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An English Course in Child Development II

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CAPPADOCIA UNIVERSITY PRESS

AN ENGLISH COURSE IN CHILD DEVELOPMENT II

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1

TARGET VOCABULARY

acquire, adaptation, artificial, contextual, detached, diversity, evolution, framework, generalizable, integrated, outcome, perspective, reconceptualize, refinement, sociocultural

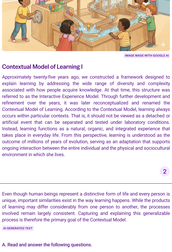


IMAGE MADE WITH GOOGLE AI

Contextual Model of Learning I

Approximately twenty-five years ago, we constructed a framework designed to explain learning by addressing the wide range of diversity and complexity associated with how people acquire knowledge. At that time, this structure was referred to as the Interactive Experience Model. Through further development and refinement over the years, it was later reconceptualized and renamed the Contextual Model of Learning. According to the Contextual Model, learning always occurs within particular contexts. That is, it should not be viewed as a detached or artificial event that can be separated and tested under laboratory conditions. Instead, learning is the result of the ongoing interaction that continuously takes place in everyday life. From this perspective, learning is understood as the outcome of millions of years of evolution, serving as an adaptation that supports ongoing interaction between the entire individual and the physical and sociocultural environment in which she lives.

2

Even though human beings represent a distinctive form of life and every person is unique, important similarities exist in the fundamental ways learning happens. While the products of learning may differ considerably from one person to another, the processes involved remain largely consistent. Capturing and explaining this generalizable process is therefore the primary goal of the Contextual Model.

IN-MEMORIAM TEXT

A. Read and answer the following questions.

1. What is the original name of the learning framework that was developed twenty-five years ago?
2. How does the Contextual Model of Learning describe the nature of learning experiences?
3. Why is learning considered an evolutionary adaptation, according to the passage?
4. How does the process of learning compare across different individuals, according to the Contextual Model of Learning?
5. What distinction does the passage make between the products and processes of learning?

3

Context Exercises

A. Are the statements True (T) or False (F)? Correct false statements.

1. ( ) Twenty-five years ago, the Interactive Experience Model was developed and later refined into the Contextual Model of Learning.

2. ( ) The Contextual Model of Learning suggests that learning occurs in isolated and controlled environments.

3. ( ) Learning, according to the passage, is an organic experience that happens in the real world.

4. ( ) Every person's learning process is entirely different from others, according to the Contextual Model.

5. ( ) The Contextual Model emphasizes that the processes of learning are similar across individuals.

6. ( ) The products of learning remain the same for all individuals, according to the Contextual Model.

7. ( ) Learning is described as an evolutionary adaptation that allows interaction between individuals and their environment.

4

8. ( ) The process of learning, according to the Contextual Model, is entirely unique for every person.

B. Ask questions for the given answers.

1. _____?

The Interactive Experience Model was developed twenty-five years ago and later refined into the Contextual Model of Learning.

2. _____?

The Contextual Model of Learning suggests that learning is not an isolated experience but one that occurs within a series of contexts.

3. _____?

Learning is considered an evolutionary adaptation because it allows individuals to interact with the physical and sociocultural world they inhabit.

4. _____?

The Contextual Model emphasizes that the processes of learning are similar across all people, although the products of learning can vary widely.

5. _____?

The generalizable process of learning is the focus of the Contextual Model, while the products of learning are individual and diverse.

5

Vocabulary Study

A. Fill in the blanks with the correct form of the word from the text.

Verb	Noun	Adjective	Adverb
evolve		evolutionary	
	argument		argumentatively
X		uniquely	
		isolated	X
	specialty		
		integrative	integratively
learn			X

B. Use the words from the table above to complete the sentences below.

1. The Contextual Model of Learning has been _____ over time to better explain how people learn.
2. _____ is not an isolated experience but happens in the real world.
3. The _____ of learning is an adaptation developed over millions of years.
4. The model tries to _____ the complexity of the learning process.
5. The text discusses the _____ of ideas to understand learning.
6. According to the text, learning cannot be _____ in a laboratory.
7. My favourite teacher was a _____ gifted one.
8. I would like to _____ in English language teaching.

6

C. Match the words with their definitions.

1. Evolution
2. Framework
3. Organic
4. Sociocultural
5. Adaptation
6. Contextual Model

a) A change that improves or suits an organism to its environment.

b) A model explaining that learning occurs within various contexts rather than in isolation.

c) The process of development over time, often driven by natural selection.

d) An organized structure or plan for understanding a complex concept.

e) Related to both social and cultural aspects of human life.

f) Referring to natural or integrated experiences, often contrasted with artificial ones.

7

D. Fill in the blanks with words from the text.

contexts | learning | processes | evolution | adaptation | framework | generalizable | individuals

1. The Contextual Model of Learning suggests that all learning happens within a series of _____.
2. The model argues that _____ is not an isolated experience but occurs in the real world.
3. Learning is described as a product of millions of years of _____.
4. According to the passage, learning is an _____ that allows ongoing dialogue between the individual and their environment.
5. The original model developed twenty-five years ago was known as the Interactive Experience Model, now refined into a _____ for understanding learning.
6. The _____ of learning are similar across all people, despite differences in the outcomes.
7. Although every person is unique, the _____ process of learning applies to all.
8. The products of learning can vary widely between _____, but the process remains the same.

8

Language Study: Passive Voice

Examples From the Text

- "A framework that **was** originally **called** the Interactive Experience Model."
  (Simple Past Tense)

(Active: They originally **called** the framework the Interactive Experience Model.)

- "Learning **is situated** within a series of contexts." **(Simple Present Tense)**

(Active: Someone situates learning within a series of contexts.)

A. Rewrite the following sentences in the passive voice. Be careful with the verb tense (past simple or present simple).

1. We formulated the Interactive Experience Model 25 years ago.

2. They recast the model as the Contextual Model of Learning.

3. Researchers refined the framework over the years.

4. They isolated learning in a test tube for the experiment.

9

5. Scientists study the process of learning in the laboratory.

6. The professor explains the process to the students.

7. We built upon the original framework to improve the model.

8. Educators adapt teaching methods to modern contexts.

9. They discussed the importance of learning during the lecture.

10. The university implemented new strategies for student engagement.

10. The university implemented new strategies for student engagement.

11. They examine how the physical world affects learning.

12. Researchers explored the sociocultural world in this study.

10

Use of English

A. Rewrite the following sentences using the words in parentheses to maintain the original meaning.

1. Experts formulated a framework for learning twenty-five years ago. (develop)

2. The Contextual Model suggests that learning is not an isolated event. (propose)

3. Learning is shaped by both physical and sociocultural factors. (influence)

4. Scientists argue that learning is an adaptation formed over millions of years. (claim)

5. The processes of learning remain similar for all individuals. (consistent)

11

TARGET VOCABULARY

authentic, descriptive, incorporate, interaction, manipulable, observation, overlap, personal context, physical context, predict, propose, reduce, setting, sociocultural context, strength, structure

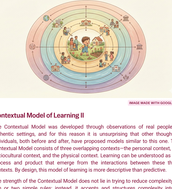


IMAGE MADE WITH GOOGLE AI

Contextual Model of Learning II

The Contextual Model was developed through observations of real people in authentic settings, and for this reason it is unsurprising that other thoughtful individuals, both before and after, have proposed models similar to this one. The Contextual Model consists of three overlapping contexts—the personal context, the sociocultural context, and the physical context. Learning can be understood as the process and product that emerge from the interactions between these three contexts. By design, this model of learning is more descriptive than predictive.

The strength of the Contextual Model does not lie in trying to reduce complexity to one or two simple rules; instead, it accepts and structures complexity into a manageable and comprehensible whole. In doing so, it effectively incorporates much, if not most, of what is currently known about learning.

AI-GENERATED TEXT

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A. Read and answer the following questions.

1. How was the Contextual Model developed?
2. What are the three contexts included in the Contextual Model?
3. Why is the Contextual Model considered descriptive rather than predictive?
4. What does the Contextual Model try to manage and organize?
5. According to the passage, what is the significance of the Contextual Model?

13

Context Exercises

A. Which of the following best summarizes the text?

a. The Contextual Model simplifies learning by focusing on the personal, sociocultural, and historical contexts. It is mainly a predictive model that reduces complexity into one or two basic rules, making learning easy to predict.

b. The Contextual Model organizes learning by focusing on personal and physical contexts, leaving out the sociocultural context. It aims to describe the interactions of these contexts, but it does not explain complexity well.

c. The Contextual Model was created by observing people in their environments and involves three key contexts: personal, sociocultural, and physical. Learning is the result of these contexts interacting, and the model aims to describe this process rather than predict exact outcomes.

d. The Contextual Model explains learning as a process that happens through the interaction of the personal, sociocultural, and physical contexts. It describes learning in real-life situations and embraces complexity rather than simplifying it. It also organizes what we know about learning into a clear structure.

e. The Contextual Model is descriptive and focuses on the personal, sociocultural, and technological contexts. It describes learning as a process of these contexts interacting and suggests that most learning can be predicted by simple rules.

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B. Are the statements True (T) or False (F)? Correct false statements.

1. ( ) The Contextual Model was developed without observing real people in real settings.

_____

2. ( ) The three contexts in the model are personal, sociocultural, and physical.

_____

3. ( ) Learning in the Contextual Model is seen as a single process, unrelated to different contexts.

_____

4. ( ) The Contextual Model attempts to reduce complexity to one or two simple rules.

_____

5. ( ) The model is descriptive, aiming to explain rather than predict learning.

_____

6. ( ) The Contextual Model fails to accommodate what is currently known about learning.

_____

15

B. Ask questions for the given answers.

1. _____?

The Contextual Model was derived from observations of real people in real settings.

2. _____?

The three overlapping contexts are the personal, sociocultural, and physical contexts.

3. _____?

Learning is described as the interaction between these three contexts.

4. _____?

The model is descriptive because it focuses on explaining rather than predicting learning.

5. _____?

