

PARÇA 71 – Evolution of Farming

Ne Öğreneceğim / Ne işime yarayacak

Various grammar points

A. Vocabulary

hunting (n): avlanma /// hunt: avlanmak /// hunter: avcı-predator /// prey: av

gathering (n): toplanma /// gather: toplanmak

happen (v): olmak - take place: olmak

step (n): adım /// step by step: adım adım... ///

ancestor (n): ata /// predecessor: ata, önceden gelen... /// antecedent: ata, önceden gelen

rely on (v): güvenmek, bel bağlamak / depend on, count on

gradually (adv): kademe kademe, step by step, steadily..

organized (adj): organize

regularly (adv): düzenli bir şekilde

era (n): çağ, dönem

engage (in) (v): katılmak, dahil olmak...

appear (v): görünmek... /// appearance: görünüş...

reliably (adv): güvenilir bir şekilde... /// reliable-dependable: güvenilir, bel bağlanılabilir

improve (v): geliş(tir)mek

grow (v): büyümek, büyütme

commit (v): adamak /// be committed to: adanmış /// commit suicide: intihar etmek // commit crime: suç işlemek

pick (v): seçmek

Verilen kelimelerin Türkçe anlamları doğru olanlarda 'T', yanlış olanlarda 'F' harfini işaretleyip, yanlış olanların yanına doğrusunu yazınız.

1. era: çağ (T / F)

5. reliably: güvenilir bir şekilde (T / F)

2. rely on: olmak (T / F)

6. improve: adamak (T / F)

3. pick: geliştirmek (T / F)

7. ancestor: ata (T / F)

4. engage (in): toplamak (T / F)

8. appear: büyümek (T / F)

The change from hunting and gathering to farming likely happened in steps. Our early ancestors relied on nature for food for millions of years. They gradually became more organized in finding food. During the era of Homo erectus, they engaged in gathering their resources. When modern humans, Homo sapiens, appeared, they knew a lot about plants and animals. They returned to the same places year after year to gather food reliably. They improved the fields by weeding, pruning, and burning. Early gardens were small and near homes. Farms grew bigger when people committed more to farming. At first, people could not pick better plants, but they soon learned to save seeds from the best ones for planting again.

C. Context

1. The change from hunting and gathering to farming likely happened in steps.

2. Our early ancestors relied on nature for food for millions of years.

3. They gradually became more organized in finding food.

4. During the era of Homo erectus, they engaged in gathering their resources.

5. When modern humans, Homo sapiens, appeared, they knew a lot about plants and animals.

6. They returned to the same places year after year to gather food reliably.

7. They improved the fields by weeding, pruning, and burning.

8. Early gardens were small and near homes.

9. Farms grew bigger when people committed more to farming.

10. At first, people could not pick better plants, but they soon learned to save seeds from the best ones for planting again.

E. Reading Comprehension

The change from hunting and gathering to farming likely happened in steps. Our early ancestors relied on nature for food for millions of years. They gradually became more organized in finding food. During the era of Homo erectus, they engaged in gathering their resources. When modern humans, Homo sapiens, appeared, they knew a lot about plants and animals. They returned to the same places year after year to gather food reliably. They improved the fields by weeding, pruning, and burning. Early gardens were small and near homes. Farms grew bigger when people committed more to farming. At first, people could not pick better plants, but they soon learned to save seeds from the best ones for planting again.

What could be the best title for this passage?

- A) The Evolution of Human Food Practices
- B) Transition from Hunting-Gathering to Farming
- C) Agricultural Advancements Throughout Human History
- D) The Development of Early Farming Communities

True / False Questions

Our early ancestors depended on nature for food for millions of years.

Homo erectus was involved in gathering resources during their era.

Modern humans, Homo sapiens, had significant knowledge about plants and animals.

Early gardens were typically located far away from homes.

Initially, people were able to select the best plants for cultivation.

PARÇA 72 – Industrial Revolution

Ne Öğreneceğim / Ne işime yarayacak

Various grammar points

A. Vocabulary

revolution (n): devrim /// evolution: evrim

invent (adv): icat etmek /// invest: yatırım yapmak

steam-powered (adj): buharla çalışan

folk (n): halk

even though (conj): e rağmen

skilled (adj): hünnerli

dangerous (adj): tehlikeli

dirty (adj): kirli

crime (n): suç, cinayet /// crime scene: suç mahali...

gap (n): aralık /// gap between males and females...

own (v): sahip olmak... kendi

anymore (v): artık... değil...

stuff (n): şey, eşya

Verilen kelimelerin Türkçe anlamları doğru olanlarda 'T', yanlış olanlarda 'F' harfini işaretleyip, yanlış olanların yanına doğrusunu yazınız.

1. own: icat etmek (T / F)

5. crime: devrim (T / F)

2. gap: aralık (T / F)

6. skilled: kirli (T / F)

3. dangerous: tehlikeli (T / F)

7. steam-powered: buharlı (T / F)

4. invent: sahip olmak (T / F)

8. revolution: devrim (T / F)

During the Industrial Revolution in Britain from 1760 to 1840, lots of new machines were invented, like steam-powered ones. This changed how people worked and lived. More women and kids started working, and more folks lived in cities than in the countryside. People got married younger and had more kids. Even though some things got better, like food, work became less skilled and more dangerous. Cities got dirty and had lots of crime. Some folks got richer, but there was still a big gap between the rich and the poor. The rich weren't just rich from owning land anymore; they had lots of money and stuff.

