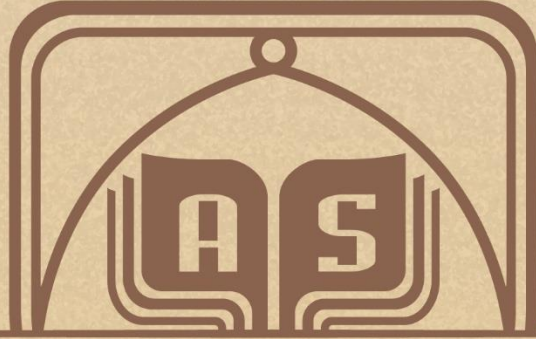


ASBÜ

YABANCI DİL DERS MATERYALLERİ



İNGİLİZCE - A2
ENGLISH - A2



Yabancı Diller Fakültesi &
Yabancı Diller Yüksekokulu

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Yazar

Öğr. Gör. Davut Doğan

Hakemler

Öğr. Gör. Pınar Mızrak

Öğr. Gör. Elif Öztekin

İç Mizanpaj

Adem Deniz

Kapak Tasarım

Adem Deniz

Baskı ve Cilt

Dijitalleştirme ASBÜ Yayınları

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ASBÜ YAYINLARI

Ankara Sosyal Bilimler Üniversitesi
Hükümet Meydanı No:2, 06050 Ulus/ Altındag/ Ankara

bilgi@asbu.edu.tr

Telefon: +90 313 5964444-45

Faks: +90 312 3118600

PTT keş: asbu@hs01.kep.tr

TAKDİM

Farklı dil ve kültürlerin birbiriyle iletişim ve etkileşiminin kaçınılmaz hale geldiği günümüzde en az bir yabancı dil bilmek ulusal ve uluslararası boyutta çok önem arz etmektedir. Akademik ve sosyal bağlamda değerlendirildiğinde ise bir yabancı dilin yeterli olmadığı birden fazla dil öğrenmenin hem nitelikli ve özgün çalışmalar ortaya koyabilmek hem de karşılaştırmalı okumalar, analizler ve değerlendirmeler yapabilmek için gerekliliği daha fazla hissedilir hale gelmiştir. Bu bilinçle hareket eden üniversitemiz, yabancı dil öğretme faaliyetlerine büyük önem vermektedir. Bünyesinde dil çalışmaları üzerine eğitim veren Türkiye'nin ilk ve tek fakültesi olan Yabancı Diller Fakültesi, ihtiyaç duyulan pek çok alanda dil öğretme kapasitesine sahip Dil Eğitimi Uygulama ve Araştırma Merkezi ve dil öğretimi konusunda fakültelerimizin hazırlık eğitimini yürüten Yabancı Diller Yüksekokulu gibi önemli eğitim kurumlarına sahip bulunmaktadır. Dil üzerine eğitim veren bu kurumlar ulusal ve uluslararası sempozyum, konferans, seminerler düzenlemekte, dil çalışmalarının yayımlandığı uluslararası hakemli dergi ile araştırmacılara destek vermekte ve öğrencilerinin bir yabancı dili öğrenirken ikinci yabancı dil öğrenmeleri için kaynak materyaller yayımlamaktadır.

10 farklı yabancı dilden birini tercih ederek iki yabancı dil öğrenme şansı elde eden öğrencilerimiz sınıf içi ve sınıf dışı ortamlarda ek veya destekleyici kaynaklara da ihtiyaç duymaktadır. Bu ihtiyaca cevap vermek amacıyla üniversitemiz öğretim elemanlarınca Yabancı Dil Öğrenme Destek Materyalleri Projesini başlatmış bulunmaktayız. 10 yabancı dilde hazırlanan bu projenin amacı A1, A2, B1 ve B2 seviyelerinde öğrencilerin yabancı dil derslerine ek olarak kendi başlarına çalışabilecekleri materyaller hazırlamak ve bu materyallerin ASBÜ Yayınları tarafından çevrim içi yayımlanmasını sağlayarak öğrencilerimizin yabancı dil öğrenme serüvenlerini kolaylaştırmaktır.

Bu kapsamda hazırlanan materyallerin öğrencilerimize katkı sağlayacağına inanıyorum. Bu projede emeği geçen yazarlarımıza, koordinatörlerimize ve ASBÜ Yayınları çalışanlarına teşekkür ederim.

Ankara, 2024

Prof. Dr. Musa Kazım ARICAN
Ankara Sosyal Bilimler Üniversitesi Rektörü

SUNUŞ

Bir yabancı dil öğrenmek oldukça emek ve zaman isteyen bir süreçtir. Bir dili etkin bir şekilde öğrenebilmek ve onu yerinde ve zamanında uygun bir şekilde kullanabilmek belli bir kelime bilgisi, dilbilgisi, okuma, yazma, dinleme ve konuşma becerilerine sahip olmayı gerektirir. Bütün bu becerilerin kazanılması için de etkili bir program ve ders materyaline ihtiyaç vardır. Bu nedenle bir dili öğrenmeye başladığımızda ilk olarak o dilin nasıl öğrenileceğine ve kullanılacak materyale odaklanılır. Kullanılan yöntem kadar ders materyallerinin seçimi de dil öğrenme hikâyemizin önemli bölümlerini oluşturmaktadır.

Yükseköğretim programlarında bir veya birkaç dil öğrenmek isteyen öğrencilerin en önemli motivasyon ve imkân kaynağı elbette üniversitelerdir. Bulunduğu eğitim ortamındaki eğitim ve öğretimin kalitesi öğrencinin kendini her alanda olduğu gibi dil öğrenme alanında da geliştirmesi açısından önemlidir. Bu bağlamda Ankara Sosyal Bilimler Üniversitesi (ASBÜ) dil öğretimi ve dil çeşitliliği açısından ülkemizin önde gelen üniversiteleri arasında yer almaktadır. ASBÜ vermiş olduğu akademik ve kültürel faaliyetleri ile bir yabancı dilin yanında öğrencilerine 10 farklı dilden birini öğrenme imkânı sunmaktadır. Bu bağlamda bir dil öğrenmenin yeterli olmayacağı bilinciyle farklı dil ve kültürlerin öğretilmesi için zengin bir programa sahip bulunmaktadır. Bünyesinde dil çalışmaları üzerinde ülkemizin ilk ve tek fakültesi olan *Yabancı Diller Fakültesi* ve vermiş olduğu hazırlık programı ile de kalitesini kanıtlayan *Yabancı Diller Yüksekokulu* bulunmakla birlikte öğretim elemanları tarafından hazırlanan ders notu, kitap, dergi, konferans bildiri kitabı gibi akademik çalışmaların belli süreçleri tamamladıktan sonra yayımlayan *ASBÜ Yayınları* bulunmaktadır.

Bu kitap *Almanca, Arapça, Çince, Farsça, Fransızca, Japonca, İngilizce, İspanyolca, İtalyanca, Rusça* gibi 10 farklı dilin öğrenme fırsatının sunulduğu ASBÜ öğrencilerinin ve dil öğrenme yolculuğuna çıkmış herkesin ihtiyaç duyduğu ders materyallerine katkı sunmak için *Yabancı Dil Öğrenme Destek Materyalleri Projesi* kapsamında hazırlanmıştır. ASBÜ Yabancı Diller Fakültesi ve Yabancı Diller Yüksekokulu tarafından gerçekleştirilen 10 farklı dilde ders materyali hazırlanması amacıyla yola çıkmış olan bu projenin gerçekleşmesinde görev alan tüm öğretim elemanları en büyük teşekkürü hak etmektedir.