The strength of the model is that it organizes complexity into a manageable whole.

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Vocabulary Study

A. Fill in the blanks with the correct form of the word from the text.

Verb	Noun	Adjective	Adverb
observe			observably
	description	descriptive	
interact		interactive	interactively
simplify	simplification		simply
comprehend	comprehension	comprehensible	

B) Complete the sentences with the correct form.

1. The professor's lecture was highly _____, helping students visualize the topic.
2. The manual was written in a very _____ way.
3. The two teams had a friendly _____ after the game.
4. The telescope made the planet easily _____.
5. The teacher explained the topic _____ to make it easier to understand.
6. The company focuses on the _____ of its processes.
7. The app is designed to be highly _____ for users.
8. Her argument was _____ weak, as she lacked evidence.
9. The book provides a detailed _____ of the historical events.
10. The presentation was _____ to all attendees.

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Language Study: Relative Pronouns

We use relative pronouns to introduce relative clauses. Relative clauses tell us more about people and things:

- The man **who** is 76 has just retired.
- This is the house **which** Jack built.
- Marie Curie is the woman **that** discovered radium.

- who: for people.
- which: for things.
- that: for people or things.

A. Combine the sentences using relative pronouns (who or which).

1. The Contextual Model includes three contexts. These contexts interact with each other.

_____

2. Learning is an ongoing process. It involves multiple factors.

_____

3. The researchers proposed a new framework. They explain learning better.

_____

18

4. The study focused on real settings. It includes the topics about learning.

_____

5. Somebody learns better. He/She has an intrinsic motivation.

_____

Use the Passive Voice when the person and the thing that causes the action is unknown or unimportant.

Use the Passive Voice only with the verbs that can take an object (transitive verbs e.g. read, clean, write, eat, etc.)

Use the object of the active sentence as the subject of the passive sentence.

"by + person" in a passive sentence if the person or the thing – especially proper names – that causes the action is important.

Structure: Verb "be" + Past Participle

- **Simple Present Tense: am/is/are + Past Participle**
  - The owner **opens** the shop every day. (active)
  - The shop **is opened** (by the owner) every day. (passive)
- **Simple Past Tense: was/were + Past Participle**
  - William Shakespeare **wrote** Romeo and Juliet.
  - Romeo and Juliet **was written by** Shakespeare.

19

B. Rewrite the following sentences in the passive voice.

1. Scientists observed real learning situations.

_____

2. Researchers formulated the Contextual Model.

_____

3. Educators describe learning as an interaction between contexts.

_____

4. The study predicts the outcome of different learning experiences.

_____

5. The university manages various learning approaches.

_____

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3

TARGET VOCABULARY

construct, dimension, distinguish, dynamism, ephemeral, influence, inadequate, integration, intervening, mediate, perspective, permanent, representation, snapshot, static



IMAGE MADE WITH GOOGLE AI

A New View Of Learning

After working with this model for more than two decades, we still consider it reasonable, but as it was first described, it remains incomplete. Over the intervening years, we have come to recognize that the model requires a fourth dimension—time. Viewing the museum experience as merely a snapshot in time, even a lengthy one (for example, the time a visitor spends in the museum), is clearly inadequate. To understand learning, any learning requires a broader perspective. It is as though one must pan the camera back across time and space in order to see the individual learner across a larger portion of life and to place the museum within the wider context of family, community, and society.

21

A convenient, though admittedly artificial, way to think about this model is to consider learning as being constructed by the individual over time as he or she moves through the sociocultural and physical world. Over time, meaning is built up, layer upon layer. However, even this representation does not fully capture the true dynamism of the process, since the layers themselves, once laid down, are not static nor necessarily permanent. All the layers, especially those formed earliest, interact and directly influence the shape and form of future layers; the learner both shapes and is shaped by the environment. For convenience, we distinguish three separate contexts, but it is important to remember that these contexts are not truly separate or even separable.

Western science, in general, and psychology, in particular, is strongly connected to ideas of permanence—the brain is constant, the environment is assumed to be fixed, and memories are permanent. In reality, however, this does not seem to be the case. None of the three contexts—personal, sociocultural, or physical—are ever stable or constant. Learning, as well as its constituent parts, is ephemeral, always changing. Ultimately, learning can be understood as the ongoing integration and interaction of these three contexts over time in order to create meaning. Perhaps the best way to imagine this is that the personal context moves through time and is continuously shaped and reshaped as it experiences events within the physical context, all of which are mediated by the sociocultural context.

AI-GENERATED TEXT

A. Read the text carefully, then answer the following questions.

1. Why do the authors believe the original model is incomplete?
2. What is meant by adding a "fourth dimension" to the model?
3. How is learning described in relation to time and personal experience?
4. Why do the authors argue that the three contexts (personal, sociocultural, and physical) are not truly separate?
5. How does Western science traditionally view learning, and how does this contrast with the perspective presented in the passage?

22

Context Exercises

A. Are the statements True (T) or False (F)? Correct false statements.

1. ( ) The original model completely explained learning and did not require changes.

2. ( ) The addition of time as a fourth dimension makes learning easier to measure and understand.

3. ( ) Learning is described as a static process that does not change once a layer is formed.

4. ( ) The physical, sociocultural, and personal contexts are independent of each other.

5. ( ) The passage suggests that learning is an ongoing process that changes over time.

23

B. Ask questions for the given answers.

1. _____?
The original model lacked the dimension of time, which made it incomplete.

2. _____?
Learning builds up over time through interaction with personal, sociocultural, and physical contexts.

3. _____?
Western science traditionally views memory and learning as permanent and unchanging.

4. _____?
The passage argues that none of the three contexts of learning are stable or constant.

5. _____?
Learning is a continuous process of integration and interaction over time.

24

Vocabulary Study

A. Fill in the table with the correct form of the word from the text.

Verb	Noun	Adjective	Adverb
describe	description	descriptive	
interact		interactive	interactively
construct	construction		constructively
integrate	integration	integrative	
perceive	perception		perceptively

B. Choose the correct form of the word from the table to complete the sentences.

1. Researchers _____ new theories to explain complex learning processes.
2. Effective communication requires people to _____ clearly with one another.
3. The _____ in this area should be checked carefully to ensure safety and functionality.
4. Educators aim to _____ different teaching methods to meet students' needs.
5. Every person has a different _____ based on their experiences.

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Language Study: Passive and Active Voice

A. Rewrite the following sentences in the passive voice.

1. Scientists described the original learning model twenty years ago.

2. Researchers added a fourth dimension to improve the model.

3. The learner continuously shapes and reshapes her environment.

4. The model explains learning as an ongoing process.

5. The study challenges the traditional ideas of memory and learning.

26

B. Rewrite the following passive sentences in the active voice.

1. Learning is described as a never-ending process of integration and interaction over time.

2. The three contexts of learning have been viewed as stable and constant by traditional science.

3. The model was developed by researchers to better explain learning.

4. The environment is constantly shaped by learners as they interact with it.

5. The effects of sociocultural influences on learning have been examined by scientists.

27

C. Rewrite the following sentences using the words in parentheses to maintain the original meaning.

1. The revised learning model incorporates time as an essential factor. (include)

2. Learning constantly evolves as individuals interact with their environments. (change)

3. The traditional view of learning assumes that memory remains permanent. (think)

4. The study highlights how personal, sociocultural, and physical factors influence learning. (explain)

5. Researchers argue that learning cannot be fully understood without considering time. (claim)

28

TARGET VOCABULARY

deconstructed, acquaintance, capable, contribute, cumulative, document, educational ecosystem, flawed, gradually, historically, inappropriately, policymaker, source, strategy, unsuitable

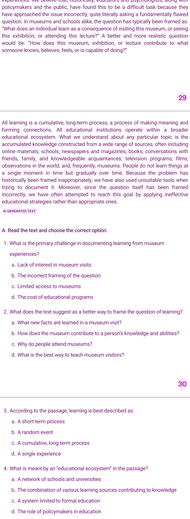


IMAGE MADE WITH GOOGLE AI

Documenting Learning

It is essential to carefully document the learning that results from museum experiences. We believe that, historically, educators and psychologists, along with policymakers and the public, have found this to be a difficult task because they have approached the issue incorrectly, quite literally asking a fundamentally flawed question. In museums and schools alike, the question has typically been framed as: "What does an individual learn as a consequence of visiting this museum, or seeing this exhibition, or attending this lecture?" A better and more realistic question would be: "How does this museum, exhibition, or lecture contribute to what someone knows, believes, feels, or is capable of doing?"

29

All learning is a cumulative, long-term process, a process of making meaning and forming connections. All educational institutions operate within a broader educational ecosystem. What we understand about any particular topic is the accumulated knowledge constructed from a wide range of sources, often including online materials; schools; newspapers and magazines; books; conversations with friends, family, and knowledgeable acquaintances; television programs; films; observations in the world; and, frequently, museums. People do not learn things at a single moment in time but gradually over time. Because the problem has historically been framed inappropriately, we have also used unsuitable tools when trying to document it. Moreover, since the question itself has been framed incorrectly, we have often attempted to reach this goal by applying ineffective educational strategies rather than appropriate ones.

AI-GENERATED TEXT

A. Read the text and choose the correct option.

1. What is the primary challenge in documenting learning from museum experiences?
   a. Lack of interest in museum visits
   b. The incorrect framing of the question
   c. Limited access to museums
   d. The cost of educational programs

2. What does the text suggest as a better way to frame the question of learning?
   a. What new facts are learned in a museum visit?
   b. How does the museum contribute to a person's knowledge and abilities?
   c. Why do people attend museums?
   d. What is the best way to teach museum visitors?

30

3. According to the passage, learning is best described as:
   a. A short-term process
   b. A random event
   c. A cumulative, long-term process
   d. A single experience

4. What is meant by an "educational ecosystem" in the passage?
   a. A network of schools and universities
   b. The combination of various learning sources contributing to knowledge
   c. A system limited to formal education
   d. The role of policymakers in education

5. Why have historical efforts to document learning been flawed?
   a. The use of outdated technology
   b. Incorrect framing of the question and inappropriate strategies
   c. Lack of funding in education
   d. The exclusion of museums from formal education

31

Context Exercises

A. Are the statements True (T) or False (F)? Correct false statements.

1. ( ) Educators and psychologists have always used the right approach to document learning.

