

1. The world was once dominated by rigid social norms, but the youth of the 1970s introduced a ----- of freedom, self-expression, and personal discovery.

- A) promotion - terfi
- B) movement - hareket
- C) confusion – kafa karışıklığı
- D) treatment – tedavi
- E) hesitation - tereddüt

\*\*\* once: bir zamanlar: V2: was dominated

Rigid: sıkı

Youth: genç

Introduce: ileri sürmek, tanıştırmak

Discovery: keşif

... 1970: V2

**2. Through digital content and targeted ads, children today develop preferences and make choices with greater ----- in what toys and media they consume.**

**A) involvement – dahil olma, işin içine girmek**

B) resentment – üzüntü

C) captivity – tutsaklık

D) accusation – suçlama

E) suspension – askıya alma

\*\*\* through digital content...

\*\*\* today: present

Develop: geliştirmek

Preference: tercih

Choice: seçenек

Great: büyük

Consume: tüketmek



**3. In early childhood education, caregivers often adjust their speech by using ----, simplified expressions to aid young learners in grasping basic ideas.**

- A) profound – derin
- B) compatible – uyumlu
- C) assertive – iddialı
- D) distinctive – ayırt edici**
- E) negligible – göz ardı edilebilir

Caregiver: bakıcı, bakan

Adjust: ayarlamak

Speech: konuşma

Simplified: basitleştirilmiş

Expression: ifade

Express: ifade etmek

Aid: desteklemek

Grasp: yakalamak, tutmak

Basic: temel

Idea: fikir

**4. Modern communication tools allow individuals to share opinions and personal updates -----, reaching audiences across continents in seconds.**

- A) massively – ciddi manada, devasa şekilde
- B) deliberately – kasıtlı olarak
- C) instantaneously – anlık olarak**
- D) preferably – tercihen
- E) secretly – gizlice

Tool: araç

Communication: iletişim

Allow: izin vermek

Share: paylaşmak

Update: güncelleme

Reach: ulaşmak

Audience: seyirci

Continent: kıta

\*\*\* allow + obj + to verb...

Verb + object + to verb

\*\*\* , reaching: , Ving...

\*\*\* across continents...



5. **Even after** decades of colonial influence, many indigenous cultures have ----- their ancestral respect for elders and community leaders.

- A) retained – korumak, sürdürmek
- B) denied – inkar etmek
- C) exploited – kullanmak, sömürmek
- D) provoked – kışkırtmak
- E) separated – ayırmak

Colonial: sömürü

Influence: etki

Decade: on yıl

Indigenous: yerli

Ancestral: ata

Respect: saygı

Community: topluluk

**6. Researchers in developmental psychology are focused on ----- whether behavioral issues are shaped more by parenting styles or innate personality traits.**

- A) making up – oluřturmak, makyaj yapmak, uydurmak
- B) fighting off – savařmak
- C) giving away – vermek, bağıřlamak
- D) working out – çözmek, iře yaramak**
- E) bringing about – sebep olmak

Developmental: geliřimsel

Focus: odaklanmak

Whether: mı...mi / yoksa

Behavioral: davranıřsal

Issue: mesele, sorun

Shape: řekillendirmek

Innate: doęuřtan

Personality: kiřilik

Trait: özellik



7. In the late 1700s, researchers in Europe ----- an interest in documenting ancient human remains and ----- this knowledge to support theories of human evolution.

- A) would gain / had used
- B) **gained / were using**
- C) had gained / had used
- D) were gaining / would use
- E) used to gain / are using

Gain: kazanmak

Gain weight: kilo almak

Interest: çıkar, ilgi

Document: kayıt altına almak

Ancient: antik, eskli

Remain: kalıntı

Knowledge: bilgi

Support: desteklemek

Evolution: evrim

8. The lemon, likely originating in Asia, ----- its first recorded use in Mediterranean cooking in the 11th century, but its wild ancestors ----- to regions much farther east.

- A) would make / have to be traced  
B) made / could be traced  
C) makes / must have been traced  
D) has made / might be traced  
E) had made / need to be traced

Originate: ortaya çıkmak

Recorded: kayıtlı

Ancestor: ata

Trace back to: go back to, come from, extend, date  
back to: geçmiş yapılarla kullanımlarda PRESENT  
olarak kullanılmalılar...



9. The decline in brain plasticity ----- aging is a topic widely explored in neuroscience, with experiments designed to measure memory capacity ----- various contexts.

