

1. - 20. sorularda, boş bırakılan yerlere uygun düşen sözcük ya da ifadeyi bulunuz.

1. **Just as** some animals like bees and ants are **predisposed to** live in colonies, humans have a natural ---- to form social units.
- A) restriction - kısıtlama
B) **tendency - eğilim**
C) avoidance - kaçınma
D) endurance - dayanıklılık
E) exception - hariç, istisna
2. **Population ageing, a direct ---- of the ongoing global fertility decline and of mortality decline among people of older ages, is among the most prominent global demographic trends of the 21st century.**
- A) precaution - önlem
B) opportunity - fırsat
C) instruction - öğretim
D) **consequence - sonuç**
E) adjustment - ayarlama, uyarlama
3. **Some scholars doubt that when the Italian instrument maker Bartolomeo Cristofori devised his first piano in approximately 1700, he foresaw the ---- acceptance it eventually achieved.**
- A) reluctant - gönülsüz - unwilling
B) demanding - talep eden
C) compulsory - zorunlu
D) **widespread - yaygın**
E) threatening - tehdit edici
4. **Most southern European countries have shifted from being ---- emigrant sending societies to immigrant receiving ones over the past 30 years.**
- A) suddenly - aniden
B) **primarily - başlıca**
C) fortunately - iyi ki
D) doubtfully - şüpheli bir şekilde
E) eventually - nihayetinde
5. **Children can be assisted to perform well at school if it is ---- **that** their parents play a causal role in producing cooperative, attentive behaviour and are included in the educational process.**
- A) **ensured - garanti etmek**
B) complained - şikayet etmek

- C) resisted - direnmek
- D) neglected - ihmal etmek
- E) concealed - gizlemek

6. Like the ancient people of Sumer, Egypt, and the Indus Valley, early Chinese farmers ---- the country's rivers for transportation and water to grow their crops.

- A) brought about - sebep olmak - result in
- B) relied on - bel bağlamak, güvenmek
- C) filled out - doldurmak
- D) fell behind - geride kalmak
- E) left out - dışarıda bırakılmak

7. **Although B. F. Skinner's radical behaviorism ---- out of fashion for several decades, many of his core ideas ----, offering important insights into a broad range of behavior.**

- A) has been / survive
B) is / will survive
C) was / had survived
D) will be / have survived
E) had been / would have survived

Several: çeşitli

Core: ana, çekirdek

Offer: sunmak, teklif etmek

Insight ... (into): öngörü

Broad: geniş

, Ving: 1. **Ki bu**, 2. Ve bu, 3. Ve, 4. Erek/arak 5. En, an. 6.İp

He came here, preparing lunch for me.

angora
enEnglish

8. St. Albans in London ---- a cathedral officially until 1877, but it ---- in existence
hundreds of years before that.

- A) cannot be made / was
B) had not been made / has been
C) was not made / had been
D) could not have been made / is
E) has not been made / would be

Officially: resmi olarak

In existence: var...

Exist: var olmak

9. The term 'schema' refers to a mental representation of knowledge that consists of expectations ---- familiar objects, scenes, and events that we construct ---- experience.

- A) about / through B) from / over
C) for / on D) at / beyond
E) with / to

Refer: bahsetmek

Representation: temsil /// represent (v): temsil etmek

Knowledge: bilgi

Consist of: içermek

Expectation: beklenti /// expect: beklemek, ummak

Familiar: aşina, bilindik

Event: olay

Construct: inşa etmek /// construction: inşaat, yapı

Experience: deneyim...

Through veins /// through education...

angora
enŞilize

10. Slang, ³ which is part of casual, informal styles of language use, ¹ serves as a mark of membership and unity ---- a given social group, and speakers ¹ show enormous ² creativity ---- their use of slang.

- A) for / to B) about / by
C) toward / at D) within / in
E) against / on

- that

Casual: günlük

Informal: resmi olmayan

Serve: hizmet etmek

Mark: işaret, emare, işaretlemek

Membership: üyelik

Unity: birlik

A given social group: belli bir sosyal grup/çevre

Enormous: devasa, büyük

Creativity: yaratıcılık

angora
inEnglish

11. Physical and cognitive changes associated with ageing place demands ---- the individual's ability to adjust ---- the environment.

- A) over / against B) at / into
C) on / to D) along / with
E) about / from

Associated with: ile ilişkili

Ageing: yaşlanma

Place: koymak, yerleştirmek, yer

Demand: talep, talep etmek

Adjust: uyum sağlamak

Soyut isim + to verb...

Adjective + to verb

Superlative + to verb

Sıra sayı sıfatı: the first / the second / the unique + to verb

For + noun + to verb

Verb + object + to verb /// allow him to go

Mek / mak için anlamında to verb

Modal olarak çeviriyorsan boşluğu + to verb

12. Little is known about what was worn by the poorer members of Byzantine society ---- they were unable to afford the expensive things that would have survived many hundreds of years.

