

In a world **filled with** complexity and communication overload, it can be very challenging to focus upon the necessary information in order to set and meet objectives. The management process tries to make sense of information and assemble it (21)---- objectives **can be achieved**. (22)---- being often identified with business, good management can **also** be used in a much wider array of applications. There are four areas that have long been considered the (23)---- of effective management. These areas are planning, organising, leading, and controlling. Planning refers to setting goals, organising requires us to think about how we will manage our resources, leading helps us when undertaking activities with teams or large groups, and controlling involves monitoring progress (24)---- our goals and checking to see if we will be able to attain them as planned. Many forms of management focus upon one area in particular; however, it is not necessary **for all four areas** (25)---- **with** the same intensity in order for the process involved to be considered management.

21.

- A) so that  
C) after  
E) although

- B) since  
D) once

22.

- A) With the aim of  
C) Thanks to  
E) In terms of

- B) In spite of  
D) By means of

23.

- A) violation  
C) foundation  
E) fluctuation

- B) destruction  
D) confrontation

24.

- A) toward  
C) off  
E) against

- B) by  
D) at

25.

- A) to be applied  
C) having been applied  
E) applying

- B) to apply  
D) to have applied

So that: kendi içerisine (yan cümlecige) modal almaya bayılır (can / could)

Once / after: kendi içerisine zamansal öncelik alır: past perfect pasta /// presentta present perfect...

Student-centred models of learning shift some of the responsibility for directing and organising learning from the teacher to the student. (26)---, being student-centred does not mean that a teacher gives up organisational responsibilities completely. It only means a relative shift in the teacher's role, toward one with more emphasis (27)--- guiding students' self-chosen directions. Teacher-directed strategies do not take over responsibility for students' learning completely; no matter how much a teacher structures or directs learning, students still have responsibility for working and making an effort to (28)--- the new material. For the same reasons, student-centred models of learning do not mean (29)--- over all organisational work or instruction to students. The teacher is still the most knowledgeable member of the class, and still has the opportunity (30)--- the responsibility to guide learning in directions that are productive.

26.

- A) However B) In addition  
C) Instead D) As a result  
E) Otherwise + would / could / will

**No / not (olumsuz) + Instead**

no, not, none, few, little, still, only, merely, actually, other, another, superlative, comparative, also: zıtlığa bayılırlar...

miktar / tarih zıtlıkları...

27.

- A) with B) in  
C) on D) at  
E) by

28.

- A) expose B) provide  
C) facilitate D) comprehend  
E) reject

29.

- A) being handed B) to be handed  
C) to have handed D) to be handing  
E) handing

30.

- A) except for B) despite  
C) as well as D) regardless of  
E) similar to

31. **Although** palaeontologists have learned extraordinary things about dinosaurs and their development from bones, ----.

- A) there is a lot that skeletons and skulls can not disclose
- B) bones are trace fossils that do not contain any remnants of body parts
- C) dinosaurs **had been** extinct for 65 million years before early humans appeared on the planet
- D) **palaeontologists** can change the way we look at the past with their studies on fossils
- E) **these discoveries** have brought science as well as creatures long dead to vibrant life

Extraordinary: sıradışı

Development: gelişim

Disclose: açığa çıkarmak

32. ----, they are **more** efficient than any other form of land transportation.

- A) Unless rail systems can cover long distances, such as the Trans-Siberian Railway, **CANNOT / WILL NOT**
- B) Although railways are expensive to build and may **require a considerable amount of time to be constructed**
- C) While modern electrified rail systems reach speeds that cannot be matched on the road
- D) In order that rapid transit systems can move hundreds of people quickly to distant places
- E) Even if rail networks are considered **vital** for the delivery of food, fuel, and other supplies

Require: gerektirmek

Considerable: ciddi

Construct: inşa etmek

33. Although the power of conventional television is widely recognised, ----.

- A) one of the frequently cited shortcomings of the medium is its lack of interactivity
- B) television's strong visual emphasis makes it a much considered medium to support education
- C) the level of the interaction is defined by the interdependence of participants
- D) the modes of interactivity are determined by the instructional design of the communication features
- E) television broadcasts support interactivity in live shows in which audiences can take part via videocalls

Conventional: geleneksel

Widely: yaygın bir şekilde

Recognize: tanımak

Frequently: sıkça

Shortcoming: eksiklik

Medium: araç

Interactivity: etkileşim durumu

Lack of: eksiklik /// lack: eksik olmak

34. **Most consumers** tend to discount the information provided by an advertisement ----.

