

54. **Attachments** are emotional bonds that unite people across time and space. **Attachments** form beginning in infancy, where they contribute to human survival by bringing infants, who are dependent on the care of an adult, and their caregivers together. ---- Forming attachments to parents or caregivers through **such mutual exchange** is seen as a hallmark of socioemotional development in the first year of life.

A) Behaviours such as crying and clinging on the part of infants and protection and comforting of caregivers result in physical and emotional closeness.

B) Attachments can change over time, but these changes are only likely to result from very significant changes in the caregiving environment.

C) Sometimes, however, infants develop attachments that reflect uncertainty or distrust in the responsiveness of the caregiver.

D) Essential to the concept of attachment is the belief that differences in caregiving yield different attachment patterns.

E) Characteristics of attachment relationships are most clearly shown when the child is stressed.

55. Whenever **we hear music**, it sets off a series of reactions that could have several effects on our minds and bodies. For a start, music can trigger our memories. When we play a tune that we have listened to before, our brain may call up what we were doing and how we were feeling when you heard it last. ---- Second, hearing mellow music might help the body dial down the production of stress hormones, like cortisol or epinephrine. Calming tunes, like you would hear at a beauty spa, might also prompt a slowing of your heart rate or a deepening of your breathing.

- A) **Music tastes can change** throughout one's entire lifetime.
- B) There is a powerful connection **between an individual's personality and music tastes.**
- C) **Not** all patients with psychological disorders **respond positively to music therapy.**
- D) **To understand the complexity of music,** we need to use the brain's centre for executive thought.
- E) **For instance,** when we are not feeling very well, **we could listen to a tune from a happier time to feel better.**

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56. On September 1, 1830, the 28-year-old poet **Victor Hugo** sat down to write Chapter 1 of a book called Notre Dame de Paris. His wife recalled: "He bought himself a bottle of ink and a huge grey knitted shawl, which covered him from head to foot; locked away his formal clothes, so that he would not be tempted to go out; and entered his novel as if it were a prison." By the middle of January 1831 the book was, astonishingly, finished, and Hugo had written nearly 180,000 words in four and a half months. ---- **The English edition** was called The Hunchback of Notre Dame, a title at once more vulgar and more alluring, and Hugo became world famous.

- A) Hugo's huge novel **begins with a passage** in which he imagines a fire at the Cathedral of Notre Dame.
B) Colourful and violent, **it has** many vivid scenes, including a dramatic midnight attack on the Cathedral of Notre Dame.
C) **It got poor reviews but the public loved it, and it was quickly translated into other languages.**
D) When Victor Hugo began writing the novel, **the Cathedral of Notre Dame was in danger of collapsing.**
E) Hugo, the central figure of the Romantic movement in France, **wrote a number of other novels** besides Notre Dame de Paris.

Paragraph tamamlamalarda boşluk eğerki ilk cümlede değilse kendisinden önceki cümleye olan gönderime mutlaka bakalım ve gönderim yapan şıklara öncelik verelim.

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57. The goal of the **communication process** is mutual understanding - sharing the rope together and maintaining its strength. When this goal is achieved, **participants** hear each other out and easily understand what they want to convey. **--- Instead**, they communicate **in a collaborative fashion** - a conversation characterised by respect and sincerity. They may have their differences, but differences are **not** an excuse to contradict; **rather**, differences are issues to work through to reach the desired outcome.

- A) When **their** goals differ from each other, **interpersonal conflicts** may arise, disrupting the communication process.
B) For many people, one of the biggest challenges at the workplace is to communicate with others successfully.
C) During the communication process, participants take turns being senders and receivers.
D) They do **not** battle as competitors, **nor** do **they** create obstacles to their interaction.
E) Listening actively and expressing **their** messages to each other in a clear way help them communicate effectively.

Instead / Rather kendisinden önce OLUMSUZ ifadeyi sever... NOT sever...