C. Context

1. During the Industrial Revolution in Britain from 1760 to 1840, lots of new machines were invented, like steam-powered ones.

2. This changed how people worked and lived. More women and kids started working, and more folks lived in cities than in the countryside.

3. People got married younger and had more kids.

4. Even though some things got better, like food, work became less skilled and more dangerous.

5. Cities got dirty and had lots of crime. Some folks got richer, but there was still a big gap between the rich and the poor.

6. The rich weren't just rich from owning land anymore; they had lots of money and stuff.

E. Reading Comprehension

During the Industrial Revolution in Britain from 1760 to 1840, lots of new machines were invented, like steam-powered ones. This changed how people worked and lived. More women and kids started working, and more folks lived in cities than in the countryside. People got married younger and had more kids. Even though some things got better, like food, work became less skilled and more dangerous. Cities got dirty and had lots of crime. Some folks got richer, but there was still a big gap between the rich and the poor. The rich weren't just rich from owning land anymore; they had lots of money and stuff.

What could be the best title for this passage?

- A) Transformations of the Industrial Revolution: Impact on Society in Britain
- B Social Changes and Challenges During Britain's Industrial Revolution
- C) The Industrial Revolution in Britain: Work, Life, and Inequality

Gönderim yapan kelimenin anlamını bulalım.

1. The underlined word 'ones' in line 2 refers to
2. The underlined word 'they' in line 5 refers to

PARÇA 73 – BCE / CE Dating System

Ne Öğreneceğim / Ne işime yarayacak

Various grammar points

A. Vocabulary

emerge (v): ortaya çıkmak

way (n): yol, yöntem

inclusive (n): kapsayıcı, içerici

various (adj): çeşitli

faith (n): inanç

widely (adv): yaygın bir şekilde

circle (n): çember, daire, halka

link (v): bağlamak, irtibatlamak, bağlantı

claim (n / v): iddia, iddia etmek

argue (v): tartışmak

attempt (n): girişim, uğraş, çaba /// çabalamak (v)

erase (v): erase

correctness (n): doğruluk

uphold (v): savunmak /// support / back up

suggest (v): tavsiye etmek

support (v): desteklemek / back up / uphold

essentially (adv): aslında, esasen, temel olarak/// essential: gerekli

mark (v): belirtmek, işaretlemek

Verilen kelimelerin Türkçe anlamları doğru olanlarda 'T', yanlış olanlarda 'F' harfini işaretleyip, yanlış olanların yanına doğrusunu yazınız.

1. erase: silmek (T / F)

5. mark: belirtmek (T / F)

2. support: iddia etmek (T / F)

6. claim: desteklemek (T / F)

3. attempt: doğruluk (T / F)

7. essentially: temelde (T / F)

4. argue: ortaya çıkmak (T / F)

8. attempt: yol (T / F)

The BCE/CE dating system emerged in the 17th century. It is a way to make historical dating more inclusive for people of various faiths and cultures. It is widely used in academic circles worldwide. Unlike the BC/AD system, which is linked to the birth of Jesus, BCE/CE doesn't make any religious claims about the timeline. However, in recent times, some critics argue against BCE/CE and they claim that it is an attempt to erase Jesus from history due to political correctness. They prefer the BC/AD system. This system upholds Christian traditions. They also suggest that BC/AD is biblically supported. Yet, both systems essentially mark the same historical events. They just use different terminology.

C. Context

1. The BCE/CE dating system emerged in the 17th century.

2. It is a way to make historical dating more inclusive for people of various faiths and cultures.

3. It is widely used in academic circles worldwide.

4. Unlike the BC/AD system, which is linked to the birth of Jesus, BCE/CE doesn't make any religious claims about the timeline.

5. However, in recent times, some critics argue against BCE/CE and they claim that it is an attempt to erase Jesus from history due to political correctness.

6. They prefer the BC/AD system.

7. This system upholds Christian traditions.

8. They also suggest that BC/AD is biblically supported.

9. Yet, both systems essentially mark the same historical events.

10. They just use different terminology.

E. Reading Comprehension

The BCE/CE dating system emerged in the 17th century. It is a way to make historical dating more inclusive for people of various faiths and cultures. It is widely used in academic circles worldwide. Unlike the BC/AD system, which is linked to the birth of Jesus, BCE/CE doesn't make any religious claims about the timeline. However, in recent times, some critics argue against BCE/CE and they claim that it is an attempt to erase Jesus from history due to political correctness. They prefer the BC/AD system. This system upholds Christian traditions. They also suggest that BC/AD is biblically supported. Yet, both systems essentially mark the same historical events. They just use different terminology.

What could be the best title for this passage?

- A) The Evolution of Historical Dating: BCE/CE vs. BC/AD
- B) Debating Dating Systems: BCE/CE vs. BC/AD
- C) Navigating Historical Timelines: BCE/CE and BC/AD Perspectives

What is one key difference between the BCE/CE and BC/AD dating systems?

