

1. IS IT ART?

Paintings and power shovels, sonatas and submarines, dramas and dynamos — they all have one thing in common. They are fashioned by people. They are artificial, in contrast to everything that is natural — plants, animals, minerals. The average 20th-century person would distinguish paintings, sonatas and dramas as forms of art, while viewing power shovels, submarines and dynamos as products of technology. This distinction, however, is a modern one that dates from an 18th-century point of view. In earlier times, the word 'art' referred to any useful skill. Shoemaking, metalworking, medicine, agriculture, and even warfare were all once classified as arts. They were equated with what are today called the fine arts — painting, sculpture, music, architecture, literature, dance, and related fields. In that broader sense, art was defined as a skill in making or doing, based on true and adequate reasoning.

1-Dramas and power shovels are similar in that ----- .

- A) they are both considered to be fine art
- B) they are each based on natural things
- C) both of them are quite fashionable
- D) they are both produced by people
- E) neither of them is very common

2-The author tells us that before the 1700s, people ----- .

- A) were not able to travel in underwater ships
- B) were completely unfamiliar with technology
- C) produced such beautiful tools that they were called art
- D) placed a much higher value on visual arts
- E) had a much wider definition for the term 'art'

3-It can be inferred from the passage that warfare ----- .

- A) has become less artistic because of modern military technology
- B) isn't really so different from skills like shoemaking or literature
- C) is no longer considered to be an art, though once it was
- D) has inspired people, through its images, to make great art
- E) is based, by its nature, on broadly accepted and true reasoning

2.HOLES IN THE SKY

In 1985 scientists working with the British Antarctic Survey discovered that a hole developed periodically in the ozone layer over the southern continent. Although this may have been a long-term natural event, the scientists believed that the effects were aggravated by the presence of chlorofluorocarbons in the atmosphere. These organic compounds are composed of carbon, fluorine, chlorine, and hydrogen and they can be found in aerosol cans, refrigeration materials and industrial solvents. Since this discovery, there has been a call for an international ban on the production and use of the chemicals in question. The more recent discovery of temporary holes in the ozone layer in other places in the Earth's atmosphere — including places over North America and northern Europe — has contributed to the debate over global warming, a theory that the Earth is gradually growing warmer as the atmosphere becomes more polluted.

4-Scientists think that the hole in the ozone layer over the Antarctic ----- .

- A) has become bigger as a result of the widespread use of certain chemicals
- B) can only be explained as an interesting natural event
- C) may require the increased use of organic materials
- D) will disappear in the long term, as the continent gets warmer
- E) suggests that, at one time, people lived in the far south

5-The theory of global warming ----- .

- A) favours the use of certain chemicals in order to eliminate the pollutants in the atmosphere
- B) says that holes in the ozone are letting in more of the sun's heat
- C) is seen as complete nonsense by the majority of scientists
- D) has led to scientific research to look into populating Antarctica
- E) suggests that pollution in the air is making the planet hotter

6-One can conclude from the passage that chlorofluorocarbons ----- .

- A) are naturally present in the Earth's atmosphere over Antarctica
- B) are the only reason that there are holes in the Earth's ozone layer
- C) are responsible for shortages of hydrogen and chlorine today
- D) have many practical uses, but seem to be dangerous to the environment
- E) have been suggested for use in repairing large holes in the ozone layer

**3. THE RISE OF OPEC**

The existence of OPEC was little noticed by the rest of the world until 1973, when OPEC ministers raised world oil prices by 70 percent. Price increases were directed at Western countries because of their support for Israel in its conflicts with Arab states. As a result of the Yom Kippur War of October 1973, oil prices were raised another 130 percent, and an oil embargo was instituted against the United States and the Netherlands. It was later learnt that the OPEC countries were boycotting certain American corporations that also had dealings with Israel. The OPEC pricing policies brought enormous increases in wealth to the oil-producing states and initiated a period of general economic decline in the industrialised nations of the West – particularly in the United States. The embargo itself was soon lifted, but the price increase led to a spiral of inflation in the West. Within a little more than a decade, there was a worldwide surplus of oil, and prices began to come down. But the continued instability of the Middle East guaranteed some measure of uncertainty about future oil supplies and prices.

