

In this age of globalisation, you **would expect** people to value and be sensitive about their local differences and diversity. And few areas could be more critical than **different peoples** understanding of the human mind **when it comes to** mental health and illness. (1)----, a **Nigerian man** might experience a culturally distinct form of depression by describing a "peppery" feeling in his head, (2)---- **a Chinese farmer** might speak only of shoulder or stomach aches. Salvadorean **women refugees** (3)---- **psychological trauma** after a long civil war, (4)----, often experience something called *calorias*, a feeling of intense body heat. For a long time, psychiatrists and medical anthropologists studying mental illness in different cultures **have found that** **mental illnesses** are not (5)---- **distributed** globally, and do not take the same form from place to place. Unfortunately, mental health professionals in the US, who dominate the global discussion about how mental illnesses are categorised and treated, have often ignored or dismissed these differences.

1.

- A) On the other hand – diğer taraftan
- B) However - ancak
- C) Similarly – benzer şekilde
- D) For example – mesela**
- E) Otherwise – aksi takdirde – would / could

2.

- A) given that – göz önüne alındığında
- B) just as – tıpkı...dığı gibi
- C) while – ken – taban tabana zıtlık**
- D) in case – r diye
- E) so that – sın diye – could modal...

3.

- A) to suffer – aktif – to verb kuralları geçerli
- B) suffered – V3 – pasif
- C) being suffered – pasif
- D) suffering – aktif**
- E) to be suffered – pasif – to ver kuralları

4.

- A) therefore – bu yüzden
- B) fortunately – iyi ki
- C) in other words – başka bir deyişle
- D) in short – kısaca
- E) on the other hand – diğer taraftan**

5.

- A) adequately observe
- B) closely monitor /
- C) evenly**
- D) peculiarly
- E) harmfully

Today's children are growing up in an environment dominated by screens. Whether it is learning in school (6)---- computer or tablet use, relaxing at home with video games and TV, or communicating with friends on their phones and social media, time (7)---- on screens has become an essential part of modern life. (8)---- this, much has been made in the media about the alleged dangers of screen time and the risks that it (9)---- to our young people's health, but this screen time panic isn't new. People have been voicing concerns about the harms of spending too much time on screens since the invention of television. The truth is the evidence for direct harm by screen time has always been contested. Although existing research demonstrates negative associations between screen time and mental health, sleep and fitness, we cannot be confident that these links are causal, or whether other factors are causing both negative health outcomes and higher screen time. (10)----, some more recent high-quality studies show that some screen time is better for mental health than none at all.

it (9)---- the risks to our young people's health

6.

- | | |
|------------|-------|
| A) over | B) on |
| C) with | D) in |
| E) through | |

7.

- A) to have been spent – pasif – öncesinde verb ister
- B) spending – aktif - yaygın
- C) to spend – aktif – to verb kurallar
- D) to be spent – pasif – to verb
- E) spent – pasif

8.

- A) Because of – den dolayı
- B) Along with – nin yanısıra
- C) Despite – e rağmen
- D) In contrast to – nin aksine
- E) Rather than – den ziyade

9.

- | | |
|---------------------|------------------------|
| A) creates | B) promotes |
| C) endangers damage | D) poses harm / risk / |
| E) harms | |

10.

- | | |
|-----------------|-----------|
| A) Consequently | B) Thus |
| C) In fact | D) Rather |
| E) Ironically | |

You have just had a hearty lunch, but the doughnuts next to your desk are winking at you. You can't shake the thought of what the glazed, soft dough would taste like – and know that you won't be able to (11)--- your day until you have it. On a basic level our relationship with food is simple – signals between the gut and the brain tell us when we're hungry, and when we are full. But experience shows us that the drive (12)--- is much more tangled and irrational. Some of that is down to (up to) the reward hit – the feeling of pleasure, mediated by the brain's reward centre – that we get from eating calorie-dense food (13)--- that glistening doughnut. (14)---, the effect of such foods has led some to **like** our desire for them to drug addiction. But we now know the gut itself, and also the microbes inside it, manipulate what we crave, painting a much more complex picture of the forces that (15)--- the way we see food. Cravings could even be contagious – literally. When it comes to food, we're not as in control as we might think.