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58. Humans are **not** the only tool-users and tool-makers. **----** Tool-use and tool-making are found in **such diverse groups** of **vertebrates** that tool behaviour carries no implications for the relatedness of species and is in most cases simply an opportunistic solution to a local adaptive problem. For example, gorillas shake and drop vegetation to discourage intrusion. While floating on their backs, sea otters balance stones on their chests to crack open mussels. Overall, the mere presence of tooluse or tool-making does not make humans unique.

- A) It is important to be clear as to what we mean by tool-making, which is **a humanspecific behaviour.**
- B) Many mammals and birds also** modify and use objects to assist them with nesting, feeding, defence, and so on.
- C) Human tool behaviour is **special than that of animals** which use objects in their environment.
- D) There are, **definitely, considerable differences between human tool-use and animal tool-use.**
- E) Of all the animals that use tools in a sophisticated way, the **chimpanzee** is the most remarkable example.

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59. On 24 August 79 AD, the volcano of Mount Vesuvius, which was thought to be extinct, reawakened and blew up, spewing a mushroom-shaped cloud into the air to the amazement and terror of the onlookers. When the eruption was over, the cities of Pompeii, Herculaneum, and Stabiae had been sealed in ash and lava. The lava preserved the wall decorations of the houses and the mosaics on their floors for modern excavators to discover. While wall-paintings from other sites are only isolated finds, the art from Pompeii and Herculaneum show the changes in Roman taste over three centuries.

- A) The eruption would claim the total destruction of official records that were the major sources for information about Roman art.
- B) Pompeii and Herculaneum were covered with ash, leaving no living creature behind.
- C) While the eruption was a terrible tragedy in the ancient world, it was a blessing for modern art historians.
- D) Pompeii and Stabiae, directly beneath the volcano, were only covered in easily removable ash and pumice.
- E) However, it was in Pompeii where the first examples of Roman amphitheatres were constructed in 80 BCE.

60. - 65. sorularda verilen cümleler sırasıyla okunduğunda anlam bütünlüğünü bozan cümleyi bulunuz.

60. (I) The knowledge that native speakers have is mostly unconscious knowledge. (II) They 'know' how to use their language, but they usually cannot explain how or why they say what they say. (III) Speakers must know the meanings of the words they use. (IV) The scientific description and explanation of this knowledge, as possessed by a language's native users, is known broadly as descriptive grammar. (V) In its folk sense, however, grammar often refers to prescriptive rules of use that are, in fact, social rules rather than linguistic rules.

- A) I B) II C) III D) IV E) V

Gönderimli şıkları bunda SEÇMEMEYE ÇALIŞIN.

61. (I) Shortly after a traumatic event, most traumatised people experience significant emotional distress that, in the majority of cases, diminishes over time. (II) Individuals, for example, may label many different events as traumatic. (III) Although there are individual differences in patterns of emotional recovery from a traumatic event, most people recover within the first few weeks or months after the event. (IV) However, a substantial minority experience persistent chronic psychological problems related to the trauma. (V) In some cases, individuals appear to recover relatively well from the trauma, only to have trauma related problems surface (yüzeye çıkmak) months or years later.

A) I B) II C) III D) IV E) V

Gönderimli şıkları bunda SEÇMEMEYE ÇALIŞIN.

Although some people are aware of the differences between natives and foreigners, ...

62. (I) Born in Illinois, Ronald Reagan, 40th President of the United States of America, achieved fame as an actor in Hollywood movies and television before turning to politics. (II) In 1966, Reagan was elected governor of California, owing in part to a wave of voter reaction to a student rebellion at the University of California at Berkeley, and served until 1975. (III) He narrowly missed the Republican Party nomination for president in 1976 before succeeding in 1980 and going on to win the presidency. (IV) In foreign policy, President Reagan sought a more aggressive role for the nation. (V) Known as the 'Great Communicator' for his mastery of television, Reagan won re-election in 1984.

