened during the trance.**

**C. What kind of people are likely to be difficult or impossible to hypnotize?**

a) **subjects who try too hard to fall into a trance**

b) **subjects who are afraid or suspicious of hypnosis or the hypnotist**