- A) BCE/CE is linked to the birth of Jesus, while BC/AD isn't.
- B) BCE/CE emerged in the 18th century, while BC/AD emerged in the 17th century.
- C) BCE/CE makes no religious claims about the timeline, while BC/AD does.

Why do some critics prefer the BC/AD dating system over BCE/CE?

- A) They believe BC/AD is more inclusive for people of various faiths and cultures.
- B) They think BCE/CE erases Jesus from history due to political correctness.
- C) They find BC/AD to be more accurate in dating historical events.

Gönderim yapan kelimenin anlamını bulalım.

1. The underlined word 'it' in line 1 refers to
2. The underlined word 'they' in line 6 refers to

PARÇA 74 – The Spanish Armada

Ne Öğreneceğim / Ne işime yarayacak

Various grammar points

A. Vocabulary

invade (v): işgal etmek /// invasion: işgal

navy (n): donanma

defeat (v / n): yenmek, bozguna uğramak, bozgun

battle (n): savaş

remaining (adj): kalan

sail (v): yelken açmak, denize açılmak

lose (v): kaybetmek

fleet (n): filo /// navy: donanma /// army: ordu /// land forces: kara kuvvetleri /// air force: hava kuvvetleri

return (v): geri dön(dür)mek

sign (v): imzalamak

better (adj): daha iyi /// the best: en iyi

celebrate (v): kutlamak /// celebration: kutlama

Verilen kelimelerin Türkçe anlamları doğru olanlarda 'T', yanlış olanlarda 'F' harfini işaretleyip, yanlış olanların yanına doğrusunu yazınız.

- | | |
|-----------------------------------|---------------------------------|
| 1. celebrate: imzalamak (T / F) | 5. invade: istila etmek (T / F) |
| 2. lose: kaybetmek (T / F) | 6. remaining: daha iyi (T / F) |
| 3. battle: istila (T / F) | 7. return: kutlamak (T / F) |
| 4. defeat: denize açılmak (T / F) | 8. fleet: filo (T / F) |

The 1588 Spanish Armada was a group of 132 ships. These ships were sent by King Philip II of Spain to invade England. Queen Elizabeth I's navy met the Armada in the English Channel. The English ships were faster, had better guns, and the weather was bad for the Spanish. Because of this, the Spanish Armada was defeated. After the battle, the remaining Spanish ships had to sail around Scotland, where more ships and men were lost. In the end, only half of the fleet returned to Spain. The war between England and Spain continued, but the defeat of the 1588 Armada became famous. It was seen as a sign that Protestant England was better than Catholic Spain and was celebrated in art and stories.

C. Context

- 1. The 1588 Spanish Armada was a group of 132 ships.**
- 2. These ships were sent by King Philip II of Spain to invade England.**
- 3. Queen Elizabeth I's navy met the Armada in the English Channel.**
- 4. The English ships were faster, had better guns, and the weather was bad for the Spanish.**
- 5. Because of this, the Spanish Armada was defeated.**
- 6. After the battle, the remaining Spanish ships had to sail around Scotland, where more ships and men were lost.**
- 7. In the end, only half of the fleet returned to Spain.**
- 8. The war between England and Spain continued, but the defeat of the 1588 Armada became famous.**
- 9. It was seen as a sign that Protestant England was better than Catholic Spain and was celebrated in art and stories.**

E. Reading Comprehension

The 1588 Spanish Armada was a group of 132 ships. These ships were sent by King Philip II of Spain to invade England. Queen Elizabeth I's navy met the Armada in the English Channel. The English ships were faster, had better guns, and the weather was bad for the Spanish. Because of this, the Spanish Armada was defeated. After the battle, the remaining Spanish ships had to sail around Scotland, where more ships and men were lost. In the end, only half of the fleet returned to Spain. The war between England and Spain continued, but the defeat of the 1588 Armada became famous. It was seen as a sign that Protestant England was better than Catholic Spain and was celebrated in art and stories.

Who sent the Spanish Armada to invade England in 1588?

- A. The Battle of the English Channel: Spain's Attempt to Invade England
- B. The Weather's Role in Naval Warfare: The Story of the Spanish Armada
- C. The Defeat of the 1588 Spanish Armada: England's Historic Victory

Why was the Spanish Armada defeated?

- A. The Spanish ships were faster.
- B. The English ships had better guns and the weather was bad for the Spanish.
- C. The Spanish had more ships.

Gönderim yapan kelimenin anlamını bulalım.

The underlined word 'this' in line 3 refers to _____.

What does the term "invade" mean in the sentence "These ships were sent by King Philip II of Spain to invade England"?

- A. To defend a country
- B. To enter a country forcefully
- C. To form an alliance

What is the meaning of "defeated" in the sentence "Because of this, the Spanish Armada was defeated"?

- A. Victorious
- B. Beaten
- C. Neutral

In the sentence "After the battle, the remaining Spanish ships had to sail around Scotland," what does "remaining" mean?

- A. Damaged
- B. Lost
- C. Left over

What does "celebrated" mean in the sentence "It was seen as a sign that Protestant England was better than Catholic Spain and was celebrated in art and stories"?