- A) I B) II C) III D) IV E) V

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63. (I) The 18th century witnessed one of the fundamental shifts in European education, in which scientific and technical education would assume a more central role. (II) Women's education in the sciences was usually restricted to simple math for doing household accounts and some medicine and 'kitchen chemistry'. (III) The main process by which this came about was the greater involvement in education by the state as opposed to the church. (IV) The basic function of most European schools had been religious indoctrination, the teaching of simple skills, and, for boys, the Latin language. (V) 18th century educational reformers emphasised utility and practical knowledge, frequently identified with mathematics and science.

- A) I B) II C) III D) IV E) V

Eye witnesses: görgü tanığı

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66. - 68. soruları aşağıdaki parçaya göre cevaplayınız.

In the 1970s, the American psychologist Andrew Meltzoff initiated a revolution of sorts in developmental psychology when he demonstrated that newborns instinctively imitate some rudimentary facial expressions such as a slight smile. The youngest of the babies who was tested by Meltzoff was only forty-one minutes old. Every second of his life had been documented in order to demonstrate that he had not previously seen the gestures that Meltzoff performed for his experiment. Still, the baby managed to imitate those gestures. Thus, Meltzoff argued, an innate mechanism must be present in the newborn's brain that allows such imitative behaviour to take place. This evidence was revolutionary because dogma held that babies learn to imitate in the second year of life, a belief originating in the work of Jean Piaget, probably the most influential figure ever in the field of developmental psychology. In effect, the Piaget school implicitly suggested that babies learn to imitate, but Meltzoff's data suggested that they may actually learn by imitating.

66. The underlined word 'rudimentary' in the passage is closest in meaning to ----.

- A) weird – garip, tuhaf
B) basic
C) doubtful - şüpheli
D) serious - ciddi
E) intense – yoğun

In the 1970s, the American psychologist Andrew Meltzoff initiated a revolution of sorts in developmental psychology when he demonstrated that newborns instinctively imitate some **rudimentary** facial expressions such as a slight smile. **The youngest of the babies who was tested** by Meltzoff was only forty-one minutes old. Every second of his life had been documented **in order to demonstrate that he had not previously seen the gestures that Meltzoff performed for his experiment.** Still, the baby managed to imitate those gestures. Thus, Meltzoff argued, an innate mechanism must be present in the newborn's brain that allows such imitative behaviour to take place. This evidence was revolutionary because dogma held that babies learn to imitate in the second year of life, a belief originating in the work of **Jean Piaget**, probably the most influential figure ever in the field of developmental psychology. In effect, the Piaget school implicitly suggested that babies learn to imitate, but Meltzoff's data suggested that they may actually learn by imitating.

67. What was Meltzoff's main reason for **using a very young participant** in his research?

- A) **Comparing his findings from this participant with those in other studies**
- B) **Ruling out the** findings of another study on older babies
- C) **Ensuring the absence of prior knowledge of the expressions displayed**
- D) Experimenting **on newborns of different ages** irrespective of gender
- E) **Reproducing the newborn's reactions** through imagery

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68. It is clear from the passage that **Jean Piaget** ----.

- A) generally had **less** of an impact on developmental psychology **than** Meltzoff
- B) **suggested that babies are not born with the innate ability to imitate**
- C) proved that the newborn's brain has **an innate mechanism**
- D) was able to **revolutionise experimental techniques** on newborns
- E) **would agree with Meltzoff's ideas** about imitative behaviour to a great extent

Whereas colonisation is generally defined as the occupation and control of one territory by another, generally by the European empires, decolonisation technically refers to the breakup of empires and the formal independence of the former colonies. World systems theorists argue that the opportunities for states on the global periphery to fight against colonial powers are best when the core (the controlling power) is in crisis. Thus, the Napoleonic Wars of the early 19th century afforded Latin America the opportunity to break away fairly early. Similarly, World Wars I and II proved to be the remarkable moments when the Western control over much of Africa and Asia was finally broken. The shift toward decolonisation during the post-World War II era was complex. Often independence movements were composed of broad coalitions of nationalists, students, the intelligentsia, and peasants, frequently led by Western-educated intellectuals (e.g., Ho Chi Minh in Vietnam, Mohandas Gandhi in India). The struggle for independence was violent, involving prolonged guerrilla conflicts and wars, extending over a period of years, and sometimes decades. The relatively peaceful independence movement in India was the exception, although the division of South Asia into India and Pakistan involved extensive civil conflict and the deaths of millions.