**7-We learn from the passage that OPEC raised its oil prices ----- .**

- A) in order to raise money to support its ongoing wars against Israel
- B) because ministers from the countries in the organisation wanted to earn more money
- C) to show its anger at the countries that favoured Israel against Arab states
- D) in response to a worldwide shortage of petroleum and petroleum products
- E) after the price of producing oil increased by more than 200% in a single year

**8-One result of the dramatic increase in oil prices was ----- .**

- A) the creation of the mostly Arab alliance called OPEC
- B) a second war with Israel in the October of 1973
- C) an overall rise in prices in some Western countries
- D) the refusal of certain American corporations to do business with OPEC countries
- E) an escalation in the wars between Israel and Arab states

**9-After the Yom Kippur War in 1973, ----- .**

- A) OPEC ministers decided to increase oil prices by another 70%
- B) the West agreed to be less supportive of Israel
- C) OPEC promised to stabilise world oil supplies in a relatively short time
- D) members of OPEC refused to sell oil to the Americans and the Dutch
- E) the Middle East became more unstable than before

4. WHERE NEW PRODUCTS COME FROM

Akio Morita, the chairman of Sony Corporation in Japan, wanted a radio he could carry with him and listen to wherever he went. From that small desire was born the Sony Walkman, a radio small enough to be worn on a belt or carried in a pocket. Not all product development, however, is so easy. Most of today's products, including many of the basic necessities of food, clothing and shelter, are the result of creative research and thinking by staff. A new product is one that is new for the company that makes it. A hamburger, for example, is not new, but when McDonald's introduced the Big Mac, it was a new product for that company. Decisions to make a new product can be the result of technology and scientific discovery, but the discovery can be either accidental or sought for. The original punch-card data-processing machine was devised specifically for use by the Bureau of the Census. Penicillin, by contrast, was an accidental discovery and is now one of the most useful antibiotics. Products today are often the result of extensive market research to learn what consumers and retailers want.

10- In the passage, the Sony Walkman is referred to as ----- .

- A) the creation of a large marketing research team
- B) an example of uncomplicated product development
- C) superior to all the others produced afterwards
- D) something produced in response to in-depth market research
- E) a product invented by Akio Morita, the chairman of Sony

11- When the Big Mac was first introduced, it was ----- .

- A) the first ever hamburger to be put on the market
- B) the result of technical and scientific development
- C) the result of accidental discovery by McDonald's
- D) a known item but a fresh product for McDonald's
- E) the first product ever produced by McDonald's

12- A new product nowadays ----- .

- A) must be something completely new to the consumer
- B) is always the result of creativity and invention
- C) is usually produced in response to consumer demand
- D) should be manufactured in large quantities to meet the huge demand
- E) is more often created or discovered by accident

**5. CLASSIFYING LIFE FORMS**

Exactly what is a plant and how is it different from other life forms? This may initially seem like a simple question. Everyone knows that an elm tree is a plant, whereas a dog is not. Nevertheless, the precise definition of plants is still a matter of debate among some scientists. All living things are made up of protoplasm, a complex material composed of organic substances such as sugars, proteins and fats. Protoplasm is arranged in tiny units called cells. All living things are composed of cells. As recently as the late 1960s, scientists believed that all organisms could be classified as members of either the plant or the animal kingdom. Life forms that are green and that can synthesise their own food using light energy were put in the plant kingdom. Those organisms that lack green pigment and are able to move about were considered to be animals. Researchers now agree that living things are more properly divided into two groups -- prokaryotes and eukaryotes. These major groups comprise five kingdoms. Major differences between cells are used to distinguish between these groups and kingdoms.

**13-The main concern of the passage is ----- .**

- A) how protoplasm is arranged into cells differently in plants and animals
- B) why all life forms should be classified into five major groups
- C) why plants manage to feed themselves but the life forms in the animal kingdom don't
- D) the disagreement between scientists as to the definition of a plant and an animal cell
- E) the difficulty of giving a distinct definition separating plants from other life forms

**14-We understand from the passage that protoplasm ----- .**

- A) is a simple life form
- B) is a method of grouping life forms
- C) is a separate life form
- D) contains cells
- E) is the distinctive characteristic of plants

**15-The current method of classifying life forms involves ----- .**

- A) separating the plant and animal kingdoms
- B) taking significant differences in cell formation into account
- C) seeing if an organism contains green colouring
- D) noting if an organism can produce food chemically
- E) checking whether the organism contains protoplasm

6. THE CHINESE LANGUAGE

China is the only country in the world with a literature written in one language for more than 3,000 consecutive years. This continuity results largely from the nature of the written language itself. It is the use of characters, not letters as in Western languages, 'that is most important in the Chinese language. The characters stand for things or ideas and so, unlike groups of letters, they cannot, and need never be, sounded. Thus Chinese could be read by people in all parts of the country in spite of gradual changes in pronunciation, the emergence of regional dialects, and modification of the characters. The dominance of the written language has had significant effects on the development of the literature. In handwriting or in print, a piece of literature has visual appeal. This has given rise to the great respect that calligraphy enjoys in China, where it has been regarded for at least sixteen centuries as a fine art comparable to painting. The main disadvantage of written Chinese, however, is the great number of characters it contains: Even basic reading and writing require a knowledge of more than 1,000 characters.