Ankara Sosyal Bilimler Üniversitesi Rektörü Sayın Prof. Dr. Musa Kazım Arıcan'ın öneri ve destekleri ile başlayan ve ASBÜ Yabancı Diller Fakültesi ve Yabancı Diller Yüksekokulu tarafından gerçekleştirilen 10 farklı dilde ders materyali hazırlanması amacıyla yola çıkmış olan bu projenin bu alanda önemli bir ihtiyaca cevap vereceği düşünülmektedir. Bu serinin hazırlanmasında emeği geçen tüm öğretim elemanlarına, kitapları inceleyerek kitapların geliştirilmesi için olumlu katkılar sunan hakemlere, kitapların baskıya hazırlanması ve yazım sürecinde önemli katkısı olan Öğr. Gör. Davut Doğan'a ve kitapların basımı için destek veren ASBÜ Yayınları'na teşekkür ederiz.

Ankara, 2024
Proje Koordinatörleri
Prof. Dr. İsmail ÇAKIR
Doç. Dr. Hakan DEMİRÖZ

Dear Students,

Under the coordination of the Faculty of Foreign Languages and the School of Foreign Languages, we have developed a series of materials to support learners in mastering ten languages. These books include reading texts, dialogues, and relevant exercises, catering to proficiency levels from beginner to advanced. To facilitate individual study, answer keys for the exercises are provided.

Recognizing the importance of listening skills in language acquisition, we have recorded all the texts featured in the books. To access these recordings, simply scan the QR code located in the first text of the book.

We firmly believe that these books, meticulously prepared by the distinguished language instructors at the Social Sciences University of Ankara, will significantly aid learners in their pursuit of foreign language proficiency.

Commission for Preparation of Foreign Language Materials at SSUA

CONTENTS

Being a student	3
Friends	5
Winter in Ankara	7
Ayşe and her friends	9
Graduation and academic life	11
University life	13
A new adventure, İstanbul	15
Erasmus in Berlin	17
Two different countries	19
Two lecturers	21
Erasmus in Türkiye	23
Student clubs at SSUA	25
Sightseeing in Türkiye	27
Farewell Party	29
Cultural Day	31
A short tour around Türkiye	33
A new adventure, Kenya	35
Developments in AI	37
Effects of AI	39
A new life	41

Being a student in Ankara



My name is Ayşe, and I study at Social Sciences University of Ankara (SSUA). The campus is in Ulus, and it is close to many historical places. I often walk to school because I live in a small apartment nearby. My classes are very interesting, especially the ones about international relations. I enjoy discussing global issues with my classmates and teachers. The library at SSUA is one of my favorite places

because it is quiet and full of books. I usually study there in the afternoons. During the weekends, I explore Ankara with my friends. Last Saturday, we visited the Ankara Castle, where we enjoyed a beautiful view of the city. After that, we went to Hamamönü, a historical area near Ulus, and had Turkish coffee at a traditional café. I love learning about the history of Ankara and experiencing the local culture. Living alone in a new city can be challenging sometimes. I miss my family, but we often talk on the phone. I am also learning how to cook simple meals, and I enjoy trying new recipes. My favorite dish so far is menemen. I am happy to be at SSUA because I feel like I am growing as a person. The teachers and students are very friendly and helpful. I want to work hard, learn more, and make the most of my time here. Ankara is becoming my second home!

A. Fill in the blanks with the correct words from the text.

1. Ayşe studies at _____.
2. Her favorite place at the university is the _____.
3. She visited _____ Castle with her friends.
4. Ayşe enjoyed _____ coffee at a traditional café.
5. Her favorite dish to cook is _____.

B. Read the sentences and write True or False according to the text.

1. Ayşe's university is located in Kızılay.
2. She often walks to school because her apartment is close.
3. Ayşe visited Hamamönü last Sunday.
4. She talks to her family often on the phone.
5. Ayşe's favorite dish is menemen.

C. Speaking Questions

1. What are the advantages of living in Ankara as a student?
2. Would you like to be a student in Ankara? Why?

D. Read the text again and answer the questions.**1. Why does Ayşe like the library at SSUA?**

- A) It is big and noisy.
- B) It is close to her apartment.
- C) It has many books and is quiet.
- D) She goes there with her family.
- E) It is a place to meet new friends.

2. Where did Ayşe and her friends drink Turkish coffee?

- A) At Ankara Castle.
- B) At a traditional café in Hamamönü.
- C) At the university.
- D) At her apartment.
- E) At a library café.

3. What is Ayşe's favorite dish to cook?

- A) Simit.
- B) Turkish coffee.
- C) Menemen.
- D) Börek.
- E) Pilav.

E. Writing Activity

Write a short paragraph about your school life. (Minimum 100 words)

- What time do you get up?
- How do you go to school?
- Which subjects are your favourite?
- Do you have much homework?
- Do you like school life?

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Friends



Ayşe has now spent three months in Ankara, and she feels more comfortable living in the city. She has made close friends at her university, and they often study together at the library or visit new places on weekends. Last weekend, they went to Atatürk Forest Farm and Zoo, where they tasted fresh ice cream and took a long walk in the green area. Ayşe liked how peaceful it was, away from the busy streets of the city. Her classes at SSUA are getting more challenging, but she enjoys the group projects and presentations.

Recently, her team gave a presentation about climate change, which taught her a lot about global environmental issues. She also started attending a debate club at the university, where she can improve her public speaking skills and practice English. Ayşe is trying to balance her studies and personal life. On weekdays, she focuses on her homework and spends time preparing for exams. In the evenings, she enjoys watching Turkish dramas or reading novels. Sometimes she cooks dinner with her roommates, who are also students. They love sharing recipes from their hometowns. One thing Ayşe has learned in Ankara is how to manage her time. She feels more independent and confident now. Although she misses her family, she knows that this experience is helping her grow. She hopes to visit Cappadocia with her friends during the winter break and explore more of Türkiye's beautiful landscapes.

A. Fill in the blanks with the correct words from the text.

1. Ayşe and her friends visited _____ Forest Farm last weekend.
2. She gave a presentation about _____ change.
3. Ayşe joined a _____ club to improve her public speaking.
4. She plans to visit _____ during the winter break.
5. Ayşe feels more _____ and confident now.

B. Read the sentences and write True or False according to the text.

1. Ayşe and her friends visited Cappadocia last weekend.
2. She enjoys her classes at SSUA, even though they are challenging.
3. Ayşe is learning English in her cooking classes.
4. She joined a debate club to improve her speaking skills.
5. Ayşe feels less confident after moving to Ankara.

C. Read the text again and answer the questions.

1. What did Ayşe and her friends do at Atatürk Forest Farm?
 - A) They had a picnic and studied together.
 - B) They tasted fresh ice cream and walked.
 - C) They attended a lecture about the environment.
 - D) They prepared a group presentation.
 - E) They watched a drama performance.