69. According to world systems theorists, ----.

- A) the division of the world into core states and periphery states should be objected by all nations
- B) the decolonisation process of Asia and Africa was initiated by the European empires after World Wars I and II
- C) decolonisation of a territory is most likely to occur when colonisers are going through extremely difficult times
- D) the Napoleonic Wars had a more profound effect on decolonisation compared to World Wars I and II
- E) Latin America received the heaviest damage from the Napoleonic Wars in the early 19th century

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70. According to the passage **the Indian independence movement** ----.

- A) **was greatly supported by the European powers** as it was a relatively peaceful movement
- B) **was unusual compared to other independence movements as it was less violent**
- C) **was triggered by the guerrilla conflicts** inside the country
- D) **was different from** other movements given that it included people **from various walks of life**
- E) **was led especially by Western-educated intellectuals**, who introduced the term 'decolonisation'

Whereas **colonisation** is generally defined as the occupation and control of one territory by another, generally by the European empires, **decolonisation** technically refers to the breakup of empires and the formal independence of the former colonies. World systems theorists argue that the opportunities for states on the global periphery to fight against colonial powers are best when the core (the controlling power) is in crisis. Thus, the Napoleonic Wars of the early 19th century afforded Latin America the opportunity to **break away** fairly early. Similarly, World Wars I and II proved to be the remarkable moments when the Western control over much of Africa and **Asia was finally broken**. The shift toward **decolonisation** during the post-World War II era was complex. Often **independence movements** were composed of broad coalitions of nationalists, students, the intelligentsia, and peasants, frequently led by Western-educated intellectuals (e.g., Ho Chi Minh in Vietnam, Mohandas Gandhi in India). The struggle for **independence** was violent, involving prolonged guerrilla conflicts and wars, extending over a period of years, and sometimes decades. The relatively peaceful **independence** movement in India was the exception, although the division of South Asia into India and Pakistan involved extensive civil conflict and the deaths of millions.

71. What is the **primary** purpose of the author?

- A) To describe the characteristics of the decolonisation process **after World War II**
- B) To compare **the Indian independence movement** with other movements
- C) To explain **how the Western control over Asia and Africa first started**
- D) **To inform the reader on decolonisation by giving examples from history**
- E) To show the differences **between Latin America and Asia** based on their decolonisation process

There are those who say that there really is **no** such thing as 'forensic science'; that **instead**, it is a collection of scientific techniques and principles borrowed from 'real' sciences such as chemistry, biology, physics, medicine, and mathematics. However, **although many of the techniques used in modern forensic science have been borrowed from other sciences**, it is also true that in recent years, **it has matured into a scientific discipline in its own right**. **Many techniques used in the analysis of physical evidence have been designed and perfected principally for forensic purposes**. Also, forensic science does not just involve analysis of chemical, physical and biological materials. There are important considerations of collection and preservation of evidence, interpretation of findings from analysis, and presentation of expert, scientific testimony in criminal and civil courts. These processes are not isolated, and they are carefully integrated by forensic science, which has led it to have an obvious impact on the criminal and civil justice systems in the world. This is actually what makes forensic science a unique field of study.

