

**EYDS KAMP PARAGRAF ÇALIŞMALARI İSMAİL TURASAN**

As a general matter, money can and does motivate people to work hard, but there are limits to this, and there are so many other important forms of motivation. We all have needs and desires that can be satisfied only with money: a roof over our heads, food on our tables, heat, electricity, and new shoes or a movie. To the degree that more money will help us to meet those needs and desires, most of us are likely to be willing to work harder. And certainly, few of us are willing to work harder without being compensated with more money or to work overtime for free or agree to produce 25% more in sales without a commission. On the other hand, there is a point of diminishing returns. For example, if I work too many hours and cannot sleep enough or be with my family, much less enjoy some leisure activity, offering me even more money is not going to motivate me very well. Similarly, in some jobs, people have physical limits that they will hit, and all the money in the world is not going to persuade them to push beyond their own endurance or strength. It is also important to realize that money is not the sole motivation for workers since all of us are highly motivated by recognition, appreciation, a pleasant workplace, and challenging work. Most of us will work harder if these are provided than if they are not, and employers who are capable only of throwing money at their employees, without providing these other motivations, are missing out on the hard and good work they could be getting from their employees.

**1. According to the passage, ----.**

- A) appreciation is only one of the factors that can motivate one employee apart from money
- B) most of us work hard whether other motivating factors are provided not
- C) employers should offer their employees more money without providing other motivations
- D) it is hard for a worker to find recognition, appreciation, a pleasant workplace, and challenging work
- E) very few employers realize the fact that that money, though necessary, is not the sole motivation for workers

**2. Which of the following is TRUE according to the passage?**

- A) All an employee wants today is sleeping enough, being with the family and some leisure activity to relax.
- B) It is not employees but employers themselves who will experience a point of diminishing returns.
- C) Employees expecting workers to work overtime for free should realize that no one will ever do so.
- D) Most are eager to work harder to the extent that more money will help us to meet beyond our needs.
- E) Financial gain from a job is likely to meet certain aspirations of people which are not lofty

**3. From the passage, we can infer that ----.**

- A) as people have physical limits whose extent cannot be extended, it must be forbidden to push workers beyond their own endurance or strength
- B) there is not a single person not motivated by recognition, appreciation, a pleasant workplace, and challenging work
- C) it is not having nothing interesting to do alone that makes people take certain decisions
- D) employers only throwing money at their employees are in fact, aware of the need for motivation
- E) the hard and good work counts more than the intrinsic motivation of the personnel for most employees

**4. The main aim of the writer is to ----.**

- A) define what motivation is and express ways to ensure motivation in the workplace
- B) inform the readers about motivational and social needs of employees working under harsh conditions
- C) make the reader aware of the idea of motivation by defining the motives behind it
- D) highlight what makes the identification of real motives behind our actions challenging
- E) explain employers how to come up with the most effective course of action to motivate workers

**5. The best title for the text could be ----**

- A) Work, Family Life or Money: Hard Choice
- B) What We Really Want in Life
- C) In Praise of Praise and Incentives over Price
- D) Motivation or Money: Not My Cup of Tea
- E) The Importance of Motivation in the Workplace

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The Bauhaus was arguably the single most influential modernist art school of the 20th century. Its approach to teaching, and to the relationship between art, society, and technology, had a major impact both in Europe and in the United States long after its closure under Nazi pressure in 1933. The Bauhaus was influenced by 19th and early-20th-century artistic schools such as the Arts and Crafts movement, as well as Art Nouveau and its related styles, including the Jugendstil and Vienna Secession. All of these movements sought to level the distinction between the fine and applied arts, and to reunite creativity and manufacturing. But by the mid-1920s this vision had given way to a stress on uniting art and industrial design, and it was this which underpinned the Bauhaus's most original and important achievements. The school is also renowned for its extraordinary faculty, who subsequently led the development of modern art - and modern thought - throughout Europe and the United States. The stress on experiment and problem-solving which characterized the Bauhaus's approach to teaching has also proved to be enormously influential on contemporary art education. It has led to the rethinking of the "fine arts" as the "visual arts", and to a reconceptualization of the artistic process as more akin to a research science than to a humanities subject such as literature or history.

**1. According to the passage, ----.**

- A) the development of the Bauhaus in Europe and in the United States owes a lot to the Nazi regime
- B) no other movement had a deeper impact on modern art than the Bauhaus in the 20<sup>th</sup> century
- C) the relationship between art, society, and technology was an issue rarely addressed by the Bauhaus
- D) the influence of the Bauhaus was controversial and debated among art circles
- E) if it hadn't been for the Bauhaus, the Arts and Crafts movement, as well as Art Nouveau would not have emerged

**2. According to the passage, the Jugendstil ----.**

- A) suffered more under the Nazi regime than any other art movement
- B) is the style that paved the way for the long sought-after union of art and industry
- C) had almost no contribution to the development of the Bauhaus compared to the Arts and Crafts movement
- D) and Vienna Secession are the sole and true heirs of Art Nouveau
- E) is only one of the subcategories of an artistic school which influenced the Bauhaus

**3. From the passage, we can infer that ----.**

- A) before the mid-1920s, art and industrial design were regarded to be united
- B) artistic schools such as the Arts and Crafts movement were against the union of art and industry
- C) it was not contemporary art education alone that the Bauhaus had an effect on
- D) the artistic process was more like a research science than a humanities subject before the Bauhaus
- E) literature or history had precedence over research science until 19th and early-20th-century

**4. According to the passage, ----.**

- A) the difference between the fine and applied arts was not something the Arts and Crafts movement favoured
- B) the development of modern art - and modern thought - throughout Europe and the United States has little to do with the Bauhaus faculty
- C) what reinforced the Bauhaus's achievements was their focus on the artistic process for art's sake
- D) extraordinary faculty, who later led the development of modern art, failed to appreciate the importance of experiment and problem-solving
- E) Nazi pressure in 1933 yielded some positive results other than intended in the fields of art, literature and history

**5. The underlined word "level" is closest in meaning to--**

- A) promote
- B) construct
- C) eradicate
- D) exploit
- E) enjoy