_____.

2. ( ) The passage suggests that learning happens in an isolated event rather than accumulating over time.

_____.

3. ( ) The passage states that people construct knowledge from various sources over time.

_____.

4. ( ) According to the passage, schools and museums function independently of each other in the learning process.

_____.

5. ( ) The passage argues that the way we have historically framed learning documentation is flawed.

_____.

32

B. Ask questions for the given answers.

1. _____?

Educators and policymakers have struggled with documenting learning because they asked the wrong question.

2. _____?

The passage suggests that learning is an ongoing process influenced by multiple sources.

3. _____?

Museums contribute to learning by adding to what someone already knows, believes, or can do.

4. _____?

The passage criticizes the traditional approach of asking "What does an individual learn?" after a museum visit.

5. _____?

The passage argues that all learning occurs within a larger educational ecosystem.

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Language Study: Conjunctions

A. Combine the following pairs of sentences using the appropriate conjunctions. Choose from: because, although, yet.

1. Museums contribute to learning. They are often undervalued in formal education.

_____.

2. People do not learn in a single moment. Learning occurs over time.

_____.

3. Many educators attempt to document learning. They use ineffective strategies.

_____.

4. The traditional approach to documenting learning has flaws. It is still widely used.

_____.

5. Learning is a complex process. Museums play a role in it.

_____.

34

Vocabulary Study

A. Match the vocabularies with their given meanings.

1. Cumulative — a) A carefully planned method to achieve a goal
2. Exhibition — b) A public display of objects or information
3. Ecosystem — c) A network of interdependent elements
4. Policymaker — d) A person responsible for creating rules or policies
5. Framework — e) A system of ideas or structure for thinking
6. Observation — f) The act of watching or noticing something
7. Connections — g) Relationships or links between ideas
8. Strategy — h) To build or develop something over time
9. Construct — i) To record information systematically
10. Document — j) Increasing in amount or effect over time

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B. Use the base words provided in parentheses to form a word that fits correctly in the blank spaces.

1. Learning is a _____ (cumulative) process that builds over time.
2. Museums often feature an interactive _____ (exhibit) for visitors.
3. The educational _____ (ecosystem) includes schools, media, and museums.
4. Effective _____ (policy) can shape the future of education.
5. The _____ (frame) of the learning question affects the approach to education.
6. Research relies on careful _____ (observe) of learner behaviors.
7. Museums help visitors make _____ (connect) between topics.
8. Teachers use a variety of _____ (strategy) techniques to enhance learning.
9. Students _____ (construct) knowledge from multiple sources.
10. It is important to _____ (document) learning experiences accurately.

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Use of English

A. Rewrite the following sentences using the words in parentheses to maintain the original meaning.

1. Educators have struggled to document learning effectively. (challenge)

_____.

2. Learning is influenced by multiple sources, including museums. (affect)

_____.

3. Policymakers should consider museums when shaping education strategies. (take into account)

_____.

4. The process of making connections between ideas is essential for learning. (link)

_____.

5. Schools and museums play a role in shaping long-term knowledge. (contribute to)

_____.

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5

SMART VOCABULARY

pollute, climate, awareness, biodiversity, collectively, conserve, declaration, deforestation, environmental education, global warming, impact, responsibility, summit, underlying cause

IMAGE MADE WITH DEEPSEEK AI

Environmental Education in Early Childhood

The increasing human population across the world has been identified as one of the major causes of environmental problems because of its numerous impacts on the environment, including global warming, deforestation, and loss of biodiversity. When examining the underlying causes of these issues, it becomes clear that individuals' attitudes and behaviours towards the environment and their sense of responsibility play a significant role. These attitudes are not only causes of environmental problems, but they are also shaped by the consequences of those problems.

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Environmental problems have frequently appeared on the agenda of both national conferences and international conferences around the world. These issues and their causes were first widely debated at the Stockholm Conference in 1972. During this conference, people's responsibilities towards the environment were emphasized, and several principles directly highlighted the role of individuals in conserving and protecting the environment. Moreover, the idea of environmental heritage for present and future generations was introduced.

In addition to discussing the causes of conservation problems and related principles, environmental education was strongly advocated as a solution in the declaration of the Stockholm Conference. Environmental education can effectively increase awareness among people to conserve and improve the conditions of the earth collectively. Following this event, the importance of environmental education was continued to be stressed in intergovernmental forums and official documents for nearly four decades, including The Belgrade Charter, The Tbilisi Declaration in 1977, The Rio Declaration Report in 1992, The Rio Earth Summit in 1992, the Johannesburg Summit in 2002, and the United Nations Environment Programme in 2009.

IN MEMORIES TEST

A. Read the text and choose the correct option.

1. What is one of the main reasons for environmental problems according to the text?
   a. Overpopulation and its effects on nature
   b. Lack of scientific research
   c. Increased industrial production
   d. Poor urban planning

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2. What was the primary focus of the Stockholm Conference in 1972?
   a. Technological advancements
   b. Global economic policies
   c. People's responsibilities in conserving the environment
   d. Industrial growth strategies

3. Why is environmental education important according to the passage?
   a. It helps people find better job opportunities
   b. It raises awareness to conserve and improve environmental conditions
   c. It focuses on economic development
   d. It encourages the use of more natural resources

4. Which of the following documents did NOT emphasize environmental education?
   a. The Belgrade Charter
   b. The Tbilisi Declaration
   c. The Kyoto Protocol
   d. The Brundtland Report

5. What is the main goal of international conferences on environmental issues?
   a. To discuss economic development strategies
   b. To find new sources of raw materials
   c. To promote environmental conservation and sustainability
   d. To expand industrialization.

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Context Exercises

A. Are the statements True (T) or False (F)? Correct false statements.

1. ( ) The growing human population is one reason for environmental problems.

2. ( ) People's positive attitudes are the main cause of environmental problems.

3. ( ) The Stockholm Conference in 1972 was the first event to discuss environmental problems widely.

4. ( ) The Stockholm Conference focused only on air pollution.

5. ( ) The Belgrade Charter and the Tbilisi Declaration support environmental education.

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Language Study: Modals

Should

- **Use:** To give advice or suggest something.
- **Meaning:** It's a good idea.
- **Form:** Subject + **should** + base verb
- **Example:** You **should** drink more water.

Must

- **Use:** To show strong necessity or obligation.
- **Meaning:** It's very important.
- **Form:** Subject + **must** + base verb
- **Example:** You **must** wear a seatbelt. It is compulsory.

Might

- **Use:** To show possibility (not certain).
- **Meaning:** Maybe yes, maybe no.
- **Form:** Subject + **might** + base verb
- **Example:** It **might** rain tomorrow. I am not sure.

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Have to

- **Use:** To talk about rules or things that are necessary.
- **Meaning:** It's necessary because of a rule, law, or situation.
- **Form:** Subject + **have to** / **has to** + base verb.
- **Example:** I **have to** wake up early for school.

A. Complete the sentences using the correct modal verbs (must, should, could, have to, might) based on the meaning of the sentence.

1. People _____ take environmental education seriously to prevent future crises.
2. International agreements _____ be followed by all nations to be effective.
3. The role of education in sustainability _____ become even more significant in the coming years.
4. All individuals _____ contribute to conservation efforts, even in small ways.
5. Environmental laws _____ be enforced strictly to reduce pollution and deforestation.

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B. Combine the following pairs of sentences using the appropriate conjunctions. Choose from because, although, while, for, nor, yet.

1. The global population is increasing. Environmental issues are becoming more severe.

2. Environmental education is crucial. Many people remain unaware of its importance.

3. Several conferences have addressed environmental problems. Some countries still ignore their recommendations.

4. Deforestation continues to rise. Some governments have taken measures to stop it.

5. The Belgrade Charter promotes environmental education. The Tbilisi Declaration expands on its principles.

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6. Many organizations support conservation efforts. Some industries still prioritize profits over the environment.

7. The effects of pollution are harmful. Some people refuse to change their habits.

8. International agreements have been made. Not all nations comply with them.

9. The UN encourages sustainability. Some companies do not follow its recommendations.

10. Raising awareness about environmental issues is vital. People must also take action.

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Vocabulary Study

A. Match the vocabularies with their given meanings.

1. Biodiversity
2. Conservation
3. Heritage
4. Sustainability
5. Declaration
6. Awareness
7. Charter
8. Summit
9. Development

a) A meeting of international leaders to discuss global issues
b) The variety of life in an ecosystem
c) The practice of protecting natural resources
d) A formal statement or document outlining policies
e) Knowledge or understanding of a particular issue
f) The process of growing or advancing in a specific area
g) A written agreement that establishes guidelines
h) The natural legacy passed down through generations
i) The ability to maintain ecological balance over time

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B. Fill in the blanks with the suitable words from the box below to complete the sentences.

declaration	impact	summits	conservation	preservation	related
sustainability	heritage	education	responsibilities	awareness	

1. The increasing human population has had a significant _____ on the environment.
2. Environmental _____ is important for raising awareness about nature conservation.
3. Several international _____ have been held to discuss solutions to environmental problems.
4. The United Nations has issued multiple _____, emphasizing the importance of sustainability.
5. Forest loss and species extinction threaten global _____ efforts.
6. The Stockholm Conference focused on human _____ for environmental protection.
7. Many organizations promote _____ of biodiversity.
8. Governments need to implement stronger _____ policies that support sustainability.
9. Protecting our environmental _____ ensures a better future for the next generations.
10. The _____ of environmental issues has increased over the past decades.