72. It is pointed out in the passage that **forensic science** ----.

- A) **must be equipped** with new techniques and principles so that it can be called a separate scientific discipline
- B) **has borrowed its principles and techniques from other disciplines**, and **thus it cannot be seen as a scientific discipline alone**
- C) is **a scientific discipline that contributes enormously to other disciplines** such as chemistry and biology
- D) **has evolved into a distinct discipline**, which **has a number of techniques particularly developed for forensic purposes**
- E) has to employ a large variety of techniques from other disciplines **since its own techniques have not yet been improved**

There are those who say that there really is no such thing as 'forensic science'; that instead, it is a collection of scientific techniques and principles borrowed from 'real' sciences such as chemistry, biology, physics, medicine, and mathematics. However, although many of the techniques used in modern forensic science have been borrowed from other sciences, it is also true that in recent years, it has matured into a scientific discipline **in its own right**. Many techniques used in the analysis of physical evidence have been designed and perfected principally for forensic purposes. Also, forensic science does not just involve analysis of chemical, physical and biological materials. There are important considerations of **collection and preservation of evidence, interpretation of findings from analysis, and presentation of expert, scientific testimony in criminal and civil courts**. These processes are not isolated, and they are carefully integrated by forensic science, which has led it to have an obvious impact on the criminal and civil justice systems in the world. **This is actually what makes forensic science a unique field of study.**

73. According to the passage **what makes forensic science a unique field of study?**

- A) Chemical, physical and biological materials are analysed in **a more detailed** way in forensic science than in **any other discipline**.
- B) Its principles and techniques have become **completely** different from those of some other 'real' sciences.
- C) **The processes related to the collection, preservation, evaluation, and presentation of evidence are included in forensic science.**
- D) Criminal and civil courts now require the careful analysis of physical evidence **more** frequently **than** they did in the past.
- E) Different techniques and principles are adopted in **each** process of forensic science.

There are those who say that there really is no such thing as 'forensic science'; that instead, it is a collection of scientific techniques and principles borrowed from 'real' sciences such as chemistry, biology, physics, medicine, and mathematics. However, although many of the techniques used in modern forensic science have been borrowed from other sciences, it is also true that in recent years, it has matured into a scientific discipline in its own right. Many techniques used in the analysis of physical evidence have been designed and perfected principally for forensic purposes. Also, forensic science does not just involve analysis of chemical, physical and biological materials. There are important considerations of collection and preservation of evidence, interpretation of findings from analysis, and presentation of expert, scientific testimony in criminal and civil courts. These processes are not isolated, and they are carefully integrated by forensic science, which has led it to have an obvious impact on the criminal and civil justice systems in the world. This is actually what makes forensic science a unique field of study.

74. What is the passage mainly about?

- A) The main characteristics of the processes followed in forensic science
- B) Current techniques used in forensic science to analyse physical evidence
- C) Different disciplines whose techniques and principles are used in forensic science
- D) The impact of forensic science on the criminal and civil justice systems in the world
- E) The reasons why forensic science can be described as a scientific discipline

Road books, showing the main towns, features and crossroads and the distances between them had existed as early as **Roman times, the Itinerarium Antoninus** being **compiled about AD 200**. The Romans probably measured distances in paces, not the most reliable method. Leonardo da Vinci illustrated in his notebook a form of 'perambulator' or odometer, in which a pebble fell into a box every time the wheel revolved but, like so many of the inventions that he sketched, it is doubtful if it was ever made. An illustration in John Ogilvy's Britannia, published in 1675, shows a waywiser, for measuring road distances, rolling along a roadway with a more sophisticated form of gearing to count the rotations of its wheel. Waywisers became quite common by the mid-eighteenth century and, with more people travelling, there was a growing demand for road books showing distances. All maps were originally printed by engraving processes as they were successively developed. Today we can rely on precise and accurate maps, and the techniques of computer aided design and other advanced printing methods as applied to cartography, allow a high degree of accuracy and frequent updating.

75. According to the passage **the Itinerarium Antonius**

-
- A) **was more** reliable compared to Leonardo da Vinci's perambulator
 - B) could be accepted as an earlier form of road map**
 - C) included **the same town** names as those in John Ogilvy's Britannia
 - D) **lacked certain features** compared to other similar books of the period
 - E) could be printed **only** after the invention of engraving processes

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76. It is clear from the passage that **Leonardo da Vinci**

- .
- A) selfish people feel guilty as a result of their misbehaviour
 - B) egotism is very common in people who are sensitive to inequity
 - C) people who are highly concerned with their profits feel more stressed out
 - D) humans are likely to have concerns about expanding their resources
 - E) extreme empathy, guilt and stress may lead to depression

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77. Which of the following can be the best title for this passage?

- A) The Need for Accurate Maps in Earlier Ages
- B) The Leading Role of the Romans in Writing Road Books
- C) The Current Techniques Used for Printing Road Books
- D) A Brief History of Measuring Road Distances
- E) The Role of Computers in the Art of Cartography

Tea drinkers have been urged to avoid plastic teabags after tests found they release billions of particles of microplastic. A team in Canada has found that steeping a plastic teabag at a brewing temperature of 95°C releases around 11.6 billion microplastics - tiny bits of plastic between 100 nanometres and 5 millimetres in size. That is several orders of magnitude higher than the number found in other foods and drinks, such as bottled water. Nathalie Tufenkji at McGill University and her team bought four different teabags from shops and cafes in Montreal, cut them open and washed them, steeped them in 95°C water and analysed the water with electron microscopes and spectroscopy. A control of uncut teabags was used to prove that it was not the cutting that was causing the leaching of microplastics. While tiny bits of plastic are also increasingly found in drinking water, the World Health Organization says there is no evidence that this is a health risk for people. To test the possible effect of the particles released by plastic teabags, Tufenkji and her team exposed water fleas to the water from the washed bags. "The particles did not kill the water fleas, but did cause significant behavioural effects and developmental malformations," she says. However, she says that more research into teabags is needed to understand possible health impacts in humans.

78. According to the passage Tufenkji and her team have found that ----.

- A) the number of the microplastics released by plastic teabags is similar to the ones found in other foods and drinks
- B) the cutting of teabags is responsible for the seeping of microplastics into the water
- C) plastic teabags discharge too many microplastic particles even in drinking water at any temperature
- D) tea drinkers in Montreal have already been aware of the risks posed by plastic teabags
- E) plastic teabags release billions of microplastics when steeped in hot water

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79. It is pointed out in the passage that the World Health Organization ----.

- A) points to the lack of evidence on whether plastic particles in drinking water poses a risk to human health
- B) proposes that plastic teabags are safe to use unless they are cut open
- C) warns people not to use plastic teabags if they want to avoid health risks posed by microplastics
- D) suggests that research on water fleas can help identify the health risks of plastic teabags for humans
- E) states that people can experience developmental malformations if they are highly exposed to microplastics released by plastic teabags

Tea drinkers have been urged to avoid plastic teabags after tests found they release billions of particles of microplastic. A team in Canada has found that steeping a plastic teabag at a brewing temperature of 95°C releases around 11.6 billion microplastics - tiny bits of plastic between 100 nanometres and 5 millimetres in size. That is several orders of magnitude higher than the number found in other foods and drinks, such as bottled water. Nathalie Tufenkji at McGill University and her team bought four different teabags from shops and cafes in Montreal, cut them open and washed them, steeped them in 95°C water and analysed the water with electron microscopes and spectroscopy. A control of uncut teabags was used to prove that it was not the cutting that was causing the leaching of microplastics. While tiny bits of plastic are also increasingly found in drinking water, the World Health Organization says there is no evidence that this is a health risk for people. To test the possible effect of the particles released by plastic teabags, Tufenkji and her team exposed water fleas to the water from the washed bags. "The particles did not kill the water fleas, but did cause significant behavioural effects and developmental malformations," she says. However, she says that more research into teabags is needed to understand possible health impacts in humans.

80. It can be inferred from the passage that----

- A) the World Health Organization has focused more on the issue of microplastics in drinking water following the study by Tufenkji
- B) the consumption, of drinking water led to behavioural changes in fleas
- C) the exact damage of plastic teabags on human health is still unknown
- D) Tufenkji's team have decided to conduct further research on other foods and drinks in addition to plastic teabags
- E) plastic particles will only cause slight behavioural changes if consumed by humans