- A. Ignored
- B. Commemorated
- C. Criticized

PARÇA 75 – Digital Technologies

Ne Öğreneceğim / Ne işime yarayacak

Various grammar points

A. Vocabulary

government (n): hükümet /// govern: yönetmek

share (v): paylaşmak, hisse, pay

information (n): bilgi /// inform: bilgilendirmek

unlike (prep): -nın aksine

traditional (adj): geleneksel

tool (n): araç, alet

include (v): içermek

communicator (n): iletişimci, iletişim kuran

need (v): ihtiyaç duymak /// need to: must, meli-malı

audience (n): seyirci

artificial (adj): yapay

intelligence (n): zeka, istihbarat

assistant (n): yardımcı /// assist: yardım etmek

augment (v): artırmak, yükseltmek

reality (n): gerçeklik

communication (n): iletişim

institution (n): kurum

vulnerable (adj): hassas, savunmasız /// vulnerable to..

process (v): işlemden geçirmek

quickly (adv): hızlıca

Verilen kelimelerin Türkçe anlamları doğru olanlarda 'T', yanlış olanlarda 'F' harfini işaretleyip, yanlış olanların yanına doğrusunu yazınız.

1. quickly: yavaşça (T / F)
2. process: artırmak (T / F)
3. communication: iletişim (T / F)
4. include: hariç tutmak (T / F)
5. unlike: -e göre (T / F)
6. share: ihtiyaç duymak (T / F)
7. government: hükümet (T / F)
8. audience: kurum (T / F)

Digital technologies give governments many new ways to share information and talk with people online. Unlike traditional methods, these new tools include social media, websites, emails, videos, online ads and mobile apps. These tools help public communicators meet the needs of different audiences. New technologies like artificial intelligence, voice assistants, and augmented reality can change the old ways of one-way communication. These technologies help public institutions connect with vulnerable groups, create new spaces for dialogue and process large amounts of data quickly.

C. Context

1. Digital technologies give governments many new ways to share information and talk with people online.

2. Unlike traditional methods, these new tools include social media, websites, emails, videos, online ads and mobile apps.

3. These tools help public communicators meet the needs of different audiences.

4. New technologies like artificial intelligence, voice assistants, and augmented reality can change the old ways of one-way communication.

5. These technologies help public institutions connect with vulnerable groups, create new spaces for dialogue and process large amounts of data quickly.

E. Reading Comprehension

Digital technologies give governments many new ways to share information and talk with people online. Unlike traditional methods, these new tools include social media, websites, emails, videos, online ads and mobile apps. These tools help public communicators meet the needs of different audiences. New technologies like artificial intelligence, voice assistants, and augmented reality can change the old ways of one-way communication. These technologies help public institutions connect with vulnerable groups, create new spaces for dialogue and process large amounts of data quickly.

What is the main idea of the passage?

- A. Traditional methods of communication are no longer useful for governments.
- B. Social media is the best tool for governments to communicate with people.
- C. Digital technologies offer new ways for governments to share information and communicate with the public.

Which of the following is a traditional method of communication?

- A. Social media
- B. Websites
- C. Emails

What are some of the new tools that help public communicators meet the needs of different audiences?

- A. Newspapers and flyers
- B. Social media, websites, and mobile apps
- C. Radio and television

How do new technologies like artificial intelligence and augmented reality impact communication?

- A. They make communication one-way only.
- B. They help process large amounts of data quickly and create new spaces for dialogue.
- C. They limit the ability of public institutions to connect with vulnerable groups.

Gönderim yapan kelimenin anlamını bulalım.

The underlined word 'these' in line 2 refers to

PARÇA 76 – Slavery

Ne Öğreneceğim / Ne işime yarayacak

Various grammar points

A. Vocabulary

slave (n): slave trade: köle ticareti....

plantation (n): plantasyon, ekim, ekme, tarla

grow (v): büyümek /// growth: büyüme, tümör...

slavery (n): kölelik

end (v): son vermek /// put an end to: sonlandırmak...

freed (adj): özgürleştirilmiş, serbest bırakılmış

share (v): paylaşmak, hisse, pay // shareholder: hissedar...

fairly (adv): adil bir şekilde /// fair negotiation: adi anlaşma/uzlaşma

independence (n): bağımsızlık /// dependence: bağımlılık /// depend on: bel bağlamak /// dependent: bel bağlayan

instead (adv): yerine /// I do not want to go on holiday. Instead, I would like to stay at home.

inequality (n): eşitsizlik /// equal: eşit // equality: eşitlik /// unequal: eşit olmayan

struggle (n): mücadele, mücadele etmek

because of (prep): - den dolayı // owing to, thanks to...

growth (n): büyüme

Verilen kelimelerin Türkçe anlamları doğru olanlarda 'T', yanlış olanlarda 'F' harfini işaretleyip, yanlış olanların yanına doğrusunu yazınız.

1. ^{mücadele} struggle: eşitsizlik (T / F)

2. ^{büyüme} growth: kölelik (T / F)

3. end: bitmek / sonlanmak (T / F)

4. ^{eşitsizlik} inequality: köle (T / F)

↓
slave

^{bağımsızlık} 5. independence: mücadele (T / F)

6. share: paylaşmak (T / F)

7. grow: özgür bırakmak (T / F)

8. fairly: adil bir şekilde (T / F)

~~inequality~~

free

In the 1800s, most people in Central and South America were African slaves. They worked on plantations, and grew crops like sugar and coffee for Europeans. Slavery ended at different times in each country. Brazil was the last in 1888. After slavery, freed slaves often stayed poor because land wasn't shared fairly. Independence didn't make life better for most people. Instead, there was more inequality and power struggles. Many countries had military rulers and wars. In Brazil, there was a "rubber boom" in the late 1800s. This made the economy grow because of rubber from the Amazon. But this growth mostly helped Europe and North America, not the local people.