Winter in Ankara



Ayşe is now halfway through her first year at Social Sciences University of Ankara (SSUA). The winter season has arrived, and Ankara is covered in snow. For Ayşe, this is a magical experience because it rarely snowed in her hometown. She and her friends often take short walks around Ulus to enjoy the snowy streets, and sometimes they stop for salep, a warm and sweet drink that Ayşe has come to love. This month, Ayşe

joined a cultural exchange program organized by her university. The program connects local and international students, giving them a chance to learn about each other's cultures. Ayşe was paired with a student from Spain named Maria, and they quickly became friends. Maria taught Ayşe how to make paella, and in return, Ayşe showed her how to prepare gözleme. They also visited the Museum of Anatolian Civilizations together, where they learned about Türkiye's rich history. Despite the cold weather, Ayşe continues to stay active. She recently started a yoga class at the university's sports center, which helps her relax and focus on her studies. Her teachers have assigned a research project on Türkiye's economic development, and Ayşe is working hard to complete it on time. Ayşe feels proud of how much she has adapted to life in Ankara. She enjoys meeting people from different backgrounds and exploring new opportunities. She looks forward to the spring semester and hopes to participate in more university events.

A. Fill in the blanks with the correct words from the text.

1. Ayşe joined a _____ exchange program at SSUA.
2. She became friends with Maria, who is from _____.
3. Ayşe and Maria visited the _____ of Anatolian Civilizations.
4. Ayşe started a _____ class at the university's sports center.
5. She is working on a research project about Türkiye's _____ development.

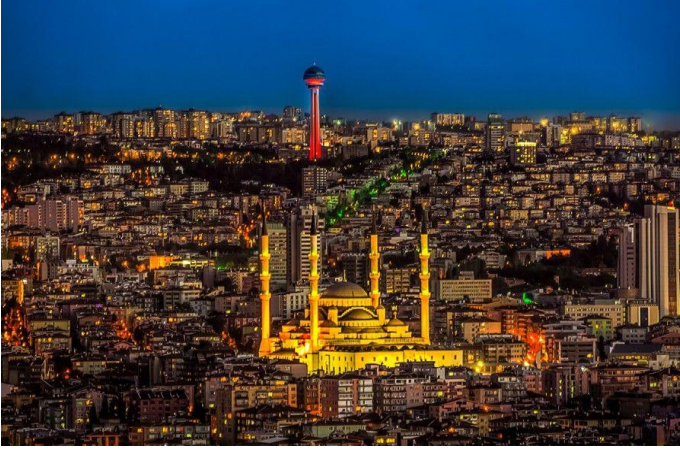
B. Read the sentences and write True or False according to the text.

1. Ayşe drinks salep often because it is her favorite cold drink.
2. Maria taught Ayşe how to make paella.
3. Ayşe's research project is about Türkiye's economic development.
4. Ayşe stopped being active because of the cold weather.
5. The cultural exchange program only includes Turkish students.

C. Read the text again and answer the questions.

1. What is Ayşe's favorite new winter drink?
A) Tea.
B) Salep.
C) Coffee.
D) Hot chocolate.
E) Lemonade.

Ayşe and her friends



Ayşe has made a close friend named Deniz at Social Sciences University of Ankara (SSUA). Deniz is from İzmir, and she is also new to Ankara. They quickly bonded over their shared love of exploring new places and trying different foods. On weekends, Ayşe and Deniz like to visit cultural and historical landmarks in Ankara. Recently, they went to Anıtkabir, the mausoleum of Mustafa Kemal Atatürk. Ayşe felt emotional as she walked through the museum and learned more about Türkiye's founder. Deniz

introduced Ayşe to some of her favourite cafés in Kızılay, where they often sit for hours, chatting about their studies and future plans. They both enjoy drinking Turkish tea and sharing desserts like baklava. One evening, Deniz took Ayşe to a live music event at a small venue in Çankaya. Ayşe loved the performance and decided they should attend more concerts together. Both Ayşe and Deniz enjoy staying active. They sometimes go to a nearby park for jogging or simply to enjoy the fresh air. A few weeks ago, they joined a weekend hiking trip organized by the university. The hike took them to Eymir Lake, where they spent the day walking by the water, taking photos, and enjoying a picnic. Ayşe feels lucky to have a friend like Deniz. They support each other through the challenges of university life and always find time to have fun. She knows their friendship will continue to grow throughout their time in Ankara.

A. Fill in the blanks with the correct words from the text.

1. Ayşe and Deniz visited _____, the mausoleum of Mustafa Kemal Atatürk.
2. They enjoy drinking Turkish tea and sharing _____.
3. Deniz introduced Ayşe to live _____ events in Çankaya.
4. The hiking trip took them to _____ Lake.
5. Ayşe feels _____ to have a friend like Deniz.

B. Read the sentences and write True or False according to the text.

1. Deniz is from Ankara and has lived there her whole life.
2. Ayşe and Deniz visited Anıtkabir to learn about Atatürk.
3. They attended a live music event in Ulus.
4. The hiking trip was organized by their university.
5. Ayşe feels their friendship will grow stronger over time.

C. Read the text again and answer the questions.

1. Where do Ayşe and Deniz often drink Turkish tea?
 - A) At Deniz's house.
 - B) At cafés in Kızılay.
 - C) At the university library.
 - D) At the park near Eymir Lake.
 - E) At the museum in Anıtkabir.

Graduation and academic life



Ayşe and Deniz graduated from Social Sciences University of Ankara (SSUA) last year, and both of them have started exciting careers. Ayşe now works as a research analyst for an international organization in İstanbul. Her job focuses on economic development and global trade policies, which were her favourite topics during university. Ayşe enjoys the fast-paced life of İstanbul, but she occasionally misses the calm atmosphere of Ankara. She often travels back to visit her old friends

and favourite places. Deniz, on the other hand, returned to her hometown, İzmir, where she works as a journalist for a well-known newspaper. She writes about environmental issues and community projects, inspired by the presentations and discussions she had during her time at SSUA. Deniz loves her job because it allows her to meet new people and tell their stories. She is also learning photography to make her articles more visually appealing. Despite living in different cities, Ayşe and Deniz have remained close friends. They call each other regularly to share updates about their lives. Last month, Ayşe visited Deniz in İzmir, and they spent a weekend exploring the city. Deniz took Ayşe to the historical neighbourhood of Kemeraltı and the beautiful seaside town of Alaçatı. They talked about their future goals, and both agreed that their time at SSUA prepared them well for the challenges of their careers. Both Ayşe and Deniz feel proud of what they have accomplished so far. They are determined to keep learning and growing in their professional lives while cherishing their friendship.

A. Fill in the blanks with the correct words from the text.

1. Ayşe works as a _____ analyst in İstanbul.
2. Deniz writes about _____ issues for a newspaper in İzmir.
3. Ayşe sometimes misses the _____ atmosphere of Ankara.
4. Deniz took Ayşe to the seaside town of _____.
5. They feel their time at _____ prepared them for their careers.

B. Read the sentences and write True or False according to the text.

1. Ayşe works as a journalist in İstanbul.
2. Deniz is learning photography to improve her articles.
3. Ayşe and Deniz no longer talk to each other after graduating.
4. Deniz took Ayşe to visit Alaçatı during her trip to İzmir.
5. Both Ayşe and Deniz believe their time at SSUA was unhelpful for their careers.