- A) in / among
- B) on / at
- C) with / for
- D) between / of
- E) to / from

\*\*\* topic + explored (V3 – pasif kısaltma)

\*\*\* experiments (that are) designed

\*\*\* designed + to verb... pasif + to measure...

, ---- (with)

Decline: aşağıya gidiş, reddetmek

Aging: yaşlanma

Topic: konu

Widely: geniş ölçüde

Explore: keşfetmek

Experiment: deney

Design: tasarlamak

Measure: ölçmek

Various: çeşitli

10. Children ---- bilingual environments tend to develop **stronger** cognitive skills ---- those in monolingual settings.

- A) through / on
- B) from / within
- C) at / over
- D) in / than**
- E) around / off

\*\*\* in environments

\*\*\* in ... settings

Tend to: eğiliminde olmak

Develop: geliřtirmek

Cognitive: zihinsel

Skill: h ner

Setting: ortam..., ayarlama



**11. The Bedouin tribes who traveled ----- North African deserts were famed ----- their oral storytelling traditions and knowledge of desert navigation.**

- A) across / for
- B) along / with
- C) over / at
- D) beyond / under
- E) under / from

\*\*\* ünlü olmak, bilinmek FOR: well-known for, famous for, prominent for, reputed for, famed for..., acclaimed for, notorious for...

\*\*\* oral: sözlü

Tradition: gelenek

Knowledge: bilgi

Desert: çöl

Dessert: tatlı

12. ---- the development of mechanical printing, literature became more widely accessible, and a rise in literacy was observed across Europe.

A) Until – e kadar

B) Because – diğri için

C) Since – den beri, diğri için

D) While – ken

E) Just as – tıpkı...diğri gibi

\*\*\* rise / increase / drop IN...

\*\*\* across Europe...

Development: gelişme

Printing: matbaa

Literature: edebiyat

Widely: yaygın şekilde

Accessible: erişilebilir

Rise: artış

Literacy: okur yazarlık

Observe: gözlemlemek



13. ---- it is widely accepted that medieval knights fought on horseback, some historical evidence shows they often dismounted before battles began.

- A) Whenever – her ne zaman  
**B) Although – e rağmen**  
 C) Until – e kadar  
 D) Given that – düşünüldüğünde  
 E) As soon as – ar...amaz

\*\*\* ALTHOUGH / WHILE --- BECAUSE / SINCE / GIVEN THAT

\*\*\* NOT ONLY... BUT ALSO

\*\*\* UNLESS

\*\*\* because of – due to – thanks to / despite

\*\*\* however

Widely: yaygın şekilde

Medieval: orta çağ

Evidence: kanıt

Dismount: inmek

14. Türkiye produces a large share of the world's hazelnuts; ----, foreign consumers are often unaware that they originate from Türkiye, as they're sold under global snack brands.

- A) similarly – benzer şekilde
- B) for example – mesela, örneğin
- C) however – ancak – yet - nevertheless
- D) thus – bu yüzden
- E) otherwise – aksi takdirde ---- would, could

\*\*\*\* bol ilk 30 a özellikle gramer...

\*\*\* yeni bir şeye atılmayın, değişiklik yapma

\*\*\* kelime çalış bol bol...

\*\*\* UNDER ... brands

\*\*\* as: çünkü

Produce: üretmek

Share: pay

Consumer: tüketici / consume: tüketmek

Unaware: farkında olmama

Originate: ortaya çıkmak

Global: küresel

Snack: atıştırmalık

Brand: marka



**15. Teachers often encourage bystanders to speak up against bullying ----- the victim feels less isolated and more supported.**

- A) although – e rağmen
- B) so that – s n diye**
- C) just as – t pki...diđı gibi
- D) after – den sonra
- E) when – diđı zaman, diđında

Encourage: motive etmek

Bullying: zorbalama

Victim: kurban

Isolated: izole olmuř

Supported: desteklenen

16. ----- ancient papyrus scrolls are fragile and decay over time, certain storage conditions can preserve them for centuries.

- A) Since – dıđı için
- B) Whether – ıp...ımadıđı
- C) Even if – se bile
- D) As if – mıř gibi
- E) Provided that – mesi řartıyla

Ancient: eski

Fragile: hassas, kırılgan

Decay: řürümek, bozulmak

Certain: belli başlı

Storage: depolama

Condition: durum

Preserve: korumak



17. In the early 20th century, many scholars described children's behavior purely ----- biological responses, ignoring emotional and cultural influences.