C. Context

1. In the 1800s, most people in Central and South America were African slaves.

1800'lerde, orta ve güney amerikadaki çoğu insan Afrikalı köleler*di*. (**were**)

*** neden 'were' kullandık: in the 1800s...

*** 'were' hangi tense: past simple: 'be' fiilinin çekimlenmiş hali...

2. They worked on plantations, and grew crops like sugar and coffee for Europeans.

*** Onlar (Afrika köleleri) tarlalarda çalıştılar ve Avrupalılar için şeker ve kahve gibi ürünler yetiştirdiler.

Ana fiil ne: worked, grew...

*** like: 'gibi' anlamına gelir. Eş anlamlısı 'such as' dir.

Worked/grew hangi tense: v2, past simple

3. Slavery ended at different times in each country.

*** Kölelik her ülkede farklı zamanlarda sona erdi.

Ana fiil nedir: ended: sonlandı...

4. Brazil was the last in 1888. After slavery, freed slaves often stayed poor because land wasn't shared fairly.

Kölelikten sonra, özgür köleler sık sık fakir kaldılar çünkü arazi adil bir şekilde paylaşılmadı.

After slavery: kölelikten sonra

Freed slaves: özgür köleler

Freed slaves often stayed poor: özgür köleler sık sık fakir kaldı...

Because: çünkü

Land wasn't shared fairly: arazi adil bir şekilde paylaşılmadı...

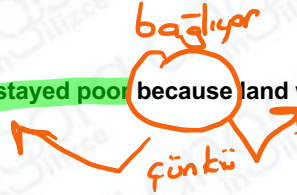
Wasn't shared: paylaşılmadı: V2 pasif...

*** Brezilya 1888'de sonuncuydu.

*** Brezilya neyde sonuncuydu: köleliği bitirmede

*** neden 'was': çünkü '1888'...

1888'de ne oldu: Brazil ended the slavery...



5. Independence didn't make life better for most people.

Bağımsızlık çoğu insan için yaşamı daha iyi hale getirmedi.

Many people: birçok insan...

Didn't make: ana fiil:

Didn't make life better: daha iyi hale getirmedi...

6. Instead, there was more inequality and power struggles.

Yerine (daha iyi hale getirmek yerine) daha fazla eşitsizlik ve güç mücadelesi vardı.

*** ana fiil: was: 'V2', dı, di, past simple

'instead' ifadesi 'yerine' anlamında kullanılır ve kendisinden önceki cümlede genellikle br 'not' arar. Olmayanın yerine gibi düşünülebilir...

7. Many countries had military rulers and wars.

*** Birçok ülkenin askeri yöneticileri ve savaşları vardı.

Ana fiil: had (have/has): sahipti...

8. In Brazil, there was a "rubber boom" in the late 1800s.

Brezilya'da, 1800'ler de bir lastik patlaması vardı.

Ana fiil: was: V2: past simple: there was: vardı...

Neden 'geçmiş zaman' olmuş: in the late 1800s...

9. This made the economy grow because of rubber from the Amazon.

**** Bu Amazon'dan gelen lastik/kauçuktan dolayı ekonominin büyümesini sağladı.

*** neden 'this' kullanılmış, anlamı ne: 'rubber boom'

*** ana fiil: made....: V2: yaptı

*** because of: -den dolayı

I can't go out because of the weather: Ben havadan dolayı dışarı çıkamam...

Because of: due to, thanks to, owing to, as a result of, as a consequence of...

10. But this growth mostly helped Europe and North America, not the local people.

*** 'but' neden kullanılır: iyi olana zıtlık + -, - +...

*** ana fiil nedir: helped...

*** Ama bu büyüme çoğunlukla Avrupa ve Kuzey Amerika'ya yardımcı oldu, yerel halka değil..

I don't have a car, but a bicycle: Arabam yok ama bisikletim var...

E. Reading Comprehension

In the 1800s, most people in Central and South America were African slaves. They worked on plantations, and grew crops like sugar and coffee for Europeans. Slavery ended at different times in each country. Brazil was the last in 1888. After slavery, freed slaves often stayed poor because land wasn't shared fairly. Independence didn't make life better for most people. Instead, there was more inequality and power struggles. Many countries had military rulers and wars. In Brazil, there was a "rubber boom" in the late 1800s. This made the economy grow because of rubber from the Amazon. But this growth mostly helped Europe and North America, not the local people.

What is the main idea of the passage?