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Use of English

A. Rewrite the following sentences using the words in parentheses to maintain the original meaning.

1. Environmental conferences aim to find solutions to global problems. (address)

2. The need for sustainability has been discussed worldwide. (debate)

3. Climate change affects biodiversity and natural resources. (influence)

4. People should consider the environment when making daily choices. (take into account)

5. Governments play a role in preserving the environment. (contribute to)

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TARGET VOCABULARY
attend, bias, goal, process, address, integrate, level, recommend, early childhood education, formal education, experience, content, area, significance, social-emotional development, research, contribution, stimulate, schedule, engage

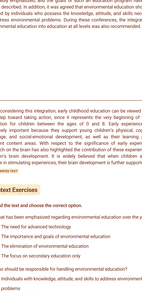


IMAGE MADE WITH GOOGLE AI

Environmental Education in Early Childhood

Over the years, the need for and importance of environmental education has been repeatedly emphasized, and the goals of such an education program have been clearly described. It is obvious that a program that would implement education should be handled by individuals who possess the knowledge, attitude, and skills necessary to address environmental problems. During these conferences, the integration of environmental education into education at all levels was also recommended.

When considering this integration, early childhood education can be viewed as the first step toward taking action, since it represents the very beginning of formal education for children between the ages of 0 and 8. Early experiences are extremely important because they support young children's physical, cognitive, language, and social-emotional development, as well as their learning across different content areas. Research in the field of brain and child development research on the brain has also highlighted the contribution of these experiences to children's brain development. It is widely believed that when children actively engage in stimulating experiences, their brain development is further supported.

AI GENERATED TEXT

Context Exercises

A. Read the text and choose the correct option.

1. What has been emphasized regarding environmental education over the years?
   a. The need for advanced technology
   b. The importance and goals of environmental education
   c. The elimination of environmental education
   d. The focus on secondary education only

2. Who should be responsible for handling environmental education?
   a. Individuals with knowledge, attitude, and skills to address environmental problems
   b. Government officials
   c. Business owners
   d. Only school principals

3. Why is early childhood education considered important in environmental education?
   a. It is the last stage of education
   b. It focuses only on physical development
   c. It is the foundation for learning and development in various areas
   d. It does not contribute to brain development

4. According to the passage, what role do early experiences play in children's development?
   a. They have no impact on cognitive growth
   b. They support multiple aspects of development, including social and emotional growth
   c. They are only relevant for language skills
   d. They prevent environmental education from being implemented

5. What does brain research suggest about early experiences?
   a. They slow down learning
   b. They do not affect brain development
   c. They positively support children's brain development
   d. They only benefit children over 10 years old

B. Are the statements True (T) or False (F)? Correct false statements.

1. ( ) The need for environmental education has only recently been recognized.

_____

2. ( ) Environmental education should only be taught by people who specialize in environmental science.

_____

3. ( ) The integration of environmental education into all education levels was suggested at a UNESCO conference.

_____

4. ( ) Early childhood education is considered unimportant in the development of environmental awareness.

_____

5. ( ) Brain research suggests that early experiences can contribute to children's cognitive and social-emotional development.

_____

C. Ask questions for the given answers.

1. _____?
The need and importance of environmental education have been stressed in recent years.

2. _____?
Individuals who have the knowledge, attitude, and skills should handle environmental education.

3. _____?
Early childhood education is considered the first step in integrating environmental education.

4. _____?
Early experiences support children's physical, cognitive, language, and social-emotional development.

5. _____?
Brain research findings indicate that stimulating experiences contribute to brain development.

Language Study: Prepositions

A. Complete the sentences with the correct preposition (of, in, to, for, with, by).

1. The importance _____ environmental education has been emphasized in recent years.
2. The conference focused on the integration _____ environmental education into different levels of schooling.
3. Early childhood education plays a key role _____ children's development.
4. Young children benefit _____ stimulating learning experiences.
5. The findings were supported _____ research on brain development.

B. Rewrite the sentences using the gerund (-ing) form.

Example Sentence: Researchers believe that **when children engage** in stimulating experiences, it supports their brain development.
Correct Answer: Researchers believe that **engaging** in stimulating experiences supports their brain development.

1. Experts emphasize that we need to integrate environmental education into early childhood education.
   Experts emphasize that _____ is necessary.
2. Educators focus on how they can provide a better learning environment for young children.
   Educators focus on _____ for young children.

3. Scientists stress that children must have meaningful early learning experiences.
   Scientists stress the importance of _____.
4. The study discusses how educators should support children's cognitive and social development.
   The study discusses _____ children's cognitive and social development.

C. Choose the correct word form (noun, verb, adjective, or adverb) to complete the sentence.

Example Sentence: Brain research suggests that early childhood education _____ (contribute, contribution) to cognitive growth.
Correct Answer: Brain research suggests that early childhood education **contributes** to cognitive growth.

1. The _____ (develop, development) of children's brains is influenced by their early experiences.
2. Schools should provide _____ (stimulating, stimulate) learning environments for young children.
3. The study presents an important _____ (find, finding) about the role of environmental education.
4. Researchers _____ (believe, belief) that early learning experiences are crucial for brain development.

Vocabulary Study

A. Match the words with their definitions.

1. Integration — a) The systematic investigation of a topic
2. Stimulating — b) Encouraging interest or enthusiasm
3. Cognitive — c) The act of giving or adding something valuable
4. Environmental — d) Connected to nature and surroundings
5. Development — e) Active participation in an activity
6. Contribution — f) Related to thinking, learning, and understanding
7. Significance — g) Importance or meaning of something
8. Engagement — h) The process of growth or change over time
9. Education — i) The process of teaching and learning
10. Research — j) The process of including something within a larger system

B. Fill in the blanks with the suitable words from the box below to complete the sentences.

development | integration | experiences | childhood | contribution | significance | education | research | support | findings

1. The _____ of environmental education into all education levels was suggested in a UNESCO conference.
2. Early _____ plays a key role in shaping children's cognitive, social, and emotional growth.
3. Brain _____ has shown that early learning opportunities influence brain development.
4. Educators emphasize the _____ of stimulating experiences in early childhood learning.
5. Young learners benefit from early learning _____ that help them develop essential skills.
6. The _____ of early childhood education is widely acknowledged in academic discussions.
7. Schools and families should work together to provide _____ for children's learning.
8. Scientific _____ indicate that engaging activities contribute to brain development.
9. The _____ of educators and policymakers is crucial in promoting environmental awareness.

10. High-quality _____ programs can positively impact children's lifelong learning.

Use of English

A. Rewrite the following sentences using the words in parentheses to maintain the original meaning.

1. Experts emphasize the importance of early childhood education. (stress)

_____

2. Children's learning is shaped by different experiences and surroundings. (influence)

_____

3. Policymakers should integrate environmental education at all education levels. (include)

_____

4. Brain research highlights the effect of early learning on development. (impact)

_____

5. Early experiences play a role in shaping children's cognitive abilities. (contribute to)

_____

8

TARGET VOCABULARY

actions, behavioural intervention, cognitive behavioural, evidence, intensity, interpret, investigation, outcome measure, overlap, participant, philosophy, preschool-aged, technique, theoretical perspective, treatment



IMAGE MADE WITH GOOGLE AI

Early Interventions Programs

Over time, numerous treatments have been developed for children with autism, emerging from different theoretical perspectives. **These** include behavioural, developmental, and cognitive-behavioral interventions. Although each program is grounded in a distinct philosophy and applies its own intervention techniques, many of their components overlap.

Two features are common to most intervention programs for ASDs and are described by research: the intensity of the program and the age at which intervention begins. Reviews of autism programs show that most of them provide 15 to 25 hours of intervention per week. There is also strong evidence that children who start intervention at earlier ages achieve greater progress than those who start later. Most programs are designed for preschool-aged children, that is, those less than three years of age. One investigation that compared children under three with those over three did not report age-related differences in improvement, suggesting that the beneficial effects of programs by the age of four may be early enough to produce significant progress. A complicating factor is that young children often show increases in IQ regardless of intervention. **This** makes it difficult to interpret changes in IQ scores, **which** are frequently used as an outcome measure.

Most early intervention programs are intended for preschool-aged children, although **they** may also include younger participants. Only in recent years has it become possible to identify autism in children as young as two years old. A small number of programs are designed specifically for children between birth and three years of age. **We** will first examine programs for the birth-to-three age group, then widely available preschool programs, and finally those that are less common.

IA GENERATED TEXT

A. Answer the following questions based on the text.

1. What are the three main types of interventions mentioned for children with autism?
2. How many hours of intervention do most programs involve per week?
3. According to the text, at what age do children tend to make greater gains from intervention programs?
4. What complicating factor affects interpreting IQ score changes in children with autism?
5. What is the focus of most early intervention programs?

B. State whether the following statements are true or false based on the text.

1. ( ) Most programs provide interventions for 5 to 10 hours a week.
2. ( ) Empirical evidence suggests that younger children benefit more from intervention programs than older children.
3. ( ) IQ scores are not used as an outcome measure in early intervention studies.
4. ( ) Some programs are specifically designed for children from birth to 3 years of age.
5. ( ) Identifying children with autism as young as 2 years of age is a recent development.

C. Ask questions for the given answers.

1. _____ ?

Behavioral, developmental, and cognitive-behavioral interventions are the main types of autism treatments.

2. _____ ?

Children younger than 4 or 5 years tend to make greater gains.

3. _____ ?

Most programs involve 15 to 25 hours of intervention weekly.

4. _____ ?

Early intervention programs are primarily designed for preschool-aged children.

D. Identify what each pronoun refers to in the text.

1. **These** in "These include behavioral..."

_____

2. **They** in " they may also include younger participants..."

_____

3. **This** in " This makes it difficult to interpret changes in IQ scores..."

_____

4. **We** in " We will first examine programs for the birth-to-three age group..."

_____

5. **Which** in "...IQ scores, which are frequently used as an outcome measure"

_____

Vocabulary Study

A. Match the words with their definitions.

1. Outcome	a) Based on evidence or observation.
2. Empirical	b) A result or consequence.
3. Interventions	c) Making something more difficult
4. Complicating	d) Related to the growth or development of something.
5. Preschool-aged	e) Actions taken to improve a situation.