University life



Ayşe and Deniz decided to return to Ankara for their master's degrees at Social Sciences University of Ankara (SSUA). Ayşe is pursuing a degree in International Relations, while Deniz is focusing on Journalism and Media Studies. Although both of them were initially nervous about balancing work and graduate school, they quickly found that the supportive environment at SSUA made the process much easier. Their professors at SSUA are known for their expertise and

dedication to their students. Ayşe's advisor has years of experience working with international organizations, which has inspired her to aim for a leadership role in her field. Deniz's professors encourage her to explore new trends in digital media and even guided her in publishing her first academic article. Both agree that the personalized feedback they receive has been invaluable for their academic growth. One of the biggest benefits of graduate school for Ayşe and Deniz is the opportunity to network. They have attended several conferences and workshops, where they met professionals and academics from around the world. These experiences not only expanded their knowledge but also opened doors to new career opportunities. Ayşe and Deniz also value the chance to continue learning. For Ayşe, studying complex theories in international relations has sharpened her analytical skills, while Deniz enjoys discussing the role of media in shaping public opinion. They both feel that their master's programs have deepened their understanding of the world and given them a competitive edge in their careers. Despite their busy schedules, Ayşe and Deniz often reminisce about their undergraduate years in Ankara. They enjoy revisiting their favorite spots in Kızılay and Çankaya, finding comfort in familiar surroundings. Their friendship, strengthened by years of shared experiences, continues to be a source of motivation and support as they navigate the challenges of graduate school.

A. Fill in the blanks with the correct words from the text.

1. Ayşe is pursuing a master's degree in _____ Relations.
2. Deniz's professors encourage her to explore trends in _____ media.
3. Both Ayşe and Deniz have attended several _____ and workshops.
4. Studying complex theories has sharpened Ayşe's _____ skills.
5. Their master's programs give them a competitive _____ in their careers.

B. Read the sentences and write True or False according to the text.

1. Ayşe and Deniz are studying for their master's degrees at SSUA.
2. Deniz is studying Political Science for her master's degree.
3. Ayşe has been inspired by her advisor's experience with international organizations.
4. Deniz has published her first academic article during her master's program.
5. Ayşe and Deniz no longer visit their favorite spots in Ankara.

C. Read the text again and answer the questions.

1. What is one of the benefits of graduate school for Ayşe and Deniz?
 - A) Free access to international libraries.
 - B) Opportunities to network and attend workshops.
 - C) Working part-time at SSUA.
 - D) Learning new hobbies like photography.
 - E) Meeting undergraduates from different departments.

2. What role do professors play in Ayşe and Deniz's academic journey?
 - A) They focus only on giving lectures.
 - B) They provide personalized feedback and career guidance.
 - C) They organize study trips to other countries.
 - D) They assign challenging but irrelevant projects.
 - E) They encourage students to avoid networking.

3. What has Deniz achieved during her master's program?
 - A) She published an academic article.
 - B) She became a teaching assistant.
 - C) She started working for an international organization.
 - D) She wrote a book on digital media.
 - E) She received an award for journalism.

D. Speaking Questions

1. Do you think pursuing a master's degree is important for career success? Why or why not?
2. How can professors and advisors support students during graduate school?
3. What are the most significant challenges of balancing work and graduate studies?

E. Writing Activity

Imagine you are applying for a master's program in your dream field. Write a motivation letter explaining why you want to study this subject and how it will help you achieve your career goals. (Minimum 150 words)

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A new adventure, İstanbul

(Ayşe and Deniz are on a train to İstanbul, discussing their upcoming Erasmus journey abroad.)

Ayşe: Deniz, this train ride reminds me of our old days. We used to have endless things to talk about on our trips between Ankara and İstanbul! And now we're heading abroad for Erasmus. What do you think about it?

Deniz: I'm really excited! The Erasmus program is such a great academic opportunity. We'll not only study in a different country but also meet new people and experience a whole new way of life. What about you? How do you feel?

Ayşe: I feel the same. Especially since I'm studying International Relations, attending a European university will broaden my perspective so much. And I'm sure what we learn there will be incredibly helpful in our careers.

Deniz: Exactly! For me, being in Europe will be amazing for Media Studies. The work being done there on digital media is so innovative. Plus, the program will give us a rich cultural experience.

Ayşe: Absolutely. Living in a different culture helps with personal growth too. Learning to adapt, making connections, and seeing the world from a different angle—it's invaluable.

Deniz: And don't forget the networking! Meeting students and professors from all over the world could open so many doors for us in the future.

Ayşe: That's a great point. I've heard that Erasmus alumni often stay in touch for years and even collaborate professionally. It's like building an international family.

Deniz: I couldn't agree more. I'm also looking forward to exploring the country and practicing my language skills. Immersion is the best way to learn a language!

Ayşe: True! It's going to be challenging at first, but I think we'll both come back stronger, smarter, and with unforgettable memories.

Deniz: Definitely. This is just the beginning of another amazing chapter in our lives.



A. Fill in the blanks with the correct words from the dialogue.

1. Ayşe believes studying abroad will _____ her perspective.
2. Deniz is excited about meeting new people and experiencing a different _____.
3. Both Ayşe and Deniz think Erasmus will help with their personal _____.
4. Deniz wants to practice her _____ skills while studying in Europe.
5. Ayşe mentioned that adapting to a new environment is _____ at first but rewarding.

B. Read the sentences and write True or False according to the dialogue.

1. Deniz is studying International Relations, and Ayşe is studying Media Studies.
2. Ayşe thinks studying in Europe will broaden her perspective.
3. Deniz is not interested in networking with other students or professors.
4. Both Ayşe and Deniz believe the Erasmus program will help their careers.
5. Ayşe and Deniz plan to forget about their language skills while abroad.

Erasmus in Berlin



Ayşe and Deniz are two close friends who studied at Social Sciences University of Ankara (SSUA) and graduated together. After completing their studies, they decided to join an Erasmus project and travelled abroad to Germany. Their destination was Berlin, a city known for its rich history and vibrant culture. In Berlin, they attended various workshops, visited historical landmarks like the Brandenburg Gate and the Berlin Wall, and participated in cultural exchange

activities. Ayşe was particularly interested in learning about Germany's history and political system, while Deniz enjoyed exploring the city's modern art museums and trying local dishes. Living in a foreign country taught them valuable life lessons. They had to adapt to a new culture, navigate public transportation, and manage daily tasks independently. These challenges helped them grow more confident and self-reliant. Both Ayşe and Deniz noticed significant improvements in their English-speaking skills as they communicated with people from different countries during the Erasmus program. For Ayşe, this experience was inspiring for her future career. She dreams of working in international organizations, and learning about Germany's political system gave her new ideas. Deniz, on the other hand, felt that the exposure to different cultures made her more open-minded and creative in her field of journalism. Ayşe and Deniz both agree that traveling abroad is an incredible opportunity. It not only helps improve language skills but also allows people to understand different cultures and build strong global connections. They believe that their Erasmus experience has given them a competitive edge for their future careers.

A. Fill in the blanks with the correct words from the text.

1. Ayşe and Deniz studied at _____ University.
2. They traveled to _____ for their Erasmus project.
3. They visited the _____ Wall in Berlin.
4. Ayşe was interested in learning about _____ history.
5. Deniz improved her _____ skills during the project.

B. Read the sentences and write True or False according to the text.

1. Ayşe and Deniz participated in an Erasmus project after graduating.
2. They traveled to France for their Erasmus program.
3. Ayşe wants to work in international organizations in the future.
4. Deniz found Berlin boring and uninteresting.
5. Their Erasmus experience helped them improve their confidence.

C. Read the text again and answer the questions.

1. What did Ayşe enjoy most in Berlin?
 A) Learning about history and politics.
 B) Exploring modern art museums.
 C) Trying German food.
 D) Attending language classes.
 E) Navigating public transportation.

