



ORTAÖĞRETİM
GENEL MÜDÜRLÜĞÜ

GRAMMAR

for YDT



All Grammar Topics



Sample Question Videos



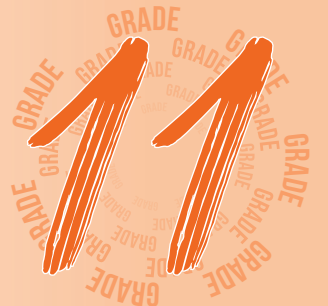
Video Lectures



Different Types of
Exercises for Each Unit



Multiple Choice Questions with Videos





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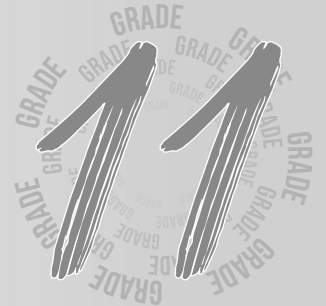
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MİLLÎ EĞİTİM BAKANLIĞI YAYINLARI
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Tüm yayın hakları saklıdır. Tanıtım için yapılacak kısa alıntılar dışında, yayıncının yazılı izni olmaksızın hiçbir yolla çoğaltılamaz ve kullanılamaz.



ORTAÖĞRETİM
GENEL MÜDÜRLÜĞÜ



İSTİKLÂL MARŞI

Korkma, sönmez bu şafaklarda yüzen al sancak;
Sönmeden yurdumun üstünde tüten en son ocak.
O benim milletimin yıldızıdır, parlayacak;
O benimdir, o benim milletimindir ancak.

Çatma, kurban olayım, çehreni ey nazlı hilâl!
Kahraman ırkıma bir gül! Ne bu şiddet, bu celâl?
Sana olmaz dökülen kanlarımız sonra helâl.
Hakkıdır Hakk'a tapan milletimin istiklâl.

Ben ezelden beridir hür yaşadım, hür yaşarım.
Hangi çılgın bana zincir vuracakmış? Şaşarım!
Kükremiş sel gibiyim, bendimi çiğner, aşarım.
Yırtarım dağları, enginlere sığmam, taşarım.

Garbın âfâkını sarmışsa çelik zırhlı duvar,
Benim iman dolu göğsüm gibi serhaddim var.
Ulusun, korkma! Nasıl böyle bir imanı boğar,
Medeniyet dediğin tek dişi kalmış canavar?

Arkadaş, yurduma alçakları uğratma sakın;
Siper et gövdeni, dursun bu hayâsızca akın.
Doğacaktır sana va'ettiği günler Hakk'ın;
Kim bilir, belki yarın, belki yarından da yakın.

Bastığın yerleri toprak diyerek geçme, tanı:
Düşün altındaki binlerce kefensiz yatanı.
Sen şehit oğlusun, incitme, yazıktır, atanı:
Verme, dünyaları alsan da bu cennet vatanı.

Kim bu cennet vatanın uğruna olmaz ki feda?
Şüheda fişkırarak toprağı sıksan, şüheda!
Cânı, cânânı, bütün varımı alsın da Huda,
Etmesin tek vatanımdan beni dünyada cüda.

Ruhumun senden İlâhî, şudur ancak emeli:
Değmesin mabedimin göğsüne nâmahrem eli.
Bu ezanlar -ki şehadetleri dinin temeli-
Ebedî yurdumun üstünde benim inlemeli.

O zaman vecd ile bin secde eder -varsa- taşım,
Her cerîhamdan İlâhî, boşanıp kanlı yaşım,
Fışkırır ruh-ı mücerret gibi yerden na'şım;
O zaman yükselerek arşa değer belki başım.

Dalgalan sen de şafaklar gibi ey şanlı hilâl!
Olsun artık dökülen kanlarımın hepsi helâl.
Ebediyyen sana yok, ırkıma yok izmihlâl;
Hakkıdır hür yaşamış bayrağımın hürriyyet;
Hakkıdır Hakk'a tapan milletimin istiklâl!

Mehmet Âkif ERSOY

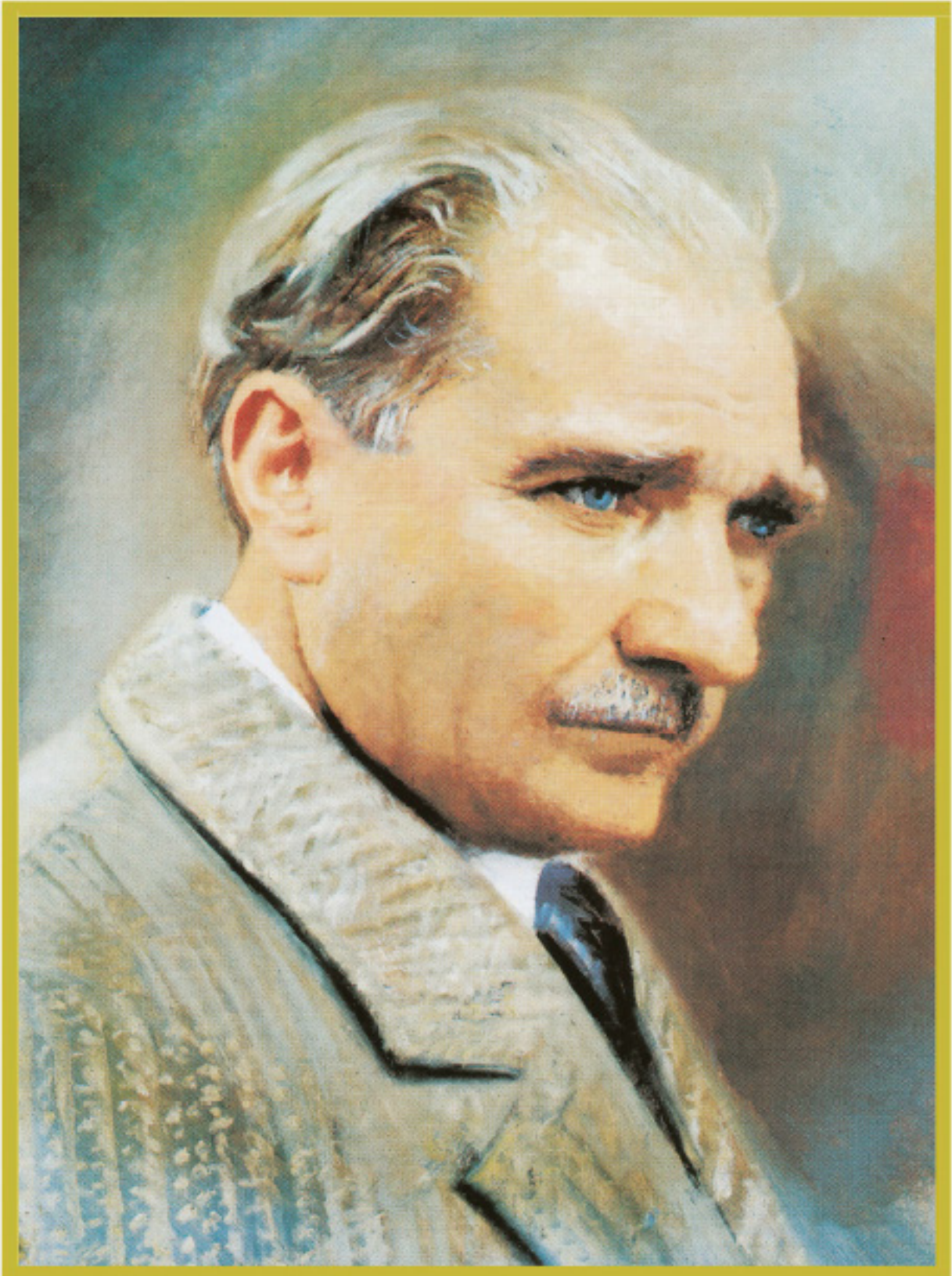
GENÇLİĞE HİTABE

Ey Türk gençliği! Birinci vazifen, Türk istiklâlini, Türk Cumhuriyetini, ilelebet muhafaza ve müdafaa etmektir.

Mevcudiyetinin ve istikbalinin yegâne temeli budur. Bu temel, senin en kıymetli hazinedir. İstikbalde dahi, seni bu hazineden mahrum etmek isteyecek dâhilî ve hâricî bedhahların olacaktır. Bir gün, istiklâl ve cumhuriyeti müdafaa mecburiyetine düşersen, vazifeye atılmak için, içinde bulunacağın vaziyetin imkân ve şeraitini düşünmeyeceksin! Bu imkân ve şerait, çok namüsaît bir mahiyette tezahür edebilir. İstiklâl ve cumhuriyetine kastedecek düşmanlar, bütün dünyada emsali görülmemiş bir galibiyetin mümessili olabilirler. Cebren ve hile ile aziz vatanın bütün kaleleri zapt edilmiş, bütün tersanelerine girilmiş, bütün orduları dağıtılmış ve memleketin her köşesi bilfiil işgal edilmiş olabilir. Bütün bu şeraitten daha elîm ve daha vahim olmak üzere, memleketin dâhilinde iktidara sahip olanlar gafflet ve dalâlet ve hattâ hıyanet içinde bulunabilirler. Hattâ bu iktidar sahipleri şahsî menfaatlerini, müstevlîlerin siyasî emelleriyle tevhit edebilirler. Millet, fakr u zaruret içinde harap ve bîtap düşmüş olabilir.

Ey Türk istikbalinin evlâdı! İşte, bu ahval ve şerait içinde dahi vazifen, Türk istiklâl ve cumhuriyetini kurtarmaktır. Muhtaç olduğun kudret, damarlarındaki asil kanda mevcuttur.

Mustafa Kemal ATATÜRK



MUSTAFA KEMAL ATATÜRK

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Dear Teachers and Students,

English Grammar for YDT Grade 11 is designed to be your comprehensive guide to mastering English grammar as you prepare for the YDT. Whether you are a student aiming to enhance your language skills or an educator seeking a resourceful tool for classroom instruction, this book is crafted with your needs in mind.

This book is organised into ten units, each strategically aligned with the content you will encounter in the YDT. Within each unit, you will find in-depth lectures covering essential grammar concepts. These lectures serve as your roadmap to understanding the details of English grammar, providing you with a solid foundation for success in the YDT and beyond.

To reinforce your understanding, each unit is accompanied by a set of exercises and multiple-choice questions. These exercises are intended to challenge and consolidate your grasp of the material, ensuring that you are well prepared for the examination. For your convenience, we have incorporated QR codes throughout the book, granting you instant access to video explanations for each question. Besides, there are videos in which detailed explanations of the topics are included. These are incorporated into the units near the related subject. For those who want to see more explanations on questions, there are also detailed video answers to some sample questions for some of the topics at the end of each unit.

Recognising the importance of accessibility, we have included a website link for seamless online access to supplementary materials. Visit <https://www.eba.gov.tr> for additional resources, practice tests, and updates to ensure that you are fully equipped for success.

This book is a product of dedication to quality education. Our goal is not only to help you excel in the YDT but also to instil a lasting appreciation for the nuances of English grammar. We invite you to embark on this educational journey with us as we navigate the intricacies of language together.

We wish you a fulfilling and successful learning experience!



ORTAÖRETİM
GENEL MÜDÜRLÜĐÜ

PRONOUNS, DETERMINERS & QUANTIFIERS

UNIT
1

1. Subject and Object Pronouns

Özne zamirleri ve nesne zamirleri aşağıdaki tabloda yer almaktadır:

Singular		Plural	
Subject Pronouns	Object Pronouns	Subject Pronouns	Object Pronouns
I	me	we	us
you	you	you	you
he	him	they	them
she	her		
it	it		

A. Subject Pronouns

Özne zamirleri, özne durumunda olan isimlerin veya isim gruplarının yerine kullanılır.



Video 1.1

🔹 Cinsiyeti bilinmeyen hayvanlar için “it,” bilinenler için “he / she” özne zamirleri kullanılır.

- ▶ While a **wild black leopard** was resting in a tree in Nagarhole National Park in India, **it** unexpectedly assaulted one of the park rangers.
- ▶ Though I have ridden **my new horse** only once, **he** can recognise me by my appearance or my voice.

🔹 Kimliği bilinmeyen kişi için “it” özne zamiri kullanılır.

- ▶ “Someone is banging on the door. Who is **it**?” “**It** is me, Kevin.”

🔹 Cinsiyeti bilinmeyen bebek için “it” özne zamiri kullanılır.

- ▶ For the first few days, a **newborn baby** is inclined to sleep all day long, but **it** should be woken up and fed every two hours.

🔹 Ülkelerden, taşıtlardan ve gemilerden bahsederken “it” veya “she” kullanılır.

- ▶ **The cruise ship** arrived at the port early in the morning. **It / She** is a luxurious vessel with elegant cabins and numerous entertainment options.

🔹 “It” özne zamiri “to infinitive” yapısıyla ve “that” ile oluşturulan yan cümlelerde kullanılır.

- ▶ **It** is so important **to get** enough water every day **that** it can significantly impact your overall health and well-being.

🔹 Zaman, mesafe ve hava durumundan söz ederken “it” kullanılır.

- ▶ **It** took *Apollo 11* **four days, six hours and forty-five minutes** to reach the Moon in 1969.

🔹 “It” özne zamiri “I / me + relative clause” ile başlayan cümlelerde kullanılır.

- ▶ All of my friends know that **it** was **me who** tried hard to get permission from our principal to have a farewell party at school.

🔹 “It” özne zamiri “scare, offend, suit, surprise, frighten, seem, appear” gibi bazı fiillerle kullanılır.

- ▶ **It appears** that the strongest friendships are rooted in a caring family.

🔹 “It” özne zamiri vurgu yapmak amacıyla “it + be + plural noun + that” kalıbıyla çoğul isimlerle kullanılabilir.

- ▶ We can say that **it** is **technological devices** that solve everyday problems and make life easier in today’s world.

🔹 “They” özne zamiri kurumlardan, hükümet ve yetkililerden söz ederken kullanılır.

- ▶ In many cities in Türkiye, **they** provide free public transportation for senior citizens over the age of 65.

🔹 Genel anlamda insanlardan bahsederken, “you” ve “we” özne zamirleri kullanılır.

- ▶ Since the environmental consequences of plastic waste are devastating, **we** need to address our dependence on plastic.

B. Object Pronouns

Nesne zamirleri cümle içinde nesne konumunda olan isim veya isim gruplarının yerine kullanılır.

🔹 Cümlede nesne zamirleri, edatlardan sonra kullanılır.

- ▶ When I finish my school exams, **my friends** call me to share meals, drinks, and activities with **them**.

🔹 Zarflar ve sıfatlarla yapılan karşılaştırmalı ifadelerde kullanılır.

- ▶ My best friend speaks English **more fluently than** me because he spent his summer at a language camp in London.

- ▶ Nesne zamirleri, cümle içerisinde bağımsız olarak kullanılır.
 - ▶ "Tell me, boys; who wants one more piece of delicious apple pie?" "Us!"
- ▶ "It" nesne zamiri "love, hate, etc." gibi duygu ifade eden fiillerin ardından kullanılır.
 - ▶ Teenagers **love it** when they have their own special space and get respect.
- ▶ "It" nesne zamiri cümle içinde "find / make + it + adjective" yapısında kullanılır.
 - ▶ Most people **find it easy** to teach young children, but it takes so much time and energy.
- ▶ Cümle içinde "of" kullanımının olduğu ifadelerde zamir özne konumunda olsa bile nesne zamiri kullanmak gereklidir.
 - ▶ Most of the students in the class got high marks; only **two of them** failed the test.

2. Possessive Adjectives, Possessive Pronouns & Possessive Case

A. Possessive Adjectives



Video 1.2

İyelik sıfatlarının kullanımı aşağıdaki tabloda yer almaktadır:

Singular		Plural	
Subject Pronouns	Possessive Adjectives	Subject Pronouns	Possessive Adjectives
I	my	we	our
you	your	you	your
he	his	they	their
she	her		
it	its		

- ▶ "Possessive Adjectives" Türkçe'de iyelik sıfatları olarak tanımlanır ve sahiplik durumlarını belirtmek için kullanılır.
 - ▶ I was caught in the rain two hours ago and **my clothes** are still damp.
- ▶ Bir şeyin sözü geçen kişiye ait olduğunu vurgulamak için "of + possessive adjective + own" ya da find ifadesi kullanılır.
 - ▶ If we want to have a good future, we should take responsibility for **our own lives**.
- ▶ Eylemin yalnız başına, yardımsız yapıldığını vurgulamak için "on + possessive adjective + own" yapısı kullanılır.
 - ▶ After I graduated from university, I started to work and moved to a small apartment to live **on my own**.

B. Possessive Pronouns

İyelik zamirlerinin kullanımı aşağıdaki tabloda yer almaktadır:

Singular		Plural	
Subject Pronouns	Possessive Pronouns	Subject Pronouns	Possessive Pronouns
I	mine	we	ours
you	yours	you	yours
he	his	they	theirs
she	hers		
it	-		

- ▶ "Possessive Pronouns" Türkçe'de iyelik zamiri olarak tanımlanır, ismin yerine geçer ve nesnenin aitlik durumu hakkında bilgi verir. Cümlede hem özne (subject) hem de nesne (object) olarak kullanılabilir.
 - ▶ Some languages belong to the same family and have a lot of similarities. For example, German is very similar to **ours**.
- ▶ İyelik zamirleri "some, many, a few, most, several" gibi belirleyicilerden sonra "of" edatı ile kullanılır.
 - ▶ My sister did not want a big party for her birthday, so she invited only **a few friends of hers**.
- ▶ Bazı durumlarda iyelik zamirleri yerine, nesne zamirleri kullanılabilir. Bu durumda anlam değişir.
 - ▶ The students went to the museum and saw **a portrait of him**. (Fotoğraftaki kişi o.)
 - ▶ The students went to the museum and saw **a portrait of his**. (Fotoğrafın sahibi o.)

C. Possessive Case

- ▶ Bu yapıda kelimenin sonuna gelen ('s) eki, sahiplik (aitlik) bildiren ilgi ekidir.
 - ▶ Do you know the name of **Atatürk's** book about mathematics?
- ▶ Düzenli çoğul isimlerin sonuna sadece apostrophe (') , düzensizlerin sonuna ise apostrophe ('s) gelir.
 - ▶ The **children's** laughter is music to the **parents'** ears.
- ▶ S harfiyle biten özel isimlerin sonuna ('s) ya da (') konulabilir.
 - ▶ The professor gave me a book about **Socrates'** life and contributions for my research paper.
- ▶ Eğer iki ya da daha fazla kişi bir şeye birlikte sahipse, sadece son kişinin ismine ('s) eklenir. Ama eğer her birinin sahip olduğu şey farklıysa, her ismin sonuna ayrı ayrı ('s) eklenir.
 - ▶ **David and Jennifer's mother** works at a hospital near their house. (Anneleri aynıdır.)
 - ▶ **David's and Jennifer's mothers** work at a hospital near their house. (İkisinin annesi farklıdır.)
- ▶ Cansız varlıkların sahipliğini belirtmek için "of" edatı kullanılır. Kurum, organizasyon, ülke, şehir, kıta vb. isimlerin sahiplik durumu ifade edilirken ('s) iyelik eki kullanılabilir.
 - ▶ **The speaker of my smartphone** is clear and loud; I can hear phone calls even in noisy environments.
 - ▶ I always thought that **Australia's capital city** was Sydney, but I have learnt that it is Canberra.
I always thought that **the capital city of Australia** was Sydney, but I have learnt that it is Canberra.
(Australia's capital city = the capital city of Australia)
- ▶ Zaman ve süreç bildiren ifadelerle oluşturulan tamlamalarda ('s) kullanılır.
 - ▶ The manager hired the candidate because he had **ten years'** experience in the job.
- ▶ İşyeri, ev, mağaza gibi yer belirten ifadeler ile kullanılır.
 - ▶ I am going to the **chemist's** to get my prescribed tablets.

3. Pronouns

A. Reflexive Pronouns

Dönüşlü zamirlerin kullanımı aşağıdaki tabloda yer almaktadır:



Video 1.3

Singular		Plural	
Subject Pronouns	Reflexive Pronouns	Subject Pronouns	Reflexive Pronouns
I	myself	we	ourselves
you	yourself	you	yourselves
he	himself	they	themselves
she	herself		
it	itself		

- ▶ Dönüşlü zamirler, öznesi ve nesnesi aynı olan cümlelerde kullanılır. Öznenin yaptığı işten kendisinin etkilendiğini gösterir.
 - ▶ **The student** convinced **himself** that he was capable of achieving his goals.
- ▶ Özne ile nesnenin farklı olduğu durumlarda nesne zamirleri kullanılır.
 - ▶ Every time my sister visits the art gallery with her friend, she buys **her** beautiful paintings. (*her: her friend*)
 - ▶ Every time my sister visits the art gallery with her friend, she buys **herself** beautiful paintings. (*herself: my sister*)
- ▶ Günlük rutin ve duygu durumumuzu gösteren bazı fiillerle (feel, dress, get up, remember, feel, etc.) kullanılmazlar.
 - ▶ When I socialise for several hours a day and have access to green spaces, I **feel** happy.
- ▶ Eylemlerin güçlükle yapıldığını vurgulamak için kullanılır.
 - ▶ In spite of being so ill today, **Arthur** managed to cook for **himself**.

- ▶ “By + reflexive pronoun” yapısı eylemin yalnızca o kişi tarafından, yardım alınmadan yapıldığını vurgular.
 - ▶ Despite the difficulties, the woman managed to fix the broken shelf **by herself**.
- ▶ Dönüşlü zamirler “bizzat” anlamında, vurgu amaçlı kullanılabilir.
 - ▶ I will take care of the situation **myself**.
- ▶ Dönüşlü zamirler, özneyi niteledikleri gibi nesneyi de niteleyebilirler.
 - ▶ The coach instructed **the players** to analyse their performance and identify improvement areas **themselves**.
- ▶ Bir ilgecin ardından kullanılabilir.
 - ▶ People who are worried **about themselves** all the time rather than their friends are called selfish.
- ▶ Cümledeki edat yer belirtme amaçlı kullanılmışsa, dönüşlü zamir yerine nesne zamiri kullanılır.
 - ▶ Birds fly in a V-formation to reduce the air resistance **behind them**.
- ▶ Bazı kalıplar ile kullanılır.
 - ▶ Rob, you must **behave yourself** at your cousin’s birthday party, or it will be the last time you go there.
 - ▶ If the host of a dinner party says, **help yourself**, you should put food on your plate, serve yourself and may take as much food as you want.

B. Demonstrative Pronouns

Yakındaki nesnelere ya da kişileri işaret ederken “this” ve “these” zamirleri kullanılırken, uzaktakiler için “that” ve “those” işaret zamirleri kullanılır. “This” ve “that” tekil; “these” ve “those” ise çoğul nesne ya da kişilere işaret eder.

- ▶ **This** is my car parked in front of the red house, but **that** is my neighbour’s car across the street.
- ▶ **These** are the books for the book club discussion, but **those** are for personal reading.
- ▶ İşaret zamirleri cümlede özne ya da nesne durumunda kullanılır.
 - ▶ **This** is absolutely ridiculous. I’ve never seen such a farce.
 - ▶ Look at **that**! Is that the boy you had a row with on the bus yesterday?
- ▶ Aşağıdaki durumlarda “this”, “these”, “that”, ve “those” zamirleri kişileri tanıtırken kullanılabilir.
 - ▶ **This** is my son Andre and that is my nephew Sam, over there.
 - ▶ **Those** were the women who had to move to the city to support their children.
- ▶ Telefon konuşmasında kullanılır.
 - ▶ Who’s **that** speaking?
- ▶ Daha önce anlatılan bir konuda yorum yapmak için kullanılır.
 - ▶ She was fired from her job. **That’s** awful.
- ▶ Yakın ve uzak zamandan söz edilirken kullanılır.
 - ▶ **Those** were the moments when everyone gathered around the campfire, sharing stories and laughter late into the night.
 - ▶ **This month**, the first graders are making excellent progress in reading and writing thanks to the school’s literacy programme.
- ▶ “Those” işaret zamiri, “the people” ya da “the ones” anlamında, özellikle “relative clause” yapısıyla kullanılır. Bu yapılarla “these”, “this” ya da “that” kullanılmaz.
 - ▶ The world is a comedy to those who think, a tragedy to **those who** feel.
- ▶ “That of” yapısı daha önce bahsedilmiş tek bir nesnenin yerine kullanılırken, “those of” yapısı daha önce bahsedilmiş birden fazla nesnenin yerine kullanılır.
 - ▶ Amateur musicians often study the techniques and performances of **famous musicians** by trying to imitate **those of** their musical idols.

C. Indefinite Pronouns

Belgisiz zamirlerin kategorilerine göre kullanımını aşağıdaki tabloda yer almaktadır:

Person		Thing	Place
Everyone	Everybody	Everything	Everywhere
Someone	Somebody	Something	Somewhere
Anyone	Anybody	Anything	Anywhere
No one	Nobody	Nothing	Nowhere

▶ Belgisiz zamirler, her zaman tekil kabul edilir ve fiil çekimi buna göre yapılır.

- ▶ **Everyone** at the party **was** having a great time, dancing and enjoying the lively music.
- ▶ **Nothing** makes Julia happier than spending time with her family at the weekend.



Video 1.4

▶ Özne olarak kullanıldıklarında, bunlara gönderme yapan zamirler genellikle çoğul olur ancak nadiren tekil de olabilir.

- ▶ I saw **someone** selling **his or her** few remaining belongings to make ends meet.
- ▶ As **everybody** in the committee put forward **their** ideas against the proposal, the chairman decided to reject it.

▶ Bu zamirler “else” ifadesi ile kullanılabilir.

- ▶ Astronomers study the night sky to understand if a bright light is a planet, a distant star, or **something else**.
- ▶ There are quite a few words in this town that you do not hear **anywhere else** in the city.

▶ Belgisiz zamirlerden sonra sıfat kullanılabilir.

- ▶ I need **someone reliable** to take care of my kids while I am at work.
- ▶ You did not do **anything wrong**; you just disclosed your past to him because you felt it was necessary.

Everyone, Everybody, Everything, Everywhere

▶ Bu zamirler; olumlu ve olumsuz cümleler ile soru cümlelerinde kullanılabilir.

- ▶ The bride planned every detail of the wedding and ensured that **everything** would be perfect on the big day.
- ▶ Despite looking **everywhere** in the house, my father could not find his wallet **anywhere**.

Someone, Somebody, Something, Somewhere

▶ Bu zamirler, genellikle olumlu cümlelerde kullanılır.

- ▶ The secretary had a feeling that there was **something** important she needed to remember.
- ▶ The security guard noticed **somebody** who was standing in front of the residence’s main door.

▶ Rica ve teklif içeren soru cümlelerinde kullanılabilir.

- ▶ Shall we go **somewhere** peaceful?

Anyone, Anybody, Anything, Anywhere

▶ Bu zamirler, çoğunlukla soru cümlelerinde ve olumsuz cümlelerde kullanılır.

- ▶ Cinderella did not have **anything** to wear for the party at the palace.
- ▶ Is there **anywhere** safe to park around here without the risk of getting a parking ticket?

▶ Bu zamirler, olumlu cümlelerde kullanıldığı zaman “herhangi bir kişi/şey/yer” anlamı vermektedir.

- ▶ You can achieve **anything** you set your mind to with hard work and dedication.

No one, Nobody, Nothing, Nowhere

▶ Bu zamirler, yapıcı olumlu cümlelerde kullanılır, ancak olumsuz anlam içerirler.

- ▶ **Nothing** can be said about the future with absolute certainty.

- ❶ Bu zamirlerin kullanıldığı cümlelerde, sonrasında başka bir zamir kullanılacaksa “any” ile başlayan zamirler kullanılmalıdır.
 - ▶ Nobody can be considered superior to anyone, regardless of their race or social status.
- ❷ “Nowhere” zamiri cümle başında kullanılırsa cümle devrik yapıda (inversion) kullanılır.
 - ▶ Nowhere in this town can you find a special place to eat fish and chips.

D. Forms of “other”

Another

- ❶ “Another”, zamir olarak tekil isimlerin yerine veya sıfat olarak tekil isimlerle birlikte kullanılabilir.
 - ▶ Mum offered me a slice of cake, but I politely declined, saying I could not eat **another**. (zamir)
 - ▶ Before we could make any changes to the plan, **another** meeting was set to discuss the new proposals. (sıfat)
- ❷ Zaman, mesafe, para miktarı ifade eden çoğul ifadelerle de kullanılabilir.
 - ▶ It has been three years since the construction of the new high-speed rail system began, and **another** five years is needed to complete it.



Video 1.5

Other

- ❶ İki ya da daha fazla özne veya nesneden söz ederken çoğul ifadelerle kullanılır.
 - ▶ Along with **other** methods, one effective way to address climate change is using renewable energy sources.
- ❷ “other”; “some”, “any”, “no”, “every” gibi ifadelerle birlikte kullanılabilir.
 - ▶ There are no **other** options than to accept the offer on the table, as it is the only practical solution at this point.

Others

- ❶ “Others”, çoğul isimlerin yerine sadece zamir olarak kullanılır ve kendisinden sonra isim almaz.
 - ▶ Some species tend to live in groups or social structures, whereas **others** are more solitary and prefer to live alone.

The other

- ❶ “The other”, zamir olarak kullanıldığı zaman tekil bir nesnenin ya da kişinin yerini tutar. “Diğeri” anlamını verir. Sıfat olarak kullanıldığında ise kendisinden sonra tekil ya da çoğul isim alabilir ve “geriye kalan, diğer” anlamı verir.
 - ▶ In ancient Egypt, there were two main kingdoms: one was Upper Egypt, and **the other** was Lower Egypt.
 - ▶ All of the books on the shelf were neatly arranged by genre, yet **the other** books were scattered across the floor.

The others

- ❶ Zamir olarak kullanılır, ardından isim gelmez. “Geriye kalanlar, diğerleri” anlamını verir.
 - ▶ Just a few students in the hall struggled to follow the lecture; **the others** were fully engaged and attentive.

Each other / One another

- ❶ “Each other” ve “one another” “birbirine, birbirlerine” anlamı verir. “Each other”, genellikle iki kişi arasında gerçekleşen bir durumu anlatırken, “one another” ise daha büyük bir gruptaki bireyler arasında gerçekleşen bir durumu ifade eder.
 - ▶ Couples should have open communication with **each other** to build strong relationships and a sense of trust.
 - ▶ The kids tried to shift the responsibility for their broken toy onto **one another**.

Every other

- ❶ “İki günde, haftada, ayda, yılda bir, vb.” anlamına gelir.
 - ▶ Biennials where artists from around the world showcase their work, are organised **every other** year.

One after another / One after the other

- ❶ Bu ifadeler, “sırayla, birbirinin peşi sıra, arka arkaya” anlamını verirler.
 - ▶ In synchronised swimming, multiple swimmers jump into a pool **one after the other**, and it creates an awesome display.

E. Impersonal Pronoun (One)

One, Ones

▶ İnsanlardan genel anlamda bahsedilirken “one” tekil olarak kullanılır.

▶ One should always be aware of the importance of taking care of his or her physical and mental health.

▶ Özne olan “one” zamirine gönderme yapılırken “one, one’s, oneself” ifadelerinin yanı sıra “he, him, his, himself” ifadeleri de kullanılabilir. Ancak bu kullanım resmi değildir.

▶ One needs to learn to control oneself in awkward situations. (formal)

▶ One must be diligent about his eye health. (informal)

▶ One must learn from one’s / his own mistakes.

▶ “One” sayılabilir tekil ismin, “ones” çoğul ismin yerine kullanılır.

▶ There are several dogs at the shelter. Would you like to adopt one? (a dog)

▶ I bought four bouquets of roses, but these ones are starting to wilt. (roses)

▶ İşaret sıfatları ve belgisiz sıfatlardan sonra kullanılır.

▶ Of all the parks in the region, the ones near the coastline are definitely the most scenic.

▶ I just tried the new restaurant in town, and this one has the most delicious pizza I have ever tasted.

▶ Bu zamirler “relative clause” yapısıyla kullanılır.

▶ I finally found the book I was looking for—the one which contains all the answers to my questions.

▶ Genel olarak bir nesneden söz ederken “one”, daha önce bahsedilen nesneye gönderme yapılırken “it” kullanılır.

▶ There are so many interesting dishes on the menu that it is hard for me to choose one.

▶ You should get rid of that old unreliable car. You need to sell it.

▶ “One of” çoğul ifadeler ile kullanılır.

▶ If one of these factories shuts down, hundreds of workers will be laid off.

▶ When the teacher caught one of her students cheating on the exam, she gave him zero on that test.

4. Articles

İsimlerden veya tamlamalardan önce kullanılan “a”, “an” ve “the” sözcükleridir.

A. Indefinite Articles: a / an

Kendisinden ilk kez bahsedilen, “herhangi bir” anlamı taşıyan, tekil isimlerden önce “a” ve “an” belirtme kelimeleri kullanılır.

▶ During a volcanic eruption, lots of lava, ash, and gases are expelled from the volcano, and they reshape the surrounding land.

▶ Telaffuzu sessiz harf ile başlayan tekil isimlerden önce “a”, sesli harf ile başlayan tekil isimlerden önce “an” kullanılır. Ancak bu kural yazılışa göre değil, telaffuza göre uygulanır.

▶ a horror story, an honest trade, a European strategy, an hour

▶ Sayılabilen nesnelere “bir” anlamında kullanılırken ve bir nesneden ilk kez söz ederken kullanılır.

▶ The discovery of a planet, which orbits a distant star, shows the incredible variety of planetary systems.

▶ Bir türün bir üyesinden bahsederken kullanılır.

▶ After discovering that a fruit fly completes the life cycle in two weeks, geneticists have used it as a model organism for testing the chromosomal theory of genetics.

▶ “What” ve “such” ile yapılan ünlem cümlelerinde kullanılır.

▶ He is such a liar!

▶ What a nice coincidence!

▶ Fiyat, hız, birim belirten kelimeler ile kullanılır.

▶ NASA’s fastest spacecraft, *The Parker Solar Probe*, reached a top speed of 163 kilometres a second during its 10th close solar flyby.



Video 1.6

▶ Bir olayın sıklığını belirten kelimelerin önünde kullanılır.

▶ Scientific data supports the idea that training each muscle group **twice a week** is better for building muscle strength.

▶ “100, 1000, 1.000.000, ...” gibi sayılarla kullanılır.

▶ It has been claimed **a hundred** times that deforestation is constantly causing damage to nature.

▶ Kesir gösteren bazı ifadelerden söz ederken kullanılır.

▶ Over **a quarter** of Germany’s inhabitants have immigrant roots, according to a report.

▶ Meslek adlarının önünde kullanılır.

▶ **A statistician** may be required to collect data during an experiment to examine the correlation between variables.

▶ Tek bir kişi veya nesneyi tanımlarken kullanılır.

▶ For mineralogists, **a microscope** is a scientific device used to identify rocks and minerals in thin sections during laboratory experiments.

▶ Sayılmayan isimlerle bir ölçü birimini vurgularken kullanılır.

▶ Could I have **an espresso** to go, please?

▶ Bazı hastalık adlarının önünde kullanılır.

▶ Rinsing the mouth with warm salt water is a common cure to relieve **a toothache** since it can help reduce inflammation.

▶ Tanınmayan bir kişiden ismiyle söz ederken, “... adında biri” anlamında kullanılır.

▶ **A Mrs Moore** has been calling since morning to inform you about the latest changes.

B. Definite Article: the

“The” sözü edilen ismin belirli, tanımlanmış veya nitelenmiş bir örneğinden bahsederken kullanılır. Tekil ve çoğul isimlerin yanı sıra sayılmayan isimlerle de kullanılabilir.

▶ **The** best tennis tournaments in **the** world bring thousands of spectators each season to experience **the** wonderful atmosphere.

▶ Bir nesneden ikinci kez bahsederken kullanılır.

▶ Before a fossilised shark skull was found in 2014, palaeontologists believed sharks had looked very much the same for millions of years. **The fossilised shark skull**, however, provided evidence to the contrary.



Video 1.7

▶ Konuşanların her ikisinin de bildiği bir şeyden bahsederken kullanılır.

▶ I found your lost wallet in **the bed** just as I was cleaning up the room.

▶ Adı geçen isim belirli bir hâle gelmişse kullanılır.

▶ **The Man with Two Brains** is an American sci-fi comedy film released in 1983.

▶ Unfortunately, **the company** which had taken over another entity went bankrupt.

▶ “Superlatives” yapısı ile kullanılır.

▶ James Cameron produced *Titanic*, one of **the most famous** films of all time, because he had a lifelong fascination with sunken ships.

▶ Sıfatlarla bir grubu ifade ederken kullanılır.

▶ **The elderly** can face unique challenges, so it is essential to provide them with proper support and understanding in addition to accessible healthcare services.

▶ Soyad kullanılarak bir aileyi tanımlarken kullanılır.

▶ **The Johnsons** are known for their generosity and community involvement; they are always willing to help those in need.

▶ Sıra sayıları ile birlikte kullanılır.

▶ The Eiffel Tower, standing as **the third** tallest landmark in Paris, offers breathtaking panoramic views of the city.

▶ İcatlardan bahsederken kullanılır.

▶ The invention of **the printing press** in the 15th century played a crucial role in the spread of knowledge and triggered a cultural and intellectual revolution.

► Müzik aletlerinden bahsederken kullanılır.

► The **piano** offers a rich and expressive sound, making it a popular choice for solo performances and accompaniment in many genres.

► Yön gösteren kelimelerle birlikte kullanılır.

► Towards **the south** of India, the landscape becomes more tropical and lush.

► Kimden söz edildiğinin belli olduğu durumlarda kullanılır.

► The **Duke of Edinburgh** built a successful naval career during the Second World War.

► Birden fazla adadan veya bölgeden oluşan ülkeler, içinde “republic”, “kingdom”, “states”, “federation”, “union”, ve “emirates” gibi siyasi yapı bildiren kelimeler bulunan ülkeler, çoğul formda olan ülke adları, ve “of” yapısını içeren resmi ülke adları ile kullanılır.

► The **United Kingdom** has produced some of the world’s most celebrated authors, like J.R.R. Tolkien, and continues to inspire countless artists and storytellers.

► Birleşik kurum adlarından bahsederken kullanılır.

► The **United Nations Children’s Fund** has taken the lead in international efforts to safeguard and uplift the lives of disadvantaged children.

► Coğrafi adlardan bahsederken kullanılır.

► The **Amazon River** is the world’s largest river by volume and plays a crucial role in the region’s ecosystem.

► Gazete, gemi isimleri ile kullanılır.

► The **RMS Olympic** started to serve as a luxury liner in 1911 and was scrapped in 1935 after a long career.

► “Only” ve “same” kelimeleri ile kullanılır.

► The electric eel is **the only** known animal that has the capacity to produce high-voltage shocks for both defence and prey capture.

► On yıllık dönemlerden bahsederken kullanılır.

► The way we communicate changed forever with the technological advancements of **the 1990s**.

► Tek varlık ve nesnelere bahsederken kullanılır.

► The **Sun** is the star at the centre of **the Solar System**.

► Eser, tarihi yer ve müze isimleri ile kullanılır.

► Visiting **the Great Wall of China** is an amazing experience because it displays this famous landmark’s remarkable architecture and historical importance.

► Bütün bir ulusu ifade ederken kullanılır.

► **The Turks** are known for their hospitality, passion for food and patriotism.

► “Cinema”, “theatre”, “radio” gibi kelimeler ile kullanılır.

► Going to **the theatre** in Shakespeare’s time was a popular pastime, as it provided a diverse audience with a unique blend of entertainment and social interaction.

► Breakfast, lunch, dinner ile “the” kullanılmaz; ancak bu sözcüklerden önce bir sıfat kullanılmışsa ya da belli bir yemekten bahsediliyorsa “the” kullanılır.

► **The breakfast** at the hotel includes tea, juice, coffee and unlimited dessert.

► Okul, hastane, üniversite gibi kelimeler cümle içerisinde bir bina ya da nesne olarak geçiyorsa kullanılır.

► **The hospital** which was built last year has state-of-the-art medical equipment.

► Bir türü tanımlarken kullanılır.

► **The Turkish Angora** is an old cat breed that originated in Ankara.

► Tanınmış bir kişiden bahsederken özel isimlerle birlikte kullanılır.

► This is **the Ryan** from high school who participated in the Olympics held in Beijing.

Zero article: No article at all

► Genel bir şeyden bahsederken kullanılır.

PRONOUNS, DETERMINERS & QUANTIFIERS

- ▶ All children need **opportunities** to explore their interests and talents in order to reach their full potential.
- ▶ You are not allowed to borrow **books** from the school library if you do not have a membership.

🔹 Soyut kavramlardan bahsederken kullanılır.

- ▶ **Love** is essential for making meaningful connections and building harmonious relationships.

Kategorilerine göre article kullanımları aşağıdaki tabloda yer almaktadır:

	Indefinite article: a / an	Definite article: the	Zero article: Ø
Places	Is there a lake near here?	the Volga, the USA, the Alps, the Earth, the Indian Ocean, the Princes' Islands	Lake Van, Mount Ilgaz, Venus, America, Spain, Paris, Camomile Street
Public Buildings	Is there a post office near here?	go to the school / the hospital (ziyaretçi olarak)	go to school / hospital (öğrenci / hasta olarak)
Entertainment and Sport	Let's sing a song! I've got a tennis racket.	go to the cinema, play the guitar	play tennis, listen to music, watch TV
Travel	catch a train, take a taxi	on the plane, in the car	go by car, go home on foot
Time	in a minute, in an hour	in the 1920s, in the morning	next week, in 1987, in June, on Monday, at noon
Organisations	The country does not have an army.	the police, the fire brigade, the UN (the United Nations)	UNICEF, NATO, NASA
Health	have a cold / cough / fever	have the measles / the flu	arthritis, hypertension
People and Work	work as an engineer, have a job	the Queen, the Principal the Irish (= Irish people) the poor (= poor people) the Potters (= the Potter family)	become President, go to work, be at work, have work to do

Difference Words

“Other” ve “another” belirleyicileri farklı, kalan veya ek bir şeye atıfta bulunurlar ve bir ismin önüne gelirler. “The other”, kullanımı bunlardan farklı olarak, önündeki “the” sözcüğünden de anlaşılacağı gibi belirli şeylerden bahsederken kullanılır. Aşağıdaki tabloda “other”, “another” ve “the other” belirleyicilerinin tekil, çoğul ve sayılamayan isimlerle kullanım biçimleri karşılaştırmalı olarak gösterilmektedir:

	other (belirli olmayan)	another (belirli olmayan)	the other (belirli)
Tekil	X	another survivor	the other car
Çoğul	other letters	X	the other cars
Sayılamayan	other equipment	X	the other honey

- ▶ While citrus fruits provide high amounts of Vitamin C, **other** fruits like apples and bananas offer essential fibres for a healthy digestive system.
- ▶ Eva decorated her living room with a sofa, coffee table, and **other** furniture to create a cosy space for guests.
- ▶ We watched *The Avengers* last night, and tonight we are planning to enjoy **another** film, this time a romcom.
- ▶ We know that two planets have no natural satellites in the solar system: one is Venus, and **the other** is Mercury.
- ▶ 20 EU members use the euro as their official currency, while **the other** members keep their national currencies.
- ▶ You can use either whole wheat or white flour to make this cake, but I prefer whole wheat because it is healthier than **the other** flour.

PRONOUNS, DETERMINERS & QUANTIFIERS

Quantifiers

Miktar belirleyicilerin (quantifiers) bazıları yalnızca sayılabilen (tekil ya da çoğul) isimlerle, bazıları yalnızca sayılamayan isimlerle, bazıları ise hem sayılabilen hem de sayılamayan isimlerle kullanılırlar.

Aşağıdaki tabloda, yalnızca sayılabilen isimlerle kullanılan miktar belirleyiciler, tekil ve çoğul kullanım durumlarıyla birlikte örnek cümleler yer almaktadır:

Sadece sayılabilen isimlerle kullanılan miktar belirleyiciler	Tekil	Çoğul	Örnekler
a couple of		✓	A couple of <u>chemicals</u> were used in the chemistry lab to observe their reactions during the experiments.
a / the majority of (the)		✓	The majority of <u>healthcare professionals</u> emphasise the importance of regular exercise and a balanced diet for overall health.
a number of		✓	A number of <u>theories</u> suggest that a combination of genetic and environmental factors influences the development of personality traits.
both (of) (the)		✓	Both (of the) <u>players</u> demonstrated extraordinary effort throughout the match. Both of <u>you</u> presented your projects with great enthusiasm and creativity.
each (of the)	✓	✓	Each <u>day</u> brings new opportunities for growth, reflection, and a chance to create lasting memories with loved ones. Each of the <u>performers</u> captivated the audience with his or her exceptional skills and synchronised movements.
either (of the)	✓	✓	In the survey, participants are supposed to select either <u>option</u> based on their personal preferences and individual needs. Either of the <u>fields</u> offers promising and exciting opportunities for individuals who want to impact the world of business and innovation significantly.
every	✓		Every <u>volunteer</u> contributed to the charity event with his or her time and efforts to make a positive impact on the community.
one of the		✓	One of the <u>paintings</u> at the art show stood out from the rest with its bright colours and engaging details.
neither (of the)	✓	✓	Neither <u>parent</u> is willing to sign the paper to let his or her daughter act in the commercial. Neither of the <u>candidates</u> received enough votes to win the election.
(only) a few (of the)		✓	(Only) A few (of the) <u>students</u> answered the question correctly in the exam.
few (of the)		✓	Few (of the) <u>films</u> are as successful as <i>the Lego Movie</i> for entertaining children.
many (of the)		✓	Many (of the) <u>books</u> on the shelf were classics of English literature.
several (of the)		✓	Several (of the) <u>applicants</u> were invited for a second round of interviews.
the whole (of) (the)*	✓		The whole <u>town</u> came together to support the victims of the natural disaster. The famous scientist dedicated her life to studying the whole of the <u>universe</u> .

* Bu miktar belirleyici istisnai olarak time, experience, life gibi sayılamayan isimlerle de kullanılabilir.



Video 1.8



Video 1.9



Video 1.10



Video 1.11



Video 1.12



Video 1.13



Video 1.14

PRONOUNS, DETERMINERS & QUANTIFIERS

Aşağıdaki tabloda, yalnızca sayılamayan isimlerle kullanılan miktar belirleyiciler ve örnek cümleler yer almaktadır:

Sadece sayılamayan isimlerle kullanılan miktar belirleyiciler	Örnekler
a great / large amount of	The storm brought a large amount of <u>rainfall</u> , causing flooding in some areas.
a good / great deal of	There is a good deal of <u>tourist traffic</u> in the popular beach town in summer.
(only) a little (of the)	The artist had (only) a little (of the) <u>paint</u> left, barely enough to finish the last stroke.
little (of the)	Little (of the) <u>evidence</u> was conclusive enough to support the defendant's claims.
much (of the)	Much (of the) energy we use today comes from fossil fuels.

Aşağıdaki tabloda, tüm isim türleriyle kullanılabilen miktar belirleyiciler ve bu belirleyicilerin farklı bağlamlarda nasıl kullanıldığını gösteren örnek cümleler yer almaktadır:

Hem sayılabilen hem sayılamayan isimlerle kullanılabilen miktar belirleyiciler	Örnekler
a lot of lots of (the)	There were a lot of / lots of <u>people</u> at the concert, so it was difficult to find a good spot. A lot of / Lots of the <u>information</u> presented in the report was outdated.
all (of) (the)	The boy ate all of the <u>pizza</u> by himself; there was not a single slice left. All the <u>toys</u> that were scattered across the room by the toddler were creating a playful mess. Eddie took a deep breath and gathered all his <u>courage</u> to make a powerful speech.
any (of the)	Any student can succeed academically if they are provided with the necessary resources and support. Any (of the) materials used in the construction of a building should be carefully chosen to ensure durability. If you receive any <u>updated information</u> about the project, please let me know as soon as possible.
enough (of) (the)	We need to educate the public to ensure that enough of the <u>waste</u> is disposed of properly. To support overall health and well-being, it is important to consume enough <u>nutritious foods</u> .
much of the	When much of the <u>report</u> was lost in a computer malfunction, the team had to work quickly to recover the data. Much of the <u>success</u> of the project belongs to the dedicated team members and their exceptional skills.
most (of the)	Most of the <u>house</u> was beautifully decorated, but the attic remained unfinished, awaiting future renovations. During group talks, most of the <u>students</u> took part and actively contributed to the discussion. Most (of the) <u>water</u> on Earth is found in the oceans, which cover about 71% of the planet's surface.
no	There was no <u>chair</u> in the room, so I had to stand for the whole of the meeting. Because there were no <u>cars</u> on the street, it was very quiet, and people could walk around in peace. When I checked the fridge, there was no <u>milk</u> left, so I had to make my coffee black.
none of (the)	None of the <u>books</u> on the shelf belonged to Anne; they were all borrowed from the library. None of the <u>sand</u> on the beach was disturbed, showing that it had not been touched since the last high tide.
plenty of (the)	There were plenty of (the) <u>colourful balloons</u> flying around at the party, which gave the event a joyful feel. In order to be successful, one must possess plenty of <u>patience</u> and <u>persistence</u> .
some (of the)	Some (of the) <u>artefacts</u> on display in the museum were ancient coins, pottery shards, and intricate jewellery. Some (of the) <u>advice</u> in the article was helpful because it provided practical tips for improving productivity.
a large quantity of a small quantity of	There was a large quantity of <u>fallen leaves</u> in the forest during the autumn season. With a small quantity of <u>copper</u> , it is possible to create a highly conductive material.
the / an entire	An entire year passed before Samantha achieved her goal of running a marathon. The CEO spent the entire time thinking about the problem.
half (of) (the)	The smartphone's new model is half the size of its predecessor. Half of (the) students had to leave before the final act of the play. Half of (the) bread was used to make French toast.

"Some", "any", "no", "many" ve "much" kelimelerinin hangi cümlelerde kullanıldığı aşağıdaki tabloda yer almaktadır:

Cümle Türleri	some	any	no	many	much
Olumlu	✓	✓ ("herhangi bir" anlamında)	✓	✓	✓
Olumsuz	X	✓ ("hiç" anlamında)	X	✓	✓
Soru	✓ (teklif ve rica)	✓	X	✓	✓

EXERCISES

A) Choose the best option to fill in the blanks in the paragraph.

Animals and nature play an important role in (1)---- world. They enrich our lives with wonder and amazement, and teach (2)---- something about ourselves. When I observe a bird flying, I feel a sense of freedom, and it reminds (3)---- to appreciate the beauty of nature. It is our responsibility to protect and preserve all the (4)---- habitats and learn to live together with them. When you connect with nature, you find solace and peace within (5)----. We must cherish the Earth and all (6)---- inhabitants, for it is not just our home but also (7)----. Through our actions, (8)---- can ensure that future generations will inherit a world where animals thrive and the wonders of nature continue to inspire.

- | | | | |
|-----------------------------------|---|-------------------------------------|-----------------------------------|
| 1. a) ours
b) we
c) our | 3. a) me
b) I
c) my | 5. a) you
b) your
c) yourself | 7. a) our
b) theirs
c) ours |
| 2. a) we
b) us
c) ourselves | 4. a) species
b) specie's
c) species' | 6. a) their
b) its
c) his | 8. a) we
b) I
c) they |

B) Complete the sentences with the words given in the boxes below. Some can be used more than once.

everything	everybody	nowhere	anything	nobody	somebody
------------	-----------	---------	----------	--------	----------

1. _____ from the audience volunteered to join the magician on stage and was amazed by the tricks performed.
2. _____ needs to take a break and prioritise self-care for their mental and physical well-being.
3. You witness such breathtaking sunsets _____ else in the world as in the Maldives.
4. _____ worth pursuing requires effort and determination to achieve success.
5. _____ should ever underestimate the power of a kind word or gesture to brighten someone's day.
6. The success of the project relies on the collective effort and dedication of _____ involved.
7. _____ with a passion for cooking can turn even the simplest ingredients into a delicious culinary masterpiece.
8. _____ happens for a reason, even if we may not always understand it in the present moment.

C) Complete the sentences with *a*, *an*, *the*, or *zero article* (\emptyset).

1. _____ elephant possesses _____ remarkable memory capabilities, enabling it to recall _____ specific locations and recognise individual members of its social group.
2. _____ researchers have recently discovered _____ new species of frog in _____ Peruvian Amazon Forest, which they nicknamed 'the tapir frog' because of its distinctively long nose.
3. In _____ 1900s, scientists faced many difficulties in understanding the complexity of atoms, but in _____ present day, they have _____ much better understanding of the structure of _____ atom.


EXERCISES


4. At the beginning of the 20th century, _____ Curies were awarded _____ Nobel Prize for their groundbreaking research on _____ radioactivity, which resulted in the discovery of _____ new element, radium.
5. Frederic Chopin not only mastered _____ piano but also, as _____ gifted composer, became one of _____ most influential figures of the Romantic era thanks to _____ his groundbreaking pieces.
6. _____ Mount K2 is part of _____ Karakoram Range and is considered one of _____ toughest mountains in the world for _____ mountaineer to climb.
7. One of _____ fictional cities in _____ book spreads over _____ hundreds of small islands in _____ lagoon on _____ southern end of _____ continent.
8. The invention of _____ smallpox vaccine by Edward Jenner marked _____ significant advance in the fight against _____ contagious illness, providing _____ more effective and accessible means of _____ prevention.


D) Circle the correct word or phrase.


1. Students need to have **enough** / **several** patience and determination to overcome challenges and obstacles in their academic journey.
2. **No** / **Every** citizen should have the same basic rights and equal opportunities, regardless of their race, gender, or socioeconomic status.
3. **Plenty of** / **None of** the documents have been digitised and are now readily accessible through online platforms.
4. Forecasting accurate weather conditions accurately relies on analysing **a great deal of** / **a great number of** atmospheric data, such as temperature, humidity, wind patterns, and air pressure.
5. **Any** / **Neither** leafy vegetable is packed with essential nutrients such as vitamins A, C, and K, as well as minerals like iron and calcium.
6. The team had **much** / **little** time to prepare for the upcoming competition, so they had to quickly come up with a strategy and assign tasks to each team member.
7. **A majority of** / **A little of** the students participated actively in the school event and showcased their talents in various performances.
8. Only **a little** / **a few** of the participants were able to solve the challenging puzzle within the given time limit.


Verilen sorularda boş bırakılan yerlere uygun düşen sözcük veya ifadeyi bulunuz.


1. ---- took policymakers almost a decade to formulate effective strategies and carry out radical reforms for ---- who work in education and healthcare.
 - A) This / ones
 - B) Anything / everyone
 - C) It / those
 - D) They / anyone
 - E) That / them


2. In the age of digital connectivity, ---- can escape the influence of social media, which has widespread popularity ----.
 - A) anyone / anything
 - B) no one / everywhere
 - C) somebody / somewhere
 - D) nobody / nowhere
 - E) someone / nothing


3. The charity organisation became successful because ---- supported and trusted ---- throughout the campaign.
 - A) it / every other
 - B) everyone / one after another
 - C) anybody / one another
 - D) they / each other
 - E) ones / the others


4. ---- who seriously follow their dreams often find ---- on a path of self-discovery and personal growth.
 - A) The ones / themselves
 - B) Ones / them
 - C) Those / by themselves
 - D) The others / theirs
 - E) They / on their own


5. All plants need sunlight to feed ----, as ---- serves as a vital source of energy for photosynthesis, which ensures the sustainability of life on Earth.
 - A) theirs / that
 - B) themselves / it
 - C) itself / everything
 - D) it / one
 - E) them / this

6. ---- who try to answer life's most important questions ---- often look at a wide range of philosophical ideas and perspectives.
 - A) Ones / of their own
 - B) These / by themselves
 - C) Others / themselves
 - D) They / theirs
 - E) Those / on their own











7. In addition to ---- found inside a coffin last year, archaeologists uncovered ---- papyrus in Saqqara, Egypt, which might reveal much about Egyptian funerary practices.
 - A) one / the other
 - B) the ones / other
 - C) theirs / others
 - D) that / the others
 - E) the one / another

8. Most colleagues of ---- pursue medical careers across the country, while all of ---- have chosen to explore opportunities in academic research abroad.
 - A) mine / yours
 - B) me / them
 - C) myself / you
 - D) those / theirs
 - E) yours / my

9. ---- on the *Titanic* felt a sudden shock of fear and disbelief when ---- collided with an iceberg in the middle of the icy Atlantic Ocean.
 - A) Nobody / it
 - B) Anyone / they
 - C) Someone / its
 - D) Everyone / she
 - E) Everybody / their

10. ---- is not always easy to stay calm in difficult situations, but deep breathing techniques can help ---- a lot with stress management.
 - A) That / them
 - B) This / us
 - C) The other / your
 - D) It / you
 - E) Something / me

PRONOUNS - TEST

11. According to Schrödinger's cat theory, ---- can claim that the cat left with poison in the box is both dead and alive until the box is opened and ---- state is seen.
- A) the ones / it
 - B) one / its
 - C) the one / itself
 - D) the ones / its
 - E) one / itself
- 
12. ---- who missed or failed the final exam will have ---- chance to do it in the make-up exam.
- A) The one / other
 - B) The ones / the other
 - C) The ones / another
 - D) Ones / the others
 - E) The one / the others
- 
13. Parents should let ---- children experience difficulties and learn about life ----.
- A) them / theirs
 - B) their / theirs
 - C) theirs / themselves
 - D) their / themselves
 - E) them / their
- 
14. The national French flag is a tricolour consisting of three vertical bands. ---- is blue; ---- are white and red.
- A) One / the others
 - B) The one / others
 - C) Ones / the other
 - D) The ones / another
 - E) Another / other
- 
15. ---- can achieve their dreams if they work really hard and believe in ----.
- A) No one / themselves
 - B) Everyone / them
 - C) No one / theirs
 - D) Anyone / themselves
 - E) Everyone / yourselves
- 
16. The casting director was looking for ---- young and energetic, but he could not find ---- in the actors he interviewed.
- A) somebody / anyone
 - B) anybody / everyone
 - C) somebody / no one
 - D) everybody / anyone
 - E) nobody / everyone
- 
17. Good friends are a priceless treasure in ---- lives and they are ---- who stand by our side through thick and thin.
- A) ourselves / another
 - B) theirs / the one
 - C) us / one
 - D) their / ones
 - E) our / the ones
- 
18. There are many planets in our solar system; ---- has its own remarkable features to study and ---- have mysteries waiting to be solved.
- A) all / they
 - B) each / all of them
 - C) some / these
 - D) one / it
 - E) both / those
- 
19. ---- who strive for greatness are ---- who will truly make a difference in the world.
- A) Ones / these
 - B) The ones / those
 - C) The one / that
 - D) The one / those
 - E) The ones / that
- 
20. ---- knows you better than ----; take the time to listen to your inner voice and trust your own judgement.
- A) Anybody / yourself
 - B) Somebody / yours
 - C) Nobody / yourself
 - D) Anybody / themselves
 - E) Nobody / yours
- 

Verilen sorularda boş bırakılan yerlere uygun düşen sözcük veya ifadeyi bulunuz.

1. --- research has shown that --- environmental factors contribute to the decline of biodiversity.

A) A few / some
B) A lot of / a little
C) A great deal of / many
D) Several / much
E) None / a large amount of



2. In the animal kingdom, --- species rely on echolocation as a means of navigation, while --- ones use different methods to find their way in the dark.

A) some / other
B) many / others
C) a lot of / the other
D) a few / another
E) a little / the others



3. In an age of technology, --- ability to adapt to new tools and systems is essential for staying competitive in --- workplace.

A) Ø / the
B) the / a
C) an / the
D) the / Ø
E) Ø / a



4. --- of the applicants for the scholarship programme demonstrated --- exceptional academic performance, so the jury had difficulty in choosing the best.

A) Few / an
B) Many / the
C) Neither / an
D) Most / Ø
E) None / the



5. The long and soft tail of an arctic fox serves as a blanket, keeping --- fox warm when it covers --- tail around its body to sleep.

A) a / the
B) the / Ø
C) a / Ø
D) the / the
E) Ø / the



6. A protective atmosphere and --- proper combination of elements to support life are among the most critical factors for --- planet to be habitable.

A) a / the
B) the / the
C) Ø / a
D) a / Ø
E) the / a



7. --- the planets in our solar system have moons, but --- them can be compared to the captivating beauty and mystique of Earth's Moon.

A) All of / neither of
B) Some of / either of
C) Most of / none of
D) A few of / both of
E) Plenty of / lots of



8. The new intern did not have --- experience in coding, but she managed to gather --- online tutorials to improve her skills.

A) little / a majority of
B) some / a couple of
C) several / a lot of
D) much / plenty of
E) any / a large amount of



9. --- USSR was founded on December 30, 1922, following --- collapse of the Russian Empire, and it existed until its dissolution in 1991.

A) Ø / the
B) The / the
C) The / a
D) The / Ø
E) Ø / Ø



10. The Pacific Ocean has --- total area of approximately 163 million square kilometres, making it --- largest ocean in the world.

A) a / the
B) the / a
C) Ø / the
D) a / Ø
E) the / Ø



DETERMINERS & QUANTIFIERS - TEST

11. --- nature can provide us with resources such as fresh water and fertile soil, both of which are vital for sustaining --- life on Earth.

- A) The / Ø
- B) The / a
- C) The / the
- D) Ø / the
- E) Ø / Ø



12. --- scientists conduct extensive research to gain --- deeper understanding of complex phenomena and make groundbreaking discoveries.

- A) Many / the
- B) A few / Ø
- C) Few / the
- D) Some / a
- E) No / a



13. Researchers need --- data to help them identify patterns and correlations that can lead to --- meaningful insights and conclusions.

- A) a large amount of / Ø
- B) a number of / the
- C) a vast quantity of / the
- D) quite a little / Ø
- E) a great deal of / the



14. Monarch butterflies migrate thousands of miles from North America to --- Mexico for the winter, and --- they return to the same forests each year.

- A) Ø / each of
- B) the / some of
- C) Ø / many of
- D) Ø / neither of
- E) the / much of



15. By exploring --- different hobbies, one can find --- joy and discover new passions and interests that bring a sense of fulfilment.

- A) a few / a majority of
- B) much / plenty of
- C) any / a large sum of
- D) some / neither of
- E) several / a great deal of



16. --- milk is enough to add a creamy texture to a cup of coffee or tea, but if a richer taste is preferred, --- full-fat cream can be used instead.

- A) Any / a couple of
- B) Some / either
- C) A little / plenty of
- D) Much / half of
- E) Lots of / little



17. Receiving --- requests for assistance or support can be overwhelming, especially when --- they require immediate attention.

- A) all / a vast quantity of
- B) no / a majority of
- C) plenty of / few of
- D) a few / some of
- E) many / a couple of



18. --- the Earth's surface is covered by seas and oceans, but --- they are suitable for human consumption.

- A) A great deal of / all of
- B) A few of / some of
- C) Lots of / a number of
- D) Most of / none of
- E) Much of / either of



19. --- the population uses renewable energy sources as a sustainable alternative to fossil fuels in --- countries around the world.

- A) Most of / any
- B) Half of / many
- C) None of / few
- D) All of / neither
- E) A few of / no



20. --- the parents should always encourage their child to pursue his or her passions and interests, and --- they should impose their own dreams onto them.

- A) Some of / none
- B) Either of / both
- C) Both of / neither
- D) None of / many
- E) Most of / all



GRAMMAR EXERCISES

Exercise A

1. c
2. b
3. a
4. c
5. c
6. b
7. b
8. a

Exercise B

1. Somebody
2. Everybody
3. nowhere
4. Anything
5. Nobody
6. everybody
7. Somebody
8. Everything

Exercise C

1. An / Ø / Ø
2. Ø / a / the
3. the / the / a / an
4. the / the / Ø / a
5. the / a / the / Ø
6. Ø / the / the / a
7. the / the / Ø / a / the / the
8. the / a / a / a / Ø

Exercise D

1. enough
2. Every
3. Plenty of
4. a great deal of
5. Any
6. little
7. A majority of
8. a few

PRONOUNS - TEST

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

DETERMINERS & QUANTIFIERS - TEST

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

ÖRNEK SORU VİDEOLARI



Video 1.15



Video 1.16



Video 1.17



Video 1.18



Video 1.19



Video 1.20



Video 1.21



Video 1.22



Video 1.23



Video 1.24



Video 1.25



Video 1.26



ORTAÖĞRETİM
GENEL MÜDÜRLÜĞÜ

TENSES

UNIT
2

1. The Simple Present Tense

“The Simple Present Tense”in olumlu, olumsuz ve soru yapılarının kullanımı aşağıdaki tabloda yer almaktadır:

Subject Pronouns	Affirmative	Negative	Interrogative
I / You / We / They	I <u>go</u> to school on foot on weekdays.	I <u>do not go</u> to school on foot on weekdays.	<u>Do you go</u> to school on foot on weekdays?
He / She / It	Lee <u>goes</u> to school on foot on weekdays.	Lee <u>does not go</u> to school on foot on weekdays.	<u>Does Lee go</u> to school on foot on weekdays?

Aşağıdaki durumlarda “The Simple Present Tense” kullanılır:

▶ Alışkanlıklar:

▶ My brother-in-law **goes** to the gym every morning before work.

▶ Sürekli / kalıcı / tekrarlı eylemler ya da durumlar:

▶ The train journey to the neighbouring city **takes** only 30 minutes, so residents commute there for work opportunities.

▶ Haberler ve gazete başlıkları:

▶ The government **approves** a new education reform.

▶ Spor müsabakası anlatımları:

▶ The team **scores** a spectacular goal in the first half.

▶ Resmi açılış ve tören konuşmaları:

▶ **Do you, James, take** Lily to be your lawfully wedded spouse?

▶ Devamlılık bildirmeyen eylemler (durum bildiren fiiller):

▶ Although the sauce **looks** very spicy, it **tastes** quite mild.

▶ Bilimsel gerçekler ve genellemeler:

▶ The idea that technology **harms** society is a common misconception.

▶ Planlanmış, bir zaman çizelgesinde gösterilen eylemler:

▶ The comedy show **begins** at eight on Saturday evening.

▶ Kitap / film özeti ve hikâye anlatımı:

▶ When the prince **comes** the next day, he **finds** the witch waiting for him at the tower.

▶ Yol tarifi ya da yönerge:

▶ You **drive** along the boulevard and **take** the first left onto Main Street.

▶ Duygu, dilek ve temenniler:

▶ I **hope** the weather improves soon, as I have plans to go hiking this weekend.

▶ Atasözleri:

▶ Every cloud **has** a silver lining.

A. Time Expressions Frequently Used in the Simple Present Tense

“The Simple Present Tense”de yaygın olarak kullanılan sıklık ve zaman zarfları aşağıdaki tabloda yer almaktadır:

always	usually	sometimes	hardly ever	every day	once a month	at weekends
almost always	generally	occasionally	scarcely ever	every week	once a year	on weekdays
nearly always	often	rarely	almost never	every year	twice a month	on Mondays
on every occasion	frequently	seldom	never	every ...	now and then	from time to time



Video 2.1



Video 2.2

- ▶ “The Simple Present Tense” genelde yaptığımız işleri ve alışkanlıklarımızı ifade etmek için kullanılır. “Frequency adverbs” yani sıklık bildiren zarfların yanı sıra “every day”, “at weekends” gibi zaman zarfları da “The Simple Present Tense” ile yaygın olarak kullanılır.
 - ▶ Mary **never** postpones her training sessions, so she **almost always** achieves good results in competitions.
- ▶ Yardımcı fiil bulunmayan olumlu cümlelerde sıklık bildiren zarflar, asıl fiilden önce kullanılır.
 - ▶ Trees **usually** shed their leaves in the autumn and remain bare throughout the winter.
- ▶ Ancak “be” fiilinin bulunduğu cümlelerde sıklık belirten zarflar, “be” fiilinden sonra kullanılır.
 - ▶ If you wish to avoid unnecessary delays, planning ahead and being well-prepared is **always** advisable.
- ▶ “Often”, “quite” ve “very” ile birlikte kullanıldığı zaman cümle sonunda yer alabilir.
 - ▶ My students complain to me about their classmates **very often**.
- ▶ Bazı sıklık bildiren zarfların olumsuz cümlelerde yeri değişir. “Frequently”, “sometimes”, veya “occasionally” olumsuzluk ekinden önce gelir.
 - ▶ Kids **frequently** don’t want to do their homework because they prefer playing games.
 - ▶ Owing to his being shy, he **sometimes** does not talk to his mates.
- ▶ “Usually”, “generally”, “often” her iki durumda da kullanılır.
 - ▶ My mother **usually** doesn’t talk as much as my father about what she has done throughout the day.
My mother doesn’t **usually** talk as much as my father about what she has done throughout the day.
- ▶ “Always”, her zaman olumsuzluk belirten ekten sonra kullanılır.
 - ▶ Sunscreen with a high sun protection factor rating does not **always** provide complete protection against UV rays.
- ▶ Olumlu anlam ifade eden sıklık zarfları “usually, generally, often, frequently, sometimes, occasionally” cümle başında ya da sonunda kullanılabilir.
 - ▶ Drinking plenty of water and resting helps to expedite your recovery from the flu **frequently**.
 - ▶ **Sometimes** he feels like retiring and moving to a seaside village.
- ▶ “Never”, “seldom”, “rarely”, “hardly ever”, yapı olarak olumlu cümlelerde kullanılmasına rağmen cümleye kattıkları anlam olumsuzdur.
 - ▶ Despite being in the rebellious teenage phase, my son **seldom** exhibits disobedience or mood swings.
- ▶ “Rarely” ve “seldom”; özellikle “only”, “very” ve “quite” gibi pekiştirme sözcükleri ile birlikte kullanıldığında cümle sonunda kullanılabilir.
 - ▶ Modern security systems fail to detect unauthorised access **very rarely**.
- ▶ “Rarely”, “barely”, “hardly”, “seldom” gibi olumsuz anlam taşıyan zarflar, cümle başında kullanıldıklarında cümle devrik yapıya dönüştürülür.
 - ▶ **Rarely** do historians uncover ancient artefacts that provide information about lost civilisations.

2. The Present Continuous Tense

“The Present Continuous Tense”de olumlu, olumsuz ve soru yapılarının kullanımı aşağıdaki tabloda yer almaktadır:

Subject Pronouns	Affirmative	Negative	Interrogative
I	I <u>am sitting</u> on the sofa.	I <u>am not sitting</u> on the sofa.	<u>Am I sitting</u> on the sofa?
I / You / We / They	You <u>are sitting</u> on the sofa.	You <u>are not sitting</u> on the sofa.	<u>Are you sitting</u> on the sofa?
He / She / It	Tom <u>is sitting</u> on the sofa.	Tom <u>is not sitting</u> on the sofa.	<u>Is Tom sitting</u> on the sofa?

Aşağıdaki durumlarda “The Present Continuous Tense” kullanılır:

▶ Konuşma anında devam eden eylemler:

- ▶ Could you please mute the television? Jonas **is working** on an important presentation.



Video 2.3

Değişmekte olan olayları ve durumları ifade ederken:

▶ Fewer and fewer students **are pursuing** degrees in social sciences owing to limited employment opportunities.

Geçici eylemler ya da durumlar:

▶ Our regular English teacher is ill, so Mr Brown **is teaching** our classes until the end of the week.

Planlanmış eylemler:

▶ On Tuesday, the project team **is giving** a presentation to the client to show the progress and get feedback.

Konuşma anında olmasa da bugünlerde devam etmekte olan eylemler:

▶ These days, we **are taking** simpler steps to reduce our environmental impact.

Yakınma, eleştiri anlamı verirken (“always”, “continually”, “constantly” ile birlikte):

▶ Jamie **is always using** my phone without asking for permission.



Video 2.4

A. Time Expressions Frequently Used in the Present Continuous Tense

“The Present Continuous Tense”de yaygın olarak kullanılan zaman zarfları aşağıdaki tabloda yer almaktadır:

now	right now	just now	constantly	at the moment
today	continually	tomorrow	this week	at present
currently	these days	nowadays	still	tonight

▶ The students are taking a maths test in the classroom **at the moment**.

▶ Jane is still reading the captivating novel she picked up from the bookstore.

▶ **These days**, people are focusing on sustainable living practices to preserve the environment for future generations.



Video 2.5

B. The Simple Present Tense or The Present Continuous Tense

“The Simple Present Tense” ve “The Present Continuous Tense” arasındaki kullanım farklılıkları aşağıdaki tabloda yer almaktadır:

The Simple Present Tense	The Present Continuous Tense
<p>▶ Genel durumları, alışkanlıkları ifade etmek için:</p> <p>▶ Mary eats muesli for breakfast every morning.</p> <p>▶ Kalıcı ve sürekli durumları ifade etmek için:</p> <p>▶ I cook the lunch meals at my little daughter’s nursery.</p> <p>▶ Gelecekte yer alacak programlı ve tarifeli eylemleri ifade etmek için:</p> <p>▶ The train leaves at 09.45 a.m. Please make sure to arrive at the train station at least 15 minutes before departure time.</p> <p>▶ Durum bildiren fiillerle:</p> <p>▶ A baby elephant weighs around 90 kilogrammes at birth.</p>	<p>▶ Konuşma esnasında olan durumları ifade etmek için:</p> <p>▶ Please be quiet. The baby is sleeping.</p> <p>▶ Geçici durumları ifade etmek için:</p> <p>▶ My mother is not at home now, so I am cooking dinner for myself.</p> <p>▶ Gelecekte planlanmış, ayarlanmış eylemleri ifade etmek için:</p> <p>▶ They are having two exams this week.</p> <p>▶ Eylem bildiren fiillerle:</p> <p>▶ The jeweller is weighing the gold to determine its value.</p>

❶ “Non-progressive verbs” olarak tanımladığımız fiiller, durum bildirirler ve “The Present Continuous Tense” ile kullanılmazlar. Bu fiiller aşağıdaki tabloda yer almaktadır:

like	know	belong	prefer	believe	depend	hear	astonish
love	realise	fit	agree	remember	matter	disagree	please
hate	suppose	contain	mind	recognise	see	satisfy	promise
want	mean	consist	own	appear	look	doubt	think
need	understand	seem	sound	taste	smell	wish	imagine
deny	dislike	be	have	surprise	lack	measure	possess
impress	deserve	involve	include	feel	owe	weigh	concern

❷ “Non-progressive verbs” olarak tanımladığımız fiillerden bazıları, “Present Continuous Tense” ile kullanılabilirler ancak bu durumda anlamları değişir.

- ▶ **to think** (düşünmek, plan yapmak): “My daughter **is thinking** of pursuing a career in the field of art and design.”
- ▶ **to see** (buluşmak, randevusu olmak): “Ron **is seeing** the doctor again on Wednesday.”
- ▶ **to taste** (tatmak): “The chef **is tasting** the soup to make sure it has a good mix of flavours.”
- ▶ **to feel** (dokunarak hissetmek): “Rowena **is feeling** her pockets since she cannot find her phone.”
- ▶ **to appear** (sahneye çıkmak): “My husband’s favourite band **is appearing** on stage tonight.”
- ▶ **to have** (“sahip olmak” haricindeki tüm anlamları): “The kids **are having** fun at the amusement park.”
- ▶ **to be** (bir süreliğine olmak): “Patricia **is being** rude; she is usually very polite towards others.”

3. The Present Perfect Tense

“The Present Perfect Tense”de olumlu, olumsuz ve soru yapılarının kullanımı aşağıdaki tabloda yer almaktadır:

Subject Pronouns	Affirmative	Negative	Interrogative
I / You / We / They	They <u>have read</u> that book.	They <u>have not read</u> that book.	<u>Have they read</u> that book?
He / She / It	She <u>has graded</u> our papers.	She <u>has not graded</u> our papers.	<u>Has she graded</u> our papers?

Aşağıdaki durumlarda “The Present Perfect Tense” kullanılır:

❶ **Geçmişteki eylemleri zaman belirtmeden anlatan ifadeler:**

- ▶ We **have experienced** multiple late deliveries with online orders, yet we continue to shop online.

❷ **Yakın geçmişte gerçekleşip sonuçları veya etkileri içinde bulunduğumuz anda devam eden eylemler:**

- ▶ Because Lisa **has twisted** her ankle, she is unable to participate in the baseball game tonight.

❸ **Bireylerin ve insanlığın genel başarılarını veya tecrübelerini anlatan ifadeler:**

- ▶ The film industry **has developed** greatly thanks to high-definition cameras and digital editing tools.



Video 2.6

A. Time Expressions Frequently Used in the Present Perfect Tense

“The Present Perfect Tense”de yaygın olarak kullanılan zaman zarfları aşağıdaki tabloda yer almaktadır:

since	ever since	since before	up to now	up to the present	this is the first/second time ...	throughout history
yet	already	just	several times	a few times	during the past few days	for the last year
recently	never	ever	for the past	so far	many times	during the last year
this morning	this afternoon	this year	for	lately	before	throughout (one’s life)

- ▶ “Since”, geçmişte başlayan ve etkileri devam eden eylemin başlangıç noktasını ifade etmek için kullanılır.
 - ▶ Accessing information has become incredibly convenient **since** the invention of the Internet.
- ▶ **It is / has been + a period of time + since + the Simple Past Tense**
 - ▶ **It has been a long time since I saw** such a breathtaking sunset.
- ▶ “For”, geçmişte başlayan ve etkileri devam eden eylemin sürecini ifade etmek için kullanılır.
 - ▶ Egypt has attracted visitors from around the world with its rich history and cultural heritage **for** centuries.
- ▶ “Yet”, henüz gerçekleşmeyen eylemler için soru cümlelerinin ve olumsuz cümlelerin sonunda kullanılır.
 - ▶ The municipality has not found a solution to the persistent traffic congestion in the city **yet**.
- ▶ Olumsuz cümlelerde “still”, eylemin hâlâ tamamlanmadığını ifade etmek için kullanılır.
 - ▶ The government **still** has not signed the international agreement on climate change.
- ▶ “Already”, eylemin beklenenden önce gerçekleştiğini ifade etmek için kullanılır.
 - ▶ Most candidates have already submitted their applications for the job.
- ▶ “Just”, eylemin henüz tamamlandığını, “only just” ise eylemin üstünden geçen sürenin çok kısa olduğunu ifade etmek için kullanılır.
 - ▶ The president has just come from a critical diplomatic meeting centred on global economic cooperation.
 - ▶ The two countries have only just begun negotiations and will need more time to reach mutually beneficial agreements.
- ▶ “Lately / Recently”, “son günlerde” anlamında, kesin bir zaman belirtmeden yapılan işleri anlatmak için kullanılır.
 - ▶ Many companies have adopted cloud-based solutions and technologies **lately**.
- ▶ “Up till now / up to now / so far” olumlu, olumsuz ve soru cümlelerinde “şimdiye kadar” anlamında kullanılır.
 - ▶ Because the classes are held remotely, I have met only half of my classmates **so far**.
- ▶ Henüz tamamlanmamış zaman diliminde gerçekleşmiş eylemlerle birlikte “this morning”, “this week”, “this year”, “today” zaman ifadeleri kullanılır.
 - ▶ **This week**, the national volleyball team has won three consecutive matches in the tournament.
- ▶ Konuşulan anın da dâhil olduğu süreçte yapılan eylemleri ifade etmek için “in the last ... / during the past ...” kullanılır.
 - ▶ **In the past few years**, medical researchers have made significant improvements in treating certain diseases.



Video 2.7

4. The Present Perfect Continuous Tense

“The Present Perfect Continuous Tense”de olumlu, olumsuz ve soru yapılarının kullanımı aşağıdaki tabloda yer almaktadır:

Subject Pronouns	Affirmative	Negative	Interrogative
I / You / We / They	I <u>have been writing</u> a novel.	I <u>have not been writing</u> a novel.	<u>Have you been writing</u> a novel?
He / She / It	She <u>has been writing</u> a novel.	She <u>has not been writing</u> a novel.	<u>Has she been writing</u> a novel?

Aşağıdaki durumlarda “The Present Perfect Continuous Tense” kullanılır:

- ▶ **Geçmişte başlayan ve konuşma anında devam eden eylemler:**
 - ▶ **It has been raining** heavily for three days, so the rivers have started to overflow.
- ▶ **Tamamlanmış ancak konuşma anında etkisi devam eden eylemler:**
 - ▶ My brother **has been playing** video games for hours. He looks exhausted and should probably take a break to rest his eyes.
- ▶ **Son zamanlarda gerçekleşen eylemler:**
 - ▶ My car **has been making** strange noises for the past few days. I think it is because of the minor accident I had last week.



Video 2.8

A. Time Expressions Frequently Used in the Present Perfect Continuous Tense

“The Present Perfect Continuous Tense”de yaygın olarak kullanılan zaman zarfları aşağıdaki tabloda yer almaktadır:

for	since	in the last ...	in the past ...	for the last ...	for the past ...	recently	lately	all ...
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- ▶ The athletes have been running in the marathon **for the last three hours**.
- ▶ Farmers in coastal cities have been growing tropical fruits **lately**.



Video 2.9

B. The Present Perfect Tense or The Present Perfect Continuous Tense

Geçmişte başlayıp içinde bulunduğumuz anda hâlâ devam etmekte olan ya da henüz tamamlanmış olan bir eylemi anlatan bazı fiiller hem “The Present Perfect Tense” hem de “The Present Perfect Continuous Tense” ile anlam farkı olmaksızın kullanılabilir. Bu fiiller aşağıdaki tabloda yer almaktadır:

live	work	learn	lie	hope	sleep	stand	look
rain	snow	study	want	sit	stay	wait	teach

- ▶ How long **have you worked / have you been working** for this company?
- ▶ Since I moved to England, I **have stayed / have been staying** with the same host family.



Video 2.10

⦿ “Non-progressive” olarak nitelediğimiz fiiller “The Present Perfect Tense” ile kullanılır. Ancak “hope”, “want”, “wish” fiilleri “The Present Perfect Continuous Tense” ile de kullanılabilir.

- ▶ My best friend and I **have known** each other for fifteen years, so we have lots of memories and a strong relationship.
- ▶ The young artist **has been wanting** to show her artwork in a solo exhibition for a long time.

⦿ Eylemin konuşma anına kadar süren bölümünü ifade etmek için “The Present Perfect Continuous Tense”, eylemin tamamlanmış bölümünü ifade etmek için ise “The Present Perfect Tense” kullanılır.

- ▶ Scientists **have been trying** to cure some degenerative disorders for over a century, and luckily, they **have found** treatments for several of them.

5. The Simple Past Tense

“The Simple Past Tense”de olumlu, olumsuz ve soru yapılarının kullanımı aşağıdaki tabloda yer almaktadır:

Subject Pronouns	Affirmative	Negative	Interrogative
I / You / We / They He / She / It	I <u>spent</u> the weekend with my grandparents. I <u>played</u> tennis with my cousin.	I <u>did not spend</u> the weekend with my grandparents. I <u>did not play</u> tennis with my cousin.	<u>Did you spend</u> the weekend with your grandparents? <u>Did you play</u> tennis with your cousin?

Aşağıdaki durumlarda “The Simple Past Tense” kullanılır:

⦿ Geçmişte belirli bir zamanda tamamlanmış eylemler:

- ▶ Charles Babbage **designed** the first mechanical computer in 1833.

⦿ Geçmişte art arda tamamlanan eylemler:

- ▶ Jason **arrived** at the airport, **checked in** his luggage, and **boarded** the plane.

⦿ Geçmişte sürekli / kalıcı / tekrarlı eylemler ve alışkanlıklar:

- ▶ Linda and Bob **always went** to the beach in the mornings during their holiday.

⦿ Koşul cümlelerinde, şu an veya gelecekte gerçekleşmesi mümkün olmayan, hayali veya varsayımsal durumlarda:

- ▶ If we **had** more time, we would visit the museum.

⦿ “... zamanı çoktan geldi” anlamında, eylemin henüz gerçekleşmediğini ancak gerçekleşmiş olması gerektiğini belirten durumlar:

- ▶ It is about time / It is high time Luisa **got** a promotion at work, as she is very hardworking.



Video 2.11

A. Time Expressions Frequently Used in the Simple Past Tense

“The Simple Past Tense”de yaygın olarak kullanılan zaman zarfları aşağıdaki tabloda yer almaktadır:

yesterday	as soon as	ago	the other day	previously	after	in ancient times
last week	last month	last year	before	in antiquity	the moment	immediately after
then	soon after	at the time	until	when	at that time	earlier

- ▶ In **ancient times**, people believed that the Earth was flat.
- ▶ **The moment** the bell rang, the students rushed out of the classroom.
- ▶ **At the time**, we did not know what the future held for us.



Video 2.12

6. The Past Continuous Tense

“The Past Continuous Tense”de olumlu, olumsuz ve soru yapılarının kullanımı aşağıdaki tabloda yer almaktadır:

Subject Pronouns	Affirmative	Negative	Interrogative
You / We / They	The students <u>were playing</u> football at 2 p.m. yesterday.	The students <u>were not playing</u> football at 2 p.m. yesterday.	<u>Were</u> the students <u>playing</u> football at 2 p.m. yesterday?
I / He / She / It	He <u>was studying</u> yesterday afternoon.	He <u>was not studying</u> yesterday afternoon.	<u>Was</u> he <u>studying</u> yesterday afternoon?

Aşağıdaki durumlarda “The Past Continuous Tense” kullanılır:

⦿ Geçmişte belirli bir zamanda devam edip tamamlanan eylemler:

- ▶ The children **were swimming** at this time yesterday.

⦿ Geçmişte birbirinden bağımsız olarak eş zamanlı devam eden eylemler:

- ▶ While the guests **were chatting**, the host **was preparing** snacks in the kitchen.

⦿ Özellikle edebî metinlerde olay örgüsünü ya da arka plan öğelerini tasvir ederken:

- ▶ The wind **was howling** through the ancient trees as the moonlight **was shining** over the old castle in an eerie glow. Inside, the guests **were having** a great time dancing at the big ball.

⦿ Geçmişteki rahatsız edici veya rutin olarak yapılan eylemler:

- ▶ He **was constantly checking** his phone and **texting** during the meetings.



Video 2.13

A. Time Expressions Frequently Used in the Past Continuous Tense

“The Past Continuous Tense”de yaygın olarak kullanılan zaman zarfları aşağıdaki tabloda yer almaktadır:

while	just as	constantly	at that time	all evening
as	when	in those days	all day	at this time yesterday

- ▶ In **those days**, we were always playing soccer in the park until the sun started to set.
- ▶ The children were playing outside **as** the sun was setting on the horizon.
- ▶ **While** the children were dancing joyfully in the puddles, the rain was falling.

B. The Simple Past Tense or The Past Continuous Tense

⦿ Geçmişte birbiri ardına tamamlanan birden fazla eylemi ifade etmek için “The Simple Past Tense” kullanılır.

- ▶ The teacher **entered** the classroom, **greeted** the students, and **started** the lesson.

⦿ Geçmişte birbirine paralel bir biçimde devam eden eylemleri ifade etmek için “The Past Continuous Tense” kullanılır.

- ▶ While the chef **was preparing** the main course, the guests **were enjoying** appetisers.

⦿ Geçmişte başka bir eylem devam ederken tamamlanan veya araya giren eylemi ifade etmek için “The Simple Past Tense” kullanılır.

- ▶ While Brian and Lisa **were walking** on the beach, they **found** a message in a bottle.



Video 2.15

7. The Past Perfect Tense

“The Past Perfect Tense”de olumlu, olumsuz ve soru yapılarının kullanımı aşağıdaki tabloda yer almaktadır:

Subject Pronouns	Affirmative	Negative	Interrogative
I / You / We / They He / She / It	The audience <u>had taken</u> their seats before the concert started. I <u>had finished</u> my work before I went out with my friends.	The audience <u>had not taken</u> their seats before the concert started. I <u>had not finished</u> my work before I went out with my friends.	<u>Had</u> the audience <u>taken</u> their seats before the concert started? <u>Had</u> you <u>finished</u> your work before you went out with your friends?

Aşağıdaki durumlarda “The Past Perfect Tense” kullanılır:

▶ Geçmişteki bir eylemden daha önce gerçekleşmiş eylemler:

▶ The road was closed for repairs because a water pipe **had burst**.

▶ Geçmişte belirli bir zaman diliminden önce tamamlanmış eylemler:

▶ Long before the sun rose, the night shift workers **had finished** their duties and **gone** home.

▶ Dolaylı anlatımda “The Simple Past Tense” içeren cümleleri aktarırken:

▶ The applicant said that she **had completed** her master’s degree the previous month.

▶ Koşul cümlelerinde (Third Conditional & Mixed Conditional):

▶ If Johannes Gutenberg **had not invented** the printing press, books would not have become accessible to the masses.

▶ Geçmiş ile ilgili pişmanlıklarımızı ifade eden “wish” ve “if only” yapıları:

▶ I wish humanity **had taken** earlier action against global warming.

▶ If only humanity **had taken** earlier action against global warming.



Video 2.16

A. Time Expressions Frequently Used in the Past Perfect Tense

“The Past Perfect Tense”de yaygın olarak kullanılan zaman zarfları aşağıdaki tabloda yer almaktadır:

just	by	after	already	before	once	yet	prior to
when	until	as soon as	since	till	by the time	for	never



Video 2.17

▶ Aşağıdaki tabloda verilen zaman bağlaçlarından sonra “The Past Perfect Tense” ya da “The Past Tense” getirilerek “Time Clause” yapılır. Bu yapıda ana cümle ise “The Simple Past Tense”dir.

Time Clause			Main Clause
As soon as / Once / When	+	The Past Perfect Tense The Simple Past Tense	The Simple Past Tense

▶ I added more fruits and vegetables to my meals **as soon as** the doctor had emphasised the importance of a healthy diet.

▶ **Once** the sun had completely set, a soft wind started to blow through the trees.

▶ **When** the team had lost the final game, the players felt disappointed and sorrowful.

▶ Aşağıdaki tabloda verilen zaman bağlaçlarından sonra “The Simple Past Tense” getirilerek “Time Clause” yapılır. Bu yapıda ana cümle ise “The Past Perfect Tense”dir.

Time Clause			Main Clause
Before / By the time / Until / When	+	The Simple Past Tense	The Past Perfect Tense

- ▶ **When** I finished reading Kant's *Critique of Pure Reason*, I realised that my understanding of philosophy had significantly deepened.
- ▶ The Hittites had lived for about five hundred years in Anatolia **before** Lydians, Phrygians, and Persians inhabited it.
- ▶ **Until** smartphones emerged, many people had never experienced the convenience of having instant access to information at their fingertips.
- ▶ **By the time** the rocket launched, the astronauts had already received extensive training for their mission.

🔹 “No sooner ... than” ve “hardly / barely / scarcely ... when”, “as soon as” ile aynı anlamı veren kalıplardır. “No sooner ... than” ve “hardly / barely / scarcely ... when” yapıları cümlelerin başında yer alırsa devrik cümle yapısı kullanılır.

- ▶ The experiment had hardly concluded **when** the researchers realised they had made a groundbreaking discovery in science.

Hardly had the experiment concluded **when** the researchers realised they had made a groundbreaking discovery in science.

8. The Past Perfect Continuous Tense

“The Past Perfect Continuous Tense”de olumlu, olumsuz ve soru yapılarının kullanımı aşağıdaki tabloda yer almaktadır:

Subject Pronouns	Affirmative	Negative	Interrogative
I / You / We / They He / She / It	The athlete <u>had been practising</u> for several months before the tournament started.	The athlete <u>had not been practising</u> for several months before the tournament started.	<u>Had</u> the athlete <u>been practising</u> for several months before the tournament started?

Aşağıdaki durumlarda “The Past Perfect Continuous Tense” kullanılır:

🔹 **Geçmişte başlayıp yine geçmişte bir noktaya kadar devam eden eylemler:**



- ▶ Before Shakespeare wrote *Hamlet*, he **had been working** as an actor and a playwright in London theatre scene for more than two decades. Video 2.18

🔹 **Geçmişte bir noktaya kadar devam etmiş, tamamlanmış fakat etkisi o zaman diliminde görülebilmüş eylemler:**

- ▶ The struggling author **had been teaching** writing to youngsters at a time when he could not afford to pay the rent for his apartment.

A. Time Expressions Frequently Used in the Past Perfect Continuous Tense

“The Past Perfect Continuous Tense”de yaygın olarak kullanılan zaman zarfları aşağıdaki tabloda yer almaktadır:

for	since	how long	all	when	by the time
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- ▶ **How long** had the band been rehearsing before their concert started?
- ▶ **By the time** the streets were flooded, the rain had been pouring down for hours.
- ▶ As I had been studying **all day**, my brain felt like it was on the brink of exhaustion.



Video 2.19

B. The Past Perfect Tense or The Past Perfect Continuous Tense

🔹 Geçmişte belli bir noktada olmuş olaylardan söz ederken daha geçmişte olmuş eylemi ifade etmek için “The Past Perfect Tense” kullanılırken; geçmişte belirli bir ana kadar devam eden eylemleri ifade etmek için “The Past Perfect Continuous Tense” kullanılır.



Video 2.20

- ▶ Before the meeting started, the team **had already completed** the project.
- ▶ The student **had been studying** hard for months when she finally achieved her desired grades in the final exams.

⦿ Geçmişte belirli bir zaman diliminden önce tamamlanmış eylemlerin sonucunu vurgulamak için “The Past Perfect Tense” kullanılırken; geçmişte bir noktaya kadar devam etmiş, tamamlanmış eylemlerin sürecini vurgulamak için “The Past Perfect Continuous Tense” kullanılır.

- ▶ The team leader **had made** the final preparation for her presentation before the audience arrived.
- ▶ The adventurous explorer **had been travelling** abroad for several weeks by the time he returned home.

C. The Past Continuous Tense or The Past Perfect Continuous Tense

⦿ “The Past Continuous Tense”, kesintiye uğramış eylemleri anlatırken; “The Past Perfect Continuous Tense”, geçmişte gerçekleşmiş bir olay ya da eylemden önceki süreci anlatmak için kullanılır.

- ▶ The children **were playing** in the park when a sudden blast of wind blew away their balloons.
- ▶ The children **had been playing** in the park for half an hour when a sudden blast of wind blew away their balloons.

D. Perfect Tenses or Perfect Continuous Tenses

⦿ “Ne kadar?” ve “Kaç tane?” sorularının cevabı bulunan cümlelerde “The Present Perfect Tense” ve “The Past Perfect Tense” kullanılırken, “Ne kadar süredir?” sorusunun cevabı bulunan cümlelerde “The Present Perfect Continuous Tense” ve “The Past Perfect Continuous Tense” tercih edilir. Bunun sebebi, ilkinde eylemin sonucu vurgulanırken, diğerinde devam eden bir sürecin vurgulanmasıdır. Eylemsizlik bildiren fiiller bu kuralın dışındadır.

- ▶ The volunteers of the charity **have been working** for the disadvantaged children for a year, and they **have collected** a lot of money in the last three months.
- ▶ The volunteers of the charity **had been working** for the disadvantaged children for a year, and they **had collected** a lot of money by then.

⦿ “Superlatives” (the smartest, the most amazing, vb.) ve “ordinal numbers” (the third, the last, vb.) gibi yapılardan sonra “The Present Perfect Tense” veya “The Past Perfect Tense” kullanılır.

- ▶ Eliud Kipchoge **is the fastest runner** the history of the marathon has ever seen and he still holds the world record.
- ▶ Jim Hines **was the fastest runner** the history of the marathon had ever seen until he died at the age of 76.

9. The Simple Future Tense: Will / Be going to



Video 2.21

A. The Simple Future Tense: Will

“The Simple Future Tense: Will”de olumlu, olumsuz ve soru yapılarının kullanımı aşağıdaki tabloda yer almaktadır:

Subject Pronouns	Affirmative	Negative	Interrogative
I / You / We / They He / She / It	Libraries <u>will use</u> innovative technology and <u>build</u> interactive learning spaces in the future.	Libraries <u>will not use</u> innovative technology and <u>build</u> interactive learning spaces in the future.	<u>Will</u> libraries <u>use</u> innovative technology and <u>build</u> interactive learning spaces in the future?

Aşağıdaki durumlarda “The Simple Future Tense: Will” kullanılır:

⦿ **Gelecek zamanda olacak olay ve durumlar:**

- ▶ Experts say that we **will** gradually **experience** heavier rainfall and stronger hurricanes because of climate change.

⦿ **Önceden tasarlanmayan, anlık gelişen ve konuşma anında kararlaştırılan olaylar:**

- ▶ **Melissa:** Hey, Jack! Have you noticed the increase in the phone bill?

Jack: Oh, that’s far beyond what was promised to us. I **will call** customer service right away to find out why.

⦿ **Gelecekle ilgili tahminler:**

- ▶ I think future advances in medical research **will lead to** treatments for currently incurable diseases.

► Söz verme, rica, teklif ve tehdit içeren ifadeler:

- If you include me in the project, I promise I **will do** my best to raise funding. (*promise*)
- **Will** you please **help** me in organising these documents for the upcoming meeting? (*request*)
- Don't stress out about moving; I **will help** you transfer your furniture to the new apartment the next week. (*offer*)
- If you continue to neglect your responsibilities, I **will not hesitate** to take disciplinary action, which can lead to the loss of your job. (*threat*)

► Kaçınılmaz olan eylem ve durumlar:

- In the upcoming years, medical innovations **will surely transform** healthcare, **extend** human lifespan, and **improve** the quality of life for many patients.

► Geleceğe dair umut, korku ve varsayımlar:

- I am afraid I **will be** unable to attend your event next month because I am going abroad for a conference during that time.

► Resmî duyurular:

- Dear passengers, we **will depart** for our destination in approximately 10 minutes, so please ensure you are seated and your seatbelts are fastened.

B. The Simple Future Tense: Be going to

"The Simple Future Tense: Be going to" da olumlu, olumsuz ve soru yapılarının kullanımı aşağıdaki tabloda yer almaktadır:

Subject Pronouns	Affirmative	Negative	Interrogative
I	I <u>am going to take</u> a walk after dinner.	I <u>am not going to take</u> a walk after dinner.	<u>Am I going to take</u> a walk after dinner?
He / She / It	She <u>is going to take</u> a walk after dinner.	She <u>is not going to take</u> a walk after dinner.	<u>Is she going to take</u> a walk after dinner?
We / You / They	We <u>are going to take</u> a walk after dinner.	We <u>are not going to take</u> a walk after dinner.	<u>Are we going to take</u> a walk after dinner?

Aşağıdaki durumlarda "The Simple Future Tense: Be going to" kullanılır:

► Daha önceden planlanmış, gerekli düzenlemeleri ve hazırlıkları yapılmış eylemler:

- The officials **are going to meet** tomorrow as planned to discuss how public transportation can be improved in the city.

► Olacağına dair kuvvetli ipuçları veya belirtileri bilinen eylemler:

- It is clear from flawless rehearsals that the upcoming dance performance **is going to be** a great show.



Video 2.22

C. Time Expressions Frequently Used in the Simple Future Tense: Will / Be going to

"The Simple Future Tense"de yaygın olarak kullanılan zaman zarfları aşağıdaki tabloda yer almaktadır:

tomorrow	tomorrow morning / afternoon / evening	next week / month / year / century
in 2050	in two days' time / in a week's time	in five hours / weeks / months
soon / later	a few days from now	from now on

- The new report claims that wind and solar power **will make up** almost half of the electricity system **in three decades' time**.
- The long-awaited superhero film **is going to be** in cinemas **next September**.

- Aşağıdaki tabloda verilen zaman bağlaçlarından sonra “The Simple Present Tense” ya da “The Present Perfect Tense” getirilerek “Time Clause” yapılır. Bu yapıda ana cümlede ise “The Simple Future Tense: Will / Be going to” kullanılır.

Time Clause		Main Clause
After / As soon as / Before / Once / Soon after / Until / When	+	The Simple Present Tense or The Present Perfect Tense
		The Simple Future Tense (Will / Be going to)

- **Once** they obtain / have obtained enough money, the research team will start a long-term project to explore unknown areas of the deep ocean.
- **After** the athletes complete / have completed months of training and preparation, the sports committee will select those who have the skills to compete on the global stage.
- The authorities are going to close the bridge to ensure the safety of travellers **until** they complete the necessary repairs.

10. The Future Continuous Tense

“The Future Continuous Tense”de olumlu, olumsuz ve soru yapılarının kullanımı aşağıdaki tabloda yer almaktadır:

Subject Pronouns	Affirmative	Negative	Interrogative
I / You / We / They He / She / It	The children <u>will be displaying</u> their artistic talents in the school exhibition at this time tomorrow.	The children <u>will not be displaying</u> their artistic talents in the school exhibition at this time tomorrow.	<u>Will</u> the children <u>be displaying</u> their artistic talents in the school exhibition at this time tomorrow?

Aşağıdaki durumlarda “The Future Continuous Tense” kullanılır:

► Gelecekte bir noktada yapılıyor olacak olan durumlar:

- During the summit next week, industry leaders **will be presenting** their solutions to the urgent problems.
- Famous chefs **will be sharing** their secrets for creating unique flavours in the workshop this afternoon.



Video 2.23

► Gelecekte farklı zamanlarda tekrarlanarak devam edecek olaylar:

- The book club members **will be holding** meetings to gather enthusiastic readers and exchange literary recommendations every month.

► Kişilerin planlarını sorduğumuz durumlar:

- **Will** the CEO **be giving** the opening speech, or **will** they **be sending** someone else to speak for the company?

► Gelecekte belirli bir zamanda olması beklenen, tahmin edilen ya da planlanan olaylar ve durumlar:

- By the mid-2030s, electric cars **will be playing** a dominant role in the global automotive market.



Video 2.24

A. Time Expressions Frequently Used in the Future Continuous Tense

“The Future Continuous Tense”de yaygın olarak kullanılan zaman zarfları aşağıdaki tabloda yer almaktadır:

next week / month / year	next time	when
at this time next Monday	at 5 p.m. tomorrow	in the future

- **At this time tomorrow**, the prime minister will be chairing his first meeting.
- Ageing populations and demographic shifts will be shaping government policies in the world **in the following decade**.
- **Next week**, the world leaders will be meeting to address the climate crisis.

11. The Future Perfect Tense



“The Future Perfect Tense”de olumlu, olumsuz ve soru yapılarının kullanımı aşağıdaki tabloda yer almaktadır:

Video 2.25

Subject Pronouns	Affirmative	Negative	Interrogative
I / You / We / They He / She / It	They <u>will have developed</u> a better way to convert sunlight into electricity by 2030.	They <u>will not have developed</u> a better way to convert sunlight into electricity by 2030.	<u>Will they have developed</u> a better way to convert sunlight into electricity by 2030.

🔹 **Gelecekte belirli bir noktadan önce yapmış, tamamlamış, başarmış ve bitirmiş olacağımız olaylar için kullanılır.**

- ▶ By 2 p.m., the researchers **will have analysed** all the collected data.
- ▶ In fifty years, space tourism **will have become** a common recreational activity.



A. Time Expressions Frequently Used in the Future Perfect Tense

“The Future Perfect Tense”de yaygın olarak kullanılan zaman zarfları aşağıdaki tabloda yer almaktadır:

Video 2.26

by 2050	by the time	by that time	when	before
by then	in five years	by the end of this summer / next week		within a decade

- ▶ **In ten years**, technology will have advanced so much that we might witness self-driving cars on the roads.
- ▶ The population of the city will have doubled **within a decade**.

🔹 **“By” ve “By the time” arasındaki farka dikkat etmek gerekir; “By” bir edattır (preposition), bu yüzden kendisinden sonra bir isim gelir. “By the time” ise bir bağlaçtır. Kendisinden sonra bir cümle gelmelidir.**

- ▶ According to the report, **by the next decade**, the company will have expanded its market share significantly.
- ▶ **By the time** renewable energy sources dominate the global energy mix, we will have reduced our reliance on fossil fuels.

🔹 **“By the time”in kullanıldığı bir cümlede, ana cümlede fiil olarak “be” fiili kullanılmış ve süreç belirtilmemişse “The Future Perfect Tense” yerine “The Simple Future Tense” kullanılır.**

- ▶ **By the time** the concert starts, there will be no tickets left.
- ▶ The answer key will be accessible on the website **by the time** the students finish the exam.

12. The Future Perfect Continuous Tense

“The Future Perfect Continuous Tense”de olumlu, olumsuz ve soru yapılarının kullanımı aşağıdaki tabloda yer almaktadır:

Subject Pronouns	Affirmative	Negative	Interrogative
I / You / We / They He / She / It	The lunar research <u>will have been continuing</u> for ten years in 2030.	The lunar research <u>will not have been continuing</u> for ten years in 2030.	<u>Will the lunar research have been continuing</u> for ten years in 2030?

🔹 **“The Future Perfect Continuous Tense”, gelecekte bir eylemin belirli bir zamandan önce ne kadar süredir yapıyor olduğunu belirttiğimiz durumlarda kullanılır. Bu zamanda genellikle olayın süresi de belirtilir.**

- ▶ Simon **will have been working** for the same company for fifteen years by the end of this year.



Video 2.27

A. Time Expressions Frequently Used in the Future Perfect Continuous Tense



“The Future Perfect Continuous Tense”de yaygın olarak kullanılan zaman zarfları aşağıdaki tabloda yer almaktadır:

Video 2.28

for two years	by tomorrow	by this time tomorrow	by then
---------------	-------------	-----------------------	---------

Time Clause			Main Clause
When / By the time	+	The Simple Present Tense or The Present Perfect Tense	The Future Perfect Continuous Tense

- ▶ **By the 2040s**, scientists will have been studying the effects of climate change **for decades**.
- ▶ How long will the archaeologists have been working on the excavation site **by the time** they publish / have published their findings?
- ▶ **When** the construction ends / has ended, the construction workers will have been working **for two years**.

B. The Future Perfect Tense or The Future Perfect Continuous Tense

“The Future Perfect Tense” ve “The Future Perfect Continuous Tense”in cümle yapılarının karşılaştırılması aşağıdaki tabloda yer almaktadır:

	Affirmative	Negative	Interrogative
The Future Perfect Tense	Christina <u>will have prepared</u> all the decorations by the time her friends arrive.	Christina <u>will not have prepared</u> all the decorations by the time her friends arrive.	<u>Will</u> Christina <u>have prepared</u> all the decorations by the time her friends arrive?
The Future Perfect Continuous Tense	Christina <u>will have been preparing</u> the decorations for hours by the time her friends arrive.	Christina <u>will not have been preparing</u> the decorations for hours by the time her friends arrive.	<u>Will</u> Christina <u>have been preparing</u> the decorations for hours by the time her friends arrive?

🔴 **Gelecek zamanda devam ediyor olacak olan bir olayı anlatırken “The Future Perfect Continuous Tense” kullanılırken; gelecekte belli bir zamandan önce bitecek olan bir olayı ifade ederken “The Future Perfect Tense” kullanılır.**

- ▶ We have to take 6 course levels, one level for each month, from July to December to get a certificate.

We **will have been taking** courses for 6 months by the end of this year.

By the end of December, we **will have finished** taking all six courses to get a certificate.



Video 2.29

🔴 **“The Future Perfect Continuous Tense” ile beraber eylemsizlik bildiren fiiller (non-action verbs) kullanılmaz.**

- ▶ By the time the guests arrive at the restaurant, the manager **will have been preferring** a table by the window. **X**

By the time the guests arrive at the restaurant, the manager **will have preferred** a table by the window. ✓

🔴 **“The Future Perfect Continuous Tense” ile kullanılacak fiillere dikkat edilmelidir. Süreklilik bildiren “play”, “sleep”, “read” gibi fiiller bu zaman ile kullanılabilir. “Finish”, “start”, “arrive” gibi bir anda gerçekleşen eylemleri ifade eden fiiller, bu zamanla kullanılamaz.**

- ▶ By the end of the month, the company **will have been starting** marketing the new product globally. **X**

By the end of this month, the company **will have started** marketing the new product globally. ✓

- ▶ After months of hard work, the woman **will have been overcoming** the challenges to achieve her business goals. **X**

After months of hard work, the woman **will have overcome** the challenges to achieve her business goals. ✓

EXERCISES

A) Choose the best option to fill in the blanks in the paragraph.

Most countries (1)---- cleaner transportation solutions for the past few decades. So currently, many governments and companies (2)---- in electric car facilities to support the adoption of electric cars. As a result, electric vehicles (3)---- popularity worldwide as a sustainable and eco-friendly transportation option day by day. They are considered eco-friendly because they (4)---- zero emissions. They (5)---- electric motors instead of traditional engines. Plus, recent advancements in battery technology (6)---- their charging times, so they can now be a good option for longer journeys. Once the range of electric vehicles (7)----, they (8)---- a more popular choice for everyday transportation in the near future.

1. a) are seeking b) have been seeking c) will seek d) seek
2. a) invest b) have invested c) are investing d) will invest
3. a) will be gaining b) gain c) have gained d) are gaining
4. a) have produced b) produce c) have been producing d) will have produced
5. a) are having b) have had c) will have d) have
6. a) will be reducing b) are reducing c) have reduced d) reduce
7. a) increases b) is increasing c) has been increasing d) will increase
8. a) have become b) have been becoming c) will become d) are becoming

B) Circle the correct tense form for each sentence.

1. As soon as the necessary equipment arrives, the experiment **will start** / **will have started**.
2. The research team **will have been studying** / **will study** this topic for 9 years by the time they publish their comprehensive report.
3. Advancements in nanotechnology **will lead to** / **will have led to** groundbreaking innovations in the fields of medicine, electronics, and materials science in a few years.
4. The scientists **will be discussing** / **will have discussed** the behaviours of black holes at the conference at 2 o'clock tomorrow.
5. The couple **will have completed** / **will have been completing** their doctoral dissertation by the end of the semester.
6. Based on the detailed market analysis, the company **is going to launch** / **will have launched** a new product line to meet the increasing demand.
7. By the time the conference takes place, our team **will be preparing** / **will have been preparing** the presentation for several months to make sure it is complete and effective.
8. In the coming years, renewable energy sources **will be playing** / **will have been playing** a crucial role in reducing carbon emissions and addressing climate change.

EXERCISES

C) Complete the sentences with the correct forms of the words in parentheses.

1. When I _____ (**arrive**) at the party, everyone _____ (**already / eat**) dinner, and the band _____ (**play**) their last song.
2. The children _____ (**build**) sandcastles on the beach while their parents _____ (**relax**) under the umbrella.
3. By the time George and Linda _____ (**reach**) the airport, the flight _____ (**depart**), and they _____ (**wait**) for the next available one.
4. Last weekend, while John and his wife _____ (**hike**) in the mountains, it _____ (**start**) to rain heavily, so they _____ (**take**) shelter under a big tree until the storm _____ (**pass**).
5. Before I _____ (**move**) to this city, I _____ (**live**) in a small town for most of my life so I _____ (**never / see**) so many people and tall buildings before.
6. Janet _____ (**study**) for the exam all night long, and when she _____ (**take**) the test, she _____ (**feel**) quite confident about her answers.
7. The sun _____ (**set**) and the waves _____ (**crash**) against the shore as the birds _____ (**sing**) their evening songs.
8. When Mary finally _____ (**wake up**), the sun _____ (**shine**) brightly, and her mother _____ (**already / prepare**) the breakfast in the garden.

D) Match the halves to make meaningful sentences.

- | | |
|---|---|
| 1. As soon as scientists had discovered the new species of plant, | ___ a. they will be much less likely to have accidents and hurt themselves or the environment. |
| 2. After the students hand in their assignments, | ___ b. they published their findings in a prestigious scientific journal. |
| 3. Once people know how to store and handle chemicals properly, | ___ c. its citizens will continue to face numerous challenges in various aspects of their lives. |
| 4. By the time the experiment reaches its conclusion, | ___ d. the nurses had prepared the patient's room and gathered all of the medical supplies they could need. |
| 5. Before the doctor arrived at the hospital, | ___ e. ecosystems on earth had already suffered irreparable harm. |
| 6. Until Nigeria improves its infrastructure and invests in quality education and healthcare, | ___ f. the police had cordoned off the area and began collecting critical evidence. |
| 7. By the time people realised the seriousness of the environmental crisis, | ___ g. the researchers will have collected a lot of data to analyse and draw meaningful conclusions from. |
| 8. When the detective arrived at the crime scene, | ___ h. they will have some free time to relax and unwind before the next class. |

Verilen sorularda boş bırakılan yerlere uygun düşen sözcük veya ifadeyi bulunuz.

1. **Once Renaissance philosophy ---- dominant in the West from the 15th century, an attempt to reassess the sources of ancient philosophy ----.**

A) became / had begun
B) has become / began
C) had become / began
D) become / will have begun
E) was becoming / was beginning



2. **Astronomers ---- a distant galaxy over the past several years, and they ---- their findings at the upcoming international conference.**

A) observed / had presented
B) observe / have presented
C) have observed / presented
D) have been observing / will present
E) were observing / are going to present



3. **Scientists ---- its efficacy and safety on humans soon, as they ---- significant progress in developing a new drug for the disease.**

A) are going to test / made
B) test / will have been making
C) will test / have made
D) have tested / will be making
E) will have tested / made



4. **Archaeologists ---- the ancient Celtic city for a while, and their work ---- the discovery of a 3,000-year-old bronze sword.**

A) excavated / had resulted in
B) excavate / resulted in
C) were excavating / will result in
D) have excavated / was resulting in
E) have been excavating / has resulted in



5. **The famous 19th-century architect Antoni Gaudi ---- iconic landmarks of the Art Nouveau movement, and today his unique style ---- contemporary architecture worldwide.**

A) has designed / influenced
B) designed / influences
C) designs / is influencing
D) had designed / was influencing
E) was designing / is going to influence



6. **Researchers from the UK and Japan ---- that robots ---- around 39% of common domestic chores within a decade.**

A) claim / are doing
B) will claim / had been doing
C) claimed / were doing
D) have claimed / will be doing
E) were claiming / are going to do



7. **As the geological expedition team ---- the rock formations the other day, they ---- a rare fossil of an ancient creature from the distant past.**

A) is studying / will find
B) studied / have found
C) will be studying / find
D) studies / will have found
E) was studying / found



8. **Experts ---- that it is high time biologists ---- a detailed investigation into the habitat loss of endangered species.**

A) were emphasising / will be starting
B) emphasised / will start
C) emphasise / started
D) have emphasised / start
E) are emphasising / are going to start



9. **By the time the jeans factory ---- using an industrial air filter, the air pollution in the neighbourhood ---- an alarming level.**

A) has started / will have been reaching
B) starts / will have reached
C) started / was reaching
D) will start / will be reaching
E) had started / reached



10. **Researchers ---- the psychological benefits of spending time in nature, and so far, they ---- enough evidence that it reduces stress levels.**

A) are investigating / have found
B) investigated / find
C) investigate / found
D) were investigating / had found
E) have investigated / will find



TENSES - TEST (1)

11. **Picasso ---- traditional art methods with new ideas, which leads to works that ---- modern artists today.**

- A) had combined / inspired
- B) combined / inspire
- C) has combined / are inspiring
- D) combines / will inspire
- E) was combining / had inspired



12. **The company's marketing director ---- that worldwide distribution of the product ---- around this time next year.**

- A) has stated / will begin
- B) stated / is beginning
- C) states / was beginning
- D) will state / began
- E) had stated / will be beginning



13. **The American Revolutionary War ---- for over a year by the time the Declaration of Independence ---- law in 1776.**

- A) was going on / had become
- B) went on / was becoming
- C) has been going on / has become
- D) had been going on / became
- E) is going on / will become



14. **The movie-going experience ---- higher levels ever since the movie industry ---- using digital technology.**

- A) reaches / starts
- B) is reaching / will start
- C) was reaching / had started
- D) reached / has started
- E) has reached / started



15. **Albert Einstein often ---- heated arguments with other scientists when he ---- his theory of relativity.**

- A) was having / had formulated
- B) has had / formulated
- C) had / was formulating
- D) has / formulates
- E) had had / had been formulating



16. **By the time the scientists ---- the experiment next week, they ---- it for two months.**

- A) have completed / will have been conducting
- B) will complete / have been conducting
- C) complete / will conduct
- D) completed / have conducted
- E) are going to complete / will be conducting



17. **Some cities ---- innovative recycling programmes for quite some time, and their efforts ---- waste in landfills.**

- A) had implemented / are reducing
- B) have implemented / had reduced
- C) will implement / reduced
- D) have been implementing / have reduced
- E) were implementing / will reduce



18. **When someone ---- an incorrect PIN number multiple times at an ATM, the machine ---- their account temporarily for security purposes.**

- A) has entered / locked
- B) will enter / has locked
- C) entered / had locked
- D) enters / locks
- E) had entered / will lock



19. **By the first half of the 19th century, Romanticism ---- culture and art, and afterwards, this period ---- famous works of literature, poetry, and art.**

- A) had been dominating / generates
- B) had dominated / generated
- C) has dominated / was generating
- D) was dominating / has generated
- E) dominated / had generated













20. **Although the exact origin of shadow puppets ---- to be a mystery, historians think that they ---- more than 2,000 years to ancient China.**

- A) has continued / dated back
- B) is continuing / have dated back
- C) continues / date back
- D) will continue / had dated back
- E) continued / will date back



Verilen sorularda boş bırakılan yerlere uygun düşen sözcük veya ifadeyi bulunuz.

1. **More and more companies ---- a hybrid working model these days because it ---- employees' productivity and work-life balance.**
 A) adopt / has improved
 B) will adopt / improved
 C) adopted / had improved
 D) are adopting / improves
 E) have adopted / will have improved
 
2. **Many ancient civilisations, such as the Sumerians and Babylonians, ---- in Mesopotamia, and each of them ---- significant contributions to world history and culture.**
 A) had lived / was making
 B) lived / made
 C) were living / had been making
 D) have lived / had made
 E) had been living / has made
 
3. **Since the meteorologists ---- similar atmospheric conditions in the past, they ---- trouble predicting the upcoming extreme weather event.**
 A) will examine / do not have
 B) examined / will not have
 C) had been examining / have not had
 D) examine / are not having
 E) had examined / had not had
 
4. **Before the printing press ---- widespread across Europe during the 15th century, writers ---- their works by hand.**
 A) became / had been copying
 B) has become / copy
 C) was becoming / were copying
 D) becomes / will copy
 E) had become / copied
 
5. **During the last safari, while the photographers ---- wildlife images to view the stunning African wildlife, the local guides ---- the area around them for any signs of danger.**
 A) will capture / will be checking
 B) have captured / will check
 C) were capturing / were checking
 D) captured / have been checking
 E) had captured / were checking
 

6. **The team ---- seismic data to assess earthquake risks in the region for two months, and it is obvious that they ---- improved building codes for the future constructions.**
 A) has analysed / recommended
 B) is going to analyse / recommend
 C) analysed / will have recommended
 D) has been analysing / will recommend
 E) will analyse / are going to recommend
 
7. **Over the next year, the foundation ---- for 50 years to deliver opportunity, innovation, and impact across the globe, and it ---- its 50th anniversary with an Awards Night on June 15.**
 A) has been working / is going to celebrate
 B) will have been working / will celebrate
 C) worked / has been celebrating
 D) will work / celebrates
 E) had been working / is celebrating
 
8. **As the meteorologists ---- the storm last week, they ---- a sudden drop in atmospheric pressure as a sign of the upcoming disaster.**
 A) will track / have been observing
 B) track / will have observed
 C) are tracking / will observe
 D) tracked / have observed
 E) were tracking / observed
 
9. **Throughout her career, the famous author J.K. Rowling ---- several best-selling novels, and her works ---- the hearts of readers worldwide.**
 A) has penned / have captivated
 B) is penning / were captivating
 C) will pen / captivated
 D) has been penning / had captivated
 E) pens / will have been captivated
 
10. **While scientists ---- experiments in the laboratory, a major breakthrough ---- in the field of quantum physics.**
 A) conduct / occurs
 B) were conducting / occurred
 C) conducted / will occur
 D) have conducted / occurs
 E) had conducted / was occurring
 

TENSES - TEST (2)

11. **By the time the municipality ---- construction, the city ---- into a modern metropolis with towering skyscrapers and advanced infrastructure.**

- A) has completed / is transforming
- B) will complete / will be transforming
- C) had completed / has transformed
- D) completed / transforms
- E) completes / will have transformed



12. **In the famous novel, the main character ---- various obstacles and ---- them with determination and persistence.**

- A) encounters / overcomes
- B) encountered / will overcome
- C) has encountered / overcame
- D) is encountering / has overcome
- E) will encounter / had overcome



13. **Once the archaeologists ---- the site carefully, they ---- a unique old artefact that shed new light on the region's history.**

- A) had examined / found
- B) were examining / find
- C) had been examining / have found
- D) have been examining / will have found
- E) will examine / are going to find



14. **People ---- more aware of their eating habits in recent years, and this ---- a positive shift towards healthier food choices.**

- A) will have become / leads to
- B) had become / was leading to
- C) became / had been leading to
- D) become / will lead to
- E) have become / is leading to



15. **In the next few months, the doctors ---- specialised training on the latest advances in surgical methods, which ---- them care for their patients even better.**

- A) will have been undergoing / helped
- B) underwent / had been helping
- C) will be undergoing / will help
- D) have undergone / is going to help
- E) are undergoing / has been helping



16. **Recent studies ---- that regular physical activity, such as jogging and swimming, ---- the risk of chronic diseases.**

- A) show / is going to reduce
- B) have shown / reduces
- C) had shown / reduced
- D) are showing / will have reduced
- E) have been showing / will reduce



17. **Artificial intelligence applications in the healthcare industry ---- a lot since hospitals ---- to use them in the early 2000s.**

- A) were progressing / had been starting
- B) have progressed / started
- C) will have progressed / have started
- D) progressed / had started
- E) progress / will start



18. **Today, many fitness centres ---- Zumba classes to their members, as the practice of Zumba ---- calorie burn.**

- A) were offering / promoted
- B) are offering / is going to promote
- C) will offer / has promoted
- D) have offered / will have promoted
- E) offer / promotes



19. **The Environmental Protection Agency ---- regular air quality index measurements since the 1980s to see how much air pollution ---- in urban areas.**

- A) was performing / worsened
- B) had been performing / was worsening
- C) is performing / is worsening
- D) has been performing / has worsened
- E) will be performing / will have worsened



20. **The popularity of electric vehicles ---- significant growth in recent years, the peak of which ---- in the early 2010s.**

- A) has witnessed / occurred
- B) had witnessed / was occurring
- C) will witness / occurs
- D) witnesses / will have occurred
- E) was witnessing / had occurred



GRAMMAR EXERCISES

Exercise A

1. b
2. c
3. d
4. b
5. d
6. c
7. a
8. c

Exercise B

1. will start
2. will have been studying
3. will lead to
4. will be discussing
5. will have completed
6. is going to launch
7. will have been preparing
8. will be playing

Exercise C

1. arrived / had already eaten / was playing
2. were building / were relaxing
3. reached / had departed / waited
4. were hiking / started / took / passed
5. moved / had lived / had never seen
6. had been studying / took / felt
7. was setting / were crashing / were singing
8. woke up / was shining / had already prepared

Exercise D

1. b
2. h
3. a
4. g
5. d
6. c
7. e
8. f

TENSES - TEST (1)

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

TENSES - TEST (2)

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

ÖRNEK SORU VİDEOLARI



Video 2.30



Video 2.31



Video 2.32



Video 2.33



Video 2.34



Video 2.35



Video 2.36



Video 2.37



Video 2.38



ORTAÖĞRETİM
GENEL MÜDÜRLÜĞÜ

MODAL VERBS

UNIT
3

1. Modals Used for Ability

Can / Be able to



Video 3.1

► **Günümüzdeki yetenekleri ve becerileri ifade etmek için “can” ve “be able to” kullanılır.**

- The course attendees claim that they **can write** French more fluently than they **can read** it.
- My cousin **cannot swim**, but he loves going to the beach.
- **Can** plants **remain** healthy without sunlight?
- Seamus **is able to navigate** through the busy city streets, as he has obtained his driver's licence.

► **“Be able to” tüm zamanlarda çekimlenebilir.**

- Humanity **has been able to achieve** remarkable advancements and accomplishments throughout history.
- Hunter-gatherers **were able to survive** by making use of their knowledge of the environment and resources.

► **Geçmişteki yetenekler ifade edilirken “could” ve “was / were able to” kullanılır.**

- Mediaeval people **could communicate** with each other through various methods like carrier pigeons.
- Two decades ago, smartphones **could not perform** tasks such as taking high-quality photos.
- It sounds amazing to me that Mozart **could / was able to play** the piano when he was only four.
- Before the Alphabet Reform in Türkiye, few people **could / were able to read and write**.

► **Geçmişteki tek bir olaydan bahsediliyorsa o olaya yönelik bir başarı, üstesinden gelme durumu söz konusudur. Bu durumlarda “was / were able to” kullanılması gerekir.**

- It usually takes hours to reach the summit of the mountain, but last week, we **were able to / could** get there in record time.

2. Modals Used for Possibility

May / Might / Can / Could / Should / Be likely



Video 3.2

► **Şu anki ve gelecekteki ihtimallerden söz ederken “may / might / can / could / should / be likely” yapıları kullanılır.**

- With the weather changing rapidly, we **may experience** heavy rainfall later today.
- As a result of her dedication and hard work, Laura **might achieve** her career goals soon.
- With proper training, David **can become** an excellent guitarist in the future.
- Despite her strong performance throughout the season, the famous tennis player **could lose** the championship.
- The team has been training hard, and with their dedication, they **should win** the match tonight.
- **Is it likely** that researchers **will find** a cure for degenerative diseases in the near future?

3. Modals Used for Request

Can you ...? / Could you ...? / Would you ...? / Will you ...? / Do you mind ...? / Would you mind ...?

► **Karşı taraftan ricada bulunurken veya bir şey isterken kullanılırlar.**

Birinden ricada bulunma biçimleri, aşağıdaki tabloda yer almaktadır:



Video 3.3

Could you / Would you	give us a presentation on the new product?	(Formal)
Can you		(Informal)
Will you		(More Direct)
Would you mind	giving us a presentation on the new product?	(Formal)
Do you mind		(Informal)

- ▶ Do you mind lowering the music volume, as I cannot concentrate on my work?
- ▶ Could you share a little about your journey to becoming a successful chef?
- ▶ Would you mind reviewing the instructions for assembling the furniture once more?

4. Modals Used for Advice

Should / Ought to / Had better

▶ Bir konuda tavsiye verirken “should, ought to, had better” yapıları kullanılır.

- ▶ What **should** employees **do** when they face a problem at work?
- ▶ Universities **ought to offer** their students the maximum academic support.

▶ Güçlü tavsiye vermek için “had better” yapısı kullanılır. “Yaparsan iyi olur; yapmazsan sonucu olumsuz olabilir.” gibi bir anlama sahiptir. Bu nedenle de cümlenin devamında “or”, “or else” veya “otherwise” bağlaçlarına çok sık rastlanılır.

- ▶ Children **had better take** their umbrellas with them. Otherwise, they will get wet.

▶ Cümleye “should” ve “ought to”dan daha güçlü bir tavsiye anlamı vermek için “must” da kullanılabilir.

- ▶ You **must wear** protective gear while rock climbing, or you risk injury in the event of a fall.
- ▶ We **must put in** extra effort to find a long-term solution for our dependence on fossil fuels.

▶ Why don't you ...? If I were ... kalıpları da tavsiye verirken kullanılan diğer ifadelerdir.

- ▶ **Why don't you** forget about what has already happened and try to relax for some time?
- ▶ **If I were you**, I would follow the instructions so as to fix the problem of the dishwasher.

5. Modals Used for Suggestions & Offers

Let's ... / Shall we ...? / Why don't we ...? / We could ... / We may as well ... / We might as well ... / What about ...? / How about ...?

▶ Bu yapılar karşı tarafa öneride bulunmak veya teklif sunmak için kullanılır.

Öneride bulunma biçimleri, aşağıdaki tabloda yer almaktadır:



Video 3.4



Video 3.5

Suggestions and Offers		Possible Responses
Let's We could We may as well We might as well	try out a new hobby or activity for a change.	OK. That's a good idea. Why not? It sounds great. I'm sorry, I can't. I don't think it is a good idea.
Why don't we Shall we	try out a new hobby or activity for a change?	
How about What about	trying out a new hobby or activity for a change?	

- ▶ **Let's discuss** the exciting outcomes of the latest marketing campaign.
- ▶ We **could visit** the new science museum this weekend if you are interested in technology.

▶ “What about” ve “How about” yapılarından sonra fiile “-ing” takısı eklenir.

▶ What about meeting at the park this Sunday for a picnic?

▶ How about trying out the new Chinese restaurant that has just opened downtown?

▶ “We may as well” ve “we might as well” yapıları, “yapalım bari” anlamına gelir ve biraz gönülsüz önerilerde kullanılır.

▶ I think you did not like the movie we watched last night; we may as well choose a different genre tonight.

▶ Katniss has not shown up at the party yet; we might as well give her a call to check if she is on her way.

▶ Ayrıca, “Would you like”, “Shall I” ve “I will” ifadeleri de teklif ve önerilerde kullanılan diğer kalıplardır.

▶ Would you like a nice dinner at one of the wonderful restaurants by the Atlantic Ocean?

▶ Shall I bring you one of the best dishes at our restaurant?

6. Modals Used for Preferences

Prefer / Would prefer / Would rather / Would sooner

▶ Bu yapılar, bir şeyin başka bir şeye tercih edildiği durumlarda kullanılır.

Tercihle bulunma biçimleri, aşağıdaki tabloda yer almaktadır:

Prefer		noun to noun V _{ing} to V _{ing} to V ₁ rather than V ₁	I prefer letters <u>to</u> emails. I prefer writing letters <u>to</u> sending emails. I prefer to write letters <u>rather than</u> send emails.
Would prefer	+	to V ₁ to V ₁ rather than V ₁ to have V ₃ rather than V ₃	I would prefer to write letters. I would prefer to write letters <u>rather than</u> send emails. I would prefer to have written letters <u>rather than</u> sent emails.
Would rather Would sooner		V ₁ than V ₁	I would rather / sooner write letters <u>than</u> send emails.

▶ I would prefer to have a big breakfast in the morning rather than eat cereal.

▶ I would rather complete my Master's degree first than start a job immediately.

▶ İçinde bulunulan zamana dair tercihlerde “be V_{ing}”; geçmişteki tercihlerde ise “have V₃” kullanılır.

▶ As the stage is too far from our location, we would rather be watching the concert on TV than (be) struggling to find a good view from the back.

▶ Due to heavy traffic, we would rather have stayed home than gone out during the rush hour.

▶ “Would rather / would sooner”, başka birisi adına yapılan tercihleri ifade etmek için de kullanılır. Şu anla ilgili tercih ise “The Simple Past Tense”; geçmiş ile ilgili bir tercih ise “The Past Perfect Tense” kullanılır.

▶ I would rather my younger brother did not eat junk food, as he has been complaining of stomach aches lately.

▶ I would rather my husband had chosen a different restaurant for dinner, as the one he had picked was too crowded.

7. Modals Used for Permission

Can I ...? / May I ...? / Could I ...? / Do you mind if I ...? / Would you mind if I ...?

▶ Bu yapılar, birinden izin isterken veya kibarca onay alma durumlarında kullanılır.

Birinden izin isteme biçimleri, aşağıdaki tabloda yer almaktadır:

Would you mind if I	borrowed your pen to fill in the registration form?	(Formal)
Do you mind if I	borrow your pen to fill in the registration form?	(Informal)
May I	borrow your pen to fill in the registration form?	(Formal)
Could I	borrow your pen to fill in the registration form?	(Formal)
Can I	borrow your pen to fill in the registration form?	(Informal)



Video 3.6



Video 3.7

🔹 Resmi iletişimde “May I ...?” veya “Could I ...?” yapıları tercih edilirken resmi olmayan iletişimde “Can I ...?” yapısı tercih edilir.

▶ **Could I** have an extension on the deadline for the assignment, Professor?

▶ Mum, **can I** use your laptop until I get mine from the repair shop?

🔹 “Do you mind if I ...?” ve “Would you mind if I ...?” kalıpları “Yapmamın sakıncası var mı?” anlamına gelir. “Do you mind if I ...?” resmi olmayan iletişimde tercih edilirken; “Would you mind if I ...?” kalıbı resmi iletişimde tercih edilir. “Do you mind if I ...?” kalıbı “The Simple Present Tense” ile “Would you mind if I ...?” kalıbı ise “The Simple Past Tense” ile kullanılır.

▶ **Do you mind if I** turn down the music, as it is too loud for me?

▶ **Would you mind if I** joined you for dinner tonight?



Video 3.8

8. Modals Used for Obligation and Lack of Necessity

Must / Have to / Have got to / Need to

🔹 “Must” genellikle kişinin kendisinden kaynaklanan, “have (got) to” ise dış etkenlerden kaynaklanan zorunluluklarda kullanılır.

▶ Joe **must apologise** for his rude behaviour to maintain a respectful work environment.

▶ Employees **have (got) to sign** a confidentiality agreement to protect company information.



Video 3.9

🔹 “Have to” tüm zamanlarla çekimlenebilir.

▶ The workers **have had to adapt** to the new changes in the company lately.

▶ Kate **will have to submit** her application by next Monday.

🔹 “Need to” gereklilik bildiren durumlarda kullanılır.

▶ I **need to recharge** the battery of my mobile phone twice a day because I use it to follow what is happening all around the world.

▶ We **need to consume** the meat and similar products as soon as we defrost them.

🔹 “Don’t have to / don’t need to / needn’t” gereklilik ya da zorunluluk olmayan durumlarda kullanılır.

▶ The bride and groom **do not have to worry** about the weather because the wedding ceremony is indoors.

▶ Maria **need not cook** today since she and her husband will go out for dinner.

🔹 “Must” ve “must not” yapıları zorunluluk ve yasak bildirir. Gerekliliğin olmadığı durumlarda “must not” kullanılmaz.

▶ You **must not park** in the reserved spots; they are for customers only.

🔹 Geçmişte zorunluluğun olmadığı durumlardan bahsedilirken “didn’t have to” veya “didn’t need to” kullanılır. Eylemin gerçekleşip gerçekleşmediğine dair ipucu, cümlemin devamında ya da bulunduğu paragrafta belirtilir.

▶ Carl **did not have to try** to finish the project all night, as the deadline is next week.

▶ Nick **did not need to pay** for the concert tickets because he won them in a radio contest.

9. Modals Used for Prohibition

Mustn’t / Can’t / Be not allowed to

🔹 Bu yapılar, bir şeyi yapmanın yasak olduğu ifade edilirken kullanılır.

▶ Employees **must not share** confidential company information with outsiders.

▶ You **cannot enter** the restricted area without proper authorisation.

▶ Visitors **are not allowed to take** photographs inside the museum.



Video 3.10

10. Modals Used for Habitual Past

Used to / Would

Aşağıdaki tabloda, geçmişte tekrar eden alışkanlıkları ifade etmek için kullanılan “used to” ve “would” yapılarının olumlu, olumsuz ve soru cümlelerindeki kullanımları yer almaktadır:



Video 3.11

Affirmative	Negative	Interrogative
People used to consume natural and organic food in the past.	People did not use to consume genetically modified foods in the past.	Did people use to consume natural and organic food in the past?
People would consume natural and organic food in the past.	People would not consume natural and organic food in the past.	Would people consume natural and organic food in the past?

⦿ Geçmişteki alışkanlıklar ifade edilirken “used to” ve “would” kullanılır. Eylem bildiren fiillerle her ikisi de kullanılırken, durum bildiren fiiller (stative verbs) ile sadece “used to” kullanılır.

- ▶ When I was a child, my family and I **used to / would** live in a comfortable cottage surrounded by magnificent trees.
- ▶ Before the age of digital photography, photographers **used to / would** develop their films in darkrooms.

⦿ “Be used to” bir şeye alışkın olmak ve “get used to” da bir şeye zamanla alışmak anlamıyla tüm zamanlara çekimlenerek kullanılabilir. “Be used to” ve “get used to”dan sonra fiil gerund hâliyle, yani “-ing” takısı eklenerek kullanılır.

- ▶ Older generations **are used to** getting information from books, so using digital resources can be hard for them.
- ▶ The winning team’s coach **was not used to** giving public speeches, so she felt nervous during the interview.

11. Modals Used for Deduction

Must / May / Might / Could

⦿ Emin olunan ya da kuvvetli bir kanıtın var olduğu durumlarda ilgili çıkarımda bulunurken olumlu cümlelerde “must”; olumsuz cümlelerde ise “can’t / couldn’t” kullanılır.

- ▶ The restaurant is always full during lunchtime, so their food **must be** delicious.
- ▶ I have never seen Joe study; he **can’t / couldn’t be** well-prepared for the exam.



Video 3.12

⦿ “May / might / could”, bir duruma dair ihtimallerden birini ifade ederken kullanılır.

- ▶ **Dan:** I’m not sure if we should book the tickets for the concert now or wait until tomorrow.

Sue: The organisers **may / might / could offer** discounts for early bookings, so we should do it as soon as possible.

12. Modals Used for Expectation

Should / Be supposed to / Be to / Be due to / Be expected to / Be about to

⦿ “Should”, güçlü beklentiyi ifade etmek için ve bu beklentinin belirli şartlara bağlı olarak yüksek olduğu durumlarda kullanılır.

- ▶ The film **should be** fantastic; it has received excellent reviews from critics.
- ▶ Dr Cartman is an expert in this field, so she **should be** able to provide valuable insights and guidance.



Video 3.13

⦿ “Be supposed to / be to / be due to” yapıları, planlanmış ve gerçekleşmesi beklenen olayları ifade etmek için kullanılır.

- ▶ You **are supposed to turn off** your mobile phones during the exam.
- ▶ Universities **are to explore** innovative strategies for integrating technology into the classroom.
- ▶ The manager is **due to leave** the company after retiring.

▶ “Be expected to” yapısı, bir şeyin olmasının beklendiği durumlarda kullanılır.

▶ All the content developers **are expected to join** the seminar about how to organise new lessons for the undergraduate students.

▶ “Be supposed to / be to” yapıları, yasalar veya kurallar nedeniyle yapılması beklenen işleri ifade etmek için kullanılır.

▶ According to the new regulation, all employees **are to complete** training on recycling by the end of the month.

▶ Passengers **are supposed to present** a valid ID card before the flight.

▶ “Be about to” yapısı, “bir şeyi yapmak üzere olmak” anlamında kullanılır.

▶ The concert **is about to start**, as the orchestra has tuned its instruments and the lights have dimmed.

▶ The athletes **were about to start** the marathon when it began to rain heavily.

13. Perfect Modals (modal + have + V₃)

A. Making Deductions about Past Events

▶ Bu yapılar, geçmiş ile ilgili çıkarımda bulunulan durumlar için kullanılır.

Must have + past participle (V₃)

▶ Emin olunan durumlarda, olumlu cümlelerde kullanılır.

▶ The mechanic examined the car’s engine, and all the parts looked brand new. Someone **must have repaired** it before.



Video 3.14

Can’t have + past participle (V₃) / Couldn’t have + past participle (V₃)

▶ Geçmişte bir şeyin olmadığından emin olunan durumlarda kullanılır.

▶ The research assistant knows very little about the experiment. He **can’t have read** the whole report about it.

▶ As the accountant double-checked the calculations, the mistake in the accounts **couldn’t have resulted from** a calculation error.

B. Making Speculations about Past Events

Might have + past participle (V₃) / Could have + past participle (V₃)

▶ “Might have V₃ / could have V₃” geçmişte gerçekleşmemiş bir ihtimali ifade eder. Ayrıca, beraber kullanıldığı eyleme “olabilirdi ama olmadı” anlamını katar.

▶ The meetings **could have resulted in** an agreement, but misunderstandings hindered progress.

▶ The talented musician **might have gained** fame by joining a famous band, but he chose to pursue a solo career instead.

May have + past participle (V₃)

▶ Geçmişteki bir durumla ilgili ihtimallerden söz ederken kullanılır. Olumsuz ihtimallerde ise “may not have V₃” ve “might not have V₃” kullanılır.

▶ The detective noticed a footprint near the window. He thought that the burglars **may have entered** the house that way.

▶ As they were unfamiliar with the local customs, they **might not have realised** that photographing in that area was considered disrespectful.

C. Expressing Lack of Necessity in the Past

Needn’t have + past participle (V₃)

▶ Bu yapı, geçmişte bir şeyin yapılmasına gerek olmadığı hâlde yapıldığını belirtmek için kullanılır.

▶ You **needn’t have taken** notes because the instructor was going to provide detailed handouts at the end of the lesson.

D. Expressing Criticism about Past Events

Should have + past participle (V₃) / Ought to have + past participle (V₃)

⦿ Bu yapılar, geçmişe yönelik eleştirilerde kullanılır. “should have V₃” ya da “ought to have V₃” yapısı, “yapmalıydın ama yapmadın”; “shouldn’t have V₃” ya da “ought not to have V₃” yapısı, “yapmamalıydın ama yaptın” anlamında kullanılır.

- ▶ Julia **should / ought to have submitted** her assignment before the deadline, but she forgot to do it and failed.
- ▶ Mark **shouldn’t / ought not to have ignored** his doctor’s advice to rest after the injury; as a result, he is in more pain now.

14. Some Modal-like Expressions

A. Dare

⦿ “Dare”, bir şey yapmaya “cesaret etmek” anlamında kullanılır. “Modal” olarak kullanıldığında “dare + V₁” olarak; fiil olarak kullanıldığında ise “dare + to V₁” şeklinde kullanılır ve uygun zamanlara çekimlenir.

- ▶ The brave acrobat **dared to perform** a breathtaking show on the high wire. (main verb)
- ▶ The brave acrobat **dared perform** a breathtaking show on the high wire. (modal verb)
- ▶ Despite her passion for adventure, Anna **does not dare to parachute** from a plane at such a great height. (main verb)
- ▶ Despite her passion for adventure, Anna **daren’t parachute** from a plane at such a great height. (modal verb)



Video 3.15

B. Happen to

⦿ “Happen to” yapısı, bir işin gerçekleşmesinde “tesadüf” söz konusu ise kullanılır. “If Clause Type 1”da kullanımı yaygındır, olasılığın düşük olduğu durumları belirtmek için yine tesadüf mantığıyla kullanılır.

- ▶ As I was walking through the park, I **happened to bump into** my high school teacher, Mr Johnson, after all these years.
- ▶ If you **happen to find** my missing keys, please let me know.

15. Progressive Modal Forms (modal + be + V_{ing} / modal + have been + V_{ing})

⦿ İçinde bulunulan zaman diliminde gerçekleşen olaylarda ve çıkarımlarda “modal + be + V_{ing}” yapısı kullanılır.

- ▶ The researchers **must be conducting** experiments to determine the effects of temperature on plant growth.
- ▶ Sociologists **should be investigating** the correlation between social media usage and self-esteem levels.

⦿ Bir süredir devam etmekte olan olaylarda ve çıkarımlarda “modal + have + been + V_{ing}” yapısı kullanılır.

- ▶ The school administrators **should have been performing** regular assessments to monitor students’ academic progress.
- ▶ The medical staff **must have been studying** the efficacy of new drug therapies in treating chronic illnesses.



Video 3.16

16. Question Tags

⦿ “Question tags”, düz cümle sonlarına eklenen ve cümleye “değil mi?” anlamı katan soru cümleleridir. Ana cümlenin yardımcı fiili ve zamanı dikkate alınır. Ana cümle olumlu ise “question tag” tarafı olumsuz; ana cümle olumsuz ise “question tag” tarafı olumlu yazılır.

- ▶ After learning the rules, **students can** solve mathematical equations, **can’t they?**
- ▶ **The online course wasn’t** comprehensive and well-structured, **was it?**

⦿ “I am” ile başlayan cümlelerin “question tag” kısmı “aren’t I” olur.



Video 3.17

MODAL VERBS

- ▶ I **am** responsible for organising the birthday party, **aren't I**?
- ▶ I **am** examining primary sources to complete my history assignment, **aren't I**?
- ▶ “There” ile yapılan cümlelerde “question tag” kısmında yine “there” kullanılır.
 - ▶ There **isn't** enough evidence to determine the origin of the artefact, **is there**?
 - ▶ There **are** several emerging technologies in the field of artificial intelligence, **aren't there**?
- ▶ “This / that” ile yapılan cümlelerde ‘question tag’ kısmında “it”; “these / those” ile yapılan cümlelerde “question tag” kısmında “they” kullanılır.
 - ▶ This **is** a promising approach to addressing food security challenges, **isn't it**?
 - ▶ These **are** the recommended training protocols for athletes, **aren't they**?
- ▶ “Let's” ile yapılan cümlelerde “question tag” kısmında “shall we” kullanılır.
 - ▶ Let's **coordinate** our schedules for the group presentation, **shall we**?
- ▶ “Somebody / everybody / nobody / anybody” ile yapılan cümlelerde “question tag” kısmında “they”; “something / everything / nothing / anything” ve “somewhere / everywhere / nowhere / anywhere” ile yapılan cümlelerde “question tag” kısmında “it” kullanılır.
 - ▶ Nobody **had** any problems during the software update, **did they**?
 - ▶ Everything **in** this room will be packed and moved to the new house, **won't it**?
 - ▶ Somewhere **in** this city is rumoured to conceal a secret underground lair, **isn't it**?
- ▶ Olumlu emir cümleleri ile yapılan cümlelerde “question tag” kısmında “will you / won't you / would you / could you / can't you”; olumsuz emir cümleleri ile yapılan cümlelerde “question tag” kısmında sadece “will you” kullanılır.
 - ▶ Send me the sales reports when you arrive at the office, **will you / won't you / would you / could you / can't you**?
 - ▶ Do not forget to bring a blanket and insect repellent to the picnic, **will you**?
- ▶ İçinde “never / no / nobody / hardly / scarcely / little” gibi ifadelerin bulunduğu cümleler olumsuz bir anlama sahip olduğu için “question tag” kısmında olumlu ifade kullanılır.
 - ▶ George has **hardly** seen such a breathtaking sunset before, **has he**?
 - ▶ Maria **never** hesitates to help people, **does she**?
- ▶ İçinde bir tane ana cümle, bir tane de yan cümle olduğu cümlelerde, “question tag” kısmı ana cümleye göre yapılır.
 - ▶ Olivia **knows** that she won the scholarship for the art programme in Italy, **doesn't she**?
 - ▶ The contestants **are** hopeful that they will impress the jury with their performance, **aren't they**?
- ▶ Ana cümle “I think / I suppose / I believe” gibi yapılar içeriyorsa o zaman “question tag” kısmı yan cümleye göre yapılır.
 - ▶ I suppose **electric cars will become** more prevalent in the coming years, **won't they**?
- ▶ Ana cümlede “I don't think / I don't suppose / I don't believe” gibi yapılar varsa “question tag” kısmı yan cümleye göre yapılır ama bu ifadeler cümleyi olumsuz yaptığından, yan cümle olumlu gibi görünmesine rağmen olumsuz olarak değerlendirilir.
 - ▶ I **don't believe** that we **will face** any difficulties during the upcoming competition, **will we**?

EXERCISES

A) Choose the best option to fill in the blanks in the paragraph.

Cybersecurity (1)---- a minor concern in the past, but with the increasing reliance on digital technology, securing our online data has become more evident. Companies and individuals (2)---- the necessary precautions to protect sensitive information from cyber threats. They (3)---- in security measures and up-to-date software systems to avoid potential risks. Additionally, artificial intelligence (AI) (4)---- of great assistance, as AI-powered security systems (5)---- cyberattacks in real time. In the future, AI (6)---- a more significant role in cybersecurity, as it is capable of analysing vast amounts of data and identifying patterns. However, while AI enhances security, it is not a perfect solution, and human attention is still essential. Users (7)---- educated about best practices for online safety and be careful about sharing personal information. Soon, thanks to advancements in technology, AI-powered security systems (8)---- to evolving cyber threats more efficiently, which will make our digital world safer and more secure.

- | | | | |
|-----------------------|--------------------------|---------------------------|-----------------------------|
| 1. a) had to be | 3. a) should invest | 5. a) can prevent | 7. a) don't have to be |
| b) used to be | b) are able to invest | b) need to prevent | b) are allowed to be |
| c) was able to be | c) are allowed to invest | c) get used to preventing | c) need to be |
| d) was about to be | d) used to invest | d) have got to prevent | d) mustn't be |
| 2. a) would take | 4. a) couldn't be | 6. a) is able to play | 8. a) would respond |
| b) don't need to take | b) is to be | b) is expected to play | b) are used to be respond |
| c) can't take | c) has to be | c) must play | c) will be able to respond |
| d) must take | d) was about to be | d) has to play | d) aren't likely to respond |

B) Circle the correct option.

1. I think Kate **might** / **ought to** come to the party tonight if her schedule allows.
2. **Would you** / **Would you mind** lending me your laptop for a few hours? I need to finish an important assignment, and mine just stopped working.
3. You **should** / **would** consider taking a short break every hour while studying to allow your brain to rest and recharge.
4. I **can** / **must** help you move your furniture to the new apartment this weekend if you'd like.
5. **Could** / **Should** I borrow your car for tomorrow's road trip? I promise to fill up the tank and return it in the same condition.
6. **Why don't you** / **How about** giving your parents a surprise party for their anniversary?
7. **Do** / **Would** you mind if I take a look at your notes? I just want to make sure I didn't leave out anything important.
8. Is it likely that the team **will** / **had better** meet their sales goals by the end of the quarter, considering the current market conditions and their recent performance?

EXERCISES

C) Fill in the blanks with the suitable modal verbs given in the boxes below.

dared

must

happen to

could have

shouldn't have

needn't have

should have

must have

1. Oh, I felt sorry for them. They _____ stayed up all night studying because the professor decided to postpone the exam to next week.
2. If the archaeologists _____ find a rare artefact during the excavation, they will immediately report it to the authorities.
3. The incredible smell coming from the kitchen means that mum _____ be baking her famous apple pie.
4. The government _____ underestimated the effects of climate change; now, rising sea levels have caused serious flooding.
5. Even though he was afraid of speaking in public, Harry _____ give a powerful speech at the conference.
6. Sophia _____ become a world-class musician with her natural talent, but her lack of discipline prevented her from reaching her full potential.
7. The officials _____ been conducting regular safety checks to ensure a safe workplace. Then we wouldn't have faced such a frightening situation.
8. The new product _____ met customers' expectations and needs because there was high demand and thousands of positive reviews.

D) Complete the following sentences with the correct question tags.

1. Everyone in an organisation should have a clear understanding of their roles and responsibilities, _____?
2. I don't suppose that humanity will ever fully understand the mysteries of the universe, _____?
3. These are the types of questions that will be asked during the interview process, _____?
4. Do not share your passwords or personal information with anyone, especially through email or text messages, _____?
5. Nowhere is like home when it comes to feeling a sense of comfort and belonging, _____?
6. Parents can hardly spare any free time for themselves due to the demands of raising children, _____?
7. Let's go over the key points of the presentation to ensure we have a clear understanding, _____?
8. Though I have prepared extensively, I am a bit nervous about the upcoming presentation, _____?

Verilen sorularda boş bırakılan yerlere uygun düşen sözcük veya ifadeyi bulunuz.

1. **As this was the first successful discovery in this field, scientists ---- unique techniques to reawaken worms that ---- frozen for about 46,000 years.**

A) should have used / might remain
B) must have used / might have remained
C) may have used / can't have remained
D) ought to use / could have remained
E) were to use / should not remain



2. **Many are upset that Wimbledon's plate-shaped trophy for female champions ---- women's domestic roles and think the design ---- the same for both genders.**

A) could symbolise / should not be
B) cannot symbolise / does not have to be
C) may symbolise / ought to be
D) must not symbolise / needs to be
E) might be symbolising / could not be



3. **Policymakers ---- more resources to disadvantaged regions, as they ---- the educational gap to enable children to reach their full potential.**

A) may have provided / needn't have closed
B) should provide / do not have to close
C) are not allowed to provide / have to close
D) might not provide / ought to close
E) must provide / are supposed to close



4. **Long-term exposure to air pollution ---- serious breathing problems, so people in highly polluted areas ---- their exposure soon.**

A) has to cause / are about to reduce
B) might cause / had better reduce
C) must cause / should not reduce
D) used to cause / can reduce
E) could cause / do not need to reduce



5. **The ancient Mayan civilisation ---- about food shortages, as they ---- various crops in the rich biodiversity of their environment.**

A) could have worried / were able to grow
B) can't have worried / may not be growing
C) had to worry / were due to grow
D) did not need to worry / used to grow
E) should not have worried / must be growing



6. **The explorers ---- the unknown area without preparation, so they ---- for the rescue team for hours when they got lost.**

A) did not have to enter / might be waiting
B) were not allowed to enter / should have waited
C) might not have entered / must wait
D) needn't have entered / were about to wait
E) ought not to have entered / had to wait



7. **To ensure conformity with safety regulations, all employees ---- mandatory training, and the company ---- employees with the necessary safety equipment.**

A) must receive / is supposed to provide
B) can receive / used to provide
C) should receive / might provide
D) may receive / has to provide
E) had better receive / can provide



8. **The project team ---- the project by now; if it is not ready, they ---- some unexpected problems.**

A) had better complete / may face
B) can have completed / should be facing
C) should have completed / must be facing
D) might have completed / need to face
E) would have completed / had better face



9. **In the historical battles, the soldiers ---- extraordinary bravery as they ---- the military orders of their commanders.**

A) would display / followed
B) should have displayed / will follow
C) had to display / have followed
D) might be displaying / had followed
E) were to display / are following



10. **Because of seasonal rainfall and snowmelt, the river's water level ----, and the neighbouring villages ---- precautions to avoid potential floods.**

A) may fluctuate / must take
B) has to fluctuate / might take
C) could have fluctuated / will take
D) might fluctuate / would take
E) used to fluctuate / ought to take



MODAL VERBS - TEST (1)

11. As the project deadline is flexible, engineers in the company ----; instead, they ---- their time and ensure that the work is of high quality.

- A) should not rush / must take
- B) would not rush / are supposed to take
- C) could not have rushed / will take
- D) may not rush / have to take
- E) do not have to rush / may take



12. After days of trekking, the visitors ---- exhausted, but they ---- a great sense of accomplishment upon reaching the mountain's summit.

- A) ought to be / might have felt
- B) must have been / may have felt
- C) will be / need to feel
- D) might have been / should be feeling
- E) are supposed to be / had better feel



13. Local people think that the ancient ruins in the jungle ---- an important archaeological site and the excavators ---- significant cultural artefacts there.

- A) should have been / might have revealed
- B) would be / need to reveal
- C) may be / had to reveal
- D) can be / may reveal
- E) used to be / must reveal



14. While it ---- tempting to take on the most challenging walks in a given location, hikers ---- the trail's difficulties and choose an appropriate route.

- A) must be / could assess
- B) may be / must assess
- C) could be / may assess
- D) should be / can assess
- E) has to be / would assess



15. Artists ---- themselves to one medium or style of art; they ---- with new techniques and push the boundaries of artistic expression.

- A) do not have to limit / could experiment
- B) are supposed to limit / may experiment
- C) need to limit / should experiment
- D) could not have limited / can experiment
- E) used to limit / would experiment



16. After receiving a bite from an unknown insect, you ---- medical attention, or else, you ---- severe allergic reactions.

- A) had better seek / can experience
- B) do not have to seek / must experience
- C) may not be seeking / will experience
- D) could be seeking / ought to experience
- E) should have sought / would experience



17. The board of directors ---- any decisions without consulting the CEO, so they ---- approval from her for every major decision.

- A) can't have made / needed to receive
- B) daren't make / had to receive
- C) could not have made / would receive
- D) would not make / might receive
- E) should not make / may receive



18. Many people ---- different choices in their lives; however, they ---- that the choices they made have shaped them into who they are today.

- A) ought to have made / might have acknowledged
- B) should not have made / might acknowledge
- C) would rather have made / ought to acknowledge
- D) might have made / will have acknowledged
- E) can't have made / need to acknowledge



19. In the 1920s, labourers ---- long hours in often dangerous conditions, but now, they ---- safer and more regulated working environments.

- A) were used to working / should enjoy
- B) could work / have to enjoy
- C) would have worked / may enjoy
- D) used to work / can enjoy
- E) would be working / had better enjoy













20. In some cultures, guests ---- a thoughtful gift for their host; it ---- from a handcrafted piece of artwork to a bouquet of flowers.

- A) needn't have brought / might range
- B) were to bring / could have ranged
- C) are supposed to bring / could range
- D) do not have to bring / should range
- E) had better bring / may range



Verilen sorularda boş bırakılan yerlere uygun düşen sözcük veya ifadeyi bulunuz.

1. **As cybercrimes are on the rise, authorities --- precautions against potential cyber attacks, as they --- national security in danger.**
 A) must take / could put
 B) may take / used to put
 C) need to take / must put
 D) should take / have to put
 E) would take / might be putting
 
2. **Although most teachers ---- traditional teaching methods, they ---- more interactive and student-centred methods to improve learning.**
 A) used to apply / might have used
 B) would apply / have to use
 C) had better apply / are about to use
 D) are used to applying / should use
 E) must be applying / would rather use
 
3. **The government ---- effective water conservation measures against the drought earlier; now, the whole region ---- severe water scarcity.**
 A) can't have taken / might be facing
 B) should have taken / has to face
 C) would prefer to take / could face
 D) could have taken / would face
 E) does not need to take / must face
 
4. **Melatonin supplements ---- beneficial for individuals who experience sleep disturbances, but you ---- a healthcare professional before using them.**
 A) could be / would consult
 B) need to be / should be consulting
 C) will be / might be consulting
 D) cannot be / have to consult
 E) might be / need to consult
 
5. **The examinees ---- electronic devices during the exam, as they ---- their understanding and skills without external assistance.**
 A) are expected to use / should demonstrate
 B) do not have to use / might demonstrate
 C) are not allowed to use / must demonstrate
 D) are able to use / can demonstrate
 E) do not get used to using / have to demonstrate
 
6. **The restaurant guests ---- for a table because they ---- a reservation in advance to secure their seats.**
 A) did not need to wait / can't have made
 B) were supposed to wait / had to make
 C) should have waited / must have made
 D) needn't have waited / could have made
 E) must have waited / would rather make
 
7. **While students ---- from incorporating technology in the learning process, they ---- the significance of face-to-face interactions with teachers and peers.**
 A) would benefit / did not have to overlook
 B) might benefit / should not have overlooked
 C) have to benefit / cannot overlook
 D) can benefit / should not overlook
 E) had better benefit / do not need to overlook
 
8. **Individuals and organisations ---- change; instead, they ---- a mentality of continuous learning and adaptability to take advantage of technology.**
 A) should not fear / could have developed
 B) do not have to fear / must develop
 C) had better not fear / would develop
 D) cannot fear / are supposed to develop
 E) would not have feared / had to develop
 
9. **Friends ---- active empathy to build stronger bonds, and they ---- conflicts with understanding to promote a healthier environment.**
 A) ought to prioritise / had better approach
 B) could prioritise / must have approached
 C) could have prioritised / may approach
 D) have to prioritise / would have approached
 E) should have prioritised / might approach
 
10. **According to recent findings, ancient people ---- stone tools for hunting, but it is clear that they ---- devices for observing the sky.**
 A) must have used / can't have invented
 B) had to use / did not need to invent
 C) should have used / could not have invented
 D) may have used / would not have invented
 E) used to use / should not invent
 

MODAL VERBS - TEST (2)

11. Investors ---- thorough market research to minimise risks; otherwise, they ---- the decision when market conditions get worse.

- A) could conduct / must regret
- B) have to conduct / used to regret
- C) had better conduct / may regret
- D) must have conducted / would have regretted
- E) can conduct / are supposed to regret



12. Talented student ---- the sports team when she was in college, but she ---- her studies due to economic problems.

- A) must join / may have focused on
- B) should have joined / would focus on
- C) must have joined / has to focus on
- D) used to join / needs to focus on
- E) could have joined / had to focus on



13. Babies ---- hard times due to a language barrier, but thanks to a newly developed device, they ---- the opportunity to communicate with their parents.

- A) can experience / must have
- B) could have experienced / used to have
- C) would experience / had to have
- D) must be experiencing / might have
- E) should be experiencing / must have had



14. In the past, many people ---- hours reading books, and also they ---- letters to loved ones to express their sincere feelings.

- A) had to spend / should have written
- B) need to spend / would have written
- C) would spend / used to write
- D) could have spent / were to write
- E) were supposed to spend / ought to write



15. Before attempting the challenging hike, the lost hikers ---- better; they ---- difficulty in navigating the treacherous terrain now.

- A) must have prepared / have to have
- B) may have prepared / would not have
- C) ought to prepare / may be having
- D) must be prepared / should be having
- E) should have prepared / must be having



16. If you ---- outdoor activities and exploring nature, you ---- camping to be a fulfilling hobby.

- A) will enjoy / could find
- B) cannot enjoy / ought to find
- C) would prefer to enjoy / must find
- D) happen to enjoy / might find
- E) may enjoy / would find



17. The players ---- their best effort on the field because anything less ---- the team's performance.

- A) may be giving / will hinder
- B) should give / could hinder
- C) need to give / used to hinder
- D) must give / has to hinder
- E) would give / might hinder



18. We ---- the entire project within the present day; instead, we ---- completing the most crucial tasks first.

- A) must have completed / had better focus on
- B) are not supposed to complete / would focus on
- C) might be completing / have to focus on
- D) should have completed / could focus on
- E) do not need to complete / can focus on



19. Marketing and advertising professionals ---- current on industry developments and customer behaviour as it ---- their strategy and performance.

- A) must stay / used to affect
- B) do not need to stay / would affect
- C) had to stay / may affect
- D) ought to stay / could affect
- E) will not stay / might affect













20. Given their lack of experience, the team ---- the project on their own; they ---- guidance or assistance from more experienced individuals.

- A) should have done / might have sought
- B) could not have done / need to have sought
- C) can't have done / must have sought
- D) may not be doing / would have sought
- E) must be doing / are supposed to seek



CONSOLIDATION - TEST (1)

Verilen sorularda boş bırakılan yerlere uygun düşen sözcük veya ifadeyi bulunuz.

1. --- who exercise vigorously are likely to discover that they can be successful by pushing ---.
- A) Anybody / himself
B) Somebody / herself
C) Those / themselves
D) Everybody / yourselves
E) No one / itself
- 
2. Curiosity and the desire for discovery inspired --- from artists to scientists during the Renaissance, which resulted in --- cultural enrichment that shaped history.
- A) someone / a little
B) anyone / several
C) nobody / much
D) everyone / a large amount of
E) somebody / a number of
- 
3. Of all the instruments, --- piano stands out as an extraordinary instrument capable of producing --- distinct tones and melodies.
- A) Ø / a lot of
B) a / plenty of
C) the / a great deal of
D) Ø / several
E) the / many
- 
4. Despite their lack of energy, exhausted travellers were able to find --- taxi and reach their destination in --- hour.
- A) the / Ø
B) a / an
C) a / Ø
D) the / an
E) a / the
- 
5. With --- ingredients and creativity, the famous chef transformed ordinary vegetables into a culinary masterpiece that impressed --- community at the dinner.
- A) a few / the entire
B) much / several
C) the whole / every
D) many / a number of
E) lots of / much of
- 
6. --- woman standing over there is not rich, but she is one of --- who pretend to be one and like spending money.
- A) This / these
B) The / this
C) One / that
D) The ones / them
E) That / those
- 
7. As Mr Black did not feel well, he asked --- students to study silently and gave --- homework for the next lesson.
- A) his / them
B) him / their
C) yours / theirs
D) he / him
E) our / us
- 
8. The new tenant has six children; five of --- are staying with her for the time being, while --- has his own house.
- A) their / the others
B) him / another
C) they / others
D) his / other
E) them / the other
- 
9. During the past several weeks, our company's economy --- impressive growth, but the board believes that it --- long.
- A) showed / did not last
B) has shown / will not last
C) will show / will not be lasting
D) shows / has not lasted
E) was showing / does not last
- 
10. As the clock's hands --- towards 9.45 p.m., the supporters --- with joy to hear the first whistle of the final match.
- A) were moving / waited
B) have moved / have been waiting
C) had been moving / will wait
D) moved / were waiting
E) move / wait
- 

CONSOLIDATION - TEST (1)

11. **The Pomodoro Technique, which ---- studying for 25 minutes and taking a 5-minute break, ---- popular among students in recent years.**

- A) has involved / is becoming
- B) involved / became
- C) will involve / will become
- D) involves / has become
- E) had involved / becomes



12. **The invention of the printing press by Johannes Gutenberg in the 15th century ---- the spread of knowledge and ---- a significant impact on society.**

- A) helped / had
- B) helps / has had
- C) has helped / will have
- D) was helping / has
- E) had helped / was having



13. **People ---- illnesses by using traditional remedies and herbs in the past, and this shows that they ---- an excellent understanding of nature.**

- A) were able to cure / can't have had
- B) had to cure / should have
- C) could cure / must have had
- D) must cure / might have had
- E) used to cure / have to have



14. **You ---- all materials in microwave ovens to heat food; for example, using plastic containers ---- some harmful chemicals to pass into the food.**

- A) must not place / has to cause
- B) do not have to place / may cause
- C) may not place / must cause
- D) cannot place / had to cause
- E) should not place / can cause



15. **As bacteria ---- in various environments, they ---- with another organism in order to continue their existence.**

- A) are able to survive / cannot live
- B) can survive / do not need to live
- C) must survive / should not live
- D) might survive / could not live
- E) had to survive / did not have to live



16. **The Ottoman Empire ---- its territory in the Battle of Gallipoli successfully, which ---- differently without Mustafa Kemal's strategic genius and the faith of his soldiers.**

- A) was able to defend / might have gone
- B) used to defend / should have gone
- C) could defend / had to go
- D) has to defend / must have gone
- E) was supposed to defend / would go



17. **Climate change experts have reported that corals ---- faster than ever these days, as ocean surface temperatures ---- record highs recently.**

- A) should have died / reached
- B) may be dying / have reached
- C) might have died / will reach
- D) might be dying / reach
- E) must have died / had reached



18. **Readers ---- different reading formats—print or digital—in accordance with their purpose, and each format affects how well they ----.**

- A) are supposed to prefer / must read
- B) should prefer / have to read
- C) would prefer / can read
- D) may prefer / used to read
- E) could prefer / were able to read



19. **Most of the traditional African tribes ---- their unique customs and languages, which ---- useful information about different cultural practices.**

- A) will preserve / has to provide
- B) preserved / must provide
- C) have preserved / might have provided
- D) had preserved / should have provided
- E) preserve / can provide



20. **Some historians suggested that the ancient Egyptians ---- electric phenomena from observing lightning and interacting with electric fish, but there is no evidence that they ---- electricity.**

- A) used to understand / discover
- B) must have understood / have discovered
- C) could understand / had discovered
- D) might have understood / discovered
- E) should have understood / will discover



Verilen sorularda boş bırakılan yerlere uygun düşen sözcük veya ifadeyi bulunuz.

1. Cinema and literature are two art domains that influence ----, and most people enjoy comparing ---- by looking at the different versions of the same work.

A) the other / these
B) another / those
C) one another / either
D) each other / them
E) others / both



2. Exploring different cultures helps us understand how ---- people live and makes us more respectful of the differences that make ---- world so interesting.

A) the others / theirs
B) the other / your
C) others / their
D) another / ours
E) other / our



3. ---- the tropical birds can fly long distances during migration and demonstrate ---- remarkable ability to adapt to changing environments and climates.

A) None of / its
B) All of / them
C) Most of / their
D) Some of / it
E) Enough of / theirs



4. ---- should make positive choices and take care of ---- through regular exercise and a balanced diet to eliminate health problems.

A) Everyone / ourselves
B) Somebody / himself
C) Anybody / yourselves
D) No one / herself
E) Everybody / themselves



5. Rainforests contain ---- diverse plant and animal species, contributing to ---- Earth's biodiversity.

A) most of / Ø
B) a large number of / the
C) a great deal of / Ø
D) lots of / Ø
E) much of / the



6. ---- Canary Islands are a group of Spanish islands located off the northwest coast of Africa, known for ---- beautiful beaches and pleasant climate.

A) The / their
B) Ø / its
C) Ø / them
D) The / theirs
E) Ø / her



7. The ruins of Göbeklitepe are truly unique as they are ---- that provide us with ---- information about the ancient past and the early stages of human civilisation.

A) ones / a number of
B) one / much of
C) those / several
D) the ones / a large quantity of
E) these / a good deal of



8. ---- people are concerned about genetically modified food as we do not have ---- an understanding of its long-term effects on health and the environment.

A) Every / large amount of
B) Most / all of
C) Many / enough of
D) Each / none of
E) Several / plenty of



9. The platypus ---- extinct yet, but its numbers in the wild ---- because of frequent bushfires, pollution, deforestation, drought, and predators.

A) has not been / are declining
B) is not / decline
C) will not be / have declined
D) had not been / have been declining
E) will not have been / will decline



10. The 21st century ---- incredible growth in the human population, so scientists predict that more than 75% of the world's population ---- in urban areas by 2050.

A) witnessed / are living
B) has witnessed / will live
C) had witnessed / lived
D) will witness / have been living
E) witnesses / will have lived



11. Sometimes most students ---- a lot of time on social networking sites for things other than school, but this habit ---- their grades, social lives, and length of sleep.

- A) are spending / might affect
- B) spent / may affect
- C) have spent / could affect
- D) spend / can affect
- E) will spend / must affect



12. Since 2011, the 'Kick Like a Girl' programme in India, which ---- football training to disadvantaged girls, ---- more than 5,000 girls by providing books and stationery as well.

- A) has been giving / will support
- B) has given / supported
- C) gives / has supported
- D) had given / was supporting
- E) is giving / will have supported



13. We ---- the oceans, but there is still time; we ---- our best for the future to prevent pollution and biodiversity loss.

- A) are supposed to protect / should have done
- B) should have protected / had to do
- C) could protect / might have done
- D) could have protected / should do
- E) ought to protect / may do



14. You ---- your travel itinerary before heading to the airport; otherwise, you ---- last-minute surprises.

- A) had better double-check / may have
- B) should double-check / had to have
- C) can double-check / must have
- D) might double-check / can have
- E) must double-check / need to have



15. Experts are warning teenagers that they ---- their screen time more responsibly, or they ---- difficulties in their academic lives.

- A) must be managing / had to deal with
- B) have been able to manage / can deal with
- C) had to manage / could deal with
- D) must have managed / may be dealing with
- E) should be managing / will have to deal with



16. The results indicated that the Maya civilisation ---- more complex than previously thought, as they ---- those incredible structures.

- A) might be / can build
- B) had to be / were able to build
- C) must have been / could build
- D) can be / might have built
- E) could have been / should be building



17. It ---- important to continue practising regularly with determination so that you ---- your English skills.

- A) will be / must improve
- B) was / may improve
- C) has been / will improve
- D) had been / could improve
- E) is / can improve



18. The discovery ---- the prediction that more than 90% of emperor penguin colonies ---- almost extinct by the end of this century due to global warming.

- A) supported / might have been
- B) supports / may be
- C) is supporting / have to be
- D) has supported / could have been
- E) will support / might be



19. Although scientists ---- an asteroid impact with the disappearance of the dinosaurs, there are theories that they ---- in decline.

- A) have linked / might have already been
- B) linked / may already be
- C) are linking / should have already been
- D) link / must have already been
- E) had linked / could already be



20. As it ---- death because of the poison it contains, you ---- puffer fish, which swells when you catch it.

- A) had caused / should not eat
- B) caused / cannot eat
- C) has caused / do not have to eat
- D) will cause / may not eat
- E) causes / must not eat



GRAMMAR EXERCISES

Exercise A

1. b
2. d
3. a
4. c
5. a
6. b
7. c
8. c

Exercise B

1. might
2. Would you mind
3. should
4. can
5. Could
6. How about
7. Do
8. will

Exercise C

1. needn't have
2. happen to
3. must
4. shouldn't have
5. dared
6. could have
7. should have
8. must have

Exercise D

1. shouldn't they
2. will they
3. aren't they
4. will you
5. is it
6. can they
7. shall we
8. aren't I

MODAL VERBS - TEST (1)

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

MODAL VERBS - TEST (2)

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

CONSOLIDATION - TEST (1)

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

CONSOLIDATION - TEST (2)

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

ÖRNEK SORU VİDEOLARI



Video 3.18



Video 3.19



Video 3.20



Video 3.21



ORTAÖĞRETİM
GENEL MÜDÜRLÜĞÜ

PASSIVE VOICE & CAUSATIVES

UNIT
4

PASSIVE VOICE

1. Structure of Passive Voice

A. How to Form Passive Sentences

► Etken (active) yapıları, edilgen (passive) yapıya dönüştürmek için üç temel kural vardır:

1. Etken cümlelerin nesnesi, edilgen yapıya dönüştüğünde artık o cümlelerin öznesi durumuna gelir.
 - **Active:** Hundreds of travellers **explore** the Great Barrier Reef every summer.
 - **Passive:** The Great Barrier Reef **is explored** by hundreds of travellers every summer.
2. Edilgen cümlelerde her zaman fiilin "past participle" (V₃) hâli kullanılır.
 - Extensive planning **ought to be done** before undertaking any major project.
 - During the orientation week, new employees **are provided** with information about company policies.
3. Edilgen yapıda "be" fiili zaman göstergesidir ve etken cümlelerin zamanına göre çekimlenir. Yani "be" fiili, "present" yapılarında **am / is / are**, "past" yapılarında **was / were**, "perfect" yapılarında **have / has / had been** ve "continuous" yapılarında ise, "be" fiilinin ardından **-ing** eklenerek **being** şeklinde kullanılır.
 - The Basilica Cistern Museum in İstanbul **is visited** by tourists from all over the world. (*Present*)
 - The film, *Oppenheimer*, **was watched** by thousands of people in 2023. (*Past*)
 - The charity event **is being organised** by the local community. (*Continuous*)
 - The new software **has been installed** on all computers in the office. (*Perfect*)

B. Usages of Passive Voice

Aşağıdaki durumlarda "Passive Voice" kullanılır:

► Eylemi kimin gerçekleştirdiği bilinmiyorsa:

- The important documents **are stored** securely in the company's vault.
- Several stray cats **were adopted** in our neighbourhood.

► Gerçekleştirilen eylem, tüm insanları içeriyorsa:

- Social media platforms **are used** for communication and networking by millions of people.
- English **is spoken** as a second language by millions of individuals across the globe.

► Eylemin kim tarafından yapıldığı önemli değilse:

- The exclusive features of that application **can only be activated** with a premium membership.
- Penicillin **was discovered** by accident during a laboratory experiment.

► Eylemi yapandan çok, eylemin kendisi vurgulanmak isteniyorsa:

- Trade in the past **was conducted** through established routes and networks.
- Sustainable energy **is used** for powering homes and businesses and contributes to reducing carbon emissions.

► Eylemi gerçekleştiren zaten biliniyor ve belirtilmeye gerek duyulmuyorsa:

- The bank robbers, whom the police had been tracking for a long time, **were caught** and the gang **was disbanded**.
- When the results **were announced**, the winner started to cry.

► Bir işlem ve süreç anlatırken, talimatlarda:

- The machine **is operated** by pressing the green button while ensuring all safety precautions **are observed**.
- During takeoff and landing, seatbelts **must be fastened**, and electronic devices **must be kept** in flight mode.



Video 4.1

PASSIVE VOICE & CAUSATIVES

► Resmi duyurularda:

- The new software version **will be released** to all users next Monday.
- It **has been announced** that the exhibition of a diverse collection of contemporary masterpieces **will be organised** next month.

► Bilimsel metinlerde:

- The experimental data **were** carefully **collected** and **recorded** throughout the study period.
- The reaction mixture **was heated** to 80°C for two hours to facilitate the chemical transformation.



İngilizcede farklı zamanlarda etken (active) ve edilgen (passive) yapıların nasıl oluşturulduğu ve kullanıldığı aşağıdaki tabloda yer almaktadır:

Video 4.2

Tense	Active	Passive
Present Simple	The CEO manages the firm on behalf of the board.	The firm is managed by the CEO on behalf of the board.
Present Continuous	The CEO is managing the firm on behalf of the board.	The firm is being managed by the CEO on behalf of the board.
Present Perfect	The CEO has managed the firm on behalf of the board.	The firm has been managed by the CEO on behalf of the board.
Present Perfect Continuous	The CEO has been managing the firm on behalf of the board.	X
Past Simple	The CEO managed the firm on behalf of the board.	The firm was managed by the CEO on behalf of the board.
Past Continuous	The CEO was managing the firm on behalf of the board.	The firm was being managed by the CEO on behalf of the board.
Past Perfect	The CEO had managed the firm on behalf of the board.	The firm had been managed by the CEO on behalf of the board.
Past Perfect Continuous	The CEO had been managing the firm on behalf of the board.	X
Future Simple a) will b) be going to	a) The CEO will manage the firm on behalf of the board. b) The CEO is going to manage the firm on behalf of the board.	a) The firm will be managed by the CEO on behalf of the board. b) The firm is going to be managed by the CEO on behalf of the board.
Future Continuous	The CEO will be managing the firm on behalf of the board.	X
Future Perfect	The CEO will have managed the firm on behalf of the board.	The firm will have been managed by the CEO on behalf of the board.
Future Perfect Continuous	The CEO will have been managing the firm on behalf of the board.	X
Modals (can, may, should, could, etc.)	The CEO should manage the firm on behalf of the board.	The firm should be managed by the CEO on behalf of the board.
Past Modals (could, should, must, might, etc. have + V₃)	The CEO should have managed the firm on behalf of the board.	The firm should have been managed by the CEO on behalf of the board.



Video 4.3

DİKKAT!

Geçişli olmayan fiiller edilgen yapılamaz.

- ▶ After a long day of hiking, the scouts finally **arrived** back at the campsite.
- ▶ The sun slowly **set**, painting the sky with a vibrant palette of colours.

Hem geçişli hem de geçişsiz olarak kullanılabilen bazı fiiller, geçişli yapıda kullanıldıklarında edilgen yapıya dönüştürülebilir.

- ▶ The flowers in the garden moved gently in the breeze, and their petals seemed to **open** wider. (*Intransitive – No Passive*)
- ▶ The magician theatrically waved his wand and magically **opened** the ancient treasure chest. (*Transitive – Active*)
- ▶ The magician theatrically waved his wand and the ancient treasure chest **was** magically **opened**. (*Passive*)

Hem geçişli hem de geçişsiz olarak kullanılabilen fiillerden bazıları aşağıdaki tabloda yer almaktadır:

start	finish	break	change	increase	freeze	melt	boil	fly
run	sail	drive	fire	bounce	ring	crash	open	close



Video 4.4

“Resemble, lack, consist, have, contain” gibi geçişli fiiller ve “become, remain, stay, appear, feel” gibi bağlayıcı fiiller (linking verbs) edilgen yapıda kullanılmazlar.

- ▶ The pattern on the ancient vase closely **resembles** the artwork at the archaeological site.
- ▶ Caterpillars **become** butterflies after a period of metamorphosis.

Çift nesne alan fiillerin kullanımı

Etken bir cümlede, fiilin “direct” (dolaysız) ve “indirect” (dolaylı) olmak üzere iki nesnesi var ise cümle iki farklı şekilde edilgen yapılabilir; ancak genellikle dolaylı nesne, edilgen cümlenin öznesi olur.

- ▶ The chef served the customers a delicious three-course meal at the restaurant. (*Active*)

The customers were served a delicious three-course meal at the restaurant. (*Passive*)

A delicious three-course meal was served to the customers at the restaurant. (*Passive*)



Video 4.5

Edilgen yapılarda “by” kullanımı

Edilgen cümlede eylemi gerçekleştiren önemli ise “by” edatı ile birlikte belirtilir. Eğer eylem bir kişi tarafından değil de bir nesne yoluyla gerçekleşiyorsa “by” yerine “with” kullanılır.

- ▶ Some of the most well-known structures of the Ottoman Empire were constructed **by the great architect Mimar Sinan**.

- ▶ The cardiac surgery of the elderly patient will be performed **with advanced robotic tools**.



Video 4.6

Eylemi gerçekleştirenin belirtilmediği edilgen kullanımı çok yaygındır. Eğer eylemi gerçekleştiren bilinmiyorsa, önemsizse ya da herkesçe biliniyor ve belirtilmeye gerek duyulmuyorsa “by” kullanılmaz.

Edilgen yapılarda “it” ve “there” kullanımı

Eylemi gerçekleştirenin önemli olmadığı durumlarda “it” ve “there” sıklıkla kullanılır.

- ▶ **It** was decided to carry out a new programme to encourage residents to recycle their waste.
- ▶ **There** are still a lot of mysteries about the pyramids in Egypt that need to be solved.



Video 4.7

2. Passive Forms of Gerund

“Gerund” ve “Perfect Gerund” yapılarına ilişkin etken (active) ve edilgen (passive) yapıların kullanımları aşağıdaki tabloda yer almaktadır:

	Active	Passive
Present Gerund	verb + ing (V _{ing})	being + past participle (V ₃)
Perfect Gerund	having + past participle (V ₃)	having + been + past participle (V ₃)

▶ “Passive Gerund”, “being + past participle (V₃)” şeklinde oluşturulur.

- ▶ The newly designed product is undergoing quality checks before **being released** to the market.
- ▶ Nobody likes **being interrupted** during an important conversation.

▶ Esas cümlelerin fiili ile yan cümlelerin fiili arasında zaman farkı varsa “having been + V₃” kullanılır.

- ▶ The young writer celebrated **having been chosen** as the winner of the prestigious literary competition.
- ▶ The researcher appreciated **having been given** the opportunity to present her findings at the conference.

3. Passive Forms of Infinitive

Present Infinitive ve Perfect Infinitive yapılarına ilişkin etken (active) ve edilgen (passive) yapıların kullanımları aşağıdaki tabloda yer almaktadır:



Video 4.8

	Active	Passive
Present Infinitive	to + bare infinitive (V ₁)	to + be + past participle (V ₃)
Perfect Infinitive	to have + past participle (V ₃)	to + have + been + past participle (V ₃)

▶ “Passive Infinitive” “to be + past participle (V₃)” şeklinde oluşturulur.

- ▶ The monumental structures of Göbeklitepe are waiting **to be visited** by curious travellers from all over the world.
- ▶ What motivates employees is **to be praised** for their hard work.

▶ Esas cümlelerin fiili ile yan cümlelerin fiili arasında zaman farkı varsa “to have been + V₃” kullanılır.

- ▶ Clay tablets are known **to have been utilised** as a writing medium in ancient Mesopotamia.
- ▶ The office supplies seem **to have been misplaced**, as the storage room is a mess.

DİKKAT!

▶ “Need, require, want” fiilleri hem “verb + ing” hem de “to be + V₃” ile edilgen yapılabirler.

- ▶ The car needs **to be serviced** before it can be driven for long distances.
The car needs **servicing** before it can be driven for long distances.
- ▶ Our network servers require **to be updated** by the IT staff regularly for security purposes.
Our network servers require **updating** by the IT staff regularly for security purposes.

4. Reporting Verbs in Passive Voice

▶ “Main clause + that clause” biçiminde iki bağlı cümleden oluşan yapılar, iki şekilde edilgen hâle getirilir:

- ▶ Scientists have proved that magnesium supports bone health.
It **has been proved** that magnesium supports bone health.
Magnesium **has been proved to support** bone health.



Video 4.9

Yaygın olarak kullanılan dolaylı anlatım fiilleri (reporting verbs) aşağıdaki tabloda yer almaktadır:

allege	consider	expect	know	report	show
assume	declare	feel	observe	reveal	suppose
believe	discover	find	presume	say	think
claim	estimate	intend	prove	see	understand

5. Stative Passive

► İngilizce’de “to be” yapısını takip eden fiilin üçüncü hâli (V₃) sıfat görevi görür. Bu cümleler yapı olarak edilgendir. Ancak kullanılan past participle (V₃), eylemin nasıl veya kim tarafından yapıldığını ifade etmez. Yani sadece adı / durumu niteler. Bu nedenle sıfat görevi görürler.

- a) The table is **broad**. b) The table is **wooden**. c) The table is **polished**.

İlk iki cümledeki “**broad**” ve “**wooden**”, sözcük türü olarak sıfattır. “**Polished**” ise, **polish** fiilinin üçüncü hâlidir; ancak o da, “broad” ve “wooden” gibi “table” sözcüğünü nitelemektedir.

- The wooden table **was polished** by the carpenter the other day. (*Passive action*)

(Ahşap masa geçen gün marangoz tarafından **cilalandı**.)

- When I entered the carpentry shop the other day, the table **was polished**. (*Stative passive*)

(Geçen gün marangozhaneye girdiğimde masa **cilalıydı**.)

CAUSATIVES

► Türkçe karşılığı “**ettirgen çatı**” olan “**causative**” yapılar; “**have**”, “**get**”, “**make**” ve “**let**” fiilleriyle yapılır. Bir işin başkasına yaptırıldığı ya da işi kimin yaptığının önemli olmadığı durumlarda kullanılır.

Causative fiillerin kullanımına dair yapı kalıpları, aşağıdaki tabloda yer almaktadır:

Causative Structures
make + someone + do something
have + someone + do something
let + someone + do something
get + someone + to do something
have / get + something + done



Video 4.10

► **Make + someone + do + something**: Bir işin başkasına zorla yaptırıldığı durumlarda kullanılır.

- The teacher is concerned about her students’ safety, so she **makes them wear** safety goggles during experiments.
 ► The flight attendant **made a passenger fasten** his seatbelt as the plane was about to take off.
 ► Since the editor did not like the initial draft of the article, she **made the writer revise** it with more detailed information.

DİKKAT!

► **Make + someone + adjective** yapısı “neden olmak” anlamında sadece sıfat ile de kullanılır.

- Environmental factors can **make individuals susceptible** to certain allergies.
 ► John’s impressive academic background **makes him well-qualified** to pursue a career in engineering.

DİKKAT!

► **Make + someone + do + something** yapısı, edilgen yapıya dönüştürüldüğünde “**be made to**” şeklinde kullanılır.

- The coach **made the players run** extra laps as a punishment for arriving late to practice. (*Active*)
 The players **were made to run** extra laps as a punishment for arriving late to practice. (*Passive*)

► **Have + someone + do something**: Bir işin sorumluluğunun ya da bir görevin para, rica veya talimat ile bir başkasına devredildiği durumlarda kullanılır.

- The homeowner **had a plumber fix** the leaky tap in the kitchen after noticing the water damage.
 ► Wouldn’t it be more convenient if we **had a professional chef prepare** the meals for the party?

PASSIVE VOICE & CAUSATIVES

▶ **Let + someone + do + something:** Bir işin yapılmasına izin verildiğinde kullanılır.

▶ An effective manager should **let his or her team members work** on creative projects independently.

▶ If teachers **let students take control** of their own learning, it can lead to increased engagement and motivation.

DİKKAT!

▶ **Let + someone + do + something** edilgen yapıya “**be allowed to**” şeklinde çevrilir.

▶ My uncle **let me borrow** his car for the weekend.

I **was allowed to borrow** my uncle’s car for the weekend.

▶ Parents **do not let their children stay up** too late on school nights.

Children **are not allowed to stay up** too late on school nights by their parents.

▶ **Get + someone + to do + something:** Birinin, bir işi yapmaya ikna ya da razı edildiği durumlarda kullanılır.

▶ I could not **get my little brother to eat** broccoli, no matter how hard I tried.

▶ The coach **got his team to follow** a strict diet during the pre-season.

▶ **Have / Get + something + done:** Başkası tarafından yapılan bir işi vurgulamak için kullanılır. Bu yapıda, işi kimin yaptığı önemli değildir.

▶ I need **to have / get my car serviced** before the long road trip next week.

▶ He had to **have / get the entire house painted** to give it a fresh look before putting it up for sale.

DİKKAT!

▶ **Have / Get + something + done** yapısı konuşma dilinde kaza ya da talihsizliklerden söz ederken edilgen yapı yerine de kullanılabilir.

▶ My sister’s car was stolen while she was at the shopping centre. (*Passive*)

My sister **had her car stolen** while she was at the shopping centre. (*Causative*)

EXERCISES

A) Choose the best option to fill in the blanks in the paragraph.

When you compare people's daily lives in the past and present, you can see significant changes in their habits, the technologies they use, and the transportation facilities they have. In the past, more work-intensive jobs **(1)---** because daily chores and responsibilities **(2)---** with manual tools or by hand. People travelled at a slower pace, like by horse-drawn waggons or on foot, because geography often **(3)---** journeys difficult. On the other hand, modern life **(4)---** by new technologies which make things more efficient and convenient. High-tech tools and digital platforms **(5)---** to make daily lives easier. This has completely changed how people communicate, work, travel, and have fun. New modes of transportation—cars, trains, and planes— **(6)---** in a complex network that makes it easy to move quickly around the world today, and they break down the barriers that used to stop people from exploring. As a result, the past and the present **(7)---** as two separate eras, each with its own set of tools, skills, and modes of transportation that **(8)---** human life.

- | | | |
|--------------------------|---------------------|----------------------|
| 1. a) have done | b) were done | c) did |
| 2. a) were fulfilled | b) fulfilled | c) are fulfilled |
| 3. a) was made | b) was being made | c) made |
| 4. a) is characterised | b) characterise | c) is characterising |
| 5. a) use | b) are used | c) have used |
| 6. a) have been utilised | b) are utilising | c) have utilised |
| 7. a) must see | b) can be seen | c) should see |
| 8. a) are shaped | b) have been shaped | c) have shaped |

B) Read the text and fill in the blanks with the correct forms of the verbs in parentheses.

Coffee, a beloved beverage enjoyed worldwide, 1. _____ (**begin**) as ripe coffee cherries on coffee plants. First, these cherries 2. _____ (**harvest**) by skilled pickers. Once harvested, the cherries 3. _____ (**sort**) based on their ripeness and quality. The next step 4. _____ (**involve**) removing the outer pulp from the cherries through a process called 'pulping'. This pulp 5. _____ (**wash**) away, leaving behind the coffee beans. Workers 6. _____ (**ferment**) the beans to remove any remaining layers, and they dry them under the sun. Once dried, the beans 7. _____ (**roast**) to develop their distinct flavours and aromas. Finally, the roasted beans 8. _____ (**grind**) to the desired consistency and brewed with hot water to produce the aromatic cup of coffee.

EXERCISES

C) Circle the correct words or phrases.

1. The manager got the employees **work / to work / worked** overtime to meet the deadline.
2. The new law makes everyone **wear / to wear / worn** seat belts while driving.
3. The teacher let the students **use / to use / used** their calculators during the maths test.
4. The homeowner had a professional plumber **fix / to fix / fixed** the leaking tap.
5. The company had the website **redesign / to redesign / redesigned** by a web development agency.
6. The supervisor lets the team members **take / to take / taken** a short break after completing a challenging task.
7. Environmentalists are trying to get the community **to participate / participate / participated** in recycling and waste management programmes.
8. The doctor made the patient **to follow / follow / followed** a strict diet to improve his health.

D) Fill in the blanks with the correct forms of the verbs given in the boxes below. One is extra.

reopen

complete

publish

develop

follow

access

hold

prevent

protect











1. The endangered species _____ carefully to preserve natural habitats and biodiversity.
2. The website _____ by millions of enthusiastic users worldwide since its launch last month.
3. The historic landmark in Amsterdam _____ to the public last week after it had been restored.
4. Since the discovery of the first vaccine in 1796, countless deaths and diseases _____ thanks to it.
5. The upcoming International Conference on Artificial Intelligence _____ in Goa, India, with various academicians and researchers.
6. Nowadays, many new products _____ by technology companies to meet consumer demands.
7. By the end of the next month, the design of the new eco-friendly bridge _____.
8. Safety measures _____ by all workers at the construction site; otherwise, accidents may occur.

PASSIVE VOICE & CAUSATIVES - TEST (1)

Verilen sorularda boş bırakılan yerlere uygun düşün sözcük veya ifadeyi bulunuz.

1. **The first photograph of a black hole ---- with a global network of telescopes in 2019, and the image ---- the first visible proof that black holes exist.**
A) has taken / is going to provide
B) had been taken / was provided
C) was taken / has provided
D) was being taken / will provide
E) took / had been provided
2. **In Brazil, UNICEF ---- a pilot programme called Active Vaccination Search to boost immunisation among children who ---- before.**
A) leads / have not vaccinated
B) is leading / have not been vaccinated
C) is led / were not vaccinated
D) has been leading / did not vaccinate
E) has been led / will not be vaccinated
3. **As visually impaired individuals ---- numerous challenges in their daily lives, many tools and technologies ---- to increase their accessibility.**
A) are facing / will develop
B) have been facing / were developed
C) will face / are developing
D) faced / had been developed
E) face / are being developed
4. **Many archaeologists ---- to find Pharaoh Tutankhamun's tomb before it ---- by Howard Carter and a team of Egyptian workers in 1922.**
A) had attempted / was discovered
B) were attempted / discovered
C) have attempted / was being discovered
D) attempted / had been discovered
E) had been attempted / was discovering
5. **Most schools ---- students ---- their smartphones in their lockers during class hours to minimise distractions.**
A) have / to keep
B) get / kept
C) allow / keep
D) make / keep
E) have / kept
6. **If people ---- others ---- them when they are in trouble, they can foster a sense of community and build stronger bonds with those around them.**
A) let / help
B) allow / helping
C) have / helped
D) make / help
E) get / to help
7. **It is suggested that up to 99 per cent of our success ---- by the people we associate with because people ---- the attitudes and opinions of their companions.**
A) has been determined / are absorbed
B) is being determined / absorbed
C) has determined / will be absorbed
D) is determined / absorb
E) will determine / have absorbed
8. **If people ---- their check-ups ---- regularly, they can catch potential health issues early and maintain a proactive approach to their well-being.**
A) allow / to do
B) let / do
C) get / to do
D) make / do
E) have / done
9. **In order to ensure worry-free driving, people should ---- their car ---- annually by a professional, who can help them avoid any mechanical failures.**
A) have / inspect
B) make / to inspect
C) let / inspected
D) get / inspected
E) allow / to inspect
10. **It ---- that people who live more socially connected with their families, friends, and the community ---- happier and they live longer than less well-connected people.**
A) reveals / will be
B) is being revealed / have been
C) has revealed / were
D) was revealed / are being
E) has been revealed / are

PASSIVE VOICE & CAUSATIVES - TEST (1)











11. **The first video game console ---- in the early 1970s, which ---- the beginning of a new era in interactive entertainment.**
- A) had been released / has marked
 - B) was releasing / would be marked
 - C) released / was marked
 - D) was released / marked
 - E) has been released / is marking
- 
12. **National flags ---- in international events and competitions, and they ---- as a symbol of the diverse nations and cultures.**
- A) have used / are served
 - B) are used / serve
 - C) were used / have been served
 - D) will be used / are serving
 - E) are using / are going to serve
- 
13. **Endangered northern right whales ---- to better understand their behaviour, migration patterns, and habitat preferences so that conservation efforts ----.**
- A) have been researched / can be implemented
 - B) researched / should be implemented
 - C) will be researched / must be implemented
 - D) are being researched / would implement
 - E) had researched / may have implemented
- 
14. **Innovative farming technologies, which ---- automated irrigation systems and vertical farming methods, ---- to enhance agricultural sustainability and resource management.**
- A) had included / must be adopted
 - B) will be included / might adopt
 - C) include / should be adopted
 - D) included / can be adopted
 - E) have been included / would adopt
- 
15. **Pandas, which ---- for their unique black and white markings, ---- a global symbol of conservation efforts for endangered species.**
- A) were recognising / had become
 - B) are being recognised / will become
 - C) will recognise / become
 - D) were recognised / became
 - E) are recognised / have become
- 
16. **The Mpemba Effect ---- as an initially hot liquid freezes faster than the same liquid which begins cold, and this phenomenon ---- by Erasto Mpemba when he was 10 years old.**
- A) explains / discovers
 - B) was explained / has been discovered
 - C) has been explained / will discover
 - D) explained / is discovered
 - E) is explained / was discovered
- 
17. **Dia de la Mascarada ---- throughout Costa Rica on October 31, and the participants ---- characters from pop culture or mythology by wearing masks.**
- A) celebrated / are represented
 - B) is being celebrated / have represented
 - C) celebrates / are representing
 - D) was celebrated / were represented
 - E) is celebrated / represent
- 
18. **Within *Poetics*, Aristotle looks at the social role of storytelling and tries to understand how Greek tragedy was able to ---- its audience ---- such extreme emotions.**
- A) make / felt
 - B) let / feel
 - C) get / felt
 - D) make / feel
 - E) get / to feel
- 
19. **To make sure that the nutritional requirements of people ----, substances like vitamins, minerals, and amino acids ---- to the diets of specific age groups.**
- A) were met / can be added
 - B) meet / should be added
 - C) are met / could be added
 - D) have been met / would add
 - E) are meeting / must be added
- 
20. **Although the main strength of *Ulysses* ---- in its character portrayal and humour, the book ---- for its use of interior monologue, also known as the stream of consciousness technique.**
- A) is lying / has known
 - B) lies / is known
 - C) has been lain / was known
 - D) is lain / is being known
 - E) has been lying / had known
- 

PASSIVE VOICE & CAUSATIVES - TEST (2)

Verilen sorularda boş bırakılan yerlere uygun düşen sözcük veya ifadeyi bulunuz.

1. **The theory of relativity ---- by Albert Einstein and ---- as a revolutionary advancement in scientific understanding since then.**
A) formulated / is regarded
B) has been formulated / regards
C) had been formulated / was regarded
D) is formulated / has regarded
E) was formulated / has been regarded
2. **Deforestation ---- by human activities and ---- to the destruction of vital forest ecosystems.**
A) caused / led
B) has been caused / is led
C) is caused / leads
D) causes / is leading
E) was caused / has been led
3. **Efforts ---- to ensure that equitable access to healthcare services ---- by healthcare systems around the world.**
A) are being made / is provided
B) will be made / is providing
C) are made / provided
D) are making / has been provided
E) have made / had been provided
4. **The championship trophy ---- after a hard-fought and breathtaking match that ---- the team's exceptional skill and determination.**
A) lifted / was displayed
B) will lift / has displayed
C) has been lifted / had displayed
D) was lifted / displayed
E) is being lifted / has been displayed
5. **---- a skilled technician ---- the upgraded network has increased the internet speed for the entire office.**
A) Getting / installed
B) Having / install
C) Letting / to install
D) Making / installing
E) Allowing / install
6. **The ancient city of Machu Picchu ---- for centuries before it ---- by American historian Hiram Bingham in 1911.**
A) had been abandoned / was rediscovered
B) has been abandoned / rediscovered
C) abandoned / had been rediscovered
D) is abandoned / has been rediscovered
E) will be abandoned / will rediscover
7. **The research team ---- to present their findings at the conference, but unfortunately, the event ---- due to unforeseen circumstances.**
A) has planned / had been cancelled
B) plans / will be cancelled
C) was planning / was cancelled
D) had planned / is cancelled
E) will plan / will have been cancelled
8. **Applications for the scholarship programme ---- until the end of this month, and successful candidates ---- by the selection committee.**
A) are accepted / will notify
B) were accepted / have been notified
C) are going to be accepted / have notified
D) will be accepted / will be notified
E) have been accepted / were notified
9. **I am going to ---- my laptop ---- tomorrow because it suddenly stopped working, and I need it for my online classes.**
A) let / to fix
B) have / fixed
C) make / fixing
D) allow / fix
E) get / fixing
10. **The new shopping mall ---- in the city centre, and it ---- by thousands of visitors since its grand opening last month.**
A) has been built / is visited
B) builds / will visit
C) had been built / was visited
D) will build / will be visited
E) was built / has been visited

PASSIVE VOICE & CAUSATIVES - TEST (2)

11. **Chemical cleaning liquids ---- in a secure storage area since they ---- serious risks to human health if mishandled.**
- A) have to be kept / had to pose
 - B) might keep / may pose
 - C) ought to be kept / can pose
 - D) could keep / would pose
 - E) should be kept / had better pose
- 
12. **A census ---- more than just counting the population to the ancient Romans; it ---- a crucial tool for governing the vast empire.**
- A) is meant / would have been considered
 - B) had meant / used to be considered
 - C) used to mean / had considered
 - D) has been meant / would consider
 - E) meant / was considered
- 
13. **The patterns of celestial bodies ---- by ancient civilisations, and they ---- track of their movements and positions in the sky.**
- A) used to be observed / kept
 - B) would have observed / would be kept
 - C) would be observed / had kept
 - D) might have been observed / were kept
 - E) had to observe / had been keeping
- 
14. **Exposure to radioactivity for a long time ---- severe health problems, so necessary precautions ---- to minimise the risk.**
- A) must cause / would have taken
 - B) ought to cause / had better be taken
 - C) is supposed to cause / may take
 - D) might cause / may have been taken
 - E) could cause / should be taken
- 
15. **With an impressive and successful marketing campaign, any company can ---- customers ---- their products or services.**
- A) let / noticed
 - B) get / to notice
 - C) allow / notice
 - D) have / noticed
 - E) make / to notice
- 
16. **Various languages ---- by cultural interactions throughout history, and that ---- how humans interact with one another.**
- A) affected / shaped
 - B) were affected / shapes
 - C) have been affected / has shaped
 - D) affect / has been shaped
 - E) are affected / is shaped
- 
17. **The global effects of income inequality ---- nowadays, and it is suggested that effective measures ---- to build a more equal society.**
- A) have been studied / should take
 - B) will be studied / were supposed to be taken
 - C) are studied / do not have to be taken
 - D) will have been studied / might be taking
 - E) are being studied / ought to be taken
- 
18. **Hundreds of hand-woven carpets and kilims ---- on the fields in Antalya, Türkiye, by the end of the summer to ---- the sun reveal their true colours.**
- A) are placed / make
 - B) will be placed / let
 - C) have placed / get
 - D) are going to be placed / have
 - E) placed / allow
- 
19. **By the time the wildfire ----, some of the ancient statues on the Easter Island in the Pacific Ocean ---- beyond repair.**
- A) puts out / will have been damaged
 - B) was put out / had been damaged
 - C) is put out / have damaged
 - D) will put out / are damaged
 - E) had been put out / damaged
- 
20. **The benefactor ---- a well-known architect ---- a highly advanced school building for disadvantaged children in the community.**
- A) let / to design
 - B) had / designed
 - C) made / designed
 - D) had / design
 - E) got / design
- 

GRAMMAR EXERCISES

Exercise A

1. b
2. a
3. c
4. a
5. b
6. a
7. b
8. c

Exercise B

1. begins
2. are harvested
3. are sorted
4. involves
5. is washed
6. ferment
7. are roasted
8. are ground

Exercise C

1. to work
2. wear
3. use
4. fix
5. redesigned
6. take
7. to participate
8. follow

Exercise D

1. are protected / should be protected
2. has been accessed
3. was reopened
4. have been prevented
5. will be held / is going to be held
6. are being developed
7. will have been completed
8. should be followed / must be followed

Extra: publish

PASSIVE VOICE & CAUSATIVES - TEST (1)

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

PASSIVE VOICE & CAUSATIVES - TEST (2)

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

ÖRNEK SORU VİDEOLARI



Video 4.11



Video 4.12



Video 4.13



Video 4.14



Video 4.15



ORTAÖĞRETİM
GENEL MÜDÜRLÜĞÜ

IF & WISH CLAUSES

UNIT
5

IF CLAUSES

1. Type 0 (Zero Conditional)

Type 0 (Zero Conditional)	If Clause	Main Clause
	The Simple Present Tense	The Simple Present Tense

"Type 0" yapısını hangi durumlarda kullandığımızı inceleyelim.

🔹 **Doğruluğunu hiçbir zaman kaybetmeyen genel gerçekler ve eylemlerde (General Truths):**

▶ If you **maintain** a balanced diet, your overall well-being **improves**.

🔹 **Bilimsel gerçekler ve doğa olaylarında (Scientific Facts and Natural Events):**

▶ If the humidity **reaches** a certain level, condensation **forms** on the windows.

🔹 **Alışkanlıklarımızı ifade eden koşul cümlelerinde (Habits):**

▶ If the weather **is** nice, Rue **goes** for a morning walk in the park every day.

🔹 **Koşul içeren genel talimatlarda ve emir cümlelerinde (Imperatives with "if"):**

▶ If you **encounter** any technical issues with your computer, **contact** the IT support team for assistance.

🔹 **Tüm "If Clause" yapılarında "if" cümle başına gelirse iki cümle virgül ile ayrılır; ancak "if" ortaya gelirse virgül kullanılmaz.**

▶ If people do not get enough sleep, their concentration decreases.

Their concentration decreases **if** people do not get enough sleep.



Video 5.1

2. Type 1 (First Conditional)

Type 1 (First Conditional)	If Clause	Main Clause
	The Simple Present Tense The Present Continuous Tense The Present Perfect Tense Imperatives Present Modals (may, can, should, must, etc.)	The Simple Future Tense The Future Continuous Tense The Future Perfect Tense The Future Perfect Continuous Tense Imperatives Present Modals (may, can, should, must, etc.)

🔹 **Bu yapı, gerçek veya olası olduğuna inandığımız gelecekteki durumlardan bahsederken kullanılır. Ancak koşul cümlesi (if clause), genellikle gelecek zamanın türeviyle çekimlenmez.**

▶ If the weather forecast **predicts** heavy rain tomorrow, I will make sure to pack an umbrella.

If the weather forecast **will predict** heavy rain tomorrow, I will make sure to pack an umbrella.



Video 5.2

🔹 **"If Clause Type 1" ile birlikte kullanılan "happen to" ve "should," cümleye "olur da" anlamı katar; bu durumda bahsedilen koşul, ihtimali düşük bir koşuldur.**

▶ If you **happen to / should get** caught in a sudden downpour while hiking, you can seek shelter under thick trees.

3. Type 2 (Second Conditional)

	If Clause	Main Clause
Type 2 (Second Conditional)	The Simple Past Tense	would
	The Past Continuous Tense	could + V ₁ / be V _{ing}
	could	might
	had to	

► Bu yapı için “unreal present” ifadesini kullanabiliriz; çünkü bu koşul yapıları, günümüzde veya gelecekte var olmayan bir durumun hayalî olasılığından ve bu olasılığın doğurabileceği hayalî sonuçlardan ya da olma olasılığı düşük durumlardan bahsederken tercih edilir. Bu sebeple, “Type 1” yapısında kullanılan zamanların bir derece “past” formu kullanılır.

► **Truth:** As Peter does not possess experience in data analysis, I cannot consider him for the role of data scientist in our team.

Conditional: If Peter **possessed** experience in data analysis, I **could consider** him for the role of data scientist in our team.

► “I, he, she, it” özneleri, “unreal” durumlarda hem “was” hem de “were” kullanılarak çekimlenir; ancak “were” kullanımı daha yaygındır.

► If Monica **was** / **were** a certified scuba diver, she **could explore** the underwater world.

► “If I were you ...” sıklıkla kullanılan bir kalıptır ve tavsiye verirken kullanılır.

► If I **were you**, I **would pursue** culinary studies in France, as it is famous for its rich gastronomic heritage.

► Bu yapı ile oluşturulacak cümleye “olur da” anlamı vermek ve ihtimali düşük koşul algısı oluşturmak isteniyorsa “were to + V₁” yapısı kullanılır. Ancak bu yapı, durum bildiren (stative) fiillerle (understand, think, belong, etc.) birlikte kullanılmaz.

► You have been teaching for the past 15 years; if you **were to choose** a different career, what **would it be**?



Video 5.3

4. Type 3 (Third Conditional)

	If Clause	Main Clause
Type 3 (Third Conditional)	The Past Perfect Tense	would have V ₃
	The Past Perfect Continuous Tense	could have V ₃
	had had to	might have V ₃

► Bu yapı için “unreal past” da denilebilir. Geçmiş zamana yönelik imkânsız bir koşulu ve bu koşulun olası sonucunu ifade etmek için kullanılan bu yapı ile oluşturulan cümleler, varsayımsal ve gerçek dışıdır çünkü bu koşulun ve sonucunun gerçekleşmesi için artık çok geçtir. Diğer bir deyişle; geçmişte gerçekleşmemiş, hayalî, gerçek dışı veya imkânsız durumlar ifade edilir. Bu sebeple de kurulan cümlelerde bir pişmanlık iması bulunabilir.

► **Truth:** Our company did not invest in modern technology, so the manufacturing process was so slow.

Conditional: If our company **had invested in** modern technology, the manufacturing process **would not have been** so slow.

► **Truth:** I did not realise how effective English was for my career, so I did not focus on it at school.

Conditional: If I **had realised** how effective English was for my career, I **would have focused** on it at school.

► **Truth:** The assistant manager did not assess the data thoroughly, and he did not establish the cause of the problem.

Conditional: If the assistant manager **had assessed** the data thoroughly, he **might have established** the cause of the problem.



Video 5.4

5. Mixed Types of If Clauses

Yan cümle (if clause) ile ana cümlede (main clause) zaman uyumunun olmadığı koşul cümleleri, “Mixed Types of If Clauses” olarak tanımlanır. Bu tip koşul cümlelerinin farklı türleri aşağıda verilmiştir.

A. Mixed Type (3+2)

	If Clause (Type 3)	Main Clause (Type 2)	
Mixed Type (3+2)	The Past Perfect Tense The Past Perfect Continuous Tense	would could might	+ V ₁ / be V _{ing}

🔹 Bu tip koşul cümleleri için “present result of a past condition” denilebilir. Bu koşul cümlelerinde yan cümle, geçmişte gerçekleşmemiş bir koşulu ifade ederken ana cümle, bu koşulun şimdiki zamanda olası sonucunu belirtir.



Video 5.5

▶ **Truth:** Governments did not implement stricter environmental policies, so air pollution levels are high today.

Conditional: If governments **had implemented** stricter environmental policies, air pollution levels **would not be** high today.

▶ **Truth:** We forgot the meal in the oven, and we burned it. We do not have anything to eat and are hungry now.

Conditional: If we **had not forgotten** the meal in the oven, we **would not be** hungry now.

B. Mixed Type (2+3)

	If Clause (Type 2)	Main Clause (Type 3)
Mixed Type (2+3)	The Simple Past Tense The Past Continuous Tense Past Modals (might, could, had to, etc.)	would have V ₃ could have V ₃ might have V ₃

🔹 Bu tip koşul cümleleri için “past result of a present or continuing condition” denilebilir. Bu koşul cümlelerinde yan cümle, günümüzle ilgili hayalî olasılıktan bahsederken ana cümle, bu durumun geçmişteki hayalî sonucundan bahseder. Bu yüzden yan cümle, “unreal present” bir durumdan bahsettiği için “Type 2” ile, ana cümle ise “unreal past” bir durumdan bahsettiği için “Type 3” ile çekimlenir.

▶ **Truth:** There are dedicated teams of researchers worldwide, so we have been able to make groundbreaking discoveries.

Conditional: If there **were not** dedicated teams of researchers worldwide, we **would not have made** groundbreaking discoveries.

6. Other Conditionals

“If Clause” yapılarının yerine kullanılabilecek ve koşul anlamı taşıyan başka yapılar da söz konusudur:

only if (sadece ... şartıyla, ancak -diğında / -diğinde, ancak -rsa / -rse)

▶ Success in language learning is possible **only if** you stay dedicated and persistent in your efforts.



Video 5.6

🔹 “Only if” cümle başına gelirse ana cümle devrik yazılır.

▶ **Only if** you stay dedicated and persistent in your efforts **is** success in language learning possible.

unless / if not (eğer -mazsa, -madıkça / -medikçe)

▶ **Unless** we address climate change urgently, the consequences for our planet and future generations will be severe.

If we do **not** address climate change urgently, the consequences for our planet and future generations will be severe.

even if (-sa bile, -sa da)

- ▶ **Even if** it takes time and effort, I will stay committed to my language-learning journey.

if not (eğer öyle olmazsa, eğer öyle değilse)

- ▶ I was expecting a package to arrive today, but **if not**, I will contact the courier for an update.

if so (eğer öyleyse)

- ▶ Do we have a rescheduled meeting tomorrow morning? **If so**, I will prepare a presentation to share with the team.

provided / provided that / providing / providing that (-mak / -mek şartıyla)

- ▶ We will continue with the project **provided that** all necessary approvals are obtained from the relevant authorities.

suppose / suppose that / supposing / supposing that (tut ki, farz et ki)

- ▶ **Supposing that** humans lived on Mars, what challenges would they likely face?

on (the) condition / on (the) condition that (-mak / -mek kaydıyla, sadece ... şartıyla)

- ▶ The local ecosystem can recover and flourish **on condition that** pollution levels are reduced.

in the event that (-ması durumunda, -dığı takdirde, -abilir / -ebilir diye)

- ▶ **In the event that** the weather gets worse, we should have a backup indoor location for the picnic.

in the event of + noun (... ihtimaline karşı, ... hâlinde, ... durumunda)

- ▶ **In the event of** a fire, the emergency exits are very important for the safety of everyone in the building.

in case (-ması durumunda, -dığı takdirde, -abilir / -ebilir diye)

- ▶ The construction workers wear hard hats and reflective vests on the site **in case** an accident occurs.

in case of + noun (... hâlinde, ... durumunda)

- ▶ **In case of** a power cut, the building's backup generator automatically activates to ensure uninterrupted electricity supply.

imagine / imagine that (farz et ki)

- ▶ **Imagine that** you could travel to any point in history. Where and when would you choose to go, and why?

otherwise (aksi takdirde)

- ▶ This dress is out of style; **otherwise**, I would buy it.

when (-diğında, -dığı zaman)

- ▶ **When** the government finds funding, the construction team will begin building the new bridge.

but for + noun (... olmasa, ... olmasaydı)

- ▶ **But for** the bravery of Mustafa Kemal Atatürk and his comrades, Türkiye would not have gained its independence.

if it weren't for + noun (... olmasa)

- ▶ **If it weren't for** the advancements in medicine, we would still be suffering from many incurable diseases and health issues.

if it hadn't been for + noun (... olmasaydı)

- ▶ **If it hadn't been for** Emma's extraordinary efforts, the team would never have achieved such great success.

whether or not (olsa da olmasa da)

- ▶ The plane will take off on schedule **whether or not** all the passengers have boarded.

as long as / so long as (-dığı sürece, -mek şartıyla)

- ▶ The project will continue **as long as** all team members fulfil their assigned tasks.
- ▶ Plastic pollution will continue to harm the environment **so long as** individuals do not adopt more sustainable practices.

7. Implied Conditionals

Bazen ifadelerimizde açık olarak bir koşul cümlesi kullanmasak da “ima edilmiş” bir koşul ileri sürebiliriz.

but (fakat, ama, lâkin)

- ▶ The company’s financial crisis would not have been as severe, **but** it was worsened by poor management decisions.

otherwise / or / or else (aksi takdirde, yoksa, öbür türlü)

- ▶ Oxygen is essential for human respiration; **otherwise**, our bodies would not efficiently extract energy from food.

without (... olmadan, -maksızın / -meksizin)

- ▶ It would be challenging to develop user-friendly applications **without** a clear understanding of the target audience.

with (... ile)

- ▶ **With** better funding, the research team could complete the project sooner.

if ... then (... ise, o zaman ...)

- ▶ **If** researchers had discovered the cure for the disease in its early stages, **then** they would have saved many lives.

8. Inverted Conditionals

Devrik koşul cümleleri olan “Inverted Conditionals”da, her bir koşul tipinin kendine özgü devrik kullanımı vardır.

A. Inversion of Type 1

▶ Bu koşul cümlelerini devrik yapmak için “if” cümleden atılır ve cümle başına “should” getirilir; fiil ise “should” kullanımına uygun olarak çekimlendiğinden yalın hâliyle kullanılır.

- ▶ **If** Sam **needs** any assistance with his travel plans, he can reach out to our support team. (Type 1)

Should Sam **need** any assistance with his travel plans, he can reach out to our support team. (Inversion of Type 1)



Video 5.7

B. Inversion of Type 2

▶ Bu koşul cümlelerini devrik yapmak için “if” cümleden atılır ve cümle başına “were” getirilir. Cümlede fiil yer alıyorsa o fiil, “to + infinitive” şeklinde yazılır.

- ▶ **If** more people **used** public transportation, we could reduce traffic jams in urban cities. (Type 2)

Were more people **to use** public transportation, we could reduce traffic jams in urban cities. (Inversion of Type 2)

C. Inversion of Type 3

▶ Bu koşul cümlelerini devrik yapmak için “if” cümleden atılır, cümle başına “had” getirilir ve cümledeki fiil “V₃” formunda yazılır.

- ▶ **If** we **had prioritised** wildlife protection earlier, we might have preserved many habitats. (Type 3)

Had we **prioritised** wildlife protection earlier, we might have preserved many habitats. (Inversion of Type 3)

9. As If / As Though

▶ Bu yapılar, “sanki, -mış gibi, güya” anlamlarına gelirler ve ikisinin kullanımı birbiriyle aynıdır. Hem gerçek hem de gerçek dışı benzetme yapılırken kullanılırlar. Bu doğrultuda anlamı genel olarak “seem, appear, feel, look, sound, taste” gibi algı fiilleri ya da “behave, act, treat, speak, talk” gibi fiiller tamamlar. Gerçek benzetmelerde (real meaning) “tense”, bahsi geçen zamanla aynı formdadır ancak hayalî benzetmelerde (unreal meaning) “tense”in (bahsedilen zamanın) bir derece geçmiş hâli kullanılarak cümle oluşturulur.

- ▶ The athlete’s incredible speed on the field makes it feel **as if** she **will break** records in her sport. (Real Meaning)
- ▶ **As if** the entire Earth **were** a single living organism, everything in nature works in perfect harmony. (Unreal Present Meaning)
- ▶ The ancient artefact looks perfect **as if** it **had been** carefully **preserved** throughout the ages. (Unreal Past Meaning)



Video 5.8

WISH CLAUSES

A. Wishes About the Present

Kişinin içinde bulunduğu anda hoşuna gitmeyen olayları, memnuniyetsizliğini ifade eder.

Wishes About the Present	
Subject + wish	The Simple Past Tense The Past Continuous Tense Could + V ₁

▶ The young basketball player **wishes** he **had** the same shooting accuracy as his teammate.

B. Wishes About the Past

Geçmişte gerçekleşmiş olan olaylardan duyulan pişmanlığı ya da yakınmayı ifade etmek için kullanılır.

Wishes About the Past	
Subject + wish	The Past Perfect Tense Could + have V ₃



Video 5.9

▶ The company **wishes** they **had not ignored** the customer feedback, as it negatively affected their sales.

C. Wishes About the Future

Gelecekte olması beklenen bir eylem ya da durumla ilgili bir şikâyet veya değişmesi istenen bir durum olduğunda kullanılır.

Wishes About the Future	
Subject + wish	Could + V ₁ Would + V ₁

▶ I **wish** you **would stop** checking your phone every two minutes during dinner.

🔴 “Wish clause” yapılarında “would” kullanımı kurala bağlıdır. Temel cümle ile yan cümlenin özneleri aynı ise, temel cümlede “would” kullanılmaz; onun yerine “could” kullanılabilir.

▶ Mary **wishes** she **could** / **would save** more money.

▶ The workers **wish** their boss **could** / **would be** more understanding about their workload.

D. If only

🔴 “If only” ve “I wish” aynı anlamdadır ve aynı tense kurallarına göre kullanılır.

▶ **If only** / **I wish** we **had** more time, we could explore all the fascinating museums in this city.

▶ **If only** / **I wish** the company **had invested** in better technology, they would not be facing so many technical issues today.

▶ **If only** / **I wish** I **could have been** there to witness the breathtaking sunset over the ocean.

EXERCISES

A) Fill in the blanks with the correct form of the verbs in parentheses. For some, negative forms are needed.

1. If we could travel in time, we _____ (**explore**) different eras and witness the evolution of cultures and societies.
2. You _____ (**expand**) your perspective and knowledge on a variety of subjects, cultures, and viewpoints if you maintain a diverse reading habit.
3. If the rescue team _____ (**arrive**) in time yesterday, the trapped mountaineers couldn't have descended safely from the dangerous mountaintop.
4. If policymakers _____ (**fail**) to handle the water shortage problem, many regions will face terrible consequences soon.
5. If there weren't antibiotics, the treatment options for serious diseases _____ (**progress**) so much.
6. If you happen to have any problems with your device, you _____ (**contact**) our customer support service.
7. If I were to visit a foreign country, I _____ (**choose**) Japan to experience its rich culture and traditions.
8. If people had preserved historical artefacts more carefully worldwide, we _____ (**have**) greater knowledge of ancient civilisations today.

B) Rewrite the following conditional sentences in inverted forms.

1. If you take a sightseeing tour by bus, you can see all the famous landmarks and attractions of the city.

2. I would consider accepting their job offer if the company offered me more flexible working hours.

3. If kids are encouraged and supported by their parents and teachers, they can learn new skills quickly.

4. If Sultan Mehmed II had not conquered Constantinople, the region's history would have been significantly different.

5. You can participate in the advanced training programme only if you have completed all the required courses.

6. Seasons would not exist if the Earth's axis were not tilted towards the plane of its orbit.

7. If you practise playing the piano for an hour every day, you will be able to play your favourite songs soon.

8. If the secretary had saved the files on the cloud system, she would not be in trouble with her boss now.

EXERCISES

C) Complete the sentences with the words and phrases given in the table below.

even if	only if	unless	in the event of	otherwise	without	as if	if so
---------	---------	--------	-----------------	-----------	---------	-------	-------

1. _____ necessary precautions are taken in a workplace can accidents be prevented and safety ensured.
2. As artificial intelligence is advancing rapidly, self-driving cars are supposed to become more prevalent. _____, roadways may become safer and more efficient.
3. _____ we take steps to reduce our carbon footprint, we will continue to contribute to climate change.
4. _____ severe weather, citizens should obey the instructions from local authorities.
5. Those who conduct an experiment should follow the established procedures. _____, the results may be unreliable.
6. The leaves rustled in the breeze, which made it feel _____ nature itself was whispering secrets to us.
7. Understanding the nature of heritable diseases can be challenging _____ a strong foundation in genetics.
8. _____ we choose to ignore history, its impact on our lives and societies cannot be denied.

D) Read each situation carefully and write down sentences using *Wish Clauses*.

1. Alex did not listen to his friend's advice and invested in a risky business.

2. Anne did not study for the important presentation, and now she is feeling anxious and unprepared.

3. Lisa cannot attend the party because she has to work late.

4. Kate wants to travel the world but does not have enough money.

5. Jack forgot his umbrella and got soaked in the rain.

6. Emma did not buy the concert tickets in advance, and now they are sold out.

7. Tony did not check his email and missed an important message from his boss.

8. John forgot to set his alarm clock and overslept for an important meeting.

IF & WISH CLAUSES - TEST (1)

Verilen sorularda boş bırakılan yerlere uygun düşen sözcük veya ifadeyi bulunuz.

1. **If all nations ---- stronger actions against climate change in the past, we ---- such severe environmental problems now.**
A) take / will not face
B) had taken / might not be facing
C) could take / would not have faced
D) had to take / could not have faced
E) took / would not be facing
2. **---- the contributions of Max Planck, modern physics ---- at this level of understanding and development today.**
A) But for / might not have been
B) In case of / must not be
C) In the event of / could not have been
D) If it hadn't been for / would not be
E) Without / should not be
3. **If artificial intelligence ---- to advance at its current rate, it ---- many aspects of our daily lives soon.**
A) can continue / affects
B) continued / would have affected
C) had continued / would affect
D) were to continue / could have affected
E) continues / will affect
4. **We ---- distant galaxies with such precision today if scientists ---- powerful telescopes and advanced space exploration technology.**
A) could not discover / had not developed
B) might not discover / were not developing
C) could not have discovered / did not develop
D) would not discover / have not developed
E) will not be able to discover / do not develop
5. **---- the Great Library of Alexandria not been destroyed, the ancient world ---- greater progress in science.**
A) Should / will make
B) Were / would have made
C) Had / might have made
D) Unless / could make
E) If / would make
6. **According to Doppler's theory, if an observer and a sound source ---- towards each other, the frequency of the sound waves ----.**
A) had moved / could increase
B) move / would have increased
C) could move / should increase
D) are moving / will increase
E) can move / could have increased
7. **---- more people to celebrate cultural diversity, instances of discrimination and intolerance ---- less prevalent today.**
A) Should / could have been
B) If only / can be
C) Had / should be
D) Only if / would be
E) Were / might be
8. **If only a technique for efficient desalination of seawater ----; it ---- water scarcity issues by providing a sustainable source of fresh water.**
A) would be perfected / can solve
B) could be perfected / would solve
C) has been perfected / will solve
D) had been perfected / solve
E) is perfected / could have solved
9. **---- the principles of aerodynamics and the Wright brothers' pioneering aircraft, air transportation ---- a distant dream even now.**
A) If it weren't for / might be
B) Without / can be
C) But for / would be
D) In the event of / could be
E) With / could have been
10. **The phenomenon of continental drift and the theory of plate tectonics ---- if Alfred Wegener ---- the idea of a supercontinent called Pangaea.**
A) would not be known / had not proposed
B) must not be known / could not propose
C) could not be known / will not propose
D) will not be known / does not propose
E) were not known / did not propose

IF & WISH CLAUSES - TEST (1)

11. **The performers ---- the audience with their fascinating stage presence and exceptional talent, but technical difficulties ---- the flow of the performance.**

- A) would have captivated / disrupted
- B) would captivate / had disrupted
- C) could captivate / were disrupting
- D) might have captivated / have disrupted
- E) could have captivated / have been disrupting



12. **If the company ---- proper cybersecurity measures from the beginning, the data leak ---- as big as it is now.**

- A) took / would not have been
- B) was taking / could not be
- C) had taken / would not be
- D) takes / must not be
- E) has taken / might not have been



13. **I wish that teenagers ---- more opportunities to express their creativity because it ---- them to explore their passions and develop valuable skills.**

- A) were being given / could have allowed
- B) had been given / would have allowed
- C) are given / allows
- D) have been given / could allow
- E) were given / would allow



14. **---- the practicality of daily transportation, electric vehicles ---- popularity as quickly as they have in recent years.**

- A) In case of / would not gain
- B) Without / would not have gained
- C) But for / should not gain
- D) In the event of / could not have gained
- E) If it weren't for / might not gain



15. **If only more individuals ---- the long-term benefits of investing in their health and well-being, they ---- a more fulfilling and active life as they age.**

- A) had realised / could be able to enjoy
- B) have realised / will be able to enjoy
- C) realise / are able to enjoy
- D) realised / would be able to enjoy
- E) will realise / might be able to enjoy



16. **If humans ---- to disrupt the natural habitats of endangered animals, their survival chances ---- significantly.**

- A) continue / will diminish
- B) have continued / would diminish
- C) will continue / can diminish
- D) had continued / should diminish
- E) continued / must diminish



17. **The acquisition of foreign language fluency ---- challenging unless it ---- by consistent study and practice.**

- A) will have been / has been accompanied
- B) can be / is accompanied
- C) would be / will be accompanied
- D) would have been / was accompanied
- E) could have been / had been accompanied



18. **Written words ---- efficiently and at a scale previously unimaginable thanks to the printing press; otherwise, knowledge ---- widely.**

- A) had been copied / could not be spread
- B) have been copied / will not be spread
- C) are copied / might not have been spread
- D) were being copied / cannot be spread
- E) were copied / would not have been spread



19. **If people ---- more respect for the disabled, greater inclusivity ---- in many aspects of life, such as education and employment.**

- A) have shown / would occur
- B) showed / could have occurred
- C) show / will occur
- D) had shown / can occur
- E) were showing / would have occurred



20. **If Göbeklitepe ----, our understanding of how civilisations emerged and progressed ---- less detailed.**

- A) was not discovered / would have been
- B) has not been discovered / could be
- C) is not discovered / will be
- D) had not been discovered / would be
- E) will not be discovered / should have been



IF & WISH CLAUSES - TEST (2)

Verilen sorularda boş bırakılan yerlere uygun düşen sözcük veya ifadeyi bulunuz.

1. **If Mustafa Kemal Atatürk ---- the Turkish War of Independence, Türkiye ---- a modern secular state today.**
A) did not start / could not be
B) has not started / will not be
C) were not starting / would not have been
D) had not started / would not be
E) does not start / could not have been
2. **The arrangement of artefacts and interactive displays at the exhibition ---- visitors feel as if they ---- a threshold into another age.**
A) made / had crossed
B) were making / cross
C) had made / crossed
D) will make / have crossed
E) are making / had been crossing
3. **If only there ---- better methods to manage water supplies, communities ---- shortages and ensure a reliable water source for daily needs.**
A) are / would avoid
B) were / could avoid
C) had been / will have avoided
D) have been / could have avoided
E) will be / would have avoided
4. **---- advancements in modern medicine, many diseases ---- significant threats to global health today.**
A) Without / should have posed
B) In case of / will pose
C) If it weren't for / would pose
D) In the event of / could pose
E) But for / might have posed
5. **As long as societies ---- to preserve historical artefacts, the stories of our ancestors ---- alive for future generations to discover.**
A) have continued / would remain
B) continued / could have remained
C) had continued / might remain
D) will continue / might have remained
E) continue / will remain
6. **The company ---- its operations to international markets unless it ---- enough funds by the end of the year.**
A) could not expand / had raised
B) will not be able to expand / raises
C) would not expand / has raised
D) should not expand / raised
E) would not have expanded / was raising
7. **Remember to back up your important files regularly ---- you do not want to lose all your data in the event of a computer malfunction.**
A) if only
B) even if
C) in case
D) provided that
E) unless
8. **The new software installation ---- without any issues on your computer if you ---- the instructions carefully.**
A) should proceed / follow
B) may proceed / followed
C) would have proceeded / have followed
D) will be proceeding / had followed
E) might proceed / will be following
9. **Liliana ---- on stage as if she ---- on air, captivating the audience with her graceful movements.**
A) was dancing / will float
B) has been dancing / is floating
C) danced / were floating
D) had danced / has floated
E) will be dancing / was floating
10. **---- I known that the concert tickets would sell out so quickly, I ---- them in advance to secure our seats.**
A) Had / would have purchased
B) Should / could purchase
C) Were / will be purchasing
D) Only if / would purchase
E) If / could have purchased

11. **If the Roman Empire ---- its territorial integrity and stability, its cultural and political influence ---- to shape the world today.**
- A) maintains / will have continued
 B) were to maintain / would continue
 C) has maintained / can continue
 D) had maintained / might continue
 E) maintained / may have continued
12. **The use of renewable energy sources ---- greenhouse gas emissions; if not, the impacts of climate change ---- worse by now.**
- A) has reduced / would have been
 B) reduced / will have been
 C) was going to reduce / may be
 D) was reducing / could be
 E) reduces / may have been
13. **The historical artefacts in the British Museum ---- as if they ---- frozen in time, giving visitors a glimpse into the past.**
- A) had looked / were
 B) looked / would be
 C) will look / have been
 D) have looked / are
 E) look / had been
14. **There are times when we all ---- we ---- a situation differently and regret our actions or decisions.**
- A) had wished / dealt with
 B) have wished / deal with
 C) wish / had dealt with
 D) wished / could deal with
 E) could wish / have dealt with
15. **---- a novel is set in a fictional world, it can often reflect and comment on real-life issues and concerns.**
- A) As though
 B) Even if
 C) Provided
 D) Unless
 E) In case
16. **The space exploration project can get approval ---- all calculations are done accurately and astronaut safety is ensured.**
- A) if only
 B) even if
 C) in case
 D) on condition that
 E) unless
17. **The air quality in urban cities ---- to such alarming levels today if governments ---- stronger pollution regulations decades ago.**
- A) might not worsen / were making
 B) would not be worsening / had made
 C) will not worsen / have made
 D) would not have worsened / made
 E) may not worsen / make
18. **---- a power cut occurs, all hospitals and other medical institutions ---- emergency generators to continue operations.**
- A) Should / might have
 B) Imagine that / would have
 C) In case / should have
 D) If only / need to have
 E) Supposing that / would be having
19. **---- you experience negative side effects after taking the medicine, you ---- your doctor immediately to seek a new treatment plan.**
- A) Had / would have consulted
 B) As if / will consult
 C) Were / would be consulting
 D) If / might be consulting
 E) Should / must consult
20. **The research team ---- their findings strongly, or else scientific progress ---- reliable.**
- A) should have supported / will not be
 B) had better support / may not have been
 C) must support / should not be
 D) had to support / would not have been
 E) could have supported / could not be

GRAMMAR EXERCISES

Exercise A

- | | |
|--------------------------------------|------------------------------|
| 1. would / could explore | 5. would not have progressed |
| 2. expand / can expand / will expand | 6. can contact |
| 3. had not arrived | 7. would choose |
| 4. fail | 8. would / could have |

Exercise B

- Should you take a sightseeing tour by bus, you can see all the famous landmarks and attractions of the city.
- Were the company to offer me more flexible working hours, I would consider accepting their job offer.
- Should kids be encouraged and supported by their parents and teachers, they can learn new skills quickly.
- Had Sultan Mehmed II not conquered Constantinople, the region's history would have been significantly different.
- Only if you have completed all the required courses, can you participate in the advanced training programme.
- Were the Earth's axis not to be tilted towards the plane of its orbit, seasons would not exist.
- Should you practise playing the piano for an hour every day, you will be able to play your favourite songs soon.
- Had the secretary saved the files on the cloud system, she would not be in trouble with her boss now.

Exercise C

- | | | | |
|------------|--------------------|--------------|------------|
| 1. Only if | 3. Unless | 5. Otherwise | 7. without |
| 2. If so | 4. In the event of | 6. as if | 8. Even if |

Exercise D

- Alex wishes he had listened to his friend's advice; then he would not have invested in a risky business.
- Anne wishes she had studied for the important presentation so that she would not feel anxious and unprepared now.
- Lisa wishes she did not have to work late so she could attend the party.
- Kate wishes she had enough money to travel the world.
- Jack wishes he had brought his umbrella; then he would not have got soaked in the rain.
- Emma wishes she had bought the concert tickets in advance; now they are sold out.
- Tony wishes he had checked his email and not missed the important message from his boss.
- John wishes he had set his alarm clock; then he would not have overslept for the important meeting.

IF & WISH CLAUSES - TEST (1)

- | | |
|-------|-------|
| 1. B | 11. A |
| 2. D | 12. C |
| 3. E | 13. E |
| 4. A | 14. B |
| 5. C | 15. D |
| 6. D | 16. A |
| 7. E | 17. B |
| 8. B | 18. E |
| 9. C | 19. C |
| 10. A | 20. D |

IF & WISH CLAUSES - TEST (2)

- | | |
|-------|-------|
| 1. D | 11. D |
| 2. A | 12. A |
| 3. B | 13. E |
| 4. C | 14. C |
| 5. E | 15. B |
| 6. B | 16. D |
| 7. D | 17. B |
| 8. A | 18. C |
| 9. C | 19. E |
| 10. A | 20. D |

ÖRNEK SORU VİDEOLARI



Video 5.10



Video 5.13



Video 5.11



Video 5.14



Video 5.12



ORTAÖRETİM
GENEL MÜDÜRLÜĞÜ

CONJUNCTIONS & TRANSITIONS

UNIT
6

1. Coordinating Conjunctions

Bu bağlaçlar aynı gramer yapısına sahip kelimeleri, kelime öbeklerini veya bağımsız cümleleri birbirine bağlayan temel araçlardır ve iki cümleyi (independent clauses) bağlarken kendilerinden önce bir virgül alırlar.

and

▶ “And” benzer öneme sahip iki veya daha fazla fikri, kelimeyi veya cümleyi birleştirmek için kullanılır. Sadece bir liste yapmak için değil, iki olgu arasındaki paralelliği, süreci veya birleşimi ifade etmek için de tercih edilir. Ekleme (addition), sıralama (sequencing) ve gruplama (grouping) amacıyla kullanılır.



Video 6.1

- ▶ Sophia attended the seminar to learn about effective communication **and** leadership skills for her career.
- ▶ The architect fitted energy-saving elements into the building, **and** the electricity bills decreased significantly.

or

▶ “Yoksa, aksi takdirde, ya da” anlamı vermek için veya seçenek sunmak için kullanılır. “And” gibi iki cümleyi bağlamanın haricinde iki veya daha fazla sözcüğü birleştirmek için de kullanılır.

- ▶ Emilia is unsure about majoring in economics **or** psychology, as she is interested in both fields.
- ▶ Make sure to update your antivirus software regularly, **or** your computer could be at risk of cyberattacks.

but / yet

▶ “Fakat, ama, ancak” anlamına gelirler ve zıtlık belirten sözcükleri ya da cümleleri bağlamak için kullanılırlar.

- ▶ Scientific progress is often slow **but / yet** steady through years of rigorous experimentation.
- ▶ Facing difficulties can be stressful, **but / yet** it builds our capacity to overcome challenges.

▶ “But”, “hariç, dışında” anlamlarında kullanıldığında kendisinden sonra isim gelir.

- ▶ Daniel explored all the exhibits in the museum **but** the modern art section, which was closed for renovation.

so

▶ “Bu yüzden, bundan dolayı” anlamında kullanılır ve neden-sonuç ilişkisi belirtir.

- ▶ Time management increases productivity, **so** many successful people plan their daily tasks carefully.

nor

▶ “Ayrıca ... de değil” anlamına gelir ve olumsuz bir ekleme yapmaya yarar. İki cümleyi bağlamak için kullanıldığında, ilk cümle olumsuz olur veya olumsuz anlamda bir fiil içerir ve “nor”un olduğu ikinci cümle devrik olur.

- ▶ Eric does not have the required qualifications, **nor** does he possess the necessary experience for the job.

for

▶ “Çünkü” anlamında kullanılır.

- ▶ The Jacksons had a security system installed, **for** the burglary rate in their neighbourhood was very high.

2. Cause and Effect

A. Conjunctions

Bu bağlaçlar, neden bildiren yan cümle ile sonuç bildiren temel cümleyi birbirine bağlar ve genel olarak “-dığı için, -den dolayı, sebebiyle” anlamlarına gelirler. Bağlaç cümlelerin başındaysa iki cümle arasına virgül konur. İki cümle arasında zaman uyumu zorunlu değildir, anlam bütünlüğü olması yeterlidir. Neden-sonuç bildiren bağlaçlar aşağıdaki tabloda yer almaktadır:



Video 6.2

because	seeing (that)	for	it is because ... that
as	seeing as	in that	for the reason that
since	being that	now (that)	so ... that
inasmuch as	given (that)	on the grounds that	such ... that

because

Cause: They wanted to find a more effective cure for the severe disease.

Effect: The scientists researched a new medicine extensively.

▶ The scientists researched a new medicine extensively **because** they wanted to find a more effective cure for the severe disease.

Because the scientists wanted to find a more effective cure for the severe disease, they researched a new medicine extensively.

as

▶ **As** penguins live in some of the harshest climates, they have developed special feathers and fat stores to survive the extreme cold.

since

▶ The school opened coding courses **since** technological skills are becoming increasingly important in the workforce.

inasmuch as

▶ The airline had a fall in customer satisfaction **inasmuch as** frequent flight delays became more routine.

seeing (that) / seeing as

▶ **Bu yapı, resmi bağlamlarda tercih edilmemekte, daha çok konuşma dili ve bölgesel varyantlarda kullanılmaktadır.**

▶ **Seeing (that) / Seeing as** too much plastic waste is not being recycled properly, it is not surprising that marine life is being harmed so much.

being that

▶ **Being that** it is difficult to balance work and personal life, individuals should set priorities and limits.

given (that)

▶ **“Göz önüne alındığında, -duğunu düşünürsek” anlamlarına gelir.**

▶ I will not be able to attend the meeting on Thursday, **given (that)** I have a busy schedule this week.

for

▶ **Cümlelerin başında yer alamaz; onun yerine cümle başında “because” veya “since” gibi bağlaçlar kullanılmalıdır.**

▶ I prefer not to stay staying up late at night, **for** it disrupts my sleep routine and makes me exhausted the next day.

For / Because / Since it disrupts my sleep routine and makes me exhausted the next day, I do not prefer staying up late at night.

in that

▶ **“Çünkü, bakımından” anlamlarına gelir ve cümle ortasında kullanılır.**

▶ The new hybrid car is a great investment **in that** it saves you thousands of liras on fuel every year.

▶ Cougars and leopards belong to the same family, but they are different from each other **in that** they have distinct physical characteristics and habitats.

now (that)

▶ **“Mademki, -dığına göre, artık ... olduğu için” anlamlarına gelmektedir. Tamamlanmış bir eylemin veya yeni değişmiş bir durumun mevcut sonucuna vurgu yapmak için kullanılır ve bu sebeple “The Present Perfect Tense” ile kullanımı çok yaygındır.**

▶ Alison feels much more comfortable speaking in front of an audience **now (that)** she has completed the communication workshop.

on the grounds that

▶ **“Gerekçesiyle” anlamında kullanılır.**

▶ Daniel was not allowed into the concert hall **on the grounds that** he did not have a valid ticket.

it is because ... that

🕒 “Sebebiyle, -den dolayı, yüzünden” anlamlarına gelir.

▶ It is **because** more people are adopting sustainable lifestyles **that** we are observing a positive impact on the environment.

for the reason that

🕒 “Sebebiyle, bu sebepten dolayı” anlamlarına gelir.

▶ Jack pursued a degree in environmental science **for the reason that** he wanted to help preserve natural ecosystems.

so ... that

🕒 Bu yapıyı kullanırken ana cümlede ifade edilen eylem veya durumun sonucu yan cümlede verilir. Cümlelerin arasında zaman uyumu olmak zorunda değildir.

so + adjective / adverb + that

▶ The show was **so** captivating **that** people did not move from their seats until it was over.

▶ The manager spoke **so** softly **that** only those sitting closest to her could hear the instructions clearly.

▶ The construction of the Roman aqueducts was **so** precise **that** some can supply water even today.

so + few / little / many / much + (noun) + that

▶ There were **so many** errors in the report **that** the editor asked for a complete revision.

▶ Jackson had **so little** time to prepare for the exam **that** he could only cover the main topics.

so + adjective + a(n) + noun + that

▶ Alex had **so** keen an interest in art **that** she spent all of her free time getting better at painting.

so + adjective / adverb + as to + infinitive

▶ The novel's plot is **so** engaging **as to** pull readers into a world of suspense and mystery.

such ... that

🕒 Bu yapı kullanılırken, ana cümlede ifade edilen eylem veya durumun sonucu yan cümlede verilir. Cümlelerin arasında zaman uyumu olmak zorunda değildir.

such + a(n) + adjective + noun (countable singular) + that

▶ Beethoven was **such** a great composer **that** his symphonies still captivate listeners all over the world.

such + adjective + noun (countable plural) + that

▶ The chef prepared **such** delicious meals **that** the guests praised his culinary skills throughout the evening.

such + adjective + noun (uncountable) + that

▶ It was **such** unexpected information **that** everyone in the room was left in shock for a while.

such + a lot of + noun + that

▶ Olivia had **such** a lot of books in her collection **that** she had to buy new bookcases to hold them all.

such + adjective + noun + as to + infinitive

▶ The painting was **such** a remarkable masterpiece **as to fascinate** the viewers with its complex details and great beauty.

So + adjective / adverb + verb + subject + that

🕒 “So ... that” ve “such ... that” yapıları cümle başında kullanıldıklarında yapı devrik olur.

▶ **So powerful was the storm that** it uprooted trees and caused widespread damage to buildings in its path.

▶ **So breathtakingly did the acrobat perform her act that** the entire audience was blown away by her skill.

CONJUNCTIONS & TRANSITIONS

Such + (a / an) + adjective + noun + verb + subject + that

- ▶ **Such a clear explanation did the teacher provide that** even the most difficult concepts were simple for the students to understand.

B. Prepositional Phrases

Edat öbekleri olarak adlandırabileceğimiz bu yapılarla oluşturulan yan cümle, ana cümleden önce veya sonra gelebilir ve bu yapılardan sonra isim (noun), zamir (pronoun), isim-fiil (gerund) ya da “the fact that” ile başlayan bir isim cümlecığı (noun clause) gelir. Cümlelerin başında kullanıldığında, kendinden sonra gelen cümleden virgülle ayrılır. Edat öbeklerinin kullanımı aşağıdaki tabloda yer almaktadır:



Video 6.3

as a result of	+	noun, pronoun, gerund, the fact that ...,	+ main clause
as a consequence of			
in consequence of			
because of			
by reason of			
due to			
owing to			
thanks to			
on account of			
on the grounds of			
in view of			
by virtue of			
in the light of			
on the basis of			
for lack of			
in consideration of			

🔍 Bu yapılar “-den dolayı, yüzünden, nedeniyle” anlamlarına gelir.

as a result of

Cause: Claire’s dedication and hard work

Effect: Claire was promoted to a higher position within the company.

- ▶ **As a result of** her dedication and hard work, Claire was promoted to a higher position within the company.

Claire was promoted to a higher position within the company **as a result of** her dedication and hard work.

as a consequence of / in consequence of

- ▶ **As a consequence of / in consequence of** consistent practice, Janine was able to master the difficult piano piece.

because of / by reason of

- ▶ **Because of / By reason of** its widespread use and effect, social media has become an essential part of people’s lives.

due to

- ▶ **Due to** the firm’s extensive research and original ideas, they developed a new product that quickly became popular.

owing to

- ▶ **Owing to** the limited availability of raw materials, the production process has been temporarily halted.

thanks to

- ▶ The team was able to finish the job within the given deadline **thanks to** their careful preparation and coordination.

on account of

- ▶ Dylan changed his travel plans **on account of** the adverse weather forecast.

on the grounds of

- ▶ The employee was dismissed **on the grounds of** incompetence and repeated negligence.

in view of

▶ **In view of** the weather forecast predicting heavy rain, it would be wise to bring an umbrella or raincoat.

by virtue of

▶ **By virtue of** her remarkable achievements in aviation, Amelia Earhart became an inspiration for generations.

in the light of

▶ **In the light of** recent developments, the team has decided to revise the timeline and scope of the project.

on the basis of

▶ “-e dayanarak” anlamına gelir.

▶ Kate was chosen to serve as a team leader for the next project **on the basis of** her great leadership skills.

for lack of

▶ “Eksikliğinden, yetersizliğinden dolayı” anlamlarına gelir.

▶ The project was eventually abandoned **for lack of** sufficient funding.

in consideration of

▶ “Karşılığında, göz önünde bulundurarak, -den dolayı” anlamlarına gelir.

▶ The company gave Jonas a significant bonus **in consideration of** his ten years of dedicated service.

C. Transitional Words and Phrases

Neden-sonuç ilişkisi kuran sözcük ya da sözcük gruplarıdır. “Bu yüzden, bu sebeple, bu nedenle, böylece, dolayısıyla, onun için” anlamlarına gelirler. Bu sözcük ya da sözcük gruplarının büyük bir çoğunluğu iki cümle arasında kullanılır ve sonuç cümlesinin başında yer alır.

Geçiş sözcükleri ve ifadeleri aşağıdaki tabloda yer almaktadır:

therefore	thereby	so	as a result
hence	accordingly	that's why	as a consequence
thus	consequently	for this reason	on this / that account

therefore

▶ Plants capture sunlight to make food through photosynthesis. **Therefore**, they are essential for the survival of all living organisms on Earth.

Plants capture sunlight to make food through photosynthesis; **therefore**, they are essential for the survival of all living organisms on Earth.

Plants capture sunlight to make food through photosynthesis. They are, **therefore**, essential for the survival of all living organisms on Earth.

hence

▶ Extreme sports offer a thrilling escape from the ordinary. **Hence**, they attract those who seek adventure.

▶ The lead actor unexpectedly felt ill in the middle of the play and hence could not perform as he intended.

▶ Our team could not present the new software effectively due to technical problems, **hence** leaving the clients unimpressed.

thus

▶ Penicillin was discovered by Alexander Fleming in 1928. **Thus**, bacterial infection treatment improved significantly.

▶ Staying active and following a balanced diet are essential for maintaining a healthy life, and one should thus prioritise them.

▶ The shifting tectonic plates have shaped the Earth's surface over millions of years, **thus** creating the geography we see today.

thereby

- ▶ The ocean's health directly affects marine life, and thereby impacts the balance of our planet's ecosystems.
The ocean's health directly affects marine life, **thereby impacting** the balance of our planet's ecosystems.

accordingly

- ▶ Scientists continue to search for signs of extraterrestrial life. **Accordingly**, new discoveries may reshape our understanding of the universe.

consequently

- ▶ The rapid development of artificial intelligence has led to major improvements in various industries. **Consequently**, it has changed the way we work and interact with technology.

so

▶ “So”, teknik olarak bir **coordinating conjunction** olsa da modern İngilizcede ve akademik olmayan bağlamlarda bir “**transitional word**” gibi cümle başında kullanılabilir.

- ▶ The team worked incredibly hard to meet the deadline. **So**, the manager decided to reward everyone with an extra day off.

that's why

- ▶ Social media can expose us to cyberbullying and identity theft; **that's why** it is essential to protect our online presence.

for this reason

- ▶ Tropical regions experience high temperatures and humidity throughout the year; **for this reason**, people often prefer lightweight and breathable clothing to stay comfortable.

as a result

- ▶ Modern technology has greatly improved educational facilities; **as a result**, students now have access to cutting-edge resources that enhance their learning experience.

as a consequence

- ▶ Excavations in Türkiye have unearthed ancient artefacts of multiple civilisations. **As a consequence**, we now know more about the region's history.

on this / that account

- ▶ Turkish culture places importance on strong communal bonds and hospitality. **On this account**, sharing meals with family and friends is a tradition.
- ▶ The Mediterranean diet focuses on fresh vegetables, olive oil, and lean proteins; it is linked to a lower risk of heart disease and longer life expectancy **on that account**.

3. Time

Bu yapılar, olayların veya eylemlerin birbirine göre ne zaman gerçekleştiğini belirtmek amacıyla kullanılır.

A. Conjunctions

after

▶ “-dan / -den sonra” anlamına gelir.

- ▶ We went for a walk in the park **after** the rain stopped.

before

▶ “-dan / -den önce” anlamına gelir.

- ▶ **Before** Katie went to bed, she turned off all the lights and locked all the doors.

(ever) since

▶ “-dan / -den beri” anlamına gelir.

- ▶ I have been trying to make new friends **(ever) since** I moved to the city centre.

as soon as / the moment

▶ “Yapar yapmaz, olur olmaz” anlamlarına gelir.

▶ Students began to prepare themselves for the upcoming tests **as soon as / the moment** they completed their final projects.

immediately / directly

▶ “Tam ardından, hiç vakit kaybetmeden” anlamlarına gelirler ve zarf olmalarına rağmen vurgu için bağlaç görevinde kullanılırlar.

▶ **Immediately / Directly** the user enters the incorrect password for the third time, the system automatically locks the account for security.

once

▶ “Yapar yapmaz, olur olmaz” anlamlarına gelir.

▶ **Once** I have completed my tasks for the day, I can finally relax and enjoy some free time.

when

▶ “-diğında / -diğinde, -ınca / -ince” anlamlarına gelir.

▶ **When** the kids finished their meals, they ran outside to play in the backyard.

as / just as

▶ “As”, “... iken” anlamına gelirken “just as”, “tam o anda” anlamına gelir ve genellikle kısa süreli veya anlık eylemlerin çıkışmasını vurgular.

▶ **As / Just as** the sun set, the sky transformed into an amazing palette of bright colours.

even as

▶ “Olurken bile, gerçekleşmesine rağmen aynı anda, tam o sırada bile” anlamlarında kullanılır. İki olayın aynı anda gerçekleştiğini ve genellikle beklenmeyen bir karşıtlık olduğunu gösterir.

▶ The glacier continues to melt **even as** winter temperatures remain below freezing in the surrounding area.

while

▶ “-ken, esnasında, sırasında” anlamlarına gelir.

▶ Passengers were enjoying the beautiful scenery of the countryside **while** the train was speeding down the tracks.

by the time

▶ “-ıncaya / -inceye kadar, -a / -e kadar” anlamlarına gelir.

▶ **By the time** the guests arrive, the host will have finished preparing the food and decorations.

until

▶ “-a / -e kadar” anlamına gelir.

▶ Students are not supposed to leave the classroom **until** the exam is over.

B. Prepositional Phrases

Bu yapılardan sonra isim (noun), zamir (pronoun) veya isim-fiil (gerund) gelir. Cümlelerin başında kullanıldığında kendinden sonra gelen cümleden virgülle ayrılır.

in advance of

▶ “-dan / -den önce” anlamına gelir.

▶ Teachers held a meeting **in advance of** the new school year to discuss teaching strategies.

prior to / previous to

▶ “-dan / -den önce” anlamına gelirler.

▶ **Prior to / Previous to** their first day of work, new employees are supposed to complete the required training sessions.

as from / as of

▶ “-den itibaren, itibarıyla” anlamlarına gelirler.

▶ The new environmental regulations will take effect **as from / as of** 1 July.

in the course of

▶ “Boyunca, süresince, sürerken” anlamlarına gelir.

▶ **In the course of** the 19th century, the Industrial Revolution fundamentally transformed the global economy.

at the end of / at the conclusion of

▶ “Sonucunda, -in bitiminde” anlamlarına gelirler.

▶ **At the end of / At the conclusion of** the summit, the world leaders signed a joint declaration on climate change.

on the occasion of

▶ “Vesilesiyle” anlamına gelir. Eylemin yapılma sebebini özel bir gün vurgusuyla açıklar.

▶ We organised a big family reunion **on the occasion of** our grandparents' 50th anniversary.

following

▶ “Ardından, -den sonra” anlamlarına gelir.

▶ **Following** the hurricane, the government declared a state of emergency in the region.

C. Transitional Words and Phrases

afterwards / then

▶ “Ardından, peşi sıra” anlamlarına gelirler.

▶ Sarah worked on her research project for months. **Afterwards / Then**, she presented her findings to the team.

Sarah worked on her research project for months **and then** presented her findings to the team.

Sarah worked on her research project for months **and** presented her findings to the team **afterwards**.

subsequently

▶ “Ardından, peşi sıra” anlamlarına gelir.

▶ The volcano erupted in 1883; **subsequently**, global temperatures dropped by 1.2°C due to the ash cloud.

meanwhile / in the meantime

▶ “Bu sırada, bu esnada” anlamlarına gelirler.

▶ Rick went after his dream of becoming a professional musician. **Meanwhile / In the meantime**, he held a part-time job to support himself financially.

eventually / finally / at last

▶ “Nihayet, sonunda” anlamlarına gelirler.

▶ The scientists spent a decade analysing extensive genetic data. **Eventually / Finally / At last**, they published a groundbreaking paper on the root causes of the disease.

4. Condition

Bu yapılar, bir eylemin gerçekleşmesinin belli bir koşula bağlı olduğunu / olmadığını anlatmak amacıyla kullanılır.

A. Conjunctions

if / when

▶ “Eğer, -diği / -diği takdirde” anlamlarına gelirler.

▶ **If / When** educational systems do not adapt to the digital age, students might not improve their technological skills.

only if / only when

▶ “Sadece ... şartıyla, ancak -dığında / -diğinde, ancak ... -rsa / -rse” anlamlarına gelirler.

▶ Effective teamwork can be achieved **only if / only when** individuals communicate openly and collaborate effectively.

provided (that) / providing (that)

▶ “-mak / -mek şartıyla” anlamlarına gelirler.

▶ The conference will take place as scheduled **provided (that) / providing (that)** all participants follow the necessary health and safety procedures.

on (the) condition that

▶ “-mak / -mek kaydıyla, sadece ... şartıyla” anlamlarına gelir.

▶ Cultural heritage can be preserved **on (the) condition that** artefacts are protected from destruction, theft, and illegal trade.

as long as / so long as

▶ “-dığı / -diği sürece, -mak / -mek şartıyla” anlamlarına gelirler.

▶ You can access the online course materials **as long as** your subscription is active.

Success is not possible **so long as** you are afraid of making mistakes.

in the event that

▶ “-ması / -mesi durumunda, -dığı / -diği takdirde, -abilir / -ebilir diye” anlamlarına gelir.

▶ **In the event that** a severe storm occurs, residents should stay indoors and follow safety instructions from local authorities.

▶ Customers have the right to a free repair or replacement **in the event that** the product malfunctions during the guarantee period.

in case

▶ “-ması / -mesi durumunda, -ması / -mesi hâlinde, -dığı takdirde, -abilir / -ebilir diye, ... ihtimaline karşı” anlamlarına gelir ve “in case”li cümlede “will / would” asla kullanılmaz. “The Simple Present” veya “The Simple Past Tense” kullanılır. İhtimalin düşüklüğünü vurgulamak içinse “should” tercih edilebilir.

▶ You should keep the team leader’s phone number saved **in case** you need any assistance with the project.

even if

▶ “-sa / -se bile, -sa da / -se de” anlamlarına gelir.

▶ **Even if** she disagreed with his decision, she chose to support her brother in his pursuit of a career change.

whether or not

▶ “... olsa da olmasa da” anlamına gelir.

▶ Rudy is determined to pursue his dreams **whether or not** the path gets difficult.

unless

▶ “Eğer -mazsa / -mezse, -madıkça / -medikçe” anlamlarına gelir.

▶ The package will not be delivered **unless** the recipient’s address is provided accurately.

supposing (that) / suppose (that) / imagine (that) / assuming (that)

▶ “Tut ki, farz et ki” anlamlarına gelirler.

▶ **Supposing (that) / Suppose (that) / Imagine (that) / Assuming (that)** time travel were possible, how would it impact the course of historical events?

B. Prepositional Phrases

Bu yapılardan sonra isim (noun), zamir (pronoun) veya isim-fiil (gerund) gelir. Cümlelerin başında kullanıldığında, kendinden sonra gelen cümleden virgülle ayrılır.

but for

▶ “... olmasa, ... olmasaydı” anlamlarına gelir.

▶ The experiment would have been successful **but for** a minor technical error.

in case of

▶ “Durumunda, hâlinde, olduğu takdirde” anlamlarına gelir.

▶ **In case of** an emergency, the escape plan will be carried out quickly to make sure everyone is safe.

in the event of

▶ “Durumunda, hâlinde, olduğu takdirde” anlamlarına gelir.

▶ **In the event of** heavy rain, the outdoor concert will be moved to the nearby auditorium to ensure the audience’s comfort.

in the absence of

▶ “Yokluğunda, eksikliğinde” anlamlarına gelir.

▶ **In the absence of** a qualified substitute teacher, the principal may need to cover the class herself.

C. Transitional Words and Phrases

if so

▶ “Eğer öyleyse” anlamına gelir.

▶ Are we booked on the 9 a.m. flight? **If so**, we should aim to be at the airport by 7.30 for check-in.

in that event / in that case

▶ “Eğer böyle olursa, o takdirde” anlamlarına gelirler.

▶ It might rain during the outdoor wedding. **In that event / In that case**, the ceremony will be moved to the indoor hall.

otherwise

▶ “Aksi takdirde, yoksa” anlamlarına gelir.

▶ You should follow the instructions; **otherwise**, the device may not function properly.

or (else)

▶ “Aksi takdirde, yoksa” anlamlarına gelir.

▶ Remember to turn off the lights before leaving the office; **or (else)**, we will be wasting energy.

5. Purpose

A. Conjunctions

Bu bağlaçlar, amaç bildirir ve ana cümle ile yan cümleyi bağlamak için kullanılır. Bu cümleler arasında zaman uyumu bulunmalıdır.

so that	for fear that	+ clause
in order that	lest	



Video 6.4

so that / in order that

“Böylece, için, diye, -mesi için” anlamlarına gelirler. Ana cümle ve yan cümle arasında, şimdiki zaman (Present) kiplerinin kendi aralarında zaman uyumu tablodaki gibi sağlanır:

PRESENT		
Main Clause		Subordinate Clause
The Simple Present Tense The Present Continuous Tense The Present Perfect Tense The Present Perfect Continuous Tense The Simple Future Tense	+ so that / in order that +	The Simple Present Tense The Simple Future Tense can may should

- ▶ Conservation programmes aim to protect endangered species **so that** future generations can understand the beauty and importance of biodiversity.
- ▶ The software is updated regularly **in order that** it will remain compatible with the latest operating systems.

Ana cümle ve yan cümle arasında, geçmiş zaman (Past) kiplerinin kendi aralarında zaman uyumu tablodaki gibi sağlanır:

PAST		
Main Clause		Subordinate Clause
The Simple Past Tense The Past Perfect Tense	+ so that / in order that +	could might should would

- ▶ The professor reviewed historical documents carefully **so that** she would learn more about the 18th century.
- ▶ A team of scientists conducted thorough research **in order that** they could understand the complex relationship between genetics and behaviour.

“So that” Expressing Purpose or “So (that)” Expressing Result

🔹 Amaç bildiren “so that” ile “The Past Tense” kullanılmaz, ancak past modal (would / could / would be able to) kullanılabilir. Sonuç belirten cümleciklerde “so (that)” bağlacından önce virgül kullanılırken, amaç belirten “so that” bağlacından önce virgül kullanılmaz.

- ▶ My sister studied hard for six months **so that** she would pass the entrance exam for a prestigious university.
(Expressing purpose)
- My sister studied hard for six months, **so (that)** she passed the entrance exam for a prestigious university.
(Expressing result)

🔹 Amaç bildiren “so that” ile “was / were able to” kullanılmaz.

- ▶ After graduating from university, he saved money consistently **so that / in order that** he could afford his dream holiday. (Expressing purpose)
- After graduating from university, he saved money consistently, **so** he was able to afford his dream holiday.
(Expressing result)

🔹 Amaç bildiren “so that” cümlelerin başında da ortasında da kullanılabilir. Ancak sonuç bildiren “so that” cümlelerin başına getirilemez.

- ▶ **So that** she could improve her skills and get a high-paid job in the tech industry, she took advanced coding courses.

for fear that

🔹 “Korkusuyla” anlamına gelir ve iki cümle arasında zaman uyumu olması gerekir.

The Simple Present Tense + for fear that + may / will / should	The Simple Past Tense + for fear that + might / would / should
---	---

- ▶ The teacher double-checks her calculations **for fear that** she may make a mistake while grading the exam papers.
The teacher double-checked her calculations **for fear that** she might make a mistake while grading the exam papers.

lest

▶ “Olmasın diye, korkusu ile” anlamlarına gelir. Cümle yapıcı olumlu ancak anlamca olumsuzdur. “Lest” yapısından sonra gelen cümlede “not” asla kullanılmaz. Ayrıca “lest”ten sonra gelen fiil ya “should” ile çekimlenir ya da fiil yalın hâliyle kullanılır.

▶ Hikers check their equipment carefully **lest** they should encounter unexpected challenges on the trail.
(Beklenmedik zorluklarla karşılaşmamak için ...)

Hikers check their equipment carefully **in case** they encounter unexpected challenges on the trail.
(Beklenmedik zorluklarla karşılaşılabirler diye ...)

B. Prepositional Phrases

Bu yapılar, ana cümle ile amaç bildiren ifadeleri bağlamak için kullanılır. Edat öbeklerinin kullanımı aşağıdaki tabloda yer almaktadır:



Video 6.5

in order (not) to so as (not) to (not) to	+ bare infinitive
for the purpose of with the aim of with the goal of with the intention of with a view to for the sake of in pursuit of in search of in the hope of in anticipation of for fear of	+ gerund / noun

in order (not) to / so as (not) to / (not) to

▶ “-(me)mek / -(ma)mak amacıyla, -(me)mek / -(ma)mak için” anlamlarına gelirler.

▶ I have started jogging every morning **in order to / so as to / to** improve my fitness.

I have started jogging every morning **in order not to / so as not to / not to** let my fitness level decline.

with the aim of / with the goal of / with the intention of / with a view to

▶ “-mek / -mak amacıyla, -mek / -mak için” anlamlarına gelirler.

▶ Jason enrolled in the language course **with the aim of / with the goal of / with the intention of / with a view to** enhancing his job prospects in international business.

for the sake of

▶ “Uğruna” anlamına gelir.

▶ Loreen had to postpone her holiday **for the sake of** completing the important project on time.

in pursuit of / in search of

▶ “Peşinde, arayışında, -me arayışıyla” anlamlarına gelirler.

▶ Sociologists often conduct extensive research and fieldwork **in pursuit of / in search of** a deeper understanding of different cultures.

in the hope of

▶ “Umuduyla” anlamına gelir.

▶ The company invested in the new technology **in the hope of** reducing costs in their business operations.

in anticipation of

▶ “Beklentisiyle, -e hazırlık olarak” anlamlarına gelir.

▶ The airline added extra flights to London **in anticipation of** the huge interest in the upcoming championship final.

for fear of

► “Korkusuyla, korkusundan, -den korktuğundan” anlamına gelir.

► Lisa always carried an umbrella in her bag **for fear of** getting caught in an unexpected rain shower.

(= Lisa always carried an umbrella in her bag **for fear that** she might get caught in an unexpected rain shower.)

for the purpose of

► “Üzere, amacıyla, gayesiyle” anlamlarına gelir.

► She attended the workshop **for the the purpose of** learning about the latest trends in digital marketing.

6. Concession, Contrast, and Refutation

A. Conjunctions

Zıtlık bildiren bağlaçların kullanımı aşağıdaki tabloda yer almaktadır:



Video 6.6

although	(as) much as	+ clause ,	+ main clause
even though	much though		
though	adjective / adverb + as		
whereas	adjective / adverb + though		
while	however + adjective / adverb		
whilst	no matter + question word		
even if	regardless of + question word		

although / even though / though

► Bu bağlaçlar “-e rağmen” anlamına gelirler. Zıt durumları ifade etmek için kullanılırlar.

► Brian made a fantastic cake by following the recipe, **although / even though / though** he had never tried before.

► **Although / Even though / Though** Tom had practised extensively, he still felt nervous before the performance.

► “Though” cümle sonunda “but / yet” anlamında da kullanılır.

► Martin is not very experienced in coding. He managed to create a functional website on his own, **though**.

Martin is not very experienced in coding, **but / yet** he managed to create a functional website on his own.

whereas / while / whilst

► “-iken” anlamına gelirler. Bu bağlaçlar, zıt anlam ifade eden cümleleri bağlamak için kullanılır. Genellikle farklı öznelere birbirinden farklı ya da zıt özellikleri karşılaştırılırken kullanılırlar.

► **Whereas / While / Whilst** the city centre is full of activities during the day, it becomes quieter and more peaceful at night.

► The older generation prefers traditional forms of communication, **whereas / while / whilst** the younger generation heavily uses social media and instant messaging.

even if

► “Olsa bile, öyle olsa da, ise bile, -e rağmen” anlamında kullanılır.

► Ashley was determined to complete the marathon, **even if** her legs ached and the weather got bad during the race.

(as) much as / much though

► “Her ne kadar ... ise de” anlamına gelir ve “although” bağlacı ile kullanımları benzerdir.

► **(As) Much as / Much though** the car looked well-maintained from the outside, the engine was not in good condition.

adjective / adverb + as

adjective / adverb + though

► “... olduysa da” anlamında kullanılır.

► Creative **as / though** Lilly was, it was possible to see her traditional style in her last painting.

Creatively **as / though** Lilly painted, it was possible to see her traditional style in her last painting.

however + adjective / adverb

no matter + question word

regardless of + question word

⦿ “However” ve “no matter” aynı anlamı taşıyan ve zıtlık bildiren bağlaçlardır. “... olduysa da, her ... olursa olsun” anlamlarına gelirler. “Although / Though” anlamlarına gelseler de daha güçlü bir vurguya sahiptirler.

► **However hard** the problem appeared, Maria was determined to overcome it.

► **No matter how** busy Daniela was, she always found time to spend with her family.

⦿ “No matter + question word” yapısının verdiği anlam “whoever, whatever, wherever, whenever, whichever” ya da “Regardless of who / what / where / when / which” yapıları ile de verilebilir.

► **Wherever** Dan and his wife travelled, the locals greeted them warmly.

No matter where / Regardless of where Dan and his wife travelled, the locals greeted them warmly.

► **Whoever** was in charge, the team always worked harmoniously.

No matter who / Regardless of who was in charge, the team always worked harmoniously.

B. Prepositional Phrases

Bu yapılar, zıt veya çelişkili durumları ana cümleye bağlamak için kullanılır. Kendilerinden sonra isim (noun), zamir (pronoun) veya isim-fiil (gerund) gelir. Edat öbeklerinin kullanımı aşağıdaki tabloda yer almaktadır:



Video 6.7

despite	as opposed to	+	noun, pronoun, gerund, the fact that ...,	+ main clause
in spite of	rather than			
for all	instead of			
notwithstanding	in place of			
regardless of	except for			
irrespective of	other than			
different from	with the exception of			
unlike	by comparison to			
in contrast to / with	in comparison with / to			
contrary to	compared to			

despite / in spite of / for all

⦿ Bu bağlaçlar “-e rağmen” anlamına gelirler. “Although” ile eş anlamlıdır.

► **Despite / In spite of / For all** the language barrier and cultural differences, Maria developed strong bonds with the locals.

notwithstanding

⦿ “-e rağmen” anlamında kullanılır ve gönderme yaptığı isimden sonra da kullanılabilir.

► **Notwithstanding** his young age, Tom showed remarkable maturity in handling the situation.

His young age **notwithstanding**, Tom showed remarkable maturity in handling the situation.

regardless of / irrespective of

⦿ “-e bakmaksızın, dikkate alınmadan” anlamlarına gelirler.

► **Regardless of / Irrespective of** the complex instructions, students successfully completed the challenging experiment.

different from / unlike

⦿ “Different from”, “-den farklı olarak”; “unlike”, “-nın aksine” anlamına gelir.

► **Different from / Unlike** her siblings who prefer outdoor activities, Sarah enjoys spending her weekends reading indoors.

in contrast to / in contrast with / contrary to

⦿ “-nın aksine” anlamına gelirler. İki zıt nesneyi ya da durumu karşılaştırmak için kullanılırlar. Kendilerinden sonra “noun” ya da “noun phrase” gelir.

► The new technique allows for faster data analysis **in contrast to / in contrast with / contrary to** older methods.

► **In contrast to / In contrast with / Contrary to** Earth, Mars has an extremely thin atmosphere.

▶ “Contrary to”, “contrary to popular / common belief” ve “contrary to all expectations” gibi ifadeler ile yaygın bir şekilde kullanılır.

▶ **Contrary to** common belief, spicy food can have numerous health benefits, including boosting metabolism.

rather than / instead of / in place of / as opposed to

▶ “-den ziyade, yerine” anlamlarına gelirler.

▶ The company decided to invest in renewable energy **rather than / instead of / in place of / as opposed to** fossil fuels.

except for / other than / with the exception of

▶ “Hariç, haricinde” anlamlarına gelirler.

▶ **Except for / Other than / With the exception of** the rainy day last week, the weather during our holiday has been sunny and pleasant.

by comparison with / to

▶ “-e nazaran, -e kıyasla” anlamlarına gelir.

▶ **By comparison with / to** Jude’s previous job, the new position offers more opportunities for career growth.

in comparison with / in comparison to / compared to

▶ “-e nazaran, -e kıyasla” anlamlarına gelirler.

▶ **In comparison with / In comparison to / Compared to** traditional methods of data collection, using digital technology offers several advantages.



Video 6.8

C. Transitional Words and Phrases

Karşıt anlam bildiren kelime ya da kelime gruplarıdır. Genel olarak “ancak, buna rağmen, yine de” anlamlarına gelirler.

Kendilerinden sonra cümle gelir ancak kendilerinden önce bir cümle olmadan cümle başında kullanılmazlar. Karşıt anlam bildiren ifadelerin kullanımı aşağıdaki tabloda yer almaktadır:

however	not ... but rather	rather	all the same
nevertheless	on the contrary	by comparison	as a matter of fact
nonetheless	quite the contrary	in comparison	in fact
still	in contrast	(on the one hand) ... on the other hand	after all
but / yet ... still	by contrast	instead	(but) at least
but ... anyway	conversely	even so	in any case

however / nevertheless / nonetheless

▶ “Ancak, buna rağmen, yine de” anlamlarına gelirler. Kendilerinden önce gelen cümleden sonra nokta ya da noktalı virgül kullanılır.

▶ The journey was tough and tiring; **however / nevertheless / nonetheless** the breathtaking views made it all worth it.

The journey was tough and tiring. **However / Nevertheless / Nonetheless** the breathtaking views made it all worth it.

▶ “However”, iki bağımsız cümleyi bağlamanın yanı sıra öznenin sonra ya da cümle sonunda da kullanılabilir.

▶ The project faced unexpected setbacks and a shortage of resources. **However**, the team’s creative problem-solving skills allowed them to overcome every obstacle.

The project faced unexpected setbacks and a shortage of resources. The team’s creative problem-solving skills, **however**, allowed them to overcome every obstacle.

The project faced unexpected setbacks and a shortage of resources. The team’s creative problem-solving skills allowed them to overcome every obstacle, **however**.

still / but ... still / yet ... still / but ... anyway

▶ “Ama, fakat, yine de” anlamlarına gelirler.

▶ Elisa was exhausted from a long day at work, **but / yet** she **still** managed to find the energy to go for a run.

Elisa was exhausted from a long day at work. **Still**, she managed to find the energy to go for a run.

▶ “But ... anyway” anlam olarak “still” ile aynıdır ancak kullanım olarak farklılık gösterir.

▶ Elisa was exhausted from a long day at work, **but** she managed to find the energy to go for a run **anyway**.

not ... but rather

▶ “... değil, daha ziyade” anlamına gelir. Kendinden önceki cümlelerin ifade edildiği gibi olmadığını başka bir fikirle belirtir.

▶ The company’s success was **not** a result of luck **but rather**, a result of strategic planning and dedicated teamwork.

on the contrary / quite the contrary / in contrast / by contrast / conversely / rather

▶ “Bilakis, tam tersine” anlamlarına gelirler. Bir durumun ya da ifadenin zıddı olduğunu söylemek için kullanılırlar.

▶ Skipping meals is often thought to aid in weight loss. **On the contrary / Quite the contrary / In contrast / By contrast / Conversely / Rather**, it can slow metabolism and prevent calorie burning.

▶ Olumsuz bir ifadeye katılmak için de kullanılırlar.

▶ Many culinary experts do not believe that traditional recipes should remain unchanged. **On the contrary / Quite the contrary / In contrast / By contrast / Conversely / Rather**, they often experiment with new ingredients and techniques.

by comparison / in comparison

▶ “Kıyasla, nispeten” anlamlarına gelir.

▶ The dolphin communicates through a complex system of clicks and whistles. **By comparison / In comparison**, the shark relies on body language and chemical signals.

(on the one hand) ... on the other hand

▶ Zıt anlam ifade eden bazı durumlarda “on the one hand” ile “on the other hand” birlikte kullanıldığında “bir yandan ... diğer yandan ...” anlamına gelir.

▶ **On the one hand**, renewable energy sources are environmentally friendly. **On the other hand**, their costs can be higher than traditional ones.

▶ “On the other hand”, “on the one hand” yapısı olmadan da “diğer bir yandan” anlamında kullanılır. “On the contrary” gibi zıtlık bildirmesine rağmen kullanımı farklıdır. Kendisinden önce gelen ifadeyi reddetmeksizin farklı bir bakış açısı sunar. “On the contrary” daha çok bir zıtlığı ifade etmek için kullanılırken “on the other hand” karşıt fikirleri veya durumları kıyaslamak amacıyla kullanılır.

▶ The adoption of electric cars is said to be on the rise due to their numerous advantages. **On the other hand**, there are still some problems that we need to handle.

The adoption of electric cars is said to be on the rise due to their numerous advantages. **On the contrary**, some problems make it harder to use them widely.

instead

▶ “... yerine” anlamına gelir. İkinci cümlelerin başında kullanıldığı gibi sonunda da kullanılabilir.

▶ Researchers could have taken the ancient scrolls from the library. **Instead**, they took high-resolution photos to protect the delicate texts.

Researchers could have taken the ancient scrolls from the library. They took high-resolution photos to protect the delicate texts **instead**.

even so

▶ “Yine de, böyle olsa bile” anlamlarına gelir. İkinci cümlelerin başında kullanılır.

▶ The team has been practising hard every day. **Even so**, they are still struggling to improve their performance.

▶ The city’s public transportation system is satisfactory; **even so**, there are plans to expand it to reach more neighbourhoods.

all the same

▶ “Yine de” anlamına gelir. İkinci cümlelerin başında kullanılabileceği gibi sonunda da kullanılabilir.

▶ The hotel had a few plumbing issues. **All the same**, most guests enjoyed their stay.

The hotel had a few plumbing issues. Most guests enjoyed their stay **all the same**.

as a matter of fact

► “Aslında” anlamına gelir. İkinci cümlede başında kullanılır.

► Cooking Indian cuisine at home can be hard. **As a matter of fact**, with the right recipes, it can be quite enjoyable.

in fact

► “Aslında” anlamına gelir. İkinci cümlede başında kullanılabileceği gibi sonunda da kullanılabilir.

► The presentation was a huge success; **in fact**, it was much better than expected. The audience was engaged throughout.

The presentation was a huge success—much better than expected, **in fact**. The audience was engaged throughout.

after all

► “Sonuçta, ne de olsa” anlamlarına gelir.

► Don't be too hard on him; **after all**, it is his first day at work.

(but) at least

► “En azından, hiç olmazsa” anlamlarına gelir. Kötü bir durum içindeki teselli edici veya olumlu noktayı ifade etmek için kullanılır.

► The patient still feels very weak after the treatment, **but at least** his fever has finally gone down.

► We have solved the problem; **at least**, we have found a workaround that works for now.

in any case

► “Her hâlükârda, ne olursa olsun” anlamlarına gelir ve sonucun şartlar veya ihtimallerden etkilenmeyeceğini belirtir.

► The experiment might yield a positive result, or it might fail; **in any case**, the collected data will be useful for future research.

7. Additional Support or Evidence

A. Transitional Words and Phrases

Geçiş ifadeleri aşağıdaki tabloda yer almaktadır:



Video 6.9

besides	furthermore	additionally	moreover	in addition	what's more	plus
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► Genel olarak “bundan başka, buna ek olarak, dahası, ilaveten” anlamlarına gelirler. İkinci cümlede başında kullanılır ve kendilerinden sonra virgül alırlar.

► Playing outdoor sports provides numerous health benefits. **Besides**, it is a great way to enjoy the fresh air and stay active.

► Following a balanced diet is important for overall health. **Moreover**, it can help maintain energy levels.

► Regular exercise contributes to a healthy heart. **In addition**, it boosts one's mood and helps manage stress effectively.

► “Also”, ikinci cümlede başında ve ikinci cümlede özne sonrasında da kullanılabilir.

► Last year's renovation added charm to our building's exterior; **also**, it modernised its interior spaces.

Last year's renovation added charm to our building's exterior, **and** it **also** modernised its interior spaces.

B. Prepositional Phrases

Bu yapılar cümlede ifade edilen durumu ya da düşüncüyü desteklemek amacıyla kullanılır. Cümlede başında kullanıldığında kendinden sonra gelen cümleden virgülle ayrılır.

as well as	besides	+ noun, pronoun, gerund, the fact that ...,	+ main clause
with / along with / together with	apart from		
in addition to	aside from		

as well as

► “-nın yanı sıra, -e ek olarak” anlamlarına gelir.

► Studying regularly helps improve your academic performance **as well as** your understanding of the subject matter.

with / along with / together with

▶ “İle birlikte, yanında” anlamlarına gelirler.

- ▶ Artefacts from ancient civilisations provide a glimpse into their way of life **with / along with / together with** valuable historical information.

in addition to

▶ “İlave olarak, yanında” anlamlarına gelir.

- ▶ **In addition to** its historical importance, the ancient castle is known for its stunning architecture.

besides

▶ “-dan başka, -nın yanı sıra” anlamlarına gelir.

- ▶ **Besides** changing the way we communicate, the Internet has reshaped how we consume media.

apart from / aside from

▶ “Dışında, -den başka” anlamlarına gelir.

- ▶ **Apart from / Aside from** basic necessities like food and shelter, humans also need social interaction and connection.



Video 6.10

8. Similarity, Explanation, Exemplification, Summarisation, and Emphasis

Bu yapılar cümlede benzerlik ifade etme, açıklama yapma, örnek verme ve vurgu yapma amacıyla kullanılır.



Video 6.11

A. Transitional Words and Phrases

Similarity	likewise, similarly
Explanation	that is, that is to say, namely, in other words, in essence
Exemplification	for example, for instance, to illustrate
Summarisation	briefly, in brief, in conclusion, in short, to sum up, to summarise, generally, in general, on the whole, overall, all in all
Emphasis	indeed, above all, first and foremost, in particular, particularly, especially

likewise / similarly

▶ “Aynı şekilde, benzer biçimde” anlamlarına gelirler. Benzer olay ya da durumları ifade etmek amacıyla kullanılırlar.

- ▶ The enthusiastic gardener tends to her flowers in the garden and, **likewise** the plants in her greenhouse.
- ▶ Many plants rely on sunlight for photosynthesis; **likewise / similarly**, animals depend on plants for their source of energy.

that is / that is to say / namely / in other words

▶ “Diğer bir ifadeyle, yani” anlamlarına gelirler. Anlatılmak istenen olayı ya da durumu daha fazla açıklamak için kullanılırlar.

- ▶ We can track environmental changes with various methods, **namely** satellite imagery and ground-based sensors.
- ▶ An apple falls to the ground due to the force of gravity. **In other words**, gravity pulls objects downwards.

in essence

▶ “Özünde, esasen” anlamlarına gelir.

- ▶ The company is changing its logo, office location, and even its name. **In essence**, they are trying to start a completely new brand identity.

for example / for instance / to illustrate

▶ “Örneğin” anlamına gelirler. Bir olayı ya da durumu örnek göstererek açıklamak amacıyla kullanılırlar.

- ▶ There are many ways to generate electricity. Solar panels, **for example / for instance**, convert sunlight into electrical energy through photovoltaic cells.
- ▶ Modern smartphones offer various functions. **For example / For instance / To illustrate**, users can easily find their way in unfamiliar places with map applications.

briefly / in brief / in conclusion / in short / to sum up / to summarise

▶ “Kısacası, özetlemek gerekirse” anlamlarına gelirler. Öncesinde ifade edilen bir olayı ya da durumu daha kısa ve öz bir şekilde açıklamak amacıyla kullanılırlar.

- ▶ The new renewable energy project has the potential to significantly reduce carbon emissions in the region and contribute to a cleaner and more sustainable future. **Briefly / In brief / In conclusion / In short**, it can be a promising step towards reducing environmental impact.
- ▶ The research findings have indicated that there is a strong correlation between regular exercise and improved cognitive function. **To sum up / To summarise**, the more someone exercises regularly, the better their brain functions.

generally / in general / on the whole / overall / all in all

▶ “Genel olarak, genel anlamda, bütününe bakıldığında” anlamlarına gelirler.

- ▶ The new medication significantly reduces inflammation, has very few side effects, and is relatively inexpensive; **generally / in general / on the whole / overall / all in all**, it is a highly promising treatment option.

indeed

▶ “Aslında, hatta” anlamlarına gelir. İkinci cümlenin başında ya da ikinci cümlede özne sonrasında da kullanılabilir.

- ▶ Research has shown that regular exercise has positive effects on mood. **Indeed**, many individuals report feeling happier after being involved in physical activity.
Research has shown that regular exercise has positive effects on mood. Many individuals **indeed** report feeling happier after being involved in physical activity.

above all / first and foremost

▶ “Her şeyden önce, hepsinden önemlisi” anlamlarına gelirler.

- ▶ The team has a fast striker, a strong defence, and a very experienced goalkeeper. **Above all / First and foremost**, they have a great team spirit that helps them win difficult matches.

in particular / particularly / especially

▶ “Özellikle, bilhassa” anlamlarına gelirler.

- ▶ The museum has many interesting sections for visitors. **In particular / Particularly / Especially**, the ancient Egyptian room attracts the most attention.

B. Prepositional Phrases

such as

▶ “Gibi” anlamına gelir. Öncesinde bahsedilen bir kişi veya nesne türüne daha fazla örnek vermek için kullanılır.

- ▶ The Amazon rainforest is home to a diverse range of species, **such as** jaguars and macaws.
- ▶ **Such as** yapısında, “such” ve “as” sözcüklerinin arasına çoğul bir sözcük ya da bir söz öbeği gelebilir.
▶ The conference covered **such various topics as** artificial intelligence, renewable energy, and climate change.
(= The conference covered various topics, **such as** artificial intelligence, renewable energy, and climate change.)

like

▶ “Gibi” anlamına gelir. Öncesinde bahsedilen bir kişi veya nesne türüne daha fazla örnek vermek için kullanılır.

- ▶ In a biology lab, researchers use various instruments to analyse samples, **like** microscopes and centrifuges.

similar to

▶ “-e benzeyen, -e benzer şekilde” anlamlarına gelir.

- ▶ The fashion designer presented a collection with bold geometric patterns, **similar to** the artistic motifs in modern architecture.

9. Other Prepositional Phrases

A. Means and Support

Bir eylemin hangi yöntemle, hangi aracın yardımıyla veya kimin desteğiyle gerçekleştirildiğini belirtmek için kullanılır; cümleye “vasıtasıyla, yardımıyla, -in lehine, adına” gibi anlamlar katarlar.

by means of

▶ “Vasıtasıyla, aracılığıyla, yoluyla” anlamlarına gelir.

- ▶ Plants produce their own food **by means of** photosynthesis, thereby converting sunlight into energy.

with the help of / with the aid of

▶ “Yardımla” anlamına gelirler.

▶ The archaeologists managed to translate the ancient inscriptions **with the help of / with the aid of** modern digital imaging.

in favour of

▶ “-in lehine, -den yana” anlamlarına gelir.

▶ The committee voted **in favour of** the new proposal, as it offered more sustainable solutions.

in support of

▶ “-i desteklemek amacıyla” anlamına gelir.

▶ The school principal collected signatures from parents **in support of** the new digital library project.

on behalf of

▶ “Adına, -i temsilen” anlamlarına gelir.

▶ The CEO made a thank-you speech **on behalf of** the entire company at the awards ceremony.

in defence of

▶ “-i savunmak amacıyla, -i korumak için” anlamlarına gelir.

▶ The lawyer delivered a long speech to the jury **in defence of** his client’s innocence.

for the benefit of

▶ “-in yararına, -in iyiliği için” anlamlarına gelir.

▶ The university established a digital archive **for the benefit of** researchers worldwide.

B. Reference and Relation

Bir konuyu sınırlandırmak, odağı değiştirmek veya bir durumun hangi kapsamda değerlendirildiğini belirtmek için kullanılır ve cümleye “hakkında, -e gelince, -e dair” vb. anlamlar katarak, söylenen şeyin tam olarak neyle ilgili olduğunu netleştirirler.

in terms of

▶ “Açısından, bakımından” anlamlarına gelir.

▶ **In terms of** performance, the two laptops are quite similar, but they differ significantly in price.

as for / as regards

▶ “-e gelince, ile ilgili olarak” anlamlarına gelirler.

▶ The team is ready for the project; **as for / as regards** the funding, we are still waiting for the bank’s approval.

regarding / concerning / with regard to / as to / in relation to

▶ “Hakkında, ile ilgili olarak, -e dair” anlamlarına gelirler.

▶ The school administration sent an email **regarding / concerning / with regard to / as to / in relation to** the new exam dates.

▶ “In relation to”, yukarıda bahsedilen anlamının haricinde “-e oranla, -e kıyasla” anlamlarına da gelmektedir.

▶ In some insects, the wings are very large **in relation to** the rest of the body.

with respect to / in respect of

▶ “Açısından, bakımından, hususunda” anlamlarına gelirler.

▶ The two theories are very different **with respect to / in respect of** their approach to social development.

in the matter of

▶ “Hususunda, konusunda” anlamlarına gelir.

▶ **In the matter of** student attendance, the university administration has very strict policies.

in reference to / with reference to

▶ “-e atfen” anlamına gelirler.

▶ I am writing to you **in reference to / with reference to** the job advertisement I came across on your company’s website.

C. Agreement and Alignment

Bir eylemin veya durumun mevcut kurallara, beklentilere veya paydaşlara uyum sağlayarak ve onlarla aynı doğrultuda gerçekleştiğini ifade eder; cümleye “-e uygun olarak, -e paralel şekilde, -ile birlikte” gibi anlamlar katarak taraflar veya durumlar arasındaki tutarlılığı netleştirirler.

in accordance with / in compliance with

▶ “-e uygun olarak” anlamına gelirler.

▶ All hazardous waste must be disposed of **in accordance with / in compliance with** international safety standards.

in line with

▶ “-e paralel olarak, -e uygun şekilde” anlamlarına gelir.

▶ The company’s new marketing strategy is **in line with** current consumer trends.

in conjunction with

▶ “ile birlikte” anlamına gelir.

▶ The local police worked **in conjunction with** the FBI to solve the complex cybercrime case.

D. Basis and Attribution

Bir bilginin veya görüşün hangi kaynaktan geldiğini ya da bir kararın/çıkarımın hangi temel üzerine kurulduğunu belirtmek için kullanılır; cümleye “-e göre, -e dayanarak, -e istinaden” gibi anlamlar katarak ifade edilen durumun dayanak noktasını veya bilgi kaynağını netleştirirler.

according to

▶ “-e göre” anlamına gelir.

▶ **According to** a recent study, drinking enough water every day improves concentration.

based on

▶ “-e dayanarak, -e istinaden” anlamlarına gelir.

▶ **Based on** the latest satellite data, meteorologists predict a severe storm tonight.

E. Exchange and Reciprocity

Bir kazanım elde etmek için başka bir değerden vazgeçildiğini, bir karşılık ödendiğini veya bir tehlikenin göze alındığını ifade ederler. Cümleye “karşılığında, pahasına, -i riske atarak” gibi anlamlar katarak iki durum arasındaki bedel-kazanç veya karşılıklılık ilişkisini netleştirirler.

in exchange for / in return for

▶ “-in karşılığında, -e mukabil” anlamlarına gelirler.

▶ The local tribe provided food to the explorers **in exchange for / in return for** modern tools.

at the risk of

▶ “-i göze alarak, -i riske atarak” anlamlarına gelir.

▶ The brave journalist entered the war zone **at the risk of** his own life to report the truth.

at the expense of / at the cost of

▶ “-in pahasına, -in zararına” anlamlarına gelirler.

▶ The factory increased its production speed **at the expense of / at the cost of** the quality of the products.

10. Paired Conjunctions

Bu eşli bağlaçlardan ilk tarafları olumsuz yapı içerenler iki cümleyi bağlarken ilk cümlenin başında kullanıldıklarında o cümle devrik olur. Cümle başında kullanıldığında devrik cümle gerektiren bağlaçlar, tabloda (*) sembolü ile gösterilmiştir.

both ... and ...	* neither ... nor ...	* hardly ... when ...
whether ... or ...	* not only ... but also ...	* scarcely ... when ...
either ... or ...	* no sooner ... than ...	* barely ... when ...

both ... and ...

- ▶ “Hem ... hem de” anlamına gelir ve benzer sözcük ya da sözcük öbeklerini bağlamak için kullanılır.
- ▶ Both cars and bicycles are popular modes of transportation; they offer different benefits to their users.
- ▶ Ergonomic chairs are designed both to provide comfort during long working hours and to support proper posture.

whether ... or ...

- ▶ “... mı yoksa ... mı” ya da “... olup olmadığı” anlamlarına gelir ve iki ya da daha fazla olasılıktan bahsetmek için kullanılır.
- ▶ Biologists have conducted experiments to determine whether the species will adapt to the environment or face extinction.
- ▶ The researchers are investigating whether there is a correlation between sleep patterns and productivity or not.



Video 6.12

either ... or ...

- ▶ “Ya ... ya da” anlamında kullanılır. Kullanıldığı cümle anlam olarak olumludur.
- ▶ The professor said that the students could choose either the book or the film adaptation to complete their assignments.
- ▶ The conference offers sessions on either leadership skills or effective communication strategies.

neither ... nor ...

- ▶ “Ne ... ne de” anlamında kullanılır. Olumlu fiillerle kullanılır ancak cümle anlam olarak olumsuzdur.
- ▶ The research paper was poor, as it provided neither clear evidence nor meaningful explanation for the phenomenon.

not only ... but also ...

- ▶ “Sadece o değil, bu da” anlamına gelir ve olumlu fiillerle kullanılır.
- ▶ The museum exhibits not only classical art pieces but also contemporary works.
- ▶ The team’s success can be attributed not only to their hard work but also to their effective strategies.
- ▶ “Also” atılarak da cümle yapmak mümkündür.
- ▶ The book is not only about historical events but about the cultural and social aspects of the time period.
- ▶ The film impressed audiences not only with its special effects but with its engaging storyline.
- ▶ “Not only ... but also” ile aynı anlama gelen “not only ... but ... as well” bağlacı da kullanılabilir. Ancak “as well” cümle sonunda bulunmalıdır.
- ▶ The company’s growth depends not only on innovation but on teamwork as well.

no sooner ... than ...

- ▶ “... yapar yapmaz” anlamına gelir.
- ▶ The family had no sooner started their hike than they realised they had forgotten their water bottles.

hardly ... when ... / scarcely ... when ... / barely ... when ...

- ▶ “... yapar yapmaz” anlamına gelirler.
- ▶ Jessica had hardly / scarcely / barely gone outside when she realised she had left her wallet inside.

11. Inversion

“Inversion”, bir cümlenin alışlagelmiş diziliminin değiştirilerek yardımcı fiilin öznenin önüne getirilmesi işlemidir. Kısacası, düz bir cümleyi yapısal olarak soru cümlesine benzetmektir; ancak amaç soru sormak değil vurgudur. Cümle, sınırlayıcı anlama sahip ya da olumsuz anlam taşıyan bir kelime ile başlarsa devrik yapı kullanılır. Aşağıdaki tabloda devrik yapı kullanımı gerektiren ifadeler yer almaktadır:

hardly ever	never	only if / only when	not only ... but also
seldom	as	only after	no sooner ... than
rarely	than	only then / only later	hardly / scarcely / barely ... when
barely	not until / not till	only by / only with	on no / any account
scarcely	not since	neither ... nor	under no / any circumstances

hardly ever / seldom / rarely / barely / scarcely

▶ “Neredeyse hiç, nadiren” anlamlarına gelirler.

▶ The old clock **hardly ever / seldom** works properly; its timekeeping is unreliable.

Hardly ever / Seldom does the old clock work properly; its timekeeping is unreliable.

never

▶ “Asla, hiçbir zaman” anlamlarına gelir.

▶ Our school basketball team has **never** played so well in a final match.

Never has our school basketball team played so well in a final match.

as / than

▶ Karşılaştırmada kullanılan bu yapılardan sonra devrik cümle kullanılabilir.

▶ The documentary about the famous artist provides a detailed biography **as** does the book.

▶ Some people think that the book impacts people much more emotionally **than** does the film.

▶ “Than” ile yapılan karşılaştırmalarda, eğer karşılaştırılan ikinci özne bir zamir (I, you, he, she, it, we, they) ise devrik yapı kullanılamaz.

▶ The architectural design of the new library is far more sophisticated **than** it was in the initial sketches.

▶ “Than” ile yapılan karşılaştırmalarda, her iki cümlede de özne aynı ise devrik cümle yapılmaz.

▶ In the playoffs, the team played much more intensely **than** they did last season.

not until / not till

▶ “-e kadar -i yapmamak” anlamında kullanılırlar.

▶ Samantha did not realise the importance of the event **until / till** she read the news article.

Not until / Not till Samantha read the article did she realise the importance of the event.

not since

▶ Bu yapı Türkçe’ye “-den beri ... -madı / -medi” şeklinde çevrilebilir.

▶ **Not since** the early 20th century have scientists seen such a big improvement in the field of quantum physics.

only if

▶ “Kaydıyla, ancak, eğer ... -sa” anlamlarına gelir.

▶ We can ensure a sustainable future for our planet **only if** we reduce carbon emissions and conserve natural resources.

Only if we reduce carbon emissions and conserve natural resources can we ensure a sustainable future for our planet.

only when

▶ “Ancak -diğinde” anlamına gelir.

▶ The true value of health becomes apparent **only when** you face a serious illness.

Only when you face a serious illness does the true value of health become apparent.

only after

▶ “Ancak -den sonra” anlamına gelir.

▶ The coach allowed the injured player to join the match **only after** he had passed the medical test.

Only after the injured player had passed the medical test did the coach allow him to join the match.

only then / only later

▶ “Ancak sonrasında, ancak o zaman” anlamlarına gelirler.

▶ The researchers understood the complexity of the scientific phenomenon they were investigating **only then / only later**.

Only then / Only later did the researchers understand the complexity of the scientific phenomenon they were investigating.



Video 6.13

only by + gerund

▶ “Sadece -arak / -erek” anlamına gelir ve kendisinden sonra isim-fiil kullanılır.

▶ The athlete achieved her personal best **only by training** regularly and **pushing** her limits.

Only by training regularly and **pushing** her limits did the athlete achieve her personal best.

only with + noun / noun phrase

▶ “Sadece ... ile” anlamına gelir ve kendisinden sonra isim ya da isim öbeği kullanılır.

▶ People can **only overcome** the challenges and achieve their goals **with** great patience and effort.

Only with great patience and effort can people overcome the challenges and achieve their goals.

neither ... nor ...

▶ “Ne o ... ne de o” anlamına gelir. Cümle yapıcı olumlu olsa da anlamca olumsuzdur.

▶ **Neither** the film **nor** the book it is based on offers a satisfying conclusion.

Neither does the film offer a satisfying conclusion, **nor** does the book it is based on.

not only ... but also ...

▶ İki cümleyi birleştirdiğinde “not only” cümlelerin başında bulunuyorsa ilk cümle devrik olmalıdır. Ancak cümle başında iki özneyi bağlıyorsa cümle devrik olmaz. Fiilin tekil ya da çoğul kullanımını belirlemek için yükleme yakın özneye bakılır.

▶ **Not only** did the national team win the championship, **but they also** represented their country with their sportsmanship on an international platform.

▶ **Not only** the project team **but also** the entire company will be affected financially if the project fails.

▶ **Not only** animals **but also** plants contribute to the balance of ecosystems, and each plays a unique role in nature.

no sooner ... than

▶ “-er -mez” anlamına gelir. Daha çok “The Past Perfect Tense” ve “The Simple Past Tense” ile birlikte kullanılır.

▶ The teacher had **no sooner assigned** the homework **than** the students eagerly began brainstorming ideas.

No sooner had the teacher assigned the homework **than** the students eagerly began brainstorming ideas.

hardly / scarcely / barely ... when

▶ “-er -mez” anlamına gelirler. Daha çok “The Past Perfect Tense” ve “The Simple Past Tense” ile birlikte kullanılırlar. “Barely ... when” yapısının devrik cümle olarak kullanımı yaygın değildir.

▶ The sun had **hardly / scarcely / barely set** **when** the nocturnal animals started to come out and fill the forest.

Hardly / Scarcely / Barely had the sun set **when** the nocturnal animals started to come out and fill the forest.

on no / any account

▶ “Hiçbir şekilde, ne koşulda olursa olsun” anlamına gelir.

▶ Students should, **on no account,** share their answers with each other during the test.

On no account should students share their answers with each other during the test.

Students should not, **on any account,** share their answers with each other during the test.

under no / any circumstances

▶ “Hiçbir şekilde, ne koşulda olursa olsun” anlamlarına gelirler. “Under any circumstances” yapısı ile devrik cümle yapılmaz ancak olumsuz bir fiille düz cümle yapılır. Devrik cümle ise “under no circumstances” ile yapılır.

▶ You should, **under no circumstances,** ignore safety guidelines while working in the laboratory.

Under no circumstances should you ignore safety guidelines while working in the laboratory.

You should not, **under any circumstances,** ignore safety guidelines while working in the laboratory.

EXERCISES

A) Choose the best option to fill in the blanks in the paragraph.

The Internet has reshaped the way we live. (1)---- the Internet, our world has become more connected, and information is easily accessible. (2)---- it helps us connect globally and supports online learning, its positive impacts are undeniable. Along with these benefits, (3)----, some problems arise. Today, there are many new concerns to consider, (4)---- fake news, the lack of online privacy, and cybercrime. (5)---- the Internet has become an essential part of modern life, addressing these challenges is quite important. (6)---- proper awareness and responsible online behaviour, we cannot work towards creating a safer and more secure digital environment. (7)---- the Internet's influence on opinions and behaviours, we need to handle its bad sides carefully. (8)---- individuals and societies must remain cautious and understand its potential for both good and bad so that they can use the Internet wisely.

- | | | | |
|---|---|--|--|
| 1. a) Thanks to
b) Similar to
c) Except for | 3. a) however
b) therefore
c) for instance | 5. a) Although
b) Whereas
c) Since | 7. a) In spite of
b) Contrary to
c) Because of |
| 2. a) Despite the fact that
b) Even if
c) On the grounds that | 4. a) together with
b) such as
c) irrespective of | 6. a) Due to
b) Without
c) Unlike | 8. a) That's why
b) Even though
c) Yet |

B) Circle the correct words or phrases.

1. **Not since** / **Not until** urgent actions are taken to tackle the climate crisis will we see a significant improvement in environmental conditions.
2. The students were cautious and kept their voices low while studying in the library **on account of** / **for fear of** disturbing other people.
3. The concert can begin **much as** / **now that** all the musicians have tuned their instruments and taken their positions on stage.
4. **Unlike** / **In view of** traditional methods, the new approach utilises advanced technology and innovative techniques.
5. All communication used to rely on written letters in the past; **nonetheless** / **therefore**, most of it can now be done instantly through emails and messaging apps.
6. People with limited mobility can lead fulfilling lives through determination and adaptability, **regardless of** / **owing to** their disabilities.
7. **Though** / **Inasmuch as** all mammals have hair or fur, porcupines are distinct in that their quills serve as a defence mechanism against predators.
8. Gardeners need to provide plants with proper sunlight and water **for fear that** / **in order that** they can grow healthily.

C) Complete the sentences with the words and phrases given in the boxes below.

as well as

as a result of

because

therefore

contrary to

despite

only then

whereas

1. _____ the educational system has undergone significant reforms, student performance is improving day by day.
2. The river overflowed its banks and caused widespread flooding in the area _____ the heavy rainfall.

EXERCISES

3. Some of the players of the team got injured in the previous match; _____, their performance during the match was noticeably below their usual standard.
4. Every day, plastic is used in a variety of products, from carrying bags to water bottles, food and drink containers, _____ medical tools.
5. In the Northern Hemisphere, summer lasts from June to August, _____ in the Southern Hemisphere, those are the coldest months of the year.
6. _____ her exceptional talent and wealth of experience, the new employee frequently gets negative feedback from her colleagues.
7. Sarah lacked confidence on stage until she received loud applause for her performance. _____ did she believe in her own talent.
8. _____ popular belief, lightning can and often does strike the same place twice, especially tall structures like skyscrapers.

D) Rewrite the sentences using the given words or phrases in parentheses.

1. The economic conditions were unfavourable. The company managed to increase its income. **(despite)**

2. The weather was unpredictably bad. The outdoor concert went as planned. **(regardless of)**

3. Marc hesitated to tell his mother that the meal was without salt. He did not want to offend her. **(for fear of)**

4. The electric car has advanced technology. It beats traditional vehicles in terms of efficiency and environmental impact. **(owing to)**

5. Many people attended the event to experience the live music. The concert tickets were very expensive. **(even though)**

6. Project-based learning has been used in classrooms with great success. It is in a position to overcome the deficiencies of traditional education. **(therefore)**

7. Some people enjoy three large meals a day. Others prefer more frequent and smaller meals to maintain their eating habits. **(whereas)**

8. Environmentalists support a productive environment. They use various strategies that include reforestation and habitat restoration. **(in order to)**

CONJUNCTIONS & TRANSITIONS - TEST (1)

Verilen sorularda boş bırakılan yerlere uygun düşen sözcük veya ifadeyi bulunuz.

1. **Caffeine can be found in many beverages and foods. ----, children need to understand its potential effects and how to consume it in moderation.**
A) However
B) Hence
C) Instead
D) On the contrary
E) Besides
2. **We must prioritise sustainable farming practices ---- we can protect the soil and water resources of our planet.**
A) while
B) although
C) for fear that
D) in order that
E) since
3. **---- must the authorities ignore the safety regulations while conducting a fire drill for the well-being of all building residents.**
A) Not until
B) On no account
C) Hardly ever
D) Only when
E) Not since
4. **Climate change ---- impacts the environment negatively ---- poses significant threats to global economic stability.**
A) both / and
B) whether / or
C) neither / nor
D) so / that
E) hardly / when
5. **---- a student's learning style, including interactive activities in the classroom is likely to increase engagement and comprehension.**
A) Contrary to
B) Owing to
C) Regardless of
D) In the event of
E) For fear of
6. **Destructive ---- the battles were during World War II, humanity's collective spirit survived and looked for a way to lasting peace.**
A) when
B) while
C) as
D) if
E) so
7. **---- being essential to food security and quality, pollinators contribute to the production of medicines, biofuels, and fibres.**
A) In addition to
B) Despite
C) Contrary to
D) Instead of
E) According to
8. **Creating effective recycling programmes is crucial, ---- they are a key part of reducing waste and protecting the environment.**
A) so
B) given that
C) while
D) in case
E) though
9. **---- students want to access specific campus areas or borrow books from the library, they are required to obtain a campus access card.**
A) Being that
B) Whereas
C) Lest
D) Even if
E) In the event that
10. **---- staying warm in the icy Antarctic environment, penguins huddle together in large groups, each leaning against and supporting the other.**
A) As opposed to
B) As a result of
C) With a view to
D) Apart from
E) On behalf of

CONJUNCTIONS & TRANSITIONS - TEST (1)

11. Dolphins are considered one of the smartest animals ---- their complicated social behaviour, problem-solving abilities, and advanced communication skills.

- A) despite
- B) on behalf of
- C) along with
- D) rather than
- E) thanks to



12. ---- the days are shorter during the winter, solar panels can continue to produce a valuable amount of clean energy for homes.

- A) In case
- B) In order that
- C) Even though
- D) Now that
- E) As long as



13. Cappadocia offers ---- breathtaking landscapes through hot-air balloon adventures ---- a glimpse into Türkiye's rich history and culture.

- A) neither / nor
- B) no sooner / than
- C) whether / or
- D) not only / but also
- E) either / or



14. ---- an accident, many people choose to take public transportation over driving their own vehicles.

- A) By means of
- B) For fear of
- C) In spite of
- D) As a result of
- E) In terms of



15. ---- Earth, planets generally lack habitable solid surfaces due to extreme conditions like the intense heat of Mercury or the extreme cold of Neptune.

- A) With the exception of
- B) In favour of
- C) Together with
- D) Such as
- E) Besides



16. Music, ---- through rhythm, melody, ---- harmony, has been an important part of culture for centuries, and it serves as a universal language that connects people.

- A) no sooner / than
- B) neither / nor
- C) hardly / when
- D) so / that
- E) whether / or



17. ---- the printing press was invented did widespread access to books become possible, and this development revolutionised the spread of information.

- A) Hardly ever
- B) Much as
- C) Only when
- D) Being that
- E) Even if



18. Advertisers use creative ideas, famous people, and emotions ---- creating a need and making people interested in the products or services they try to sell.

- A) in the absence of
- B) notwithstanding
- C) according to
- D) in pursuit of
- E) as opposed to



19. ---- popular belief, it is important to understand that bacteria, despite often being associated with harm, actually have benefits for human digestion.

- A) Contrary to
- B) Apart from
- C) Similar to
- D) In place of
- E) In addition to



20. Many people believe that communication is mostly about words; ----, non-verbal cues and expressions are much more important than words.

- A) what's more
- B) hence
- C) in other words
- D) in fact
- E) similarly













CONJUNCTIONS & TRANSITIONS - TEST (2)

Verilen sorularda boş bırakılan yerlere uygun düşen sözcük veya ifadeyi bulunuz.

1. **The forest provides a habitat for countless species; ----, deforestation continues to threaten their existence and harm the ecosystem.**
A) as a result
B) similarly
C) however
D) instead
E) in other words
2. **---- busy schedules, it has become increasingly difficult for people to find time for leisure activities and enjoy their hobbies.**
A) Owing to
B) Besides
C) Unlike
D) Such as
E) Despite
3. **Cycling offers an excellent cardiovascular workout, ---- swimming strengthens various muscle groups and enhances flexibility.**
A) so
B) though
C) as
D) whereas
E) in case
4. **India had ---- gained its independence from British rule ---- it embarked on a journey of nation-building and development.**
A) either / or
B) whether / or
C) no sooner / than
D) neither / nor
E) both / and
5. **Bicycles are an eco-friendly and efficient mode of transportation; ----, dedicated bike lanes are lacking in many cities.**
A) for example
B) that is
C) additionally
D) hence
E) even so
6. **People in tornado-prone regions should have a plan in place ---- they should be caught off guard by this powerful natural phenomenon.**
A) although
B) lest
C) because
D) while
E) unless
7. **---- cognitive development during early childhood significantly affects later academic success, researchers have focused on this period.**
A) When
B) In the event that
C) For
D) Seeing that
E) Much as
8. **National athlete Şahika Ercümen could break the Turkish record with a 100-metre dive ---- her two years of intense training.**
A) with a view to
B) as a consequence of
C) regardless of
D) apart from
E) instead of
9. **There is no international standard for sign language; ----, learning the local one is necessary for efficient interaction with deaf people.**
A) for instance
B) therefore
C) similarly
D) even so
E) moreover
10. **The wind turbine system was designed ---- increasing energy efficiency and minimising the negative impact of power production on the environment.**
A) as a result of
B) along with
C) with the aim of
D) for fear of
E) in contrast with

CONJUNCTIONS & TRANSITIONS - TEST (2)

11. --- many look forward to every August to observe the Perseid meteor shower, urban light pollution and weather conditions can prevent the experience.
- A) Since
 - B) Now that
 - C) Lest
 - D) In order that
 - E) Although
- 
12. --- previous designs valued aesthetics more, modern architects prioritise green building practices to develop environmentally friendly structures.
- A) Even if
 - B) Being that
 - C) In case
 - D) While
 - E) As
- 
13. The ideal vitamin D level is --- standardised --- similar across nations, as it depends on factors like age, genetics, geographic location, and health.
- A) both / and
 - B) not only / but also
 - C) neither / nor
 - D) whether / or
 - E) either / or
- 
14. Preserving cultural heritage sites is crucial for maintaining historical identity; ---, it is essential for fostering tourism and local economies.
- A) instead
 - B) furthermore
 - C) in other words
 - D) hence
 - E) for instance
- 
15. The businessperson arrived at the airport hours before her flight --- unexpected problems might cause her to miss the important business meeting.
- A) now that
 - B) for fear that
 - C) provided that
 - D) in order that
 - E) even though
- 
16. --- does the documentary explore the historical context of the era, --- it searches the personal stories of those who lived through it.
- A) Both / and
 - B) Whether / or
 - C) Either / or
 - D) So / that
 - E) Not only / but also
- 
17. The study highlights the environmental impact of pollution; ---, it proposes practical solutions for sustainable waste management.
- A) moreover
 - B) however
 - C) therefore
 - D) instead
 - E) as a result
- 
18. --- its unique architectural design and innovative features, the building has become an iconic landmark in the city's skyline.
- A) Despite
 - B) Contrary to
 - C) Instead of
 - D) Due to
 - E) Regardless of
- 
19. People think that the Moon's surface is covered in water; ---, scientific studies have not found any significant water bodies on the lunar surface.
- A) therefore
 - B) consequently
 - C) however
 - D) moreover
 - E) in other words
- 
20. The restaurant has become a local favourite --- its exceptional service and tasty dishes, which have received excellent ratings.
- A) as a result of
 - B) in spite of
 - C) instead of
 - D) regardless of
 - E) for fear of
- 

Verilen sorularda boş bırakılan yerlere uygun dūşen sözcük veya ifadeyi bulunuz.

1. --- primary goal of the United Nations is to foster cooperation and maintain ---- international peace across the globe.
A) A / an
B) The / the
C) Ø / the
D) Ø / Ø
E) The / Ø
2. Seeing that ---- could not travel by plane due to bad weather conditions, the air travellers sought to use ---- modes of transport.
A) they / other
B) the ones / another
C) ones / the others
D) one / others
E) those / every other
3. The company is in need of ---- who speaks Chinese fluently for the conference and can accompany them ---- they go during the trip.
A) anybody / nowhere
B) everyone / something
C) no one / anywhere
D) someone / everywhere
E) somebody / everything
4. Formal criticism, popular in recent years, occasionally attempts to view ---- piece of art as ---- completed work.
A) each / the
B) either / Ø
C) every / a
D) all / a
E) both / Ø
5. Eventually, the new law ---- effect on Sunday, and it ---- all citizens to renew their ID cards by the end of the year.
A) was taking / required
B) takes / has required
C) took / requires
D) will take / has been requiring
E) had taken / was requiring

6. Human beings ---- rainforests to such an extent that, at the present rate of destruction, the last rainforest ---- in twenty years' time.
A) destroyed / is gone
B) have been destroying / will be gone
C) had destroyed / was gone
D) will have destroyed / had been gone
E) are destroying / would be gone
7. Since the oil crisis of the 1970s in Japan, when energy-sufficient homes ---- popular, 10,000 underground houses ----.
A) had become / will have been constructed
B) were becoming / were constructed
C) have become / had been constructed
D) became / have been constructed
E) will have become / will be constructed
8. Lack of enough rainfall during the 1960s ---- rice production and therefore ---- people's daily diets negatively in China.
A) was reducing / will affect
B) had reduced / affects
C) has been reducing / is affecting
D) will reduce / will have affected
E) reduced / affected
9. An officer who ---- journalists to the area safely ---- an appropriate environment for them.
A) must transport / was providing
B) should have transported / had been providing
C) had to transport / provided
D) could transport / will have provided
E) will be able to transport / has provided
10. Some individuals in the UK ---- that grain ---- on the land where animals graze to feed more people in the future.
A) have thought / must have been grown
B) thought / can be grown
C) had thought / has to be grown
D) think / should be grown
E) will think / could have been grown

CONSOLIDATION - TEST (1)

11. When my cousin ---- as a secretary for a lawyer, she ---- a hundred words in a minute without making any mistakes at all.

- A) was working / can type
- B) worked / used to type
- C) had worked / must have typed
- D) has worked / had to type
- E) works / should have typed



12. Despite strong objections, the company owner insisted that he would ---- the new assistant ---- the final checks on the project.

- A) get / to do
- B) make / doing
- C) have / done
- D) get / done
- E) have / to do



13. According to a report, if houses in the USA ---- so expensive, many people ---- them easily without saving all their money.

- A) had not been / will buy
- B) will not be / can buy
- C) are not / could have bought
- D) were not / would buy
- E) have not been / might have bought



14. The referee has informed the captains of both teams that in the event that the fans ---- more chaos during the game, he ---- the match immediately.

- A) caused / can cancel
- B) cause / will cancel
- C) had caused / would cancel
- D) will cause / would have cancelled
- E) have caused / had to cancel



15. If water ---- two-thirds of the surface of our planet, the weather ---- too cold for the beings to survive on it.

- A) did not cover / would be
- B) had not covered / can be
- C) would not cover / was
- D) will not cover / may be
- E) has not covered / could be



16. The supporters of the team ---- that the team's goalkeeper ---- so many mistakes because they may cause them to lose the title.

- A) will wish / is not making
- B) have wished / could not make
- C) had wished / has not made
- D) are going to wish / will not make
- E) wish / would not make



17. Efforts to produce much cleaner cars are a good idea, ---- people's willingness to use them does not seem high enough.

- A) but
- B) so
- C) as
- D) and
- E) or



18. ---- having some drawbacks, using alternative energy sources is much less harmful to the environment.

- A) As well as
- B) Due to
- C) In addition to
- D) Despite
- E) As a result of



19. ---- it is produced from a sustainable source, paper differs from the majority of other waste items.

- A) As soon as
- B) Before
- C) As
- D) So that
- E) While



20. ---- adults and adolescents see danger in similar ways, they arrive at different conclusions because of their differing perspectives.

- A) Although
- B) Since
- C) When
- D) In case
- E) As long as



Verilen sorularda boş bırakılan yerlere uygun düşen sözcük veya ifadeyi bulunuz.

1. **Environmental awareness can be increased if an individual shows ---- highest level of determination compared to ---- in society.**

A) a / the others
B) Ø / another
C) the / others
D) Ø / each other
E) the / the other



2. **During the historic 1980 Wimbledon final, the ability-based playstyles of both players and ---- ambitions displayed how ---- talent could influence the result.**

A) theirs / the
B) his / a
C) them / Ø
D) its / the
E) their / Ø



3. **Only applying basic rules will bring us ---- because sustainability requires a broad approach to connecting ---- with nature.**

A) anything / themselves
B) nowhere / ourselves
C) everywhere / itself
D) somewhere / yourselves
E) everything / us



4. **---- is so impressive to observe every little change throughout your baby's developmental stages that ---- parent should spend time with them as much as possible.**

A) It / each
B) He / every
C) She / both
D) This / either
E) That / a couple of



5. **Growing environmental awareness ---- to the development of renewable energy sources recently, but this shift ---- by industries at present.**

A) contributed / has been embraced
B) had contributed / was embraced
C) has contributed / is being embraced
D) is contributing / had been embraced
E) contributes / will have been embraced



6. **When Orville and Wilbur Wright ---- their Flyer plane for the first time in history, five people ---- to have witnessed this groundbreaking occasion.**

A) had flown / had been said
B) were flying / are said
C) have flown / have been said
D) are flying / will be said
E) flew / were said



7. **According to popular belief, the colour blue ---- with higher energy levels, but such a specific view ---- depending on cultural and individual factors.**

A) was associated / changed
B) has been associated / had changed
C) will be associated / has changed
D) is associated / changes
E) is going to be associated / was changing



8. **Antarctica ---- the world's largest desert due to its low precipitation levels, but scientists ---- that it has a vast network of underwater lakes and rivers.**

A) was considered / had found
B) is considered / have found
C) has been considered / are going to find
D) had been considered / will find
E) will be considered / find



9. **As far as the latest reports are concerned, the thief ---- a practical method to bypass the security system, and his actions ---- the security experts.**

A) must have used / have terrified
B) should have used / were terrifying
C) may have used / are going to terrify
D) was able to use / terrify
E) had better use / had terrified



10. **Despite the hard conditions and limited resources, the wounded hiker ---- for days in the wilderness until the rescue team ----.**

A) had to survive / had arrived
B) had better survive / has arrived
C) ought to have survived / arrives
D) could have survived / is arriving
E) managed to survive / arrived



11. While organising the event, they ---- a platform for people with disabilities because now they ---- upstairs to the hall.

- A) could have built / must not climb
- B) should have built / are not able to climb
- C) would have built / cannot climb
- D) must have built / should not climb
- E) had to build / do not have to climb



12. The teacher let the students ---- their topics for the assignment about their interests and had them ---- their findings to the class.

- A) choose / present
- B) to choose / presenting
- C) chose / to be presented
- D) choosing / to present
- E) chosen / presented



13. Providing the American colonies ---- independence from Britain, the democracy ---- in unexpected ways throughout history.

- A) did not claim / might have developed
- B) have not claimed / would develop
- C) will not claim / develops
- D) had not claimed / could have developed
- E) are not claiming / should develop



14. The effectiveness of therapy and patients' overall health ---- unless they ---- their medicine plan.

- A) must be damaged / stuck to
- B) can be damaged / would stick to
- C) may be damaged / stick to
- D) should have been damaged / had stuck to
- E) would rather have been damaged / have stuck to



15. The employee wishes her team ---- more specific instructions in advance; that way, the project results ---- significantly.

- A) provides / must be improved
- B) has provided / needed to be improved
- C) provided / could have been improved
- D) had provided / would have been improved
- E) will provide / ought to be improved



16. Students ---- incredible success as long as they ---- their education with dedication to learn from both successes and failures.

- A) should achieve / continued
- B) can achieve / continue
- C) have to achieve / continue
- D) used to achieve / have continued
- E) need to achieve / had continued



17. As expected, the experiment was challenging; ----, it required months of careful planning and extensive data collection to have meaningful results.

- A) however
- B) conversely
- C) indeed
- D) otherwise
- E) instead



18. The human brain is very complex and capable, ---- it actually consumes a relatively small amount of energy compared to how much it works.

- A) as
- B) for
- C) and
- D) so
- E) but



19. ---- its cultural diversity, Gaziantep offers a wide range of culinary experiences that reflect local richness.

- A) Despite
- B) In case of
- C) Unlike
- D) Thanks to
- E) Instead of



20. ---- humanity has developed telescopes and space shuttles, we can observe other planets and moons in our solar system more closely.

- A) Even if
- B) Now that
- C) While
- D) Unless
- E) Though



GRAMMAR EXERCISES

Exercise A

- | | | | |
|------|------|------|------|
| 1. a | 3. a | 5. c | 7. c |
| 2. c | 4. b | 6. b | 8. a |

Exercise B

- | | | | |
|----------------|-------------|------------------|------------------|
| 1. Not until | 3. now that | 5. nonetheless | 7. Though |
| 2. for fear of | 4. Unlike | 6. regardless of | 8. in order that |

Exercise C

- | | | | |
|-------------------|---------------|------------|----------------|
| 1. Because | 3. therefore | 5. whereas | 7. Only then |
| 2. as a result of | 4. as well as | 6. Despite | 8. Contrary to |

Exercise D

1. Despite the unfavourable economic conditions, the company managed to increase its income.
2. Regardless of the unpredictably bad weather, the outdoor concert went as planned.
3. For fear of offending his mother, Marc hesitated to tell her that the meal was without salt.
4. Owing to its advanced technology, the electric car beats traditional vehicles in terms of efficiency and environmental impact.
5. Even though the concert tickets were very expensive, many people attended the event to experience the live music.
6. Project-based learning has been used in classrooms with great success; therefore, it is in a position to overcome the deficiencies of traditional education.
7. Whereas some people enjoy three large meals a day, others prefer more frequent and smaller meals to maintain their eating habits.
8. Environmentalists use various strategies that include reforestation and habitat restoration in order to support a productive environment.

CONJUNCTIONS & TRANSITIONS - TEST (1)

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

CONJUNCTIONS & TRANSITIONS - TEST (2)

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

CONSOLIDATION - TEST (1)

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

CONSOLIDATION - TEST (2)

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

ÖRNEK SORU VİDEOLARI



Video 6.14



Video 6.15



Video 6.16



Video 6.17



ORTAÖRETİM
GENEL MÜDÜRLÜĞÜ

GERUNDS, INFINITIVES & PARTICIPLES

UNIT
7

GERUNDS

1. Gerunds as the Subject and Subject Complement

▶ “Gerund” bir fiilin köküne “-ing” getirilerek oluşturulan bir fiilimsidir.

- ▶ **Running** can be highly beneficial for both physical and mental health.
- ▶ The most exciting part of the trip was **exploring** ancient ruins.



Video 7.1

A. Özne olarak (as the subject of a sentence)

▶ “Gerund” cümlelerin öznesi olarak kullanılabilir.

- ▶ **Learning** a new language can be challenging but rewarding.
- ▶ **Using** fossil fuels will be limited by laws in order to reduce greenhouse gas emissions.

▶ “Gerund” isim görevi görür. Bu nedenle isimden önce gelen iyelik yapılarıyla birlikte kullanılabilir.

- ▶ Her **being** honest is one of Sarah’s most admirable qualities.
- ▶ The coach is proud of the team’s **winning** the championship.

▶ “Gerund” özne görevi gördüğünde cümlelerin fiili tekil özneye göre çekimlenmelidir. Ancak “and” ile bağlanan birden fazla “gerund” varsa fiil çoğul özneye göre çekimlenmelidir.

- ▶ **Swimming** is a great way to stay healthy and feel relaxed after a busy day.
- ▶ **Listening** and **speaking** are equally important aspects of effective communication.

B. Öznenin tamamlayıcısı olarak (as subject complement)

▶ “Subject complement”, “be” fiili ile özneyi tamamlamak için kullanılır. Sadece bir sözcükten ya da birden fazla sözcüğün oluşturduğu bir sözcük grubundan oluşabilir.

- ▶ One of the key elements in the company’s success is **building** strong relationships.
- ▶ Our primary objectives are **improving** customer satisfaction and **increasing** operational efficiency.

2. Gerunds as the Object of a Verb

▶ “Gerund” bir fiilin nesnesi olarak kullanılabilir.

Aşağıdaki tabloda, kendisinden sonra “gerund” gelen fiiller yer almaktadır:



Video 7.2

Some Verbs Followed by a Gerund			
admit (to)	discuss	involve	quit
anticipate	dislike	justify	recommend
appreciate	enjoy	keep	report
avoid	endure	mention	resent
complete	fancy	mind	resist
consider	finish	miss	risk
delay	imagine	postpone	suggest
deny	include	practise	tolerate

- ▶ I **suggested** **cooking** at home instead of going out for dinner, as it is healthier.
- ▶ The team **postponed** **playing** the game because of the player’s injury.

3. Gerunds as the Object of a Preposition

► Bazı fiil, sıfat ve isimlerden sonra edat kullanılır ve tüm edatlardan sonra gerund (-ing) gelir.

Bir edatın nesnesi olarak (as the object of a preposition)

Aşağıdaki tabloda, fiil + edat + isim-fiil kullanımları yer almaktadır:



Video 7.3

Verb + Preposition + Gerund			
abstain from	comment on	forget about	refer to
adjust to	complain about	insist on	succeed in
apologise for	consist of	look forward to	specialise in
approve of	deal with	object to	talk about / of
believe in	depend on / upon	participate in	think about / of
care about	dream about / of	plan on	worry about

► My parents are looking forward to **celebrating** their anniversary this weekend.

► The team leader succeeded in **persuading** the board of directors to approve the project.

Aşağıdaki tabloda, fiil + nesne + edat + isim-fiil kullanımları yer almaktadır:

Verb + Object + Preposition + Gerund		
accuse sb of	congratulate sb on	keep sb from
apologise to sb for	deter sb from	prevent sb from
arrest sb for	devote oneself to	punish sb for
blame sb for	discourage sb from	stop sb from
charge sb with	forgive sb for	suspect sb of
complain to sb about	involve sb in	warn sb about / against

► Strict regulations are in effect to prevent companies from **polluting** the environment.

► The teacher blamed the student for **disrupting** the class.

Aşağıdaki tabloda, "to" edatından sonra getirilen isim-fiil kullanımları yer almaktadır:

Gerunds Used after the Preposition 'to'			
be used / accustomed to	resort to	due to	dedicate to
look forward to	in addition to	object to	devote to
prefer doing sth to doing sth	owing to	commit to	refer to

► At first, Jane had a culture shock, but she is used to **living** in a foreign country now.

► The local residents strongly object to **building** the new factory near the river.

GERUNDS, INFINITIVES & PARTICIPLES

Aşağıdaki tabloda, sıfat + edat + isim-fiil kullanımları yer almaktadır:

Adjective + Preposition + Gerund		
accustomed to	essential to	proud of
afraid of	excited about	quick at
angry at	exposed to	responsible for
appropriate for	(in)famous / notorious for	similar to
ashamed of	fed up with	sorry about / for
aware of	good / bad at	surprised at
bored with	happy about / with	suitable for
capable of	interested in	sure of / about
concerned about	jealous of	terrified of
delighted at	keen on	tired of
disappointed about / at	opposed to	worried about

- Despite his young age, my brother is good at **managing** a large team and **handling** complex projects.
- Everybody should be concerned about **reducing** their carbon footprint and **adopting** renewable energy.

Aşağıdaki tabloda, isim + edat + isim-fiil kullanımları yer almaktadır:

Noun + Preposition + Gerund		
advantage of	excuse for	problem of
chance of	idea of	reason for
capability of	interest in	reputation for
danger of	method of	risk of
difficulty (in) / (with)	need for	the point of
doubt about	possibility of	way of

- Spirulina, a type of blue-green algae, has the capability of **surviving** in the harshest environmental and chemical conditions.
- Many small businesses have noticed the need for **having** an online presence.

Aşağıdaki tabloda, edat + isim + edat + isim-fiil kullanımları yer almaktadır:

Preposition + Noun + Preposition + Gerund		
on account of	in exchange for	in the middle of
on the brink of	in favour of	in case of
on the point of	in return for	for fear of
on the verge of	in the course of	for the sake of
in the habit of	in spite of	by virtue of

- Please get in the habit of **inspecting** links and attachments before you click on them to protect your online security.
- I volunteered at an animal shelter in exchange for **gaining** experience in animal care.

4. Expressions Used with Gerunds

“Gerund” ile kullanılan bazı ifadeler aşağıdaki tabloda yer almaktadır:

Some Expressions Followed by Gerunds	
It is no use / good -nın / -nin yararı yok
It is not worth -a / -e değmez
There is no point in -nın / -nin anlamı yok
a waste of + (time / money / energy)	(zaman / para / emek) ziyarı
waste + (time / money / energy)	(zamanı / parayı / emeği) boşa harcamak
spend (time / money / energy)	(zaman / para / emek) harcamak
What / How about ...?	... -a / -e ne dersin?
sit / stand / lie + (place)	(bir yerde) oturup / dikilip / yatıp durmak
without / by	-sız, -siz / -erek, -arak
have fun / good time	iyi vakit geçirmek
go + (activity)	(aktivite) yapmaya gitmek
busy	meşgul olmak
can't help	durduramamak
can't stand	katlanamamak



Video 7.4

- ▶ It is **not worth spending** too much money to renovate that old house because of its market value.
- ▶ Improving one's English language skills might be challenging **without dedicating** time and effort.

🔹 **Duyu fiilleriyle de “gerund” kullanılır. Bu fiiller aşağıdaki tabloda yer almaktadır:**

Gerunds after Verbs of Perception			
hear	see	listen to	smell
notice	watch	feel	observe

🔹 **Yapılan iş baştan sona gözlenmiş ise duyu fiillerinden sonra gelen fiilleri yalın hâlleri (bare infinitive) ile, yapılan işin bir kısmından bahsediyorsak “gerund” ile kullanırız.**

- ▶ The students carefully listened to the professor **explain** the experiment. (Öğrenciler profesörü baştan sona dinlemişler.)
- ▶ The security guard saw someone **sneaking** into the building on the surveillance camera. (Güvenlik görevlisi kişiyi binaya sızmaya başladıktan sonra görmüş.)

🔹 **Duyu fiilleri ile birlikte “can” veya “could” kullanılmışsa devamında çoğunlukla “gerund” tercih edilir.**

- ▶ The mother could hear her kids **giggling** in the next room.

5. Passive and Perfect Forms of Gerunds

🔹 **“Passive Gerund”, “being + past participle” yapısı ile kullanılır ve eylemin edilgen olarak gerçekleştiğini gösterir.**

- ▶ He is never worried about **being criticised** by others.
- ▶ **Being treated** like a child by adults is the thing that teenagers hate most.



Video 7.5

- ▶ “Perfect Gerund”, “having + past participle” yapısı ile kullanılır ve bu eylemin, cümledeki eylemden daha önce gerçekleