

Child labour was not an invention of the Industrial Revolution. Poor children have always started work as soon as their parents could find employment for them. But in much of pre-industrial Britain, there simply was not very much work available for children. This changed with industrialisation. ---- The result was a surge in child labour – presenting a new kind of problem that Victorian society had to tackle.

- A) There was, therefore, considerable variety in the age at which children started work.
- B) The campaign against child labour culminated in two important pieces of legislation.
- C) The average age at which children started work in early 19th-century Britain was 10 years old.
- D) Industrialisation led to a dramatic increase in child labour.

E) The new factories were hungry for workers and required the execution of simple tasks that could easily be performed by children.

Invention: icat /// revolution: devrim /// as soon as: ar...amaz /// employment: istihdam

Present: sunmak /// tackle: ele almak /// considerable: ciddi /// variety: çeşitlilik /// culminate: tepe noktaya çıkmak

Legislation: yasama /// dramatic: ciddi /// increase: artış /// require: gerektirmek /// perform: yapmak

---- **This is not necessarily so.** While it is true that committed employees are more likely to stay with the organization, factors in the workplace, management styles, or changes in the organization can drive out committed employees – leaving behind those who either cannot leave or who simply don't care. This can be devastating to the future prospects of the company.

- A) Committed employees tend to have personal values that are similar to those of the company.
- B) Employee survey research shows that committed employees are more likely to give your customers better service.
- C) Committed employees can be intolerant of companies who do not meet their standards of commitment.
- D) Commitment is not just a personality trait, commitment is a quality that can be strategically influenced.

E) Some managers believe that committed employees are those who remain employed with their organization.

Necessarily: illa ki /// tend to: eğilimde olmak /// management: yönetim /// committed: kendisini adanmış

Devastating: yıkıcı /// prospect: beklenti, umut /// survey: anket /// intolerant: tolere göstermeyen

Meet: karşılamak /// trait: özellik /// quality: nitelik /// influence: etkilemek /// remain: kalmak /// employ: çalıştırmak, kullanmak

To appreciate a painting, we are taught to look for color, composition, and light. ---- Through touch, the one thing gallery placards tell you not to do. JoÛ Olson, a former photographer, and his team render paintings into fully textured 3-D models, like the version of Vincent van Gogh's "Portrait of Dr. Gachet." The tactile paintings work as a way to reveal art to the blind because we do not see with just our eyes: We see with our brains.

A) But how can a painting be enjoyed to the full by someone who is blind?

B) Research in the field of neuroplasticity shows that the visual cortex is stimulated by touch.

C) Blind people perceive shapes with their existing senses, a process that broadly mimics that of sighted people.

D) Once the simple principles are understood, the artist can use color to enchant the viewer.

E) The colors we surround ourselves with directly influence the way we feel and relax.

Fully: tamamıyla – entirely /// reveal: açığa çıkarmak /// stimulate: tetiklemek /// perceive: algılama /// existing: mevcut
Broadly: yaygın /// sighted: gören /// s

58. Over the course of her life, Agatha Christie published 66 detective novels. Roughly two billion copies have been sold worldwide, making her the best-selling novelist of all time. Her path to greatness was not without heartache. She discovered her first husband, Archie Christie, was having an extramarital affair in 1926. ---- A massive police search operation was launched and, over a week later, the runaway author was found in a hotel in northern England. Two years later, Christie's marriage was over.

A) At age 39, she decided that a solitary holiday in the West might help her recover from the breakup.

B) Two days before leaving, she had dinner at a friend's house in London.

C) Devastated by the betrayal, Christie suffered a nervous breakdown, during which she disappeared.

D) She was already a well-known author by the late 1920s.

E) She longed to escape from the things that reminded her of England and to explore the rich culture of Iraq.

, Ving... ki bu.. en / an, erek / arak, ve...

Greatness: şöhret /// discover: keşfetmek /// affair: mesele, ilişki /// launch: fırlatmak, başlatmak /// solitary: yalnız

Breakup: ayrılık /// devastate: tahrip etmek, mahvetmek /// suffer: müzdarip olmak /// disappear: gözden kaybolmak

Long: çok istemek, arzu etmek /// remind: hatırlatmak

59. A little book was published in Florence in 1504, entitled *Mundus Novus* (New World). The author was a Florentine, one *Americus Vespucius* (the Latin form of his name), a navigator on at least two European voyages to the New World. Better known as *Amerigo Vespucci*, he told a marvellous tale of his voyages to the other side of the Atlantic Ocean. Like others before him, he had followed the route first sailed by Christopher Columbus's pioneering expedition in 1492. ----

- A) The Florentine believed he had discovered something much bigger than the Caribbean islands.
B) But Vespucci went farther, exploring the coastlines of previously unmapped territory.
C) Among his contemporaries, Vespucci had a reputation for being an expert astronomer.
D) The discovery of a new continent was bound to cause a sensation.
E) The popularity of the accounts of Vespucci's voyages was due to his colorful descriptions of indigenous Americans.

Voyage: deniz seferi /// marvellous: muhteşem, harika /// follow: izlemek /// sail: denize açılmak
Pioneering: öncü, önde gelen /// expedition: sefer /// discover: keşfetmek /// previously: önceden
Coastline: sahil şeridi /// reputation: ün /// discovery: keşif /// continent: kıta /// cause: sebep olmak
Sensation: hissiyat /// account: hikaye /// due to: den dolayı /// indigenous: yerli

(I) School is not only a place where children learn reading, writing and math. (II) Failing a social test can be more painful to a child than failing a reading or science test. (III) It is also a place where they learn to get along with other people and develop social skills. (IV) Social skills are the skills we need to interact adaptively in our cultural environment. (V) Although students don't get grades on social tests from their teachers, their peers are constantly giving them "grades" on "social tests" every day.

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

Fail: başarısız olmak /// get along with: anlaşmak, uyuşmak /// interact: iletişim kurmak

Peer: arkadaş /// constantly: sürekli olarak

(I) Mesopotamia was **home to** some of the **very first cities** in existence, leading **many** to link it to the birth of true civilisation. (II) From the moment the Sumerians began to form **these cities**, **it** forever altered human history. (III) The origin of **these cities** is still unknown today, although **many theories** exist. (IV) **One suggestion** is that the development and building of temples created a place where people would gather, and thus served as points of contact between different groups of people. **(V) Others believe that people sought sanctuary from natural disasters.**

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

Lead: bağlamak, götürmek

Lead to: sebep olmak

Alter: değiştirmek /// exist: var olmak /// suggestion: öneri

Development: gelişme /// gather: toplanmak /// serve: hizmet etmek /// sanctuary: güvenli liman

Sought (V2) – seek: aramak

(I) E-mail messages are generally less personal or important than letters sent **through the post office**. (II) This has both advantages and disadvantages. (III) **On one hand**, impersonal and disposable e-mails mean that users do not feel an obligation to reply to each message. (IV) A traditional letter can be a good way to stand out from the crowd and have a message noticed. (V) **On the other hand**, personalized letters sent through the post office often receive a level of attention that e-mails lack.

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

Disposable: tek kullanımlık /// obligation: sorumluluk, zorunluluk /// oblige: zorunlu olmak

Stand out: farklı olmak /// notice: farketmek /// personalized: kişiselleştirilmiş /// receive: almak

Attention: dikkat, özen /// lack: eksik olmak

(I) The name that looms largest in early accounting history is Luca Pacioli. (II) In 1494, he first described the system of double-entry bookkeeping used by **Venetian merchants** in his 'Summa de Arithmetica, Geometria, Proportioni et Proportionalita'. (III) Of course, businesses and governments had been recording business information **long before the Venetians**. (IV) **But it was Pacioli** who was **the first to describe** the system of debits and credits in journals and ledgers that is still the basis of today's accounting systems. (V) While it is sometimes said that Pacioli offered nothing new to the sciences, his works stand as a monument to Renaissance publishing.

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

Describe: tanımlamak ///

(I) It is useful to consider what roles each family member takes within the family, and the study focuses on whether everyone is satisfied with the current arrangement. (II) Families are not democracies. (III) On the contrary, each family has its own ways of deciding who has the power and authority within the family, and which rights, privileges, obligations, and roles are assigned to each family member. (IV) In most families parents are expected to be the leaders or executives of the family; children are expected to follow the leadership of their parents. (V) As children in the middle years grow older, they will ask for, and certainly should be allowed, more autonomy, and their opinions should be considered when decisions are made; however, parents are the final authorities.

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

Consider: düşünmek /// focus: odaklanmak /// satisfy: memnun etmek /// current: şu anki /// arrangement: düzenleme
On the contrary: aksine /// right: hak // privilege: öncelik // obligation: sorumluluk /// assign: atamak
Expect: beklemek, ummak /// executive: icracı /// allow: izin etmek

(I) Technological advances introduce new and more complex tasks for which humans generally have a comparative advantage. (II) These tasks give rise to new jobs such as digital marketing managers, cyber security experts or digital privacy lawyers. (III) However, some authors point out that newer technology sectors are not creating the same employment opportunities as previous technological advances. (IV) For example, Acemoglu and Restrepo emphasize the importance of new tasks in employment growth using data from the US labour market. (V) They have found that about half of total employment growth from 1980 to 2007 is explained by the additional rise in occupations with new job titles.

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

Advance: ilerleme /// complex: karmaşık /// comparative: karşılaştırmalı, kıyaslamalı

Give rise to: sebep olmak /// such as: gibi /// privacy: özel /// point out: vurgulamak

Employment: istihdam /// opportunity: fırsat /// emphasize: vurgulamak /// importance: önem

Growth: büyüme /// labour: iş /// occupation: meslek, uğraş

Additional: ilave /// rise: artış

During the Renaissance, especially in the sixteenth century, it was customary to debate the pre-eminence of the arts, particularly as between painting and sculpture. The more commonly accepted opinion is represented by Benvenuto Cellini, who thought that **sculpture** is eight times as great as any other art based on drawing. ---- On the other hand, Leonardo thought that painting is superior to sculpture because it is more intellectual.

- A) The Renaissance was an extremely creative time which began in Italy in the 14th century.
- B) William Shakespeare, Leonardo da Vinci, Nicolaus Copernicus and Johannes Kepler were among the creative geniuses of that time.
- C) He said a painting is nothing better than the image of a tree, man, or other object.
- D) Leonardo da Vinci not only painted the Mona Lisa, he was a vegetarian pacifist who also invented weapons.
- E) Renaissance painters achieved more realism in their paintings by creating the illusion of space and distance.

American schools need more time if they are to teach efficiently. The school year is fixed at or below 180 days in all but a handful of states - down from more than 190 in the late nineteenth century. The instructional day is only about six hours, of which much is taken up with non-academic matters. Extending the school day or the school year can get expensive and complicated, and reducing non-academic electives. ----

- A) Thus, the United States is sufficiently preparing the students for the opportunities of the present or the future.
- B) As a result, even the country's former Cold War competitor, the Russian Federation, ranked higher than the United States in the assessment.
- C) For that reason, in the early years of the US, public education was considered important to the nation's progress.
- D) Yet, the US school system and culture has developed a distaste for failing or disciplining students.
- E) But there is one quite cheap and uncomplicated way to increase study time: add more homework.

Each year in the touristic town of Agrigento, Sicily, hundreds of illegally-built houses are bulldozed by the local government. New construction in Agrigento, home to many ancient temples which tourists come to see, has been banned since 1968. ---- Not only do these buildings spoil the landscape, but many are also unsafe and unsanitary. Some of the people living in these buildings pour sewage into the sea since their houses are illegal and they aren't allowed to use the city sewage system.

A) The Romans laid siege to the city in 262 BC and captured it after defeating a Carthaginian.

B) In spite of this, hundreds of new and half-built houses can be seen in the hills surrounding the archaeological park.

C) Agrigento is a major tourist centre due to its extraordinarily rich archaeological legacy and also serves as an agricultural centre.

D) It was founded on a plateau overlooking the sea, with two nearby rivers, the Hypsas and the Akragas.

E) Therefore, several of these houses are also built on dangerous cliffs and sites.

Personality disorders are a class of mental disorders. They affect the way people view themselves, other people, and the world around them. Personality disorders include multiple personality disorder which describes a person who thinks of himself as more than one person. ---- They also include extreme narcissism. This describes a person who focuses on himself so much as to severely hinder his behaviour and perceptions of the world.

- A) In other words, they are able to understand personality disorders.
- B) But, social factors are also thought to play a significant role in development.
- C) On the contrary, personality disorders are identified by psychologists late into their development.
- D) Therefore, he behaves differently according to each personality.
- E) Hence, another study has found that eighty five percent of patients have claimed to have been abused as children.

Long before their deaths, wealthy Egyptians would build their tombs and pile them high with things they would need in the afterlife. From tables to chairs, jewellery, and mummified pets, they would guarantee that their spirit would never want for anything. Food was just as important in the afterlife as it had been in worldly one, so some amounts of wine, fruits and grains were buried with the dead. ---- They could always paint the food on the walls, for Egyptians believed that depictions were just as **edible** as the physical products.

- A) At the tomb, a priest performed the “opening of the mouth” ceremony.
B) Even meat was included, which was often salted or even mummified to prevent it from rotting.
C) This would enable them to breathe and talk and eat after life.
D) The action was repeated on the eyes and limbs to allow their spirits to see and move.
E) The coffin was placed in a sarcophagus, offerings left, prayers recited and the tomb sealed.

(I) **The Industrial Revolution**, which took place from the 18th to 19th centuries, was a period during which predominantly agrarian in Europe and America became industrial and urban. (II) Conditions for **Britain's working-class** began to gradually improve by the later part of the 19th century. (III) **Prior to the Industrial Revolution**, manufacturing was often done in people's homes, using hand tools or basic machines. (IV) **With the advent of Industrialization**, it marked a shift to **powered, special-purpose machinery, factories and mass production**. (V) Moreover, **the iron and textile industries**, along with the development of the steam engine, played central roles throughout this period.

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

(I) Lecturing is the most frequently used teaching technique in higher education.

(II) However, over the years it has developed a bit of a bad reputation because it encourages students to be passive learners.

(III) Many teachers would disagree with this criticism of the lecture; they argue that if used appropriately, the lecture is a very effective technique.

(IV) There is, however, an increasing body of literature exploring the use of clickers to engage students more effectively.

(V) They claim that there are ways to make lectures more active and student-centered such as asking an open-ended question and having students discuss the answer in small groups.

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

(I) With their magnificent architecture and sophisticated knowledge of astronomy, and mathematics, the Maya boasted one of the great cultures of the ancient world.

(II) Although they had not discovered the wheel and were without metal tools, the Maya constructed massive pyramids, temples and monuments.

(III) The pyramids, however, relied on intricate carved stone in order to create a stair-stepped design.

(IV) Besides, they created their own system of mathematics, using a base number of 20 with a concept of zero as well.

(V) In addition to this, they developed a hieroglyphic scheme for writing, one that used hundreds of elaborate signs.

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

(I) In the U.S., the term “TV ratings” immediately makes people think of “Nielsen”, the de facto national measurement service for the television industry.

(II) It measures the number of people watching television shows and makes its data available to the television and cable networks, advertisers and the media.

(III) A credit rating facilitates the trading of securities on a secondary market.

(IV) Also, it creates a “sample audience” and then counts how many in that audience view each program.

(V) Nielsen then extrapolates from the sample and estimates the number of viewers in the entire population watching the show.

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

- (I) Within the sociology of food literature, two themes suggest that food is linked to social culture.
(II) The former relates food and eating to social relationship.
(III) The latter establishes food as a reflection of power in social structure.
(IV) However, establishing a role for food in personal relationship and social structure is not a sufficient argument to place food at the center of national culture.
(V) In other words, immigrants often use food as a means of retaining their cultural identity.

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

(I) Strengthening the living conditions by the help of justice is a cornerstone of United Nations to achieve sustainable human development in the world.

(II) Effective justice systems in European Union (EU) play a key role in creating a friendly environment and sustainable growth.

(III) For this reason, the improvement of the effectiveness of justice systems in EU Member States has been identified by the Commission as a key component.

(IV) For the same reason, national judicial reforms have also become an integral part of the structural components in Member States.

(V) Furthermore, the EU Justice System Scoreboard is an information tool which feeds the members by providing comparative data on the quality, and efficiency of justice systems in all members.

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

A major cause of computer phobia is the anxiety that computers will make human skills obsolete. Some people fear that they will lose their jobs if computers are programmed to work more efficiently, and less expensively than human workers are capable of doing. In the past decade especially, we have seen or heard about manufacturing jobs taken over by programmable robots in many factories. As human beings, teachers are not immune to this anxiety and often have mixed feelings about computers in the classroom. Teachers are excited about any technology that promises to help them provide better education for their students. Nevertheless, they may be afraid that a computer can perform their job as well as they can. However, a computer cannot do many of the most important acts that a human teacher performs every day. Although computers can present material in a methodical way, they cannot provide an encouraging smile or incentive pat on the shoulder. And they cannot know and understand students as individuals with different goals, hopes, and dreams. The human factor in education cannot be mechanized by even most gifted computers.

The main purpose of the passage is to ----.

- A) compare the teacher skills with computer skills in the classroom
- B) inform readers about the definition of computer phobia
- C) remind that computers will make human workers unneeded
- D) show that there is no reason to be worried about computers as they cannot be humanlike, notably in the case of education
- E) support the idea that technology may be an integral part of teaching in the future

According to the passage, it is logical to suppose that ----.

- A) the manufacturing jobs cannot be easily computerized
- B) numerous jobs will be done more efficiently by computers in the future
- C) computers will take the place of all the teachers in the future
- D) we cannot use computers at any part of teaching process
- E) teachers will show complete resistance to use computers in the classroom for fear of losing their jobs

Teachers don't need to be worried about computers because ----.

- A) they cannot take over any jobs from workers
- B) people are able to do all the jobs as efficiently as computers can
- C) they are not capable of doing most of the significant deeds a teacher can do in daily life
- D) students will be taught more efficiently thanks to computers
- E) with the help of intelligent computers, production costs will be lower in many business fields