16-According to the passage, Chinese literature ----- .

- A) contains literary forms that no other countries have
- B) is the largest in the world in terms of the works it contains
- C) has been produced using the same language for over three millenia
- D) appeals to the eye rather than to the mind
- E) owns the oldest piece of literary work, which was written about 3,000 years ago

17-The main reason why written Chinese has changed so little over the years is that -----  
- .

- A) the Chinese start learning to write at an early age
- B) writing is a highly-prized art in China
- C) China has always been a large country in area
- D) the Chinese all have much the same ideas
- E) it bears no relationship to the spoken word

18-It's clear from the passage that calligraphy ----- .

- A) is as important and valued in China as painting
- B) emerged in China in the 16th century
- C) is the written form of the Chinese language
- D) is considered easier by the Chinese than painting
- E) contains 1000 different characters in the Chinese language

7. JEAN-FRANCOIS MILLET

At 35, the French painter Jean-Francois Millet considered himself a failure. He left Paris and settled in the little village of Barbizon, a place much like his boyhood home in Normandy. In Barbizon, with farmers, woodcutters and peasant women as subjects, Millet painted masterpieces of country life. Millet's family were peasants as well, and he was one of eight children. The whole family worked in the fields. In his early teens he began drawing. When his brothers were old enough to take his place on the farm, he went to art school in nearby Cherbourg. When Millet's father died, a teacher convinced the Cherbourg Town Council to send the talented youth to Paris to continue his art studies. After several years he had to support himself, but few of the pictures he submitted to exhibitions were purchased. To earn a living, he painted portraits and signs. Millet went to Barbizon in 1849. As his work gradually attracted attention, other artists came to work with him. They became known as the Barbizon School of painters. Official recognition of his work came in the late 1860s, less than a decade before he died.

19-The passage tells us that Jean-Francois Millet ----- .

- A) had eight younger brothers and sisters in his family
- B) was brought up in the centre of Cherbourg
- C) had to work in the fields until he went to art school
- D) saved enough money to go to Paris to study art
- E) showed an interest in art from the age of eight or so

20-It's mentioned in the passage that ----- .

- A) Millet's work was recognised officially about ten years after his death
- B) Millet reflected the country life onto his paintings successfully
- C) Millet was the best-known of the Barbizon School of painters
- D) Millet died in Barbizon on the verge of poverty
- E) Millet's work was initially appreciated only by the people of Barbizon

21-Upon reading the passage, one can conclude that Barbizon ----- .

- A) was the place Millet was born and brought up
- B) attracted Millet because of its school for painters
- C) was home to many artists before Millet arrived
- D) must have been an agricultural area with forests
- E) was a farming area which was situated in Normandy



8.SOCRATES

Interested in neither money, fame, nor power, Socrates wandered along the streets of Athens in the 5th century BC. He wore a single rough woollen garment in all seasons and went barefoot. Talking to whoever would listen, he asked questions, criticised answers, and poked holes in faulty arguments. His style of conversation has been given the name Socratic dialogue. He was the first of the three great teachers of ancient Greece – the other two being Plato and Aristotle. Today he is ranked as one of the world's greatest moral teachers. His self-control and powers of endurance were unmatched. In appearance he was short and fat, with a snub nose and wide mouth. Despite his unkempt appearance, the Greeks of his day enjoyed being with him, and talking with him and were fascinated by what he had to say. Socrates did not write any books or papers. The details of his life and doctrine are preserved in the 'Memorabilia' of the historian Xenophon and in the dialogues of the philosopher Plato. It was chiefly through Plato and Plato's brilliant disciple Aristotle that the influence of Socrates was passed on to succeeding generations of philosophers.

22- Socrates ----- .

- A) wasn't at all interested in material things
- B) called his conversations 'Socratic dialogues'
- C) wore unattractive clothes and heavy sandals
- D) didn't point out others' mistakes plainly, but implicitly
- E) had no influence or fame in his lifetime

23-Socrates' fellow Athenians ----- .

- A) did not know anything about his real identity
- B) were fascinated by his appearance
- C) mocked him because of his appearance
- D) eagerly read all of his works
- E) enjoyed learning about his ideas

24-After Socrates' death, ----- .

- A) his doctrine was forgotten until Plato revived it
- B) Xenophon preserved his autobiography
- C) other philosophers ensured his continuing influence
- D) it was discovered that he had kept a personal diary
- E) people came to realise what a great philosopher he was



**9. SPARTACUS**

For many years the name of the Thracian slave Spartacus struck fear into the hearts of the Roman people. It served to remind them of the danger that constantly menaced the continued existence of their state -the danger of an uprising of the enormous slave population, which might destroy the Roman nation. Scholars have calculated that in ancient Italy the slaves outnumbered the free citizens three to one. If these slaves, who resented the brutal treatment they received as household and plantation labourers, had succeeded in uniting under capable leadership, no armies could have withstood them. There were many slave uprisings in the history of Rome, but the most formidable was that headed by Spartacus in 73 BC. After escaping from the school of gladiators at Capua, he fled to Mount Vesuvius, where he collected an army of runaway slaves like himself. For two years he terrorized Italy, defeating army after army sent against him from Rome. The insurrection was finally crushed by the Roman commander Marcus Licinius Crassus. Spartacus and 6,000 of his followers were slain.

**25-Spartacus's name made the Romans afraid because ----- .**

- A) he was a very aggressive and dangerous man
- B) his attitude towards other slaves was brutal
- C) he could get support from other nations
- D) he was a symbol of the danger of a slave rebellion
- E) he was supported by a number of officers in the Roman army

**26-According to scholars, in ancient Italy, ----- .**

- A) the slave population was almost as big as that of Roman citizens
- B) every family owned at least three slaves
- C) there were more slaves than free citizens
- D) some of the slaves were specially educated
- E) slaves sometimes overthrew their masters

**27-The author believes that a unity of slaves headed by a capable leader ----- .**

- A) played the major role in their fights against Roman forces
- B) would have been strong enough to beat any army
- C) helped Spartacus win the battle at Mount Vesuvius
- D) would increase production on plantations
- E) would still find it extremely hard to resist experienced Roman soldiers

10. THE CHANGING EARTH

The great features of the Earth seem permanent and unchanging. The giant mountain ranges, the long river valleys, and the broad plains have been known throughout recorded history. All appear changeless, but changes occur steadily. Small ones can be seen almost any day. The rivulets of mud that form on the side of a hill during a rainstorm move soil from one place to another. Sudden gusts of wind blow dust and sand around, redistributing these materials. Occasionally, however, spectacular changes take place. A volcano erupts and spreads lava over the surrounding landscape, burying it under a thick layer of fresh rock. Earthquakes break the Earth's crust, causing portions of it to slide and move into new positions. There is ample evidence that the Earth's surface has changed greatly since its original formation. Even now it is continuing to change.

28-The large mountain ranges, river valleys and plains ----- .

- A) are impermanent, temporary features
- B) appear to have hardly changed over the recorded history
- C) can be seen to change on a daily basis
- D) last forever, without any alteration
- E) are not really as large as they seem

29-The examples of small changes given in the passage mainly illustrate how ----- .

- A) the earth's surface changes minutely day by day
- B) climatic changes are causing the earth to change
- C) rivers of mud can be formed in very rainy weather
- D) extremely dramatic changes occur almost every day
- E) breezes can cause sandstorms when coupled with the required conditions

30-The author believes that ----- .

- A) although it's hard to prove, the earth has changed a great deal over time
- B) if there were no volcanoes and earthquakes, there would be no change
- C) the most profound changes have been caused by climatic changes
- D) we need to try to control and monitor these changes before it's too late
- E) there is plenty of proof that the earth's surface is constantly altering

11. INTELLIGENCE TESTS

The earliest intelligence test was designed to place children in appropriate school classes. At the beginning of the 20th century school authorities in Paris asked the psychologist Alfred Binet to devise a method for picking out children who were unable to learn at a normal rate. Binet went on to develop a method that could measure the intelligence of every child—dull, bright or normal. Binet realised that a person's ability to solve problems was an indication of intelligence. He found that complex problems, particularly those involving abstract thinking, were best for sorting out bright and dull students. Problem-solving ability grows rapidly during childhood. Because of this, Binet decided to make an age scale of intelligence. He chose tasks for each age level that could be performed by most youngsters of that age but that could not be done by the majority of children a year younger. In 1905 Binet published a scale of intelligence for children from 3 to 13. Since then many revisions of the Binet scales have been published worldwide.