Two different countries



Ayşe and Deniz, close friends who graduated from Social Sciences University of Ankara (SSUA), have continued to build successful academic careers. After completing an Erasmus project in Germany, they were inspired to pursue further studies abroad. Ayşe is now working on her PhD in International Relations at a prestigious university in the Netherlands. Her

research focuses on global environmental policies and their impact on developing countries. Deniz, on the other hand, is pursuing her PhD in Journalism and Media Studies in the United States. She is exploring the role of digital media in shaping public opinion during elections. Their experiences abroad have greatly contributed to their academic and personal development. Ayşe values the opportunity to collaborate with international researchers and attend global conferences, which enhance her perspective on environmental issues. Deniz appreciates the access to advanced resources and the chance to work with renowned media scholars, which helps her refine her analytical skills. Both agree that studying abroad has broadened their horizons and made them more competitive in their fields. Living in a foreign country comes with challenges, such as adapting to new cultures and balancing research responsibilities. However, Ayşe and Deniz have grown more resilient and independent through these experiences. They believe that pursuing a PhD abroad is not only an investment in their careers but also a way to contribute to global knowledge. Their journeys show the importance of continuous learning and the value of international collaboration in academia.

A. Fill in the blanks with the correct words from the text.

1. Ayşe and Deniz graduated from _____ University.
2. Ayşe is doing her PhD in the _____.
3. Deniz's research focuses on _____ media.
4. Ayşe's research is about global environmental _____.
5. Both friends believe studying abroad has made them more _____ in their fields.

B. Read the sentences and write True or False according to the text.

1. Ayşe and Deniz studied in Germany for their PhDs.
2. Ayşe's research focuses on global environmental policies.
3. Deniz is doing her PhD in the Netherlands.
4. Both friends agree that studying abroad has improved their skills.
5. Deniz finds it easy to adapt to living in a foreign country.

C. Read the text again and answer the questions.

1. Where is Ayşe doing her PhD?
A) The United States.
B) Germany.
C) The Netherlands.
D) Türkiye.
E) Canada.

Two lecturers



Ayşe and Deniz have recently returned to Türkiye after completing their PhD studies abroad. They are now working as lecturers at Social Sciences University of Ankara (SSUA). Ayşe teaches courses in International Relations, focusing on global environmental issues, while Deniz teaches Journalism and Media Studies, specializing in digital media and its influence on society. Both Ayşe and Deniz are excited to share the knowledge and experiences they gained during their time abroad. Ayşe often uses case studies from

Europe to help her students understand international policies. Deniz, on the other hand, introduces her students to the latest trends in digital journalism. Their goal is to inspire students to think critically and prepare them for global careers. Working at SSUA also allows Ayşe and Deniz to continue their research. Ayşe is writing a book about climate change policies in developing countries, and Deniz is researching the role of social media in shaping public opinion. They also collaborate on projects with their international colleagues, staying connected to the global academic community. Ayşe and Deniz are happy to be back in Ankara, where they enjoy revisiting their favorite places and spending time with family and friends. They believe their experiences abroad have made them better educators and researchers. They hope to motivate their students to pursue similar opportunities and contribute to both Turkish and global academia.

A. Fill in the blanks with the correct words from the text.

1. Ayşe and Deniz now work as _____ at SSUA.
2. Ayşe's courses focus on global _____ issues.
3. Deniz teaches _____ and Media Studies.
4. Ayşe is writing a book about _____ change policies.
5. Deniz is researching the role of _____ media in shaping public opinion.

B. Read the sentences and write True or False according to the text.

1. Ayşe and Deniz returned to Türkiye after completing their master's degrees.
2. Ayşe teaches International Relations at SSUA.
3. Deniz's research is about climate change policies.
4. Both Ayşe and Deniz continue to work with international colleagues.
5. Ayşe and Deniz are unhappy to be back in Ankara.

C. Read the text again and answer the questions.

1. What does Ayşe teach at SSUA?
A) Journalism and Media Studies.
B) International Relations.
C) Political Science.
D) Sociology.
E) History.

Erasmus students in Türkiye

Ayşe and Deniz are now hosting a group of Erasmus students at Social Sciences University of Ankara (SSUA). The students come from different countries, including Germany, Spain, and Italy. Ayşe and Deniz are excited to help them explore Turkish culture and experience life in Ankara. One of the first



activities they organized was a city tour. They took the students to Ankara Castle, where they enjoyed a beautiful view of the city. Next, they visited the Museum of Anatolian Civilizations, where the students learned about Türkiye's rich history. Ayşe explained the historical importance of the artifacts, while Deniz shared stories about life in modern Türkiye. After the tour, the group enjoyed a traditional Turkish lunch in Ulus. The students loved trying dishes like kebab, lentil soup, and baklava. Some even learned how to say "thank you" in Turkish: teşekkür ederim! Over the

weekend, Ayşe and Deniz planned a trip to Atatürk's Mausoleum, Anıtkabir. The Erasmus students were deeply moved by the visit and appreciated learning more about Mustafa Kemal Atatürk and his role in Turkish history. In the evenings, they explored lively neighborhoods like Kızılay and Tunali Hilmi, where they enjoyed Turkish coffee and bought souvenirs. Ayşe and Deniz love spending time with the Erasmus students. They feel proud to represent their country and university. The students, in return, are thankful for Ayşe and Deniz's kindness and guidance, making their time in Ankara an unforgettable experience.

A. Fill in the blanks with the correct words from the text.

1. Ayşe and Deniz are hosting a group of _____ students at SSUA.
2. The students visited Ankara _____ to enjoy a beautiful view.
3. At lunch, the students tried dishes like _____ and baklava.
4. Ayşe and Deniz took the students to _____ to learn about Turkish history.
5. The students bought _____ in neighborhoods like Kızılay.

B. Read the sentences and write True or False according to the text.

1. The Erasmus students come from Türkiye.
2. The students visited the Museum of Anatolian Civilizations with Ayşe and Deniz.
3. Atatürk's Mausoleum is called Anıtkabir.
4. The students disliked Turkish food during their lunch in Ulus.
5. Ayşe and Deniz felt proud to represent their country.

C. Read the text again and answer the questions.

1. Where did Ayşe and Deniz take the students first?
A) Anıtkabir.
B) Ankara Castle.
C) Kızılay.
D) Ulus.
E) Tunali Hilmi.

Student Clubs at SSUA



The Erasmus students at Social Sciences University of Ankara (SSUA) quickly became involved in the university's student clubs and academic activities. With the help of Ayşe and Deniz, they joined clubs like the International Relations Society, the Media and Communication Club, and the Environment and Sustainability Group. These clubs helped them meet Turkish students and participate in exciting projects. One of the Erasmus students, Maria from Spain, worked on a project about renewable energy policies in Türkiye with the Environment and Sustainability Group. Meanwhile, Luca from Italy joined

the Media and Communication Club, where he created a short documentary about student life in Ankara. Both projects were showcased at a university event, which gave the students a chance to share their work with the SSUA community. In addition to student clubs, the Erasmus students attended academic conferences organized by SSUA. At one conference, they listened to international experts talk about global challenges, such as climate change and digital media ethics. Inspired by these discussions, some of the students even presented their own research. For example, Maria shared her findings about renewable energy, while Luca spoke about the role of social media in elections. The Erasmus students also enjoyed participating in workshops and seminars. They learned new skills like academic writing, public speaking, and teamwork. Ayşe and Deniz often guided them through these experiences, encouraging them to take an active role in university life. By the end of their exchange program, the Erasmus students felt that their time at SSUA had been both academically and personally enriching. They returned to their home countries with new knowledge, lifelong friendships, and unforgettable memories.

A. Fill in the blanks with the correct words from the text.

1. Maria worked on a project about _____ energy policies in Türkiye.
2. Luca created a short _____ about student life in Ankara.
3. The students joined clubs like the _____ Relations Society and the Media and Communication Club.
4. At a conference, Maria shared her research about _____ energy.
5. The Erasmus students learned skills like public _____ and teamwork.

B. Read the sentences and write True or False according to the text.

1. The Erasmus students only attended academic conferences during their time at SSUA.
2. Maria worked on a project about climate change in Türkiye.
3. Luca presented his research about social media in elections.
4. The students' projects were shared at a university event.
5. The Erasmus students returned home with new friendships and knowledge.

Sightseeing in Türkiye



After spending several months in Ankara, the Erasmus students were excited to explore more of Türkiye. Ayşe and Deniz organized a special trip to show them the diverse beauty of the country. Their first stop was Cappadocia, famous for its unique fairy chimneys and hot air balloon rides. The Erasmus students were amazed by the surreal landscape and had the chance to experience a hot air balloon ride, floating above the fairy chimneys as the sun rose. The next day, they travelled to İstanbul, where history and modernity blend perfectly. Ayşe

and Deniz took the students to visit the iconic Hagia Sophia, the Blue Mosque, and the Topkapi Palace. The Erasmus students were fascinated by the stunning architecture and the rich history of the city. They also took a boat ride on the Bosphorus, enjoying the beautiful view of the city from the water. After İstanbul, the group headed to Ephesus, an ancient city on the Aegean coast. Here, they explored the impressive ruins of the Temple of Artemis and the ancient theatre. The students were excited to walk on the same streets where ancient civilizations once thrived. Finally, the group relaxed at the beautiful beaches of Antalya. They enjoyed the sunny weather, swam in the crystal-clear waters, and tried traditional Turkish seafood. The Erasmus students loved the warm hospitality of the Turkish people and felt at home in every city they visited. Ayşe and Deniz were happy to show their friends the rich history, culture, and natural beauty of Türkiye. The students returned to their countries with unforgettable memories of their time in Türkiye, thankful for the opportunity to explore such a beautiful country.

A. Fill in the blanks with the correct words from the text.

1. Ayşe and Deniz took the Erasmus students to _____ to ride hot air balloons.
2. In _____, the Erasmus students visited the Hagia Sophia and the Blue Mosque.
3. The Erasmus students visited _____, an ancient city by the Aegean coast.
4. The group relaxed on the beaches of _____ after their trip to the ancient ruins.
5. The Erasmus students were amazed by the _____ of the fairy chimneys in Cappadocia.

B. Read the sentences and write True or False according to the text.

1. Ayşe and Deniz organized a trip to show the Erasmus students only the modern cities of Türkiye.
2. The Erasmus students enjoyed a hot air balloon ride in Cappadocia.
3. The group visited historical sites in İstanbul, like the Hagia Sophia and the Topkapi Palace.
4. After İstanbul, the group went to the snowy mountains of Türkiye.
5. The Erasmus students liked the Turkish food they tried in Antalya.

Farewell Party



As the Erasmus students' exchange program came to an end, Ayşe and Deniz decided to organize a special farewell party at SSUA. The event was held in the university's main hall, and it was a chance for everyone to reflect on the memories they had made during their time in Türkiye. The Erasmus students, together with Ayşe and Deniz, decorated the hall with flags from all the countries represented. They set up a stage

for performances, where each student could share their experiences and show something from their culture. Maria from Spain performed a traditional dance, while Luca from Italy played a popular song on his guitar. Other students shared photos from their trips to İstanbul, Cappadocia, and Antalya, and told stories about their favourite moments in Türkiye. During the event, Ayşe and Deniz gave speeches to thank the Erasmus students for their enthusiasm and hard work throughout their exchange program. They talked about the positive impact the students had on the university, both academically and socially. The Erasmus students, in turn, expressed their gratitude for the warm welcome they had received and how much they had learned about Turkish culture. As the night went on, everyone enjoyed traditional Turkish food, including kebabs, baklava, and Turkish tea. There was laughter, dancing, and a sense of togetherness in the air. The Erasmus students felt sad to leave, but they knew they would take the memories and friendships they had made in Türkiye with them. Ayşe and Deniz promised to stay in touch, and the students promised to visit Türkiye again in the future. The farewell party was not just a goodbye; it was a celebration of the friendships and experiences that had been shared. It marked the end of an unforgettable chapter in the Erasmus students' lives and the beginning of lifelong memories.

A. Fill in the blanks with the correct words from the text.

1. The farewell party was held in the university's _____ hall.
2. During the event, the students shared photos from their trips to İstanbul, Cappadocia, and _____.
3. Maria from Spain performed a _____ dance at the party.
4. The Erasmus students enjoyed traditional Turkish _____, including kebabs and baklava.
5. Ayşe and Deniz thanked the Erasmus students for their _____ and hard work.

B. Read the sentences and write True or False according to the text.

1. The farewell party was held outdoors.
2. Luca from Italy performed a song on his guitar.
3. Ayşe and Deniz thanked the Erasmus students for their work during the program.
4. The Erasmus students didn't share any photos at the farewell party.
5. The farewell party was only about saying goodbye and not about celebrating friendships.

Cultural day

After their Erasmus experience, Ayşe and Deniz decided to share the cultural knowledge they gained by organizing a series of exciting events at SSUA. They were inspired by the diversity they encountered during their time abroad and wanted to bring that same energy to their university. Their first idea was to host a, where students from different countries could share their traditions, food, and music. On the day of the event, the main hall was decorated with flags from various countries. There were food stalls offering dishes from all over the world: Turkish kebabs, Italian



pasta, Spanish paella, and even Japanese sushi. Students wore traditional clothing from their home countries, and the atmosphere was vibrant with music from different cultures. Maria from Spain danced a flamenco, while Luca from Italy played the accordion. The event was a huge success, and students enjoyed learning about

the different cultures represented at SSUA. Following this success, Ayşe and Deniz also organized a Language Day, where students could practice different languages through games and activities. This event was especially popular among students who wanted to improve their language skills and connect with others who spoke different languages. They even created a "language exchange corner" where students could pair up and practice speaking in their target languages. Both Ayşe and Deniz were thrilled by the positive response to these cultural events. They felt that these initiatives helped bring the university community closer together and promoted understanding and appreciation of different cultures. They hoped to continue organizing similar events in the future and were excited to see how their university had become a hub for international exchange and cultural learning.

A. Fill in the blanks with the correct words from the text.

1. The Cultural Exchange Day was organized by Ayşe and _____.
2. At the event, students enjoyed food from different _____.
3. Maria from Spain performed a _____ dance.
4. Ayşe and Deniz also organized a Language Day to help students practice different _____.
5. The "language exchange corner" allowed students to practice speaking in their _____ languages.

B. Read the sentences and write True or False according to the text.

1. Ayşe and Deniz organized the Cultural Exchange Day after their Erasmus experience.
2. Only Turkish food was available at the food stalls during the event.
3. The Language Day event was designed to help students improve their language skills.
4. Luca from Italy performed a flamenco dance at the event.
5. Ayşe and Deniz planned to stop organizing cultural events after the first one.

C. Read the text again and answer the questions.

1. What did students do at the Cultural Exchange Day?

- A) Watched a movie.
- B) Played sports.
- C) Shared food, music, and traditions from their countries.
- D) Attended lectures.
- E) Took part in debates.

2. Why did Ayşe and Deniz organize a Language Day?

- A) To teach students about grammar.
- B) To help students practice different languages and connect with others.
- C) To learn new languages themselves.
- D) To celebrate Turkish language.
- E) To promote English as the main language.

