

## YÖKDİL 2020 İLKBAHAR (SOSYAL BİLİMLERİ)

As difficult as they may be in some cases, culture shock experiences serve as the very force that drives strangers to learn and adapt. It is through the presence of stress that strangers are compelled to strive to achieve the level of learning and self-adjustment, which is necessary in order to meet the demands of the environment and to work out new ways of handling their daily activities. In a study of Canadian technical advisors who were on two-year assignments in Kenya, researchers found that the intensity and directionality of culture shock was unrelated to patterns of psychological adjustment at the end of the first year in the alien land. Of particular interest is the finding that, in some instances, the magnitude of culture shock was positively related to the individuals' social and professional effectiveness within the new environment (i.e., the greater the culture shock, the greater the effectiveness). Based on this finding, it was thought that culture shock experiences might, in fact, be responsible for successful adaptation. This point is further echoed in research that shows culture shock is a traditional learning experience that facilitates a psychological change from a state of low self-awareness and cultural awareness to a state of high self-awareness and cultural awareness.

4. leads to cause

1. as adj as = although = olsa da

2. function as

3. kendisi= the force itself

1. As difficult as they may be in some cases, culture shock experiences serve as the very force that drives strangers to learn and adapt.

It is ... that

2. It is through the presence of stress that strangers are compelled to strive to achieve the level of learning and self-adjustment, which is necessary in order to meet the demands of the environment and to work out new ways of handling their daily activities.

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1. According to the passage stress ----

- A) ~~weakens~~ a person's ability to achieve learning and self-adjustment
- B) ~~hinders~~ the handling of daily activities in unfamiliar environments
- C) is what causes people to become ~~less~~ social in a new culture
- ✓ D) helps those experiencing culture shock to better adapt to a foreign environment
- E) makes it ~~impossible~~ for strangers to meet the demands of a new environment

which

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2. What was especially interesting about the research on Canadian technical advisors in Kenya?

- A) Psychological adjustment at the end of the first year was directly related to culture shock.
- B) Some participants who experienced higher levels of culture shock were found to be more effective in their jobs.
- C) The level of professional effectiveness was unrelated to the magnitude of culture shock within the first year.
- D) All of the subjects in the study showed greater effectiveness in their jobs when they were exposed to subjected to further culture shock.
- E) In some cases, patterns of culture shock and psychological adjustment were found to be related to the environment.

exposed to  
maruz birakmak

44

Although - , (+) (+) stress before

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3. It can be inferred from the passage that prior to the study on Canadian technical advisors in Kenya, most researchers had assumed that culture shock

- A) helped individuals to fully integrate into a foreign culture +
- B) caused the formation of experiences that facilitated change +
- C) allowed individuals to change states of awareness +
- D) occurred when foreigners experienced high self-awareness +
- E) was an obstacle to adaptation to a foreign environment -

hindrance barrier

The explosion of mobile phone use has revolutionised our lives. We can download movies, communicate with our family members, and broadcast to the world, all at the push of a button. However, there are some questions about these valuable devices we have been unable to answer, such as the possibility of health conditions resulting from excessive 'screen time'. Yet, many initial reactions have been more spontaneous than evidence-based. In the past decade, we have heard that they will rewire our brains, strip us of cognitive abilities and damage our mental health. In truth, there is no good evidence that such alarming conditions are caused by our tech habits. The World Health Organization, for example, recommends limiting screen time as a way of tackling obesity, voicing no health concerns related to screens in particular. It says that children under 3 should have no screen time and those aged 3 to 4 should be limited to an hour a day, but its focus is on curbing childhood obesity. As the fears grow and the debate becomes more heated, it is time to separate the proven health advice from exaggerated facts. Rather than impose unreasonable limits, we should take a look at our use of screens and ask how they fit with the activities and lifestyles we want as individuals and families.

life

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disease / illness / issue / ailment: hastalik
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+

In fact,

ving

dikse

Instead of

olarak

bakmalimiz ve sormalimiz  
bakip sormalimiz

not/no

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4. It is pointed out in the passage that excessive screen time ---