- A) The impact of slavery and post-slavery socioeconomic challenges, including inequality and exploitation of resources in Central and South America. - Orta ve Güney Amerikada eşitsizlik ve kaynak sömürüsü de dahil köleliğin ve kölelik sonrası sosyoekonomik zorlukların etkisi
- B) The historical context of slavery, post-slavery struggles, and economic disparities in Central and South America during the 19th century. - 19. Yüzyılda Orta ve Güney Amerika'da kölelik, kölelik sonrası mücadeleler ve ekonomik eşitsizliklerin tarihi kavramı
- C) The effects of slavery, post-abolition poverty, and economic exploitation in Central and South America during the 1800s. - 1800'lerde Orta ve Güney Amerika'da köleliğin, köleliğin sonlanması sonrası yoksulluğun ve ekonomik sömürünün etkileri.**

When did slavery end in Brazil?

- A) 1800
- B) 1888**
- C) 1900

What was the main crop grown by African slaves in Central and South America?

- A) Corn
- B) Sugar and coffee**
- C) Wheat

What was the primary consequence of the "rubber boom" in Brazil in the late 1800s?

- A) Economic decline
- B) Increased local prosperity
- C) Growth benefiting Europe and North America**

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During the 19th century, in most of Central and South America, a large majority of the population was of African origin. Most were slaves working on plantations, producing crops such as sugar and coffee for European consumers. Slavery was abolished gradually in varying degrees in Central and South America starting in the early 1800s, with Brazil being the last country to outlaw slavery in 1888. After abolition, freed slaves often joined the lower strata of hierarchical societies in which poverty and inequality were made worse by unfair land redistribution. In Latin America, independence did not lead to widespread prosperity or good government, but merely to imbalance of power and economic inequality. Military dictatorships were common, as were wars and civil conflicts. Meanwhile, Brazil experienced a 'rubber boom' from the 1880s, which fuelled an unprecedented economic expansion in Latin America thanks to the extraction and commercialisation of wild rubber from the jungles of the Amazon. However, development was entirely based on investment from Europe and North America, and was largely designed to serve the needs of the industrialised countries, not the local people.

PARÇA 77 – Keeping Food

Ne Öğreneceğim / Ne işime yarayacak

Various grammar points

A. Vocabulary

keep (v): devam etmek, tutmak, korumak/// keep reading: okumaya devam et...

spoil (v): boz(ul)mak, şımartmak

over time (adv): zamanla... /// all the time: her zaman

lose (v): kaybetmek

nutrient (n): besin

expose (v): maruz bırakmak /// be exposed to: maruz kalmak

fresh (adj): taze, yeni /// fresh idea: yeni fikir...

need to (modal): meli, malı, zorunluluk bildiriyor / I need to eat it: onu yemeliyim...

yeast (n): maya

mould (n): kalıp

turn **into** (v): dönüştürmek

prefer (v): tercih etmek

ruin (v): mahvetmek, harabe, kalıntı

cause (v): sebep olmak, lead to, trigger, bring about, result in, give rise to, contribute

poisoning (n): zehirlenme

spoilage (n): bozulma /// spoiler:

preservation (n):koruma /// preserve: korumak...

spoiled chi tb

Verilen kelimelerin Türkçe anlamları doğru olanlarda 'T', yanlış olanlarda 'F' harfini işaretleyip, yanlış olanların yanına doğrusunu yazınız.

sebab olmak prefer

1. cause: tercih etmek (T / F)

feniştirme

2. turn into: tahrip etmek (T / F)

korunmak

3. lose: korumak (T / F)

preserve, protect, shield, staller

4. nutrient: besin (T / F)

conservé

şımartmak expose (to)

5. spoil: maruz bırakmak (T / F)

6. keep: korumak, tutmak (T / F)

7. preservation: bozulma (T / F)

8. fresh: taze (T / F)

spoilage

Making food is one thing; keeping it is another. Natural foods spoil over time – they smell, taste, and look bad. They also lose nutrients when they are exposed to heat, light, air, or water. To keep food fresh, we need to stop yeasts, moulds, bacteria, and insects from eating it. Yeasts and moulds like acidic fruits and turn their sugars into acid. Bacteria prefer meat, dairy, and low-acid veggies; they make acid and other things that ruin food. Some bacteria can cause food poisoning. People have tried to stop food spoilage for ages by smoking, salting, and drying. In the 19th century, food preservation got better with methods like pasteurization.

C. Context

1. Making food is one thing; keeping it is another.

Yemek yapmak bir şeydir; onu saklamak başka bir şeydir.
Protecting my friends: arkadaşlarımı korumak
Teaching my students: öğrencilerime öğretmek
Listening to music: müzik dinlemek
Reading fiction books: Kurgu kitapları okumak...

2. Natural foods spoil over time – they smell, taste, and look bad.

*** Doğal yiyecekler zamanla bozulur - onlar (natural foods) kötü kokar, tadı kötüdür ve kötü görünür.

Over time: zamanla
Spoil: bozulmak - V1 - present simple

3. They also lose nutrients when they are exposed to heat, light, air, or water.

Onlar, ayrıca ısıya, ışığa, havaya ya da suya maruz kaldıklarında besin değerlerini kaybederler.

They: natural foods
Lose: V1-present simple...

When the TV was broken: TV bozulduğunda
When the football match started: futbol maçı başladığında...

4. To keep food fresh, we need to stop yeasts, moulds, bacteria, and insects from eating it.

To keep food fresh is not easy. Yiyecekleri taze tutmak kolay değildir.

To keep food fresh, we need a refrigerator: Yiyecekleri taze tutmak için bir buzdolabına ihtiyacımız var...