3. What did Ayşe and Deniz hope for after organizing these cultural events?

- A) They hoped to leave SSUA and study abroad.
- B) They hoped to continue organizing similar events and promote cultural learning.
- C) They wanted to travel to more countries.
- D) They hoped to stop organizing events.
- E) They wanted to focus only on academic work.

D. Speaking Questions

- 1. What kind of cultural activities would you organize at your school or university?
- 2. How can cultural events like these help students at university?
- 3. Do you think practicing languages with native speakers is effective? Why or why not?

E. Writing Activity

Imagine you are organizing a cultural event at your university. Write about the event you would create, including the activities, food, and performances you would like to include. (Minimum 150 words)

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A short tour around Türkiye



After their busy semester at SSUA, Ayşe and Deniz decided to take some time off and explore the historical and cultural treasures of Türkiye. Their first stop was Göbeklitepe, one of the world's oldest and most mysterious archaeological sites. Located in southeastern Türkiye, Göbeklitepe is believed to be a religious sanctuary that dates back over 11,000 years. As they walked around the site, Ayşe and Deniz were amazed by

the ancient stone structures and the intricate carvings on the pillars. "It's incredible to think that people lived here so long ago," Ayşe said, clearly impressed by the significance of the site. Next, Ayşe and Deniz travelled to the Sumela Monastery in the Black Sea region. Nestled high on a cliff in the Altındere National Park, the monastery is dedicated to the Virgin Mary. The view from the monastery was breathtaking, with lush green forests surrounding the area. Deniz, who was interested in the history of the monastery, learned that it was built during the Byzantine era and has been a place of pilgrimage for centuries. "It's amazing how such a magnificent structure was built in such a remote and difficult location," Deniz said, as they explored the ancient church and its frescoes. The two friends continued their journey through Türkiye, visiting places like Cappadocia with its fairy chimneys, Ephesus with its ancient ruins, and Pamukkale with its white terraces. As they travelled, Ayşe and Deniz felt grateful for the opportunity to explore the rich history and beauty of their own country. "Türkiye is full of hidden gems," Ayşe said, excited to share her experiences with her friends back at SSUA.

A. Fill in the blanks with the correct words from the text.

1. Ayşe and Deniz first visited _____, an ancient archaeological site.
2. The Sumela Monastery is located high on a _____.
3. Deniz was interested in the history of the _____.
4. Cappadocia is famous for its fairy _____.
5. Pamukkale is known for its white _____.

B. Read the sentences and write True or False according to the text.

1. Ayşe and Deniz visited historical sites in Türkiye during their break from SSUA.
2. Göbeklitepe is believed to be a place of pilgrimage built during the Byzantine era.
3. The Sumela Monastery is located in the Aegean region of Türkiye.
4. Ayşe and Deniz traveled to Cappadocia, Ephesus, and Pamukkale after visiting Göbeklitepe and Sumela.
5. Ayşe and Deniz found Türkiye's history boring and uninteresting.

C. Read the text again and answer the questions.

1. Where is Göbeklitepe located?

- A) In the Black Sea region.
- B) In the southeastern part of Türkiye.
- C) In the northeastern part of Türkiye.
- D) Near the Mediterranean coast.

2. What is the Sumela Monastery dedicated to?

- A) St. George.
- B) The Virgin Mary.
- C) The Byzantine.
- D) The Prophet Muhammad.

3. Why was Deniz impressed by Sumela Monastery?

- A) It was a place of pilgrimage for centuries.
- B) It was built in a remote location on a cliff.
- C) It was built by the Romans.
- D) It had the most beautiful paintings.

4. What did Ayşe and Deniz think about their trip around Türkiye?

- A) They were not interested in the history of the places.
- B) They were disappointed by the sites they visited.
- C) They were excited and grateful to explore the history and beauty of their country.
- D) They decided not to visit more sites.

D. Speaking Questions

1. What historical or cultural site would you like to visit in Türkiye or another country?
2. How do you think traveling to historical places can help people learn about a country's culture?
3. Do you think it's important to protect historical sites for future generations? Why or why not?

E. Writing Activity

Imagine you have just visited an important historical site in Türkiye (or any country you like). Write about your experience, what you saw, and how it made you feel.

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A new adventure, Kenya

After exploring Türkiye, Ayşe and Deniz wanted a new adventure. This time, they decided to visit Kenya. Kenya is known for its beautiful nature and wildlife. They first went to Masai Mara. Here, they saw the Big Five—lions, elephants, buffaloes, leopards, and rhinos—up close in the wild. "It's amazing to see these powerful animals in real life," said Deniz. Next, they visited Nairobi, the capital



of Kenya. They went to the David Sheldrick Wildlife Trust, which helps save orphaned elephants and rhinos. Ayşe and Deniz were very impressed by the efforts to protect these animals. "I didn't know so much work went into animal conservation," Ayşe said. Their last stop was Mombasa, a coastal city with a lot of history. They visited Fort Jesus, an old Portuguese fort, and walked around the Old Town. "You can really feel the mix of cultures here," said Deniz. Ayşe and Deniz had an amazing time in Kenya. They loved the wildlife and the beautiful nature. "Africa is such a special place," they both thought.

A. Fill in the blanks with the correct words from the text.

1. Ayşe and Deniz visited _____.
2. In Masai Mara, they saw the _____.
3. The David Sheldrick Wildlife Trust saves elephants and _____.
4. Mombasa is a coastal city with a lot of _____.
5. Fort Jesus is an old _____ fort.

B. Read the sentences and write True or False according to the text.

1. Ayşe and Deniz went to Kenya after traveling in Türkiye.
2. They saw the Big Five animals in a zoo.
3. The David Sheldrick Wildlife Trust helps save orphaned animals.
4. Fort Jesus is a modern building in Nairobi.
5. Ayşe and Deniz thought Africa was a special place.

C. Read the text again and answer the questions.

1. Where did Ayşe and Deniz go first in Kenya?
A) Mombasa
B) Nairobi
C) Masai Mara
2. What does the David Sheldrick Wildlife Trust do?
A) It saves orphaned elephants and rhinos.
B) It builds new parks for tourists.
C) It teaches people about African history.

3. What did Ayşe and Deniz think about Africa?

- A) It was boring.
- B) It was a special place.
- C) It was too hot.

4. What historical site did they visit in Mombasa?

- A) The Old Town
- B) The David Sheldrick Wildlife Trust
- C) Fort Jesus

D. Speaking Questions

1. What animal would you like to see in the wild? Why?
2. Do you think it's important to protect wildlife? Why or why not?
3. What other countries in Africa would you like to visit?

E. Writing Activity – 1

Write about a place you would like to visit. Why do you want to go there, and what would you like to see or do? (Minimum 150 words)

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F. Writing Activity – 2

Write about your last vacation abroad or in Türkiye. Write a detailed description of your activities there. (Minimum 150 words)

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Developments in AI

After their adventures in Africa, Ayşe and Deniz returned to Türkiye, excited to continue their careers. They both decided to focus on the field of artificial intelligence (AI), which they had studied during their master's programs. Ayşe began working at a leading tech company in İstanbul, while Deniz joined a research team at Social Sciences University of Ankara (SSUA). Both of them were amazed by the rapid development of AI technology. Ayşe's company was working on AI systems that



can understand human emotions and provide more personalized services. "AI is getting smarter every day," Ayşe said. "In the future, we might even have robots that can read our feelings." Meanwhile, Deniz was researching AI's role in healthcare. She was part of a team developing AI tools that help doctors diagnose diseases faster and more accurately. "AI can change the way we treat patients," Deniz said, excited about the possibilities. "With AI,

doctors can make better decisions based on data." Ayşe and Deniz were both proud of the work they were doing. They saw AI technology as the future, not just in healthcare, but in many fields like education, business, and entertainment. "Technology is advancing so fast. We have to keep up," Ayşe said. They often talked about how AI could help solve global problems, like climate change and poverty. "AI has so much potential to make the world a better place," Deniz said. Ayşe and Deniz were eager to continue their work, knowing that AI would play a big part in shaping the future.