- A) is proven to delay developmental processes in children under 3 a 2215
- B) shows no convincing evidence of damaging our cognitive abilities and mental health
- C) prevents small children from interacting with their families and other children m.4
- D) is seen as the main reason for inducing childhood obesity in those aged 3 to 4
- E) may change the way our brains work, leading to alarming health conditions 4

they

b ✓

2



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5. According to the passage we can reduce screen time and its possible harm by ----

- A) installing readily available health applications that monitor and limit our screen use
- B) paying more attention to the relation between obesity and screen time
- C) comparing our screen time with that of our family members
- D) becoming more conscious of our usage of screens and how related they are to our lives
- E) incorporating more healthy activities into our lives

MANY / PLENTY OF  
popular  
prevalent  
often  
usual

!!!  
many

The explosion of mobile phone use has revolutionised our lives. We can download movies, communicate with our family members, and broadcast to the world, all at the push of a button. However, there are some questions about these valuable devices we have been unable to answer, such as the possibility of health conditions resulting from excessive 'screen time'. Yet, many initial reactions have been more spontaneous than evidence-based. In the past decade, we have heard that they will rewire our brains, strip us of cognitive abilities and damage our mental health. In truth, there is no good evidence that such alarming conditions are caused by our tech habits. The World Health Organization, for example, recommends limiting screen time as a way of tackling obesity, voicing no health concerns related to screens in particular. It says that children under 3 should have no screen time and those aged 3 to 4 should be limited to an hour a day, but its focus is on curbing childhood obesity. As the fears grow and the debate becomes more heated, it is time to separate the proven health advice from exaggerated facts. Rather than impose unreasonable limits, we should take a look at our use of screens and ask how they fit with the activities and lifestyles we want as individuals and families.

6. The attitude of the author towards common reactions concerning our tech habits is ---  
about

- A) sceptical
- B) sarcastic *ijneliyici*
- C) admiring +
- D) supportive +
- E) optimistic +

The most celebrated African novelist is Chinua Achebe, whose *Things Fall Apart* permanently transformed the landscape of African fiction, both in his own continent and in the Western imagination. His novels effectively challenged many of the West's false impressions of African life and culture, replacing simplistic stereotypes with portrayals of a complex society still suffering from a legacy of Western colonial oppression. Achebe was born in Ogidi, an Igbo-speaking town in eastern Nigeria, and educated in English at church schools and University College, Ibadan, where he subsequently taught before joining the Nigerian Broadcasting Corporation in Lagos. Then he launched a publishing company with Christopher Okigbo, a poet soon to die in the Nigerian civil war. His *Things Fall Apart*, written with an insider's understanding of the African world and its history, depicts the destruction of an individual, a family, and a culture during colonialism. Helping to deny Western prejudices about Africa, this rich portrait of a culture also advances Achebe's ambition to help his society regain belief in itself and get rid of the complexes produced by colonialism.

**7. It is clearly stated in the passage that ---**

- A) Achebe has changed the way Western people think of African culture
- B) *Things Fall Apart* is Achebe's first and most famous novel
- C) Achebe's novels are mainly about Africans' false assumptions about Westerners
- D) Africa has always been a culturally rich continent in Western imagination
- E) Achebe is still the best novelist for many readers in Western societies

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**8. It is pointed out in the passage that --**

- A) Achebe both studied and taught in University College, Ibadan
- B) Achebe started his career at Nigerian Broadcasting Corporation
- C) Okigbo provided Achebe financial support to set up his own publishing company
- D) Okigbo wrote poems about the civil war in Nigeria
- E) In *Things Fall Apart*, Achebe mentioned the problems his own family had in the West

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**9. It can be inferred from the passage that ---**

- A) Achebe aimed at helping Africans rebuild self-respect and self-confidence
- B) With *Things Fall Apart*, Achebe made the Igbo language more popular in the West
- C) *Things Fall Apart* was mainly written from the perspective of a Westerner
- D) Achebe suggested Africans distrust Western societies in *Things Fall Apart*
- E) Achebe faced fierce criticism in the Western world