- A) so that - sını diye (kendi içerisinde modal sever)
B) although - e rağmen (zıtlık)
C) because - diği için, çünkü
D) until - e kadar (zaman bağlacı)
E) whereas - ken (taban tabana zıtlık)

Wear - worn - worn

Poorer: daha fakir

Unable: yapamamak

Afford: parası yetmek /// affordable: parası yetebilir

Survive: hayatta kalmak

Would have V3: geçmişte olmamış bir olay

I would have studied more for my exams if I had known that they would be that difficult..

.....
.....

13. **Animals in fast-flowing streams have to protect themselves from being swept away,**
 ---- **those (animals) in the still waters of a pond have to cope with low levels of oxygen**
and the hazard of water freezing over in winter.

A) at least - en azında...

B) while - ken, e rağmen

C) as - diği için, dıkça, çünkü, diği gibi

D) so - bu yüzden

E) only if - sadece ...se/sa

While: although: e rağmen

While: whereas: ken

While: as: zaman bađlacı ken...

Fast-flowing: hızlı akan

Stream: ırmak

Protect: korumak

Sweep away: alıp götürmek

Pond: gölet

Cope with: ele almak - deal with, manage, overcome, tackle, handle, address...

Hazard: risk /// hazardous: riskli

Freeze: donmak

14. Sometime around 2300 BCE, along the Indus River of northern India, water buffalo and zebu cattle were used to pull crude wooden ploughs through the earth, ---- developing the practices of ploughing and cultivating.

- A) instead - yerine - rather (önceki cümlede olumsuzluk ara, genelde NOT şeklinde)
B) or - ya da, aksi taktirde - otherwise , or else: kendi için modal olur: would, could
C) though - e rağmen - although, much as, even though, even if, while
D) thus - bu yüzden - therefore, thereby, as a result, as a consequence
E) yet - ama - nevertheless, still

Along the river...

Pull: çekme

Crude oil: ham petrol

Develop: gelişmek

Practice: uygulama

Cultivate: ekip biçmek

And THEREFORE, THUS, THEREBY Verb
, THEREFORE, THEREBY, THUS Ving

Pasif ifadelerden sonra TO VERB kullanımına gidilir...

angora
inEnglish

15. ---- Spanish is the official language of Argentina, many other languages are spoken, ranging from Welsh to Basque, reflecting the varied origins of Argentina's many settlers.

A) Once - ar amaz - as soon as, after, the moment

B) Although - e rağmen, though, even though, much as, while, even if, despite the fact that, in spite of the fact that

C) Given that - düşünüldüğünde, diğİ için... asla because ile eş anlam kabul etme, en az iki defa because ile birlikte şıklarda oldu ve hep BECAUSE doğru cevap oldu...birbirini elemeyiz

D) Just as - tıpkı ...diğİ gibi (while/whereas ile farkına dikkat)

E) If - eğer ... se/sa

V3 + noun
sifat

just as /// while-whereas

---- industrial revolution made it possible for people to use machines, internet has allowed people to use the computer.

Once / as soon as / after / the moment: kendi içerisine zamansal olarak öncelik alır yani karşı tarafta yani ana cümlede had V3 ya da have/has V3 olamaz...

Official: resmi

Range from ... to:

Reflect: yansıtmak /// reflection: yansıma

Vary: çeşitlilik göstermek /// variety: çeşitlilik /// various: çeşitli

Settlers: yaşayan, sakin /// habitants... dwellers...

Although some students do not want to study English, they have to BECAUSE they want to receive promotion.

Although some students do not want to study English, they have to. Given that their academic results are too low, they have no option but to study.

BECAUSE

GIVEN THAT

Yan cümlecik, ana cümle

Because the weather is too hot, I will not go out.

16.---- games and simulations both foster maximum student involvement in learning, they differ in purpose, participant responsibilities, and the nature of the interaction.

- A) As long as - diğri sürece - provided that / if
B) Even though - e rağmen - though / even if / much as / while / even though
C) Because - diğri için - as / since
D) Once - ar amaz - as soon as / the moment / after
E) Provided that - mesi şartıyla / as long as / if

Foster: teşvik etmek

Involvement: dahil olma

Differ: farklılık göstermek

Participant: katılımcı

Responsibility: sorumluluk

Nature: doğa

Interaction: iletişim

17.---- the well-documented importance of parenting practices on children's development, much research has been conducted in the area.

A) Contrary to - aksine - unlike

B) Rather than - den ziyade

C) Due to - den dolayı - because of, as a result of, as a consequence of, thanks to, owing to.

D) Unlike - aksine - contrary to

E) Instead of - yerine

well-documented: iyice belgelenmiş, iyi kayda alınmış

development: gelişme

conduct: yapmak / carry out / do / implement

angora
enEnglish

18. The civilisation of ancient Egypt was significant for its size and longevity because it retained a strong continuity of culture ---- several periods of turmoil. → kargaşa

- A) similar to - e benzer olarak
B) by means of - vasıtasıyla, aracılığıyla / through
C) due to - den dolayı - because of / owing to / as a result of / as a consequence of / thanks to
D) with the aim of - amacıyla
E) despite - e rağmen - in spite of

Civilization: medeniyet

Significant: önemli, ciddi

Longevity: uzun ömür

Retain: korumak

Continuity: devam etme

Turmoil: kargaşa

19. Language is ---- a singular component of culture ---- also a symbol system that acts as a glue to bind cultures together.