*** Yiyecekleri taze tutmak için, bizim mayaların, küfün, bakterilerin ve böceklerin onu yemesini durdurmamız lazım.

5. Yeasts and moulds like acidic fruits and turn their sugars into acid.

Like: sevmek, hoşlanmak...

*** Mayalar ve küfler asitli meyveleri sever ve onların şekerlerini aside çevirir/dönüştürür.

6. Bacteria prefer meat, dairy, and low-acid veggies; they make acid and other things that ruin food.

Ana fiil: prefer: tercih etmek: V1-geniş zaman

*** Bakteri eti, süt ürünlerini ve düşük asitli sebzeleri tercih eder; onlar (bacteria) asidi ve yiyecekleri mahveden diğer şeyleri yaparlar.

some students that do not want to study: çalışmak istemeyen bazı öğrenciler
some students do not want to study: bazı öğrenciler çalışmak istemez...

7. Some bacteria can cause food poisoning.

Food poisoning: besin zehirlenmesi.../ gıda zehirlenmesi...
Bazı bakteriler GIDA zehirlenmesine sebep olabilir.

Cause - bring about... - result in...

8. People have tried to stop food spoilage for ages by smoking, salting, and drying.

Ana fiili: have tried: present perfect: geçmişte başladı, belki devam ediyor, belki bitti ama bunu bilmiyoruz... NOW noktası ile bağı var...

*** insanlar yıllardır, tütsüleyerek, tuzlayarak ve kurutarak yiyecek bozulmasını durdurmayı denediler.

People have tried: insanlar denediler...

To stop food spoilage: yiyeceklerin bozulmasını durdurmayı

For ages: yıllardır

By smoking, salting and drying

Tütsüleyerek, tuzlayarak ve kurutarak...

9. In the 19th century, food preservation got better with methods like pasteurization.

19. yüzyılda yiyecek koruması pastörizasyon gibi metotlarla daha iyi oldu.

Ana fiil nedir: got better: daha iyi oldu...

Preservation: koruma /// preserve: korumak /// serve: hizmet etmek /// pre: ön...

Like: such as: gibi

E. Reading Comprehension

Making food is one thing; keeping it is another. Natural foods spoil over time – they smell, taste, and look bad. They also lose nutrients when they are exposed to heat, light, air, or water. To keep food fresh, we need to stop yeasts, moulds, bacteria, and insects from eating it. Yeasts and moulds like acidic fruits and turn their sugars into acid. Bacteria prefer meat, dairy, and low-acid veggies; they make acid and other things that ruin food. Some bacteria can cause food poisoning. People have tried to stop food spoilage for ages by smoking, salting, and drying. In the 19th century, food preservation got better with methods like pasteurization.

What could be the best title for the passage?

A) Techniques for Food Preservation Through the Ages - çağlar boyunca yiyecek koruması için teknikler

B) Understanding the Science of Food Spoilage - yiyecek bozulmasının bilimini anlamak

C) The Evolution of Food Preservation Methods - yiyecek koruma metotlarının evrimi

True / False Questions

Natural foods never spoil over time. F

Yeasts and moulds prefer acidic fruits and convert their sugars into acid. T

Bacteria prefer high-acid vegetables. F

Some bacteria can cause food poisoning. T

Food preservation methods like smoking, salting, and drying have only been used in modern times. F

Pasteurization was introduced as a food preservation method in the 20th century. F

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Making food is one thing; keeping it is another. In their natural state, all the organic materials we eat are perishable. After a certain period of time, they go bad – smell bad, taste bad, look bad. Even if they do not become downright unappetising, foods lose nutritional value as vitamins degrade due to heat, strong light, air, or water. In preserving foods, the first order of business is to prevent yeasts, moulds, bacteria, and insects from devouring them before we do. Yeasts and moulds thrive on acidic fruits and convert their sugars to an acidic fizz. Bacteria prefer meat, dairy products, and low-acid vegetables; if allowed to proliferate, they create acid and other waste products that destroy food. Certain bacteria can overrun a person's gastrointestinal tract or release dangerous toxins, causing the misery of acute food poisoning. People have tried to prevent food spoilage since they first started cooking meat over a fire – smoking, salting, drying, and pickling have been around for millennia. The science of food preservation, however, advanced considerably in the 19th century with the advent of such processes as pasteurisation.

PARÇA 78 – Reading

Ne Öğreneceğim / Ne işime yarayacak

Various grammar points

A. Vocabulary

learn (v): öğrenmek

ourselves (adv): kendimiz

stick with (v): kalmak, bağlanmak

aspiring (adj): arzulu, hevesli /// aspire: arzulamak, istemek

crime (n): suç

genre (n): tür

explore (v): keşfetmek /// exploration: keşif

pay attention (v): dikkat etmek

crucial (adj): hayati, çok önemli

count (v): saymak

Verilen kelimelerin Türkçe anlamları doğru olanlarda 'T', yanlış olanlarda 'F' harfini işaretleyip, yanlış olanların yanına doğrusunu yazınız.