11.

- A) keep up with B) come up with
C) look down on D) get on with
E) fight back against

12.

- A) eating – aktif - yaygın
B) to be eaten – pasif – to verb kuralları geçerli
C) to eat – aktif – to verb kuralları geçerli
D) having eaten – aktif – cümle başı, virgül sonrası
E) to have eaten – aktif – öncesinde fiil ister

13.

- A) in terms of – bakımından
B) as well as – nın yanısıra
C) in spite of – e rağmen
D) like – gibi
E) in case of – durumunda

14.

- A) Otherwise – aksi taktirde / would – could
B) Conversely – aksine
C) Even so – böyle olsa bile
D) Thus – bu yüzden
E) Indeed – aslında

15.

- A) confine B) determine
C) object D) switch /// alter /
change...
E) prohibit

Imagine you are in a sealed room and want to calculate the gravitational field inside. You might drop some objects and see how fast they fall. (16)---- maybe you are in an elevator, or an accelerating rocket ship, which would throw off your measurements. Is there any way to (17)---- between the force of gravity and the effects of acceleration? (18)---- he concluded that there is no way to tell the difference, and therefore that gravity is better thought of as a feature of space-time itself – namely, its curvature – (19)---- as a force of nature. Ultimately our knowledge of the world comes from real experiments that collect real data, not from thought experiments that don't require us to leave the comfort of our armchairs. But thought experiments allow us to consider regimes of physical reality that we can't access directly, (20)---- the real experiments would just be too hard.

16.

- A) On the contrary – aksine
- B) Thereby – bu yüzden
- C) As a result – bu yüzden, sonucunda
- D) Rather – ziyade / instead: negatif
- E) But – ama

17.

- A) distinguish
- B) suspend
- C) encompass
- D) hinder
- E) accommodate

18.

- A) In short
- B) By comparison – kıyasla
- C) Eventually – nihayetinde, sonunda
- D) On the other hand – diğer taraftan

19.

- A) such as
- B) due to
- C) rather than
- D) with regard to
- E) thanks to

20.

- A) nevertheless – ama
- B) even so – böyle olsa bile
- C) so – bu yüzden
- D) because – dığı için
- E) in case – r diye

The most powerful cars intended for road use tend to have a top speed that ranges between 300 and 350 kilometres per hour. Is this due to some physical limitation or just practicality of design (21)---- you will never be able to reach these speeds let alone go faster on public roads? The amount of power it takes a car to go faster goes up exponentially. To double a car's top speed, its engine must be eight times as powerful. Aerodynamic lift over the body also increases quite rapidly. (22)----, the traction of the tires has to be better to deliver the higher power required to the road. Such cars (23)---- cost a lot more, and (24)----, there are far fewer people who can afford to pay for them and who see any point in having such a car. The fastest road-legal car currently **on the market** is the Koenigsegg Jesko, which **is expected to have** a top speed of 483 kilometers per hour – and **would cost** around A \$6.5 million in Australia, (25)---- it **weren't** already **sold out**. But there is no fundamental reason why a road car couldn't go faster.

*** zaman bağlaçlarının içi will / would / be going to olmaz

21.

- A) before –meden önce. -zaman bağlacı
- B) so that – sın diye - modal
- C) until – e kadar – zaman bağlacı
- D) when – diğı zaman – zaman bağlacı
- E) because – diğı için

22.

- A) Nonetheless – ama
- B) In contrast – aksine
- C) Similarly – benzer şekilde
- D) At the same time – aynı zamanda
- E) Otherwise – aksi takdirde

23.

- A) instead – yerine
- B) consequently – sonuç olarak
- C) on the other hand – diğır taraftan
- D) however – ancak
- E) similarly – benzer şekilde

24.

- A) on the contrary - aksine
- B) fortunately – iyi ki
- C) as a result
- D) for instance – mesela
- E) in other words – diğır bir deyişle

25.

- A) after
- B) although
- C) once
- D) because
- E) if