A) whether / or - ister...ister

B) both / and - hem ... hem de / not only...but also...

C) so / that - o kadar...ki //so ADJ / ADV that S V (O)

D) the more / the more - ne kadar... o kadar (The more....., the more)

E) as / as - e kadar - as ADJ / ADV as S V//isim...

Component: bileşen

Act: davranmak, hareket etmek

Glue: yapışkan, yapıştırmak

Bind: birleştirmek

Parallel durum bağlaçları(birinden sonra ne gelirse diğerinden sonrada aynısı geliyor. Yani birinden sonra isim gelirse diğerinden sonrada isim gelir.)

Not only...but also

Both...and

Either ... or... ya ... ya da

Neither ... nor ... ne ... ne de

angora
enEnglish

20. **Classical literature on community** emphasises its homogeneity in terms of the beliefs and activities of its members, --- loyalty and sense of belonging are clearly defined.

A) what - isim cümleciklerinde kullanılır: ne ve şey anlamlarına gelir...

B) whose +++++ ismi en yalın haliyle alır yani bir article...

C) who

D) which

E) how - isim cümleciklerinde kullanılır ve nasıl anlamına gelir...

How + sıfat / zarf----- how good: ne kadar iyi

Its members' loyalty: üyelerinin sadakati...

Ekin's car: ekin whose car...

Literature: edebiyat /// literacy: okur yazarlık /// illiterate: okuma yazma bilmeyen

Emphasize: vurgulamak

In terms of: açısından, bakımından

Belief: inanç

Loyalty: sadakat

Sense of belonging: aidiyet hissi

Define: tanımlamak

Insan dışı varlık + Which - ki bu + verb / S V

Insan / insan dışı varlık ister + That - ki bu + V / S V

Insan + Who - ki bu + V / S V

Insan + Whom - ki ona / ki buna / S V

Insan / insan dışı + Whose - ki onun + N/S V

Yer ismi + Where - ki orada + S V

Zaman ismi + When - ki o zaman + S V

Reason Theory Explanation + Why - ki bu yüzden + S V

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 us to help 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 | B) since |
| C) after | D) once |
| E) although | |

22.

- | | |
|--------------------|----------------|
| A) With the aim of | B) In spite of |
| C) Thanks to | D) By means of |
| E) In terms of | |

23.

- | | |
|-----------------------------|---------------------------|
| A) violation - ihlal | B) destruction - tahribat |
| C) foundation - temel | D) confrontation - |
| yüzleşme | |
| E) fluctuation - dalgalanma | |

24.

- | | |
|------------|-------|
| A) toward | B) by |
| C) off | D) at |
| E) against | |

25.

- A) to be applied - uygulanması
B) to apply - uygulaması
C) having been applied D) to have applied
E) applying

No, not, not, little, few, comparative, superlative, also, actually, still, merely, only: zıtlık çeker...

Fiil olması to have V3/to have been V3:

He **is believed** to have stolen some money.

Aktif: buying / to buy / to have bought / having bought

Pasif: being bought / bought (V3) / to have been bought / having been bought

Having V3/having been V3:

1.cümle başında boşluk

Having stolen some money from the bank, he run away. : After he had stolen some money from the bank, he run away...

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/focus/concentrate/effect/impact/influence (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

27.

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

28.

- A) expose - maruz kalma, açığa çıkarmak
B) provide - sağlamak
C) facilitate - kolaylaştırmak
D) comprehend - anlamak, kavramak
E) reject - reddetmek

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 / and / together with / apart from / besides / in addition to
D) regardless of
E) similar to

BENZERLİK/PARALELLİK

Fiil olması to have V3/to have been V3:

He **is believed** to have stolen some money.

Aktif: buying / to buy / to have bought / having bought

Pasif: being bought / bought (V3) / to have been bought / having been bought

Having V3/having been V3:

1.cümle başında boşluk

Having stolen some money from the bank, he run away. : After he had stolen some money from the bank, he run away...

Mean Ving /// to Verb

Mean to go: gitmeyi kasteder.

31. - 41. sorularda verilen cümleyi tamamlayabilecek seçeneği bulunuz.

31. Although palaeontologists *have learned* extraordinary things about dinosaurs and their development from bones, ----.
- A) there is a lot that skeletons and skulls cannot 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

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
- 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

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

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

35. Although the Albanians, as a people, have been known since the **2nd century AD**, ----.
- A) present-day Albanian may be categorized 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 paralyzed, 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
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
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 analyze the major changes that happened during the era of foragers
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 colors 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 emphasize 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