1. crime: iletişim (T / F)

2. count: saymak (T / F)

3. pay attention: arzu etmek (T / F)

4. stick with: öğrenmek (T / F)

5. explore: can atmak (T / F)

6. learn: dikkat vermek (T / F)

7. crucial: can atan (T / F)

8. genre: tür (T / F)

Handwritten notes in orange:
 1. suç → communication
 2. saymak → aspire
 3. dikkatli olmak
 4. başla
 5. keşfetmek
 6. öğrenmek
 7. hayati
 8. aspire
 pay attention
 aspiring

We all start reading from a young age. It begins with picture books that are read by our parents. Then we learn sounds, letters, and words ourselves. Many of us love reading from childhood, and those books stick with us. Reading is important for aspiring writers. If you want to be a writer, read what you want to write – romance, crime, sci-fi, or any genre. Also, read outside your favorite genre to learn more. Explore different writing styles and see what works for you. Pay attention to everyday things like newspapers, TV ads, and social media. **As a writer, it's crucial to use words well and make them count.**

C. Context

1. We all start reading from a young age.

We all start: (bizim) hepimiz genç yaşlardan okumaya başlarız.

Start: V1: present simple tense:

2. It begins with picture books that are read by our parents.

it: okumak...

begins: V1 - present simple - geniş zaman

Ebeveynlerimiz tarafından okunan resimli kitaplarla başlar... (okuma serüveni)

3. Then we learn sounds, letters, and words ourselves.

Daha sonra biz sesler, harfleri ve kelimeleri kendimiz öğreniriz.

Kendimiz. Ourselves...

4. Many of us love reading from childhood, and those books stick with us.

Çoğumuz, çocukluktan itibaren okumayı severiz ve o kitaplar bizimle kalır...

Stick: yapışmak /// stick to the rules: kurallara uymak

5. Reading is important for aspiring writers.

Okumak hevesli yazarlar için önemlidir...

6. If you want to be a writer, read what you want to write – romance, crime, sci-fi, or any genre.

Eğer bir yazar olmak istiyorsan,

if: eğer...se/sa

If you want to be a writer: eğer sen bir yazar olmak istiyorsan

If you want to be my friend: Eğer benim arkadaşım olmak istiyorsan

If you read a lot of books: eğer çok fazla kitap okuyorsan

If you are responsible for the accident: eğer kazadan sorumluyusan

If you want to learn English: Eğer ingilizce öğrenmek istiyorsan

Write what you want to write: Yazmak istediğin şeyi yaz

7. Also, read outside your favorite genre to learn more.

Aynı zamanda daha fazla öğrenmek için favori türünüzün dışında / haricinde okuyun...

Outside your favorite genre: favori türünüzün dışında okuyun.
To learn more: daha fazla öğrenmek için

Think outside the box:

I was **in your shoes** before:
hold your horses: sakın olmak

8. Explore different writing styles and see what works for you.

Farklı yazım şekilleri keşfedin ve anlayın sizin için neyin işe yaradığını / neyin iyi olduğunu....

It works for me: benim için uygun, bana okay...
This works best for me: benim için en iyisi bu...

9. Pay attention to everyday things like newspapers, TV ads, and social media.

Gazeteler, televizyon reklamları ve sosyal medya gibi günlük şeylere dikkat et.

10. As a writer, it's crucial ^{sıfat} to use words well and make them count.

As a writer: bir yazar olarak, kelimeleri iyi bir şekilde kullanmak çok önemlidir.

As a student: bir öğrenci olarak
As a friend: bir arkadaş olarak

As + noun: olarak...

E. Reading Comprehension

We all start reading from a young age. **It** begins with picture books that are read by our parents. Then we learn sounds, letters, and words ourselves. Many of us love reading from childhood, and those books stick with us. Reading is important for aspiring writers. If you want to be a writer, read what you want to write – romance, crime, sci-fi, or any genre. Also, read outside your favorite genre to learn more. Explore different writing styles and see what works for you. Pay attention to everyday things like newspapers, TV ads, and social media. As a writer, it's crucial to use words well and make them count.

What could be the best title for the passage?

- A) The Importance of Reading for Writers
B) Developing Writing Skills Through Reading
C) Exploring Genres and Styles: A Writer's Journey

True / False Questions

- Reading starts at a young age for everyone. T
Picture books are often read by children themselves. F
Aspiring writers should only read within their preferred genre. F
Exploring different writing styles is not necessary for writers. F
Paying attention to everyday things like newspapers is not helpful for writers. F
Making words count is unimportant for writers. F

YDS 2020

We all start out as readers. don't we? First, it is picture books read to us by mum or dad. Then we begin to recognise sounds, letters, and words, and to take the first steps towards becoming readers ourselves. Many of us got the reading bug when we were young, and books read in childhood can stay with us forever. Reading is often the first piece of advice any aspiring writer is given. If you want to become a published author, it is a pretty good idea to take a look at what has been published so far – and to see what is being published now. First, read the kind of stuff you yourself want to write. Whatever that is – romance, crime, sci-fi, thrillers, memoirs, sagas, fantasy, non-fiction, it is sensible to see what is already out there. Secondly, take a look at what is being written outside your own genre. The more widely you read, the more you will learn. See how others do it and find out what works for you – and what does not. Learn how successful authors keep their readers turning the pages. Finally, do not ignore the everyday stuff you cannot get away from: newspapers and magazines, TV advertisements, websites, social media and so on. Ultimately, as a writer, you need to use words effectively to make every word count.