B. Match the words with their antonyms (A) or synonyms (S).

1. Developed (S) a) Created
2. include (S) b) Disrespect
3. Designed (S) c) Planned
4. Younger (A) d) Unavailable
5. Available (A) e) Older

C. Fill in the table below and complete the sentences with the completed words.

Noun	Adjective	Verb	Adverb
intervention	intervening		X
	developmental		X
		observe	
		design	X
	available	X	X

1. Early intervention programs for children with autism focus on _____ developmental, and cognitive-behavioral approaches.
2. Most programs involve _____ to _____ hours of intervention per week.
3. Children who start programs before the age of _____ or _____ years tend to make greater gains.
4. _____ is often used as an outcome measure in intervention studies.
5. Programs specifically designed for children aged _____ to _____ years are less common.

Language Study: Subject-Verb Agreement

Subject-verb agreement is an essential grammar rule in English where the subject and verb in a sentence must agree in number (singular or plural).

- A singular subject takes a singular verb.
  Example: The program focuses on early interventions.
- A plural subject takes a plural verb.
  Example: The studies support early intervention methods.

- Watch out for tricky cases, such as:
  - Words like each, everyone, someone are singular.
  - Collective nouns like team or group can be singular or plural depending on context.
  - When subjects are joined by and, use a plural verb.

A. Choose the correct verb.

1. Each program **focus / focuses** on improving children's skills.
2. The studies **support / supports** that early intervention is effective.
3. A variety of methods **is / are** used in these programs.
4. Neither the teacher nor the parents **was / were** aware of the new method.
5. Every child in the class **respond / responds** differently to the treatments.
6. The group of researchers **has / have** presented their findings.
7. Both the behavioral and developmental interventions **help / helps** children improve.
8. Autism Spectrum Disorders **require / requires** targeted approaches.
9. The intensity of these programs **make / makes** a significant difference.
10. The children and their families **benefit / benefits** from early intervention.

B. Rewrite the sentences by correcting the subject-verb agreement errors.

1. The findings of the study supports early intervention.

_____

2. Each of the children receive a personalized treatment plan.

_____

3. The results of these studies shows significant improvement in IQ.

_____

4. Neither the parents nor the teacher were aware of the program.

_____

5. The list of recommended methods include cognitive-behavioral therapy.

_____

6. Autism Spectrum Disorder require intensive intervention strategies.

_____

7. Every child in the class respond differently to therapy.

_____

8. Both parents and teachers was involved in the program.

_____

9. A variety of interventions helps children improve their skills.

_____

10. The team of specialists were highly trained in developmental techniques.

_____

C. Complete the sentences using the correct form of the verb in parentheses:

1. Each child _____ (benefit) from a customized intervention plan.
2. The programs _____ (emphasize) the importance of early intervention.
3. Neither the findings nor the conclusion _____ (support) this method.
4. A number of interventions _____ (target) children under the age of 3.
5. Autism Spectrum Disorder _____ (affect) social and communication skills.
6. Both the cognitive and developmental methods _____ (play) a role in progress.
7. Every recommendation _____ (is) based on empirical evidence.
8. The group of specialists _____ (present) their strategies during the seminar.
9. The effectiveness of the programs _____ (depend) on their intensity
10. The team of researchers _____ (have) published their findings.

TARGET VOCABULARY

behavioral principle, contingent, daycare, directive, empirical, evaluation, facilitative, incidental teaching, isolate, meaningful, natural context, naturalistic, pragmatic, communication, predictable environment, social motivation, triad

IMAGE MADE WITH GOOGLE AI

Early Intervention Programs Designer for Toddlers

Walden Toddler Program

The Walden Toddler Program is an intervention program created specifically for toddlers with autism. The program follows a typical daycare model and focuses on incidental teaching and social inclusion. Incidental teaching is a method of applied behavior analysis (ABA) that applies behavioral principles within natural learning contexts. The environment provides toys and activities that are attractive to young children, and the adult responds on requests and activities that the child initiates. The program is highly structured and targets individual goals during planned activities. It includes both typical toddlers and toddlers with autism between the ages of 15 and 36 months. Although there are no controlled empirical studies of this program, evaluation data showed that 82% of the toddlers used meaningful words when they left the program and 71% demonstrated improvements in their proximity to other children.

Social Pragmatic Communication Approach

Amy Wetherby has also developed strategies to teach communication to young children with ASDs based on a pragmatic communication developmental approach. She has not created a comprehensive intervention program; however, her work concentrates on social pragmatic communication development for children younger than 3 years. While this approach, teaching in naturalistic contexts, using a facilitative rather than a directive style, offering opportunities for communication, and consistently and contingently reinforcing communication attempts are emphasized. Additional strategies include incorporating predictable routines and supports to create a predictable environment and teaching parents to be well-tuned to children with ASDs.

IN MARKETSTEP

A. Answer the following questions based on the text.

1. What is the focus of the Walden Toddler Program?
2. What is incidental teaching, and how is it applied in the Walden Toddler Program?
3. What is the age range of toddlers included in the Walden Toddler Program?
4. How do toddlers benefit from the Walden Toddler Program according to program evaluation data?
5. What is emphasized in Amy Wetherby's social pragmatic communication approach?
6. Name one strategy used to teach communication to young children in Wetherby's approach.
7. How does Wetherby's approach differ from directive teaching methods?
8. What role do peers play in Wetherby's communication strategies?

B. State whether the following statements are True (T) or False (F).

1. ( ) The Walden Toddler Program is designed for toddlers aged 18 to 48 months.
2. ( ) The program includes both typical toddlers and toddlers with autism.
3. ( ) Incidental teaching involves creating structured lessons in a classroom setting.
4. ( ) The Walden Toddler Program reports that 82% of toddlers used meaningful words after completing the program.
5. ( ) Amy Wetherby developed a comprehensive intervention program for children with autism.
6. ( ) Wetherby's approach emphasizes a directive style of teaching communication.
7. ( ) Social pragmatic communication strategies focus on teaching in naturalistic contexts.
8. ( ) Wetherby's approach highlights the importance of environmental supports to create a predictable learning environment.
9. ( ) Teaching peers to respond to children with autism is a key strategy in social pragmatic communication.
10. ( ) Program evaluation data is available for Amy Wetherby's approach.

Vocabulary Study

A. Match the words with their definitions.

1. Incidental	a) Related to everyday social interactions
2. Proximity	b) The ability to communicate effectively
3. Pragmatic	c) The state of being near
4. Facilitative	d) Occurring as a minor or secondary aspect
5. Contingently	e) Helping to make something possible

B. Complete the sentences using the vocabulary above.

1. The program emphasized a _____ approach to teaching communication.
2. The children's _____ to their peers improved significantly.
3. _____ teaching involves using natural learning contexts.
4. The teacher played a _____ role in encouraging communication attempts.
5. Rewards were given _____ based on the child's communication attempts.

Language Study: Conditionals

Conditionals are used to express possible or hypothetical situations and their outcomes. The four main types of conditionals are:

1. **Zero Conditional**: Describes facts or truths.
   - Form: If + present simple, present simple.
   - Example: If a child practices communication, they improve.
2. **First Conditional**: Describes likely situations in the future.
   - Form: If + present simple, will + base verb.
   - Example: If toddlers join the program, they will learn meaningful words.
3. **Second Conditional**: Describes unlikely or hypothetical situations.
   - Form: If + past simple, would + base verb.
   - Example: If the program were larger, more toddlers would benefit.
4. **Third Conditional**: Describes past situations that did not happen.
   - Form: If + past perfect, would have + past participle.
   - Example: If the study had included more data, the results would have been clearer.

A. Complete the sentences using the correct conditional form.

1. If you (eat) too much junk food, you (gain) weight. (Zero Conditional)

_____

2. If it (rain) tomorrow, we (stay) at home. (First Conditional)

_____

3. If I (be) taller, I (play) basketball professionally. (Second Conditional)

_____

4. If she (not miss) the train, she (arrive) on time. (Third Conditional)

_____

5. If the sun (rise), it (get) light outside. (Zero Conditional)

_____

6. If we (not hurry), we (miss) the bus. (First Conditional)

_____

7. If I (have) superpowers, I (fly) around the world. (Second Conditional)

_____

8. If he (listen) to me, he (not fail) the test. (Third Conditional)

_____

9. If you (not water) the plants, they (die). (Zero Conditional)

_____

10. If they (invite) me, I (go) to the party. (First Conditional)

_____

11. If she (be) the president, she (change) the law. (Second Conditional)

_____

12. If we (leave) earlier, we (not be) late. (Third Conditional)

_____

13. If I (study) harder, I (pass) the test easily. (Third Conditional)

_____

14. If you (touch) fire, you (get) burned. (Zero Conditional)

_____

15. If she (not be) so shy, she (make) more friends. (Second Conditional)

_____

B. Rewrite the sentences using the correct conditional form.

1. You don't save money, so you can't buy a car.
   If you _____, you _____ a car.
2. I didn't wake up early, so I missed the bus.
   If I _____, I _____ the bus.

3. When you mix blue and yellow, you get green.
   If you _____, you _____ green.
4. He won't pass the exam unless he studies hard.
   If he _____, he _____ the exam.
5. She isn't at home because she went to a party.
   If she _____, to a party, she _____ at home.
6. I don't have a dog, so I don't take morning walks.
   If I _____, I _____ morning walks.
7. If he finishes his homework early, he can play video games.
   He _____ video games if he _____ his homework early.
8. The machine doesn't work because the power is off.
   If the power _____, the machine _____.
9. He got lost because he didn't follow the map.
   If he _____, he may he _____ lost.
10. I don't have enough time, so I can't learn Spanish.
    If I _____ enough time, I _____ Spanish.

C. Complete the short stories by filling in the blanks with the correct conditional form.

Story 1: Emma was very tired today. If she **(sleep)** well last night, she **(feel)** more energetic now.

_____

Story 2: Jack loves traveling. If he **(win)** the lottery, he **(go)** on a world tour immediately.

_____

Story 3: Mike is very forgetful. If he **(not forget)** his umbrella, he **(not get)** wet in the rain yesterday.

_____

Story 4: Lisa is thinking about moving to another city. If she **(find)** a better job, she **(move)** next year.

_____

Story 5: When you heat ice, it melts. If you **(heat)** ice, it **(melt)**.

_____

D. Correct the mistakes in the following conditional sentences.

1. If you would study more, you will pass the exam.

_____

2. If she was taller, she will be a model.

_____

3. If she doesn't forget his keys, he wouldn't have been locked out.

_____

4. If I had a car, I will drive to work every day.

_____

5. If they leave earlier, they wouldn't have missed the flight.

_____

TARGET VOCABULARY

- active participation • adapt • comprehensive program • empirical evidence • fitness • generalization • independent functioning • interactive mainstream • prioritize • qualified • remain • repertoire

Comprehensive Programs

There are many comprehensive programs for children with ASDs. Among the most well-known are Lovaas' Early Intensive Behavioral Intervention (EIBI), Denver's ESDM, Greenspan approach, the TEACCH Model, the UCLA Young Autism Project, the LEAP program, the Walden Model for Students with Autism and other Pervasive Developmental Disorders, and the Princeton Child Development Institute. These programs have been created for children of preschool age or older. The Walden Toddler Program is an exception because it was designed specifically for toddlers. Much of the research on the available models is descriptive rather than empirical, and at present there is no empirical evidence showing that one program is superior to another.

Although these programs differ considerably in philosophy, they share many common features. All of these programs include young children (mean ages between 30 and 42 months), receive fairly intensive and intensive hours (15–30 hours a week). In addition to most model programs, staff members are trained in behavioral methods of working with children with autism, and the physical environment is supported.

It is important to note, however, that the level of experience and training may vary, particularly when adapting or incorporating model programs into the public domain. All programs focus on developmental skills and goals and include ongoing objective assessment of progress. They also use teaching strategies aimed at the generalization and maintenance of skills. Individualized intervention plans based on the child's skills, not chronological age, are also a feature of these programs. Finally, While the programs have many similarities, each one has a different emphasis and defining characteristics. Each program will be reviewed below.

The TEACCH Program

The TEACCH program is a statewide, community-based intervention program that places strong emphasis on environmental organization, visual supports, individualization of goals, and the teaching of independent and developmental skills. The TEACCH program ensures environmental organization, visual supports, and teaching independence. Its goal is to help children with autism and related communication disorders (including classroom and home) be meaningful to the child and are therefore provided within the natural environment and everyday context. The TEACCH program views ASDs as lifelong. From the beginning, it focuses on skills that will be important throughout life. The TEACCH Model is also well known for its lifespan and transition services. Its research, as noted elsewhere, however, is the lack of empirical studies supporting the program.

A. Answer the following questions based on the text.

1. What is the primary focus of most comprehensive programs for children with ASDs?
2. What makes the Walden Toddler Program unique among the listed programs?
3. What are some common elements across the comprehensive programs for children with ASDs?
4. What does the TEACCH program emphasize in its approach to working with children with ASDs?
5. What is a noted weakness of the TEACCH program?

B. State whether the following statements are True (T) or False (F).

1. ( ) The TEACCH program focuses on environmental organization and visual supports.
2. ( ) The Walden Toddler Program was developed for preschool-aged children.
3. ( ) All comprehensive programs for children with ASDs are based on empirical research.
4. ( ) The TEACCH program emphasizes teaching within the child's natural environment and context.
5. ( ) Comprehensive programs for children with ASDs typically involve less than 10 hours of intervention per week.
6. ( ) One strength of the TEACCH program is its focus on long-term independence.
7. ( ) Most comprehensive programs involve intensive family involvement.
8. ( ) The LEAP program is specifically designed for toddlers with ASDs.
9. ( ) The setting of the TEACCH program can vary depending on the child's abilities and needs.
10. ( ) All comprehensive programs have the same philosophy and approach.

C. Ask questions for the given answers.

1. _____?
The TEACCH program emphasizes environmental organization, visual supports, and teaching independence.
2. _____?
The Walden Toddler Program is specifically designed for toddlers.
3. _____?
Most comprehensive programs involve young children, active family involvement, and intensive hours (15–30 hours a week).
4. _____?
The programs focus on developmental skills and goals, and contain ongoing objective assessment of progress.
5. _____?
The TEACCH program is implemented in various settings depending on the child's abilities, such as self-contained classrooms or at home.
6. _____?
The LEAP program stands for Lifestyles and Education for Students with Autism and other Pervasive Developmental Disorders.
7. _____?
There is no empirical evidence that one program is superior to another.

8. _____?
A weakness of the TEACCH program is the lack of empirical studies supporting its effectiveness.
9. _____?
Each comprehensive program has a different emphasis and defining features, even though they share some similarities.

Vocabulary Study

A. Match the words with their correct meanings.

1. Empirical	a) Long-term or across the entirety of life
2. Intervention	b) The ability to function on one's own
3. Lifespan	c) Methods based on observation or experiment
4. Objective	d) Process of helping someone improve or manage an issue
5. Generalization	e) Fact-based, impartial, or unbiased
6. Independent	f) Application of learned skills in different environments
7. Descriptive	g) Focusing on explaining or detailing something
8. Transition	h) The process of moving from one stage to another
9. Comprehensive	i) Including all or nearly all elements or aspects
10. Emphasis	j) Special importance or focus on something

B. Fill in the blanks using the words below.

empirical · intervention · lifespan · objective · generalization · independent · descriptive · transition · comprehensive · emphasis

1. The TEACCH program is a statewide, community-based _____ program for children with ASDs.
2. There is no _____ evidence that one program is better than another.
3. All of the programs include planned _____ from preschool to school age.
4. One of the program's goals is to help children become more _____ in their daily lives.
5. Most research on these programs is _____ rather than based on scientific studies.
6. The _____ of the program is on teaching important developmental skills.
7. The programs use strategies for the _____ of skills across different environments.
8. Many programs have ongoing _____ assessments of a child's progress.
9. One strength of the TEACCH program is its focus on the _____ of a child's development.
10. Each program has a different _____ even though they share similarities.

C. Choose the synonym from the options given.

1. Intervention
   a. Avoidance
   b. Destruction
   c. Miscommunication
2. Objective
   a. Biased
   b. Neutral
   c. Emotional
3. Independent
   a. Dependent
   b. Self-reliant
   c. Helpless
4. Comprehensive
   a. Limited
   b. Complete
   c. Narrow
5. Descriptive
   a. Analytical
   b. Summarized
   c. Detailed

Language Study: "All" and "Most"

They are used to express the amount or proportion of something in relation to the whole.

- **All**: Refers to 100% of a group or quantity.
- **Most**: Refers to a large proportion, but less than 100%, typically more than 50%.

Examples from the Text:

"All" Example:
- **From the text**: "All of these programs include young children (mean ages between 30 and 42 months), active family involvement, and are intensive to hours (15–30 hours a week)."
- **Explanation**: In this sentence, "**all**" refers to 100% of the programs that include these features (young children, family involvement, and intensive hours).

"Most" Example:
- **From the text**: "Most of these programs have been developed for children of preschool age or older."
- **Explanation**: Here, "**most**" suggests that a large majority but not necessarily every single program, was developed for preschool-aged children or older.

Usage:

All
- Used with countable and uncountable nouns.
- Can be followed by a noun (e.g., All programs include...") or by "of" + a determiner (e.g., "All of these programs...").
- **Example**: "All children in the program receive personalized interventions."

Most
- Typically used with plural countable nouns or uncountable nouns.
- Can be followed by a noun (e.g., "Most programs...") or "of" + a determiner (e.g., "Most of these programs...").
- **Example**: "Most families participate in the program."

A. Complete the sentences below with "all," "all of," "most," or "most of".

1. _____ the programs discussed in the text focus on developmental skills and goals.
2. _____ the programs require family involvement and trained staff.
3. _____ the research on these programs is descriptive rather than based on empirical evidence.
4. _____ the staff members are well-trained, but the level of training can vary.
5. _____ these children transition from preschool to school age with planned support.

B. Complete the sentences below with "all," "all of," "most," or "most of".

1. _____ the students in the class completed their homework on time.
2. _____ the water in the lake has evaporated due to the heat.
3. _____ the books on the shelf belong to my sister.
4. _____ my friends enjoy playing sports, but a few prefer reading.
5. _____ the movies we watched last weekend were very entertaining.
6. _____ the houses in this neighborhood were built over 50 years ago.
7. _____ the team's success can be attributed to hard work and dedication.
8. _____ the time I walk to work instead of driving.
9. _____ the cake was eaten before the party even started.
10. _____ my family members live in different parts of the country.

TARGET VOCABULARY

civilization, continuity, deeply rooted, dynamic, examine, formative, geographical region, identity, religious ritual, researcher, social act, social structure, socialization, trace



IMAGE MADE WITH GOOGLE AI

Game and Culture

Games are widely recognized as one of the oldest social acts in human history. They constitute an important field of study for social scientists. When we trace the development of humanity—from ancient civilizations to modern societies—it is evident that games have always been played. Even simple games based on dice and moving pieces have survived across centuries, different civilizations, and various geographical regions with very little change. This continuity shows how deeply rooted games are in human life. Games sometimes become intertwined with religious rituals and at other times with social structures; for this reason, they are closely connected with culture. Researchers studying this topic emphasize two key issues.

First, games provide information about different types of societies. Second, they have a direct relationship with culture itself. When these two ideas are considered together, games can clearly be seen as part of the socialization practices of human history. It may also be argued that games possess a formative identity, with culture at the center of the dynamics of social change. Furthermore, the dictionary meaning of the word "game" differs when examined across various languages and cultures.

AI GENERATED TEXT

A. Answer the following questions based on the text.

1. What is the significance of games in human history according to the text?
2. How do games relate to religious rituals and social structures?
3. What are the two main issues discussed by scientists regarding games and culture?
4. In what way are games described as part of socialization practices in human history?
5. What does the text imply about the dictionary meaning of the word "game"?

B. Read the following statements and indicate whether they are True or False based on the text.

1. ( ) Game is considered one of the newest social acts in human history.
2. ( ) Games have remained largely unchanged throughout history.
3. ( ) The text mentions that games can be related to religious rituals.
4. ( ) According to the text, games do not provide information about society types.
5. ( ) Games are a part of socialization practices in human history.

C. Write a suitable question for each answer.

1. _____?

Game is one of the oldest social acts in human history.

2. _____?

Games have survived centuries, civilizations, and geographies without much change.

3. _____?

Games provide information about society types and have a direct relationship with culture.

4. _____?

Games are a part of the socialization practices of human history.

5. _____?

The dictionary meaning of the game varies in different languages.

Vocabulary Study

A. Match the words with their correct meanings.

1. Civilizations	a) The interaction and forces that drive change
2. Intertwined	b) Large societies with complex social structures
3. Identity	c) The characteristics and qualities that define something
4. Dynamics	d) Closely connected or linked
5. Practices	e) Regular actions or behaviors in a community

B. Fill in the blanks using the words below.

civilizations | intertwined | identity | dynamics | practices

1. Game offers an important field of study for social scientists and has survived many _____ over the centuries.
2. The game can be _____ with religious rituals and social structures.
3. Games are a part of the socialization _____ of human history.
4. It can be said that games have a formational _____ with culture.
5. Games play a crucial role in the _____ of social change.

C. Using the vocabulary words below write down your own meaningful sentences.

identity | civilizations | intertwined | culture | socialization

1. _____
2. _____
3. _____
4. _____
5. _____

Language Study: Present Perfect Tense

The present perfect tense is used to express actions that:

- Happened at an unspecified time in the past and are relevant to the present.
- Past experiences which the exact time is unclear or not mentioned
- Have an effect on the present moment.

Structure:

- Affirmative: Subject + has/have + past participle
- Negative: Subject + has/have + not + past participle
- Interrogative: Has/Have + subject + past participle?

Examples from the Text:

- "Games have survived centuries, civilizations, and geographies without much change."
  - Here, the action of games surviving is relevant to the present, indicating their longstanding existence.
- "Have games played an important role in socialization throughout history?"
  - This seeks confirmation of the impact of games on social practices.

A. Complete the following sentences using the correct form of the verb in parentheses in the present perfect tense.

1. I (to read) _____ that book three times.
2. They (to visit) _____ several countries this year.
3. She (to finish) _____ her homework already.
4. We (to see) _____ that movie before.
5. He (to learn) _____ how to play the guitar.
6. The team (to win) _____ three championships since 2015.
7. I (to not eat) _____ breakfast yet.
8. You (to ever try) _____ sushi?
9. The weather (to change) _____ a lot this week.
10. My parents (to travel) _____ to Europe many times.

B. Rewrite the following sentences in the present perfect tense. Pay attention to the context and ensure that the meaning remains the same.

1. **Original:** She completed her project last week.
Rewrite: _____.
2. **Original:** They visited Paris two years ago.
Rewrite: _____.
3. **Original:** I never saw that movie before.
Rewrite: _____.
4. **Original:** He finished his report this morning.
Rewrite: _____.
5. **Original:** We went to the museum last Saturday.
Rewrite: _____.
6. **Original:** My brother learned to swim when he was five.
Rewrite: _____.
7. **Original:** You wrote a letter to your friend.
Rewrite: _____.
8. **Original:** They built this bridge in 2005.
Rewrite: _____.
9. **Original:** She attended the conference last year.
Rewrite: _____.

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TARGET VOCABULARY

analytical thinking, characteristic, concept, continuous, culture-specific, discovery, effort, equivalent, experience, overlap, phenomenon, process, purposeful, represent, term, trial and error



IMAGE MADE WITH GOOGLE AI

Defining Play Across Cultures

It is observed that games describe actions performed by people at different stages of their lives as well as culture-specific phenomena, and they are referred to by many different terms. This description may sometimes be expressed with a single word and at other times with more than one word. In Turkish, the concept of play is generally expressed as "game," while in English it is represented by both "game" and "play." As can be seen from dictionary meanings, although "game" corresponds to the verb "play" in a general sense, these terms are often intertwined with their Turkish equivalents rather than completely overlapping. As a result, they create meanings that are closely connected to the culture-specific characteristics of the language in which they developed.

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A game is an experience that the player actively goes through. This experience may encourage learning and discovery, but it also requires effort, research, trial and error, establishing relationships, control, and problem-solving. In other words, play is a process that involves analytical thinking and purposeful action. Within game research, learning occurs through discovery, control, and the connections formed between different pieces of knowledge. Ultimately, it becomes a continuous process of experiencing.

AI-GENERATED TEXT

A. Answer the following questions based on the text.

1. What does the word 'game' describe according to the text?
2. How is the concept of play expressed in English and Turkish?
3. How do the words 'game' and 'play' relate to their Turkish equivalents?
4. What skills and processes does playing a game involve?
5. According to the text, how does learning take place in game research?

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B. Read the following statements and indicate whether they are True or False based on the text.

1. ( ) The word 'game' always has a single definition in all cultures.
2. ( ) In English, 'game' and 'play' are used interchangeably with no distinction.
3. ( ) Play is a process that involves analytical thinking and action.
4. ( ) According to the text, games does not involve any problem-solving elements.
5. ( ) The Turkish equivalents of 'game' and 'play' fully overlap in meaning.
6. ( ) Game research involves discovery and establishing relationships.
7. ( ) Playing a game can involve trial and error as part of the experience.
8. ( ) The meaning of 'game' is culturally influenced and differs among languages.
9. ( ) The learning process in games is mainly passive and does not require active effort.
10. ( ) Play can be a tool for research and discovery.

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Vocabulary Study

A. Match the words with their correct meanings.

1. Analytical	a) Experimenting to find solutions
2. Discovery	b) Finding new information through research
3. Culture-specific	c) Unique to a particular society or language
4. Research	d) A systematic study to find facts
5. Problem-solving	e) The ability to find solutions to difficulties
6. Process	f) A series of actions taken to achieve a result
7. Experience	g) Knowledge gained through involvement in an activity
8. Effort	h) Physical or mental exertion in achieving something
9. Control	i) The power to influence or direct something
10. Trial and error	j) Logical reasoning based on facts and principles

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B. Fill in the blanks using the words below.

discovery research analytical effort control process experience problem-solving trial and error culture-specific

1. The meaning of 'game' is _____, as it varies across different languages.
2. Playing a game involves _____ thinking and logical reasoning.
3. The learning _____ in a game requires active engagement and participation.
4. Learning through games can involve _____, where different strategies are tested.
5. Gaining _____ through playing a game helps in problem-solving.
6. Children develop their _____ skills while engaging in games.
7. Conducting _____ on how games impact learning is important for education.
8. Trying to win a difficult game often requires a lot of _____.
9. A player needs to have _____ over their actions and strategies to succeed.
10. New strategies in gaming can lead to _____ about human behavior and learning.

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C. Choose the synonym from the options given.

1. Process
   a. Series
   b. Random
   c. Confusion
2. Effort
   a. Hard work
   b. Relaxation
   c. Laziness
3. Discovery
   a. Invention
   b. Neglect
   c. Confusion
4. Research
   a. Study
   b. Guess
   c. Ignorance
5. Control
   a. Manage
   b. Forget
   c. Lose

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Language Study: The Use of Articles (a, an, the)

In the text, the word 'game' is used in a general sense to describe an activity that involves action, learning, and discovery. When referring to something non-specific or general, indefinite articles (a, an) are used. However, when talking about something specific or known, we use the definite article (the).

Examples from the Text:

- "The game is an experience that the player has in formation."
  - Here, 'the' refers to a specific type of game that is being discussed in the context of the article.
- "This experience can enable learning, discovery, and problem-solving."
  - Here, 'a' is not used since 'experience' is being talked about in a general sense.
- "Game research involves learning through discovery, control, and establishing relationships."
  - In this case, no article is used before 'game research' because it's referring to the field of research in a general sense.

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A. Fill in the blanks with 'a', 'an', or 'the'.

1. _____ game that we played yesterday was really fun.
2. _____ research on games shows their importance in learning.
3. Children need to experience _____ safe environment while playing.
4. The article talks about _____ role of play in cultural development.
5. It is important to include _____ effort when trying to learn new things.
6. _____ relationship between learning and play is explored in the text.
7. We should consider _____ significance of cultural influences on the meaning of 'game'.
8. Some studies claim that _____ game is a tool for analytical thinking.
9. _____ act of playing can teach many things, including problem-solving.

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B. Read the following sentences and identify the mistakes with articles (a, an, the). Correct the mistakes.

1. A game is essential for the child's development.

_____

2. The play is part of a child's learning process.

_____

3. A experience in the game teaches *problem-solving*.

_____

4. She read a article on how a play influences culture.

_____

5. The studies on games often focus on a discovery process.

_____

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TARGET VOCABULARY

institutions, competence, driving force, independent field, indispensable, improvised, institution, interaction, material output, parallel, participatory, transformation, uncertain, voluntary



IMAGE MADE WITH GOOGLE AI

The Cultural Power of Play

A game is essentially a free activity. It refers to actions that are participatory and occur within specific limits of time and space. These activities are voluntary, uncertain, rule-based or sometimes improvised, and although they are structured, they do not create any material output or product. Games can be connected with many elements, particularly culture, as well as progress, technological development, and social change. Huizinga argues that play should be regarded as an indispensable social institution. According to him, the game functions both as a movement within culture and as a culture-creating competence. In this view, the existence and development of games depend strongly on cultural factors and continue as an ongoing process alongside cultural formation and change.

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However, games are not simply ordinary daily activities; they represent a distinct phenomenon. Huizinga's claim that play establishes its own independent field is also supported by Caillois. He explains that the space created by games runs parallel to everyday life practices, yet it remains an independent field of activity. Throughout history, games have been used as tools serving many purposes. They have supported socialization, different forms of interaction, and communication. It can even be argued that every civilization has developed on the basis of play and under the guidance of playful action. Huizinga criticizes traditional descriptions such as homo sapiens (the thinking person) or homo faber (the producing or doing person), stating that these ideas fail to explain the full dynamics of social mobility and change. Instead, he proposes the concept of homo ludens, meaning "the person who plays," and places play at the center of the social structure. In this perspective, play becomes a driving force behind cultural transformation.

AI-GENERATED TEXT

A. Answer the following questions based on the text.

1. What is the definition of a game according to the text?
2. How does Huizinga describe the relationship between games and culture?
3. What does Caillois say about the independence of games from daily life?
4. Why does Huizinga propose the term 'homo ludens'?
5. How have games been used throughout history?

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B. Read the following statements and indicate whether they are True or False based on the text.

1. ( ) Games always produce material outcomes.
2. ( ) Huizinga sees games as an essential part of social structures.
3. ( ) According to Caillois, games are entirely dependent on daily life.
4. ( ) The concept of 'homo ludens' suggests that playing is central to human development.
5. ( ) Games have never been used for educational purposes.
6. ( ) Social change and transformation are unrelated to games.
7. ( ) Games involve both structure and improvisation.
8. ( ) The existence of games does not depend on cultural factors.
9. ( ) Games have played a role in different types of communication.
10. ( ) The idea of 'homo faber' focuses on humans as toolmakers.

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C. Ask questions for the given answers.

1. _____?
Games can be associated with culture, progress, and social change.

2. _____?
Huizinga described play as a fundamental part of social structures.

3. _____?
The concept of 'homo ludens' was introduced to highlight the importance of play in human civilization.

4. _____?
Games have been used as tools for socialization, communication, and cultural transformation.

5. _____?
Caillois believed that games are an independent field of activity parallel to daily life.

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Vocabulary Study

A. Match the words with their correct meanings.

1. Phenomenon	a) The way in which something develops over time
2. Civilization	b) A noticeable event or occurrence
3. Interaction	c) The process of social development and organization
4. Concept	d) The action of communicating or engaging with others
5. Socialization	e) A general idea or notion
6. Competence	f) The process of learning to behave in society
7. Transformation	g) The ability to do something successfully
8. Progress	h) A major change in form or nature

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B. Fill in the blanks with the correct words:

phenomenon | civilization | interaction | concept | socialization | competence | transformation | progress

1. The _____ of 'homo ludens' emphasizes the role of play in human life.
2. Throughout history, games have played a role in the development of _____.
3. The _____ between players in a game helps improve communication skills.
4. Games contribute to the _____ of individuals in society.
5. A unique _____ of human behavior is the ability to create and follow game rules.
6. Learning through play helps develop cognitive _____.
7. Cultural shifts often lead to the _____ of traditional games.
8. Technological _____ has changed the way people engage in games.

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Language Study: Passive Voice

Structure: be (am/is/are - was/were - been) + V3 (past participle)

Examples from the Text:

- Games can be associated with culture, progress, and social change.
- The concept of 'homo ludens' was introduced by Huizinga.
- Games have been used as tools for various purposes.

A. Fill in the blanks with the correct passive form:

1. The concept of 'homo ludens' _____ (develop) by Huizinga.
2. Throughout history, different types of games _____ (use) for education and entertainment.
3. The impact of games on culture _____ (study) by many researchers.
4. The role of games in socialization _____ (analyze) worldwide.
5. Many theories _____ (propose) to explain the purpose of games.

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B. Rewrite the sentences in passive voice.

1. Huizinga introduced the concept of 'homo ludens.'
_____

2. People have used games to develop problem-solving skills.
_____

3. Researchers examine the influence of games on society.
_____

4. Many civilizations have played different types of games.
_____

5. Scholars discuss the role of games in cultural transformation.
_____

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C. Match the active and passive sentences.

1. Huizinga introduced the concept of 'homo ludens.'	a) Games have been used for educational purposes.
2. The role of games in culture was emphasized by scholars.	b) The concept of 'homo ludens' was introduced by Huizinga.
3. People have used games for educational purposes.	c) The role of games in culture was emphasized by scholars.
4. Many studies have been conducted on gaming.	d) Many studies on gaming have been conducted.
5. Researchers analyze the impact of games on learning.	e) The impact of games on learning is analyzed by researchers.

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TARGET VOCABULARY

carefree, category, control, instinctively, invention, manifest, modernity, mimicry, object, playful spirit, preference, reflect, secure, societal, stimulation, structural feature, thinking process



IMAGE MADE WITH GOOGLE AI

The Origins of Human Play

Games and the act of playing, which have long been evaluated from social and cultural perspectives, have taken on a more carefree character in the period after modernity. The future of cultures and civilizations often depends on what societies prefer, value, and enjoy, and these preferences may be manifested through the kinds of games they play.

The structural features of games—whether they fall into the categories of agon, alea, mimicry, or ilinx—can indicate both the direction and the speed of social change. In this way, games can guide or reflect societal transformation. Societies that adopt a more playful spirit, or that direct their energy toward paidia, are often more successful in developing new ideas and inventions. Human beings encounter play instinctively from infancy. A baby first responds to stimulation and gradually turns toward objects outside the self, the "not-me." This interaction helps to stimulate thinking processes. As a result, the child begins to control objects and form a play relationship with them. However, babies usually establish their play areas in places where they feel safe and secure.

AI GENERATED TEXT

A. Answer the following questions based on the text.

1. How have games changed after modernity?
2. What role do games play in the fate of cultures and civilizations?
3. How does the category of a game reflect societal change?
4. What does the text suggest about the relationship between play and invention?
5. Why is play important for babies in their development?

B. Read the following statements and indicate whether they are True or False based on the text.

1. ( ) After modernity, games became more structured and serious.
2. ( ) The types of games played in a society can indicate social transformation.
3. ( ) According to the text, play has no connection to human instinct.
4. ( ) Babies engage with objects in play as part of their thought process.
5. ( ) Societies that encourage paidia have more potential for innovation.

Vocabulary Study

A. Match the words with their correct meanings.

1. Carefree	a) The process of adapting to new circumstances
2. Manifested	b) The direction or speed of change
3. Indicate	c) Shown or expressed clearly
4. Transformation	d) Without worry or stress
5. Playful	e) To show or point out something
6. Instinctively	f) Happening naturally, without thinking
7. Stimulate	g) Encouraging action or growth
8. Establish	h) To create or set up something

B. Fill in the blanks with the correct words.

carefree | manifested | indicate | transformation | playful | instinctively | stimulate | establish

1. The effects of modernization were _____ in the way people engage with games.
2. A _____ approach to play encourages creativity and exploration.
3. Babies _____ engage with objects as part of their cognitive development.
4. The evolution of games can _____ how societies change over time.
5. Technological advances have contributed to the _____ of gaming culture.
6. A good learning environment should _____ curiosity and creativity.
7. Games became more _____ after modernity.
8. Children often try to _____ their play areas where they feel comfortable.

Language Study: Gerunds & Present Participles (-ing Forms)

The -ing form of a verb can be used in two different ways:

A. Gerunds (-ing as a Noun): A gerund is a verb ending in -ing that functions as a noun.

Gerunds as the Subject of a Sentence

- "Playing games has undergone a lot of social evaluation."
  - Playing is the subject of the sentence.
- "Acting playfully can help societies invent new things."
  - Acting is the subject of the sentence.

Gerunds as the Object of a Verb

Some verbs are followed by a gerund instead of an infinitive.

- Common verbs that take gerunds:
  - enjoy, avoid, consider, mind, suggest, finish, stop
- "Some societies avoid changing their traditional games."
  - The verb 'avoid' must be followed by a gerund.

B. Present Participles (-ing as an Adjective): A present participle describes a noun and functions as an adjective.

- "Games are a fascinating way to explore social preferences."
  - Fascinating describes 'way' – it means interesting.
- "The changing nature of games shows cultural evolution."
  - Changing describes 'nature' – it means the nature is not stable.
- Common adjectives with -ing:
  - fascinating, exciting, interesting, surprising, changing

A. Complete the sentences with the correct gerund (-ing) or present participle (-ing as an adjective) form of the verb in parentheses.

1. _____ (play) games is important for social development.
2. Some societies avoid _____ (change) their traditional games.
3. The _____ (change) nature of games reflects society's evolution.
4. _____ (act) playfully helps people invent new things.
5. The text discusses how _____ (prefer) certain games affects culture.
6. Games are a(n) _____ (excite) way to learn about social behavior.

B. Rewrite the sentences using the correct gerund (-ing) or present participle (-ing as an adjective).

1. It is important to play games for social development.
   _____ games is important for social development. (Gerund)
2. Some societies refuse to change their games.
   Some societies avoid _____ their games. (Gerund)
3. It is possible to act playfully to invent new things.
   _____ playfully can help invent new things. (Gerund)
4. The nature of games is always changing.
   The _____ nature of games shows cultural evolution. (Present Participle)
5. Games are an exciting way to learn about culture.
   Games are a(n) _____ way to learn about culture. (Present Participle)

The Content-Based Language Teaching Approach—one of the effective methods frequently used in English for Specific Purposes (ESP) courses—and, in particular, the Topic-Based Teaching Model, aim to develop students' language skills in professional and academic contexts by focusing on situations they will encounter in the real world. This approach assumes that language teaching must be tailored to the specific language and communication needs of individual students and that particular attention must be paid to the context in which they use English.

The series of subject-specific English textbooks produced by the School of Foreign Languages at Cappadocia University has been developed to support students' English reading skills—which they will need in their academic and professional lives—through reading passages adapted to their respective fields.

The reading texts, vocabulary exercises, practical activities and key language structures provided for revision in the book are designed to develop students' reading, comprehension, interpretation and communication skills in tandem. The numerous text analyses and vocabulary exercises enable students to understand the academic terminology and reading passages they encounter in their current academic lives.

These books aim to serve as a guide for students and can be used as a reliable reference both during their university studies and after graduation.

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