A. Fill in the blanks with the correct words from the text.

1. Ayşe began working at a leading tech company in _____.
2. Deniz joined a research team at _____.
3. Ayşe's company works on AI systems that understand _____.
4. Deniz is researching AI's role in _____.
5. Ayşe and Deniz believe AI can help solve problems like _____.

B. Read the sentences and write True or False according to the text.

1. Ayşe and Deniz returned to Türkiye to work in the field of artificial intelligence.
2. Ayşe works at a research team at SSUA.
3. Deniz is working on AI tools for healthcare.
4. Ayşe believes that robots can read human feelings in the future.
5. Ayşe and Deniz think that AI is not important for the future.

C. Read the text again and answer the questions.

1. Where did Ayşe work after returning to Türkiye?
A) Ankara
B) İstanbul
C) Another city

2. What is Deniz researching at SSUA?

- A) AI's role in healthcare.
- B) AI in entertainment.
- C) AI in business.

3. What is Ayşe's opinion about AI?

- A) AI is not useful.
- B) AI is getting smarter every day.
- C) AI has the potential to change the world.

4. What problems do Ayşe and Deniz believe AI can help solve?

- A) Only healthcare problems.
- B) Only business problems.
- C) Global problems like climate change and poverty.

D. Speaking Questions

- 1. How do you think AI will change the world in the next 10 years?
- 2. Do you think AI can help improve healthcare? Why or why not?
- 3. What are the potential risks of AI technology?

E. Writing Activity

Write about a technology that you think will change the future. Explain why you think it will be important and how it could affect our daily lives. (Minimum 200 words)

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Effects of AI

Ayşe and Deniz have big dreams for the future. They are both excited about the possibilities of artificial intelligence (AI) and how it will change the world. They believe that in the next few years, AI will become an even bigger part of our daily lives. Ayşe is working on projects that use AI to improve education. She believes that AI can help students learn better by offering personalized lessons based on their strengths and weaknesses. "In the future, AI could help every student learn in their own way," Ayşe said. She is excited about using AI to create tools that will help students and teachers.



Deniz is focused on AI in healthcare. She thinks that in the future, AI will be able to diagnose diseases more accurately and quickly than doctors. "Imagine a world where doctors can use AI to find the best treatment for each patient," Deniz said. She believes AI will help doctors make better decisions and save lives. Both Ayşe and Deniz think that AI will also play a big role in protecting the environment.

They believe AI can help solve problems like climate change by finding solutions to reduce waste and improve energy use. "AI could be the key to saving our planet," said Ayşe. Ayşe and Deniz are excited about the future. They are working hard to make sure they are part of these exciting changes. They believe that AI will help create a better world for everyone.

A. Fill in the blanks with the correct words from the text.

1. Ayşe is working on AI projects to improve _____.
2. Deniz is focused on AI's role in _____.
3. In the future, AI will help doctors diagnose diseases more _____.
4. Ayşe and Deniz believe AI will help protect the _____.
5. Ayşe thinks AI can help solve problems like _____.

B. Read the sentences and write True or False according to the text.

1. Ayşe and Deniz believe AI will become more important in the future.
2. Ayşe is working on using AI to improve healthcare.
3. Deniz thinks AI will help doctors make better decisions.
4. Ayşe thinks AI will help students learn in the same way.
5. Ayşe and Deniz are not excited about the future of AI.

C. Read the text again and answer the questions.

1. What is Ayşe working on?
A) AI in healthcare
B) AI in education
C) AI in business

2. What does Deniz believe AI will do for doctors?
A) AI will help doctors make money.
B) AI will help doctors diagnose diseases faster and more accurately.
C) AI will make doctors work less.

3. What problem do Ayşe and Deniz think AI can help solve?
A) Traffic problems
B) Environmental problems
C) Climate change

4. What is Ayşe's opinion about the future of AI?
A) AI will not help students.
B) AI will help create personalized lessons for students.
C) AI will play an important role in education.

D. Speaking Questions

1. How do you think AI will change education in the future?
2. What other fields, besides healthcare and education, can benefit from AI?
3. Do you think AI will improve the quality of life for people? Why or why not?

E. Writing Activity

Imagine it is the year 2050. Write about how AI has changed the world by then. What are some of the positive changes AI has brought to our daily lives? (Minimum 200 words)

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A new life

Ayşe and Deniz had been through so much together. They had worked hard, traveled the world, and shared many unforgettable moments. But now, they were each starting new chapters in their lives. Ayşe had met someone special, and after a beautiful romance, she decided to get married. The wedding was held in Ankara, where she and her partner celebrated their love with family and friends. Ayşe was happy and excited about the new journey she was beginning with her partner. Meanwhile, Deniz was facing a big decision. After years of hard work in artificial intelligence, she had been



offered an amazing opportunity to continue her research at a leading university in Canada. "This is a dream come true," Deniz thought, but it was also a difficult decision to leave her life in Türkiye behind. After discussing it with Ayşe, she made the choice to pursue this opportunity abroad. "I know this is a huge change, but I can't miss this chance," Deniz said. Ayşe, although sad to see her best friend go, supported her decision, knowing it was a once-in-a-lifetime

opportunity. "I'm going to miss you a lot," Ayşe said, hugging Deniz tightly before her departure. "But I'm so proud of you and excited for all the amazing things you will do." As Deniz prepared for her move to Canada, Ayşe focused on her new life as a wife. Even though their paths were taking them in different directions, they promised to stay close and visit each other whenever they could. Both Ayşe and Deniz were excited for their futures, knowing that their friendship would always remain strong.

A. Fill in the blanks with the correct words from the text.

1. Ayşe decided to _____.
2. Deniz was offered an opportunity in _____.
3. Ayşe celebrated her wedding in _____.
4. Deniz will continue her research in _____.
5. Ayşe and Deniz promised to _____.

B. Read the sentences and write True or False according to the text.

1. Ayşe and Deniz decided to get married together.
2. Ayşe is excited about starting a new journey with her partner.
3. Deniz decided to stay in Türkiye for her research.
4. Ayşe supported Deniz's decision to go abroad.
5. Ayşe and Deniz promised to lose contact.

C. Read the text again and answer the questions.

1. Where did Ayşe get married?
A) İstanbul
B) Ankara
2. Where will Deniz go to continue her research?
A) Canada
B) Kenya
C) Germany

3. What field is Deniz continuing her research in?

- A) Medicine
- B) Artificial Intelligence
- C) Business

4. What did Ayşe and Deniz promise to do?

- A) Stop talking to each other.
- B) Stay close and visit each other.
- C) Stay together everywhere.

D. Speaking Questions

- 1. How would you feel if your best friend moved to another country?
- 2. Do you think it's important to support your friends when they make big decisions? Why or why not?
- 3. What challenges do you think people face when they move to another country for work or study?

E. Writing Activity

Imagine you are moving abroad for a job or study. Write a letter to your friend explaining why you're going and how you will stay in touch. (Minimum 200 words)

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