31-Originally, Binet began his work on intelligence tests because the school authorities ---  
--- .

- A) wanted to identify the most intelligent and gifted pupils
- B) believed the teaching methods in schools were incorrect
- C) wanted to be able to separate pupils according to ability
- D) didn't want unintelligent children to remain in school
- E) were curious to find out how many children were clever

32-It's mentioned in the passage that Binet ----- .

- A) set the children simple, practical problems which they had to solve
- B) learnt through experience that his method worked best for bright kids
- C) first designed complicated mathematical questions for the pupils to do
- D) found that bright and dull students could sort out complex problems
- E) learnt there's a link between finding solutions to problems and intelligence

33-The author tells us that Binet ----- .

- A) tested children of all ages and of differing levels of ability
- B) had different tasks for every age level that he tested
- C) designed his test so that children of all ages could take the same test
- D) chose tasks that were too hard for most children in an age group
- E) found that a lack of concentration with age make children appear less intelligent

12. ALLERGIES

Some people suffer from hay fever when pollen is in the air. Others develop skin rashes when they touch certain substances. Still others experience stomach cramps after eating particular foods. These ailments are all caused by allergic reactions to various substances. In most cases, an allergy causes relatively mild symptoms such as sneezes from breathing dust. A rare and severe allergic reaction can occasionally lead to death. Death from bee stings is an example of this severe type of allergic reaction. When possible, one should avoid contact with the pollens, foods or whatever has previously caused an allergic reaction. Many substances are so widespread, however, that it is difficult to avoid them. These include dust, pollens, and polluted air. When allergy is severe, it is possible for a physician to desensitize the person to the allergen by injecting a small amount of an extract of the allergen under the skin, and gradually increasing the dose until a tolerance to the allergen is built up.

34- Allergic reactions ----- .

- A) are usually not too serious
- B) unfortunately often end in death
- C) usually make people sneeze
- D) are experienced by all people
- E) are always the cause of rashes

35- We can assume from the passage that dust, pollens and polluted air ----- .

- A) should be avoided at all costs, or the sufferer may die
- B) are the greatest threat to allergy sufferers in urban areas
- C) account for the death of many people so far
- D) are among the deadliest of all allergens
- E) are allergens that are hard to avoid

36- We can conclude from the passage that ----- .

- A) doctors are usually helpless in allergy cases
- B) the most common allergic reaction is to bee stings
- C) allergens and allergic reactions are of various types
- D) a sufferer can only avoid allergens through professional assistance
- E) most allergy sufferers develop stomach pain after eating some foods

13.SPICE TRADE

Spices were known to Eastern peoples thousands of years ago. Arab traders artfully withheld the true source of these spices, however, and they became valuable items of commerce early in the evolution of the spice trade. The most notable uses of spices in very early times were in medicine and in the making of holy oils. Belief in the healing power of spices filtered down, in a moderated form, into the Middle Ages and even into early modern times. It is not known when spices were first used in food. Certainly, the ancient Greeks and Romans used spices to flavour food and beverages because they discovered that spices helped to preserve foods, mask the flavour of partially spoiled meats and brought a change of flavour. Knowledge of the use of spices to preserve and flavour food slowly spread through Europe. Finally, in the last third of the 15th century, the Europeans decided to build ships and venture abroad in search of a route to the spice-producing countries.

37-Initially, spices were ----- .

- A) sold for very low prices
- B) given in exchange for oil
- C) grown by Arab traders
- D) a secret, and never sold
- E) sold to the West by Arabs

38-Spices were first used ----- .

- A) by the ancient Greeks and Romans
- B) mostly for healing and religious purposes
- C) in the early Middle Ages, in the West
- D) to make partially spoiled meat edible
- E) to change flavour of commonly consumed food

39-We are told in the passage that the ancient Greeks and Romans used spices for all the following, except ----- .

- A) to make food taste even better
- B) in religious ceremonies to please their gods
- C) to keep food from going bad
- D) to hide the taste of rotting food
- E) in certain drinks to add flavour

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| 11. D | 12. C | 13. E | 14. D | 15. B | 16. C | 17. E | 18. A | 19. C | 20. B |
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