Justice in ancient Egypt encompassed a range of physical punishments including corporal punishment such as beatings, and capital punishment, which is the legal killing of a person. Punishments were typically administered in public. Corporal punishments were imposed on citizens for lesser crimes such as non-payment of taxes. But in the most severe cases, the Egyptian state would execute offenders. Robbing royal tombs, injuring the pharaoh, and disloyalty were all regarded as the worst crimes Egyptian citizens could commit. If criminals were caught, they would be punished by death. Executions were carried out in a number of ways, most often in public. Members of privileged classes could sometimes choose to take their own lives by swallowing poison rather than undergoing a painful death in public. The harshest punishment was not only death in this world but death in the afterlife. Burning a person's body, throwing their remains into the Nile, and erasing their names from history were the most serious punishments, as the person would not exist either here or in the hereafter. In these cases, families would not receive the body for burial or for the purposes of funerals.

**10. The main difference between corporal punishment and capital punishment was that -**  
---

- A) the former was administered in public in most cases
- B) the latter was used more frequently in ancient Egypt
- C) the former was for criminals who stole from the pharaoh
- D) the offender died as a result of the latter
- E) the criminals were charged with higher taxes for the former

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**11. Members of privileged classes in ancient Egypt who faced execution ----**

- A) were thrown into the Nile when they committed the most unforgivable crimes
- B) were not able to get away with public execution
- C) had to remove their names from history so that they could avoid death
- D) had the option to commit suicide by drinking poison in order to avoid a painful public death
- E) did not want their families to get their bodies for funerals

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**12. Which of the following could be the best title of the passage?**

- A) Capital Punishment Methods in Ancient Egypt
- B) The Court System in Ancient Egypt
- C) Burial Rituals in Ancient Egypt
- D) Crime and Punishment in Ancient Egypt
- E) How the Aristocracy was Punished in Ancient Egypt



Freud felt that our memories and how they are arranged in our minds are vital parts of our personalities. He proposed that there are three basic divisions of memory that are differentiated by how aware or conscious each of us is of the material in those divisions: the conscious, the preconscious and the unconscious. The unconscious is the most famous of the three. It contains the memories and experiences that we are not aware of. They are deep inside our minds and difficult to access. Actually, Freud thought that our unconscious is filled with all our memories, thoughts, and ideas that are troubling, disturbing, and horrible to keep in our conscious awareness. This is where we keep our truest feelings, unfiltered and unedited by the niceties of everyday life. Our unconscious is where our deepest and most basic desires and conflicts reside, it is the realm of secrets so dark that we are not even aware of them ourselves. Depending on what kind of memories we have and how aware we are of them, we may have a completely different personality than we do now. Our conscious, preconscious and unconscious memories help make us unique, giving us that special little personality that everyone loves.

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2

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**13. Freud suggested a division for our memories to -**

- A) help people hide their horrible secrets
- B) focus more on the niceties of everyday life
- C) simply explain our level of consciousness**
- D) further study people's deepest and most basic desires
- E) better understand how memories are **unreliable**

level  
= how aware

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14. According to the passage, what makes us unique?

- A) How desires and conflicts appear in memories
- B) Both nice and disturbing ideas we have
- C) Our deep and dark secrets
- D) Types and awareness of memories
- E) Unfiltered and true feelings about ourselves

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15. According to the passage which could be an example of an unconscious memory?

- A) <sup>envious</sup> Jealous feelings directed towards a close friend
- B) Hearing how your colleagues appreciate you
- C) Remembering simple tasks like riding a bike
- D) Purposefully ignoring the man sitting next to you
- E) Reliving the happiest day of your life



**Paragraf soruları**

1. D	2. B	3. E	4. B	5. D	6. A	7. A	8. A	9. A	10. A
11. D	12. D	13. C	14. D	15. A					