- A) other than – den başka
- B) in terms of – bakımından
- C) in need of – ihtiyacı olma
- D) owing to – den dolayı
- E) as well as – nın yanısıra

Describe: tarif etmek

Behavior: davranış

Purely: açıkçası, tamamıyla

Response: tepkime

Ignore: görmezden gelme

Emotional: duygusal

Influence: etki

18. ----- its global rise, American cinema introduced uniform storytelling rules that came to define mainstream movies.

- A) Contrary to
- B) Regardless of
- C) In comparison with
- D) In addition to
- E) With

angora  
inSilizce

angora  
inSilizce

angora  
inSilizce

angora  
inSilizce



19. The Silk Road was ----- a vital trade network in the ancient world ----- it influenced the growth of many civilizations along its path.

A) such / that

B) the more / the more

C) as / as

D) whether / or

E) so / that

Vital: hayati – crucial

Influence: etkilemek

Growth: büyüme

Civilization: medeniyet

Path: yol, patika

\*\*\* along its path...

such İSİM that: o kadar ...ki

she is such a beautiful lady that everyone looks at her.

So adj / adv that: o kadar ... ki

This bag is so expensive that I cannot afford it.

The more you study, the better you will become in English.

As ADJ / ADV as: e kadar...

He is as tall as Sertan...

PARALEL DURUM BAĞLACI

Not only... but also: sadece...değil, aynı zamanda ...

Both ... and: hem...hem de

Either ... or: ya ... ya da...

Neither ... nor: ne ... ne de: olumsuz cümlede kullanılmaz

\*\*\* birinden sonra sıfat gelirse diğerinden sonrada sıfat gelecek, birinden sonra fiil gelirse diğerinden sonrada fiil gelecek... ama istisna şu: eğer sallıyorum fiil aynı ise o zaman yineleme yapmaya gerek olmaz...

**20. Carl Jung was a renowned psychologist ----- theories about the collective unconscious reshaped modern psychoanalysis.**

- A) İNSAN + whom + S V (O) – ki onu, ki ona-
- B) İNSAN who + (S) V (O) – ki o
- C) İNSAN / İNSAN DIŞI + whose + İsim – ki onun**
- D) İNSAN / İNSAN DIŞI + that + (S) V (O) – ki o
- E) how – nasıl... bu bir sıfat zamiri değil...

**PSYCHOLOGIST'S THEORIES**

Renowned: ünlü, bilinen

Collective: toplu

Unconscious: bilinç dışı

Reshape: yeniden şekillendirmek



Cultural tourism is expanding rapidly **around the globe**. Scholars, however, highlight challenges (21) ---- defining what qualifies as a “cultural tourist.” There is still no widely accepted framework, and recent studies (22) ---- a variety of motivations behind cultural travel. One major factor is the rise of personalized experiences (23) ---- travelers seek meaningful engagement with local traditions. This trend is especially (24) ---- in countries with long historical heritage and preserved architecture. (25) ---- this growing demand, cities are investing heavily in museums, performances, and cultural festivals.

21.

- A) about
- B) for
- C) in**
- D) of**
- E) to

22.

- A) had shown
- B) have shown**
- C) showed
- D) will show
- E) are showing

23.

- A) which
- B) where**
- C) what
- D) that
- E) whom

24.

- A) tolerable
- B) visible**
- C) preferable
- D) remarkable**
- E) avoidable

25.

- A) Due to**
- B) Instead of
- C) Regardless of
- D) Compared to
- E) In case of

Civic education plays a critical role in fostering democratic societies by equipping individuals with the knowledge and skills needed to participate in public life. It is especially (21)---- in contexts where democratic values are either newly adopted or under threat. (22)---- some countries integrate civic topics into history or social studies courses, others implement separate civic education curricula. Experts have argued (23)---- promoting critical thinking and encouraging active engagement are essential for long-term democratic stability. These skills (24)---- through structured learning, community projects, and open classroom discussions. When taught effectively, civic education can empower young people to act (25)---- injustice and support democratic processes.

21.

- A) evident – açık
- B) conceptual – kavramsal
- C) minor – küçük
- D) universal – evrensel
- E) crucial -önemli

22.

- A) Because – diğı için

B) Although – e rağmen

- C) As long as – diğı sürece
- D) Unless – mezse
- E) Whenever – her ne zaman

23.

A) with the aim of – amacıyla

B) in case of – durumunda

C) in need of – ihtiyacı olma

D) in terms of – bakımından

E) in spite of – e rağmen

24.

A) will have been developed

B) would have been developed

C) should be developed

D) might have been developed

E) could be developed

25.

A) against

- B) over
- C) beside
- D) upon
- E) under