- A) given that the first step of an advertiser **is to attract** the attention of the consumers
- B) because they** recognise that the purpose of the advertiser is not to provide facts, but to persuade
- C) although it is not very easy for an advertiser to make an advertising message convincing
- D) as advertisements with celebrities who are the spokespersons for the product are more captivating
- E) while governments can use advertisements to discourage particular habits, such as smoking

Consumer: tüketici /// consume: tüketmek

Discount: ----

The information provided: N + V3...(kısaltma pasif)

Advertisement: reklam

Recognize: tanımak

Provide: sağlamak

Persuade: ikna etmek – convince ///

35. Although the Albanians, as a people, have been known since the 2nd century AD, ----.

- A) present-day Albanian may be categorised as a partly synthetic, partly analytic language
- B) the languages of the Balkans have come to share certain linguistic features
- C) the earliest surviving records of the Albanian language date only from the 15th century
- D) Albanian is spoken today in a considerable number of linguistic pockets in the Balkans
- E) scattered communities of Albanian speakers are to be found in southern Italy and Sicily

36. Many banks are finding it difficult to keep up with cybercriminals ----.

- A) so that a cyberattack will not leave the bank paralysed, unable to operate for a long time
- B) although bank officials are often unaware that they have been attacked until it is too late
- C) as they constantly come up with new ways of using computers to commit banking-related crimes
- D) after they adopt countermeasures to combat cybercriminals who seek to infiltrate their network
- E) if they warn their customers not to give out any personal information to suspected callers

Keep up with: ayak uydurmak

Constantly: sürekli olarak

Come up with: bulmak, invent

Commit: yapmak, işlemek

Commit suicide: intihar etmek / commit a crime: suç işlemek

Be committed to doing sth: bir şey yapmaya kendini adanmak.

Banking-related: banka ile ilişkili



37. ----; **however**, by the first century CE, its frontiers **stretched from Spain in the west to Syria in the east.**

- A) The Roman Empire was held together by a strong and efficient system of provincial government
- B) The Roman Empire grew slowly at first - it took 500 years for small city of Rome to conquer the whole of Italy
- C) During the reign of Augustus, only a tenth of the empire's population were full citizens
- D) The Romans had hundreds of gods and goddesses associated with every aspect of life
- E) The population of the city of Rome in the first century CE reached approximately one million

Frontier: mevzi, ön sınır

Stretch – extend: uzanmak

Grow: büyümek

Whole: tüm

Conquer: fethetmek

A tenth: onda biri...

Three tenth: 10 da üçü

38. Historians have **had a difficult time** integrating the era of foragers - those moving around in search of food - into their accounts of the past ----.

- A) **even though** genetic evidence from the era of foragers can **never** give us the intimate personal details that can be found in written sources
- B) after the era of foragers began about 250,000 years ago, when modern humans, Homo sapiens, first appeared on Earth
- C) while the exceptional cultural creativity of human foragers distinguishes their lifeways from those of non-human species
- D) because most of **them** lack the research skills and expertise needed to study an era that generated no written evidence
- E) so that archaeologists and anthropologists can better analyse the major changes that happened during the era of foragers

Integrate (into): entegre olmak

Era: çağ

In search of ...: arayışı

Lack: eksik olmak

Expertise: uzmanlık

Generate: üretmek

Written evidence: yazılı kanıt

Evidence: kanıt

Evident: açık

Intimate: yakın

Personal details: kişisel detaylar

Written sources: yazılı kaynaklar

39. ----, the same type of unity does not exist regarding the definition and how to address the needs of these students.

- A) Since the principles of the cognitive learning theory are compatible with the characteristics of gifted and talented students
- B) When the nature versus nurture debate reigns and colours efforts to design programmes for gifted and talented students
- C) While the relationship between giftedness and intelligence has had a major impact on how such students are viewed
- D) Although there appears to be consensus concerning the notion that there are students who are both gifted and talented
- E) As gifted and talented students have been the focus of research by educators and scholars in educational psychology

40. ----, **it also** brings alarming increases in rates of accidents, depression, and eating disorders compared with the rates for younger children.

- A) Given that neuroscience has dramatically changed our understanding of the structural changes in the brain during adolescence
- B) **Although** new methods emphasise the adolescent's concern with status and respect as well as their need to find purpose
- C) **While adolescence** is the physically healthiest period in life, when strength, speed and immune function improve or peak
- D) If teachers and parents seek to capitalise on the richness of learning during adolescence
- E) As long as the advances in developmental science lead to more effective approaches to support the adolescent's health

41. All spices played a role in world history, ----.

- A) although in the ancient world spice trading around the known world was a daily occurrence
- B) so for centuries the West knew little of the spices that flowed east and west through Asia
- C) yet by the 19th century the Dutch had settled into maintaining their spice empire in the East Indies
- D) but the spices that had the most significant effect on global trade were chilli peppers, black pepper, and cinnamon
- E) as the Romans were the first in the Western World to use the spices of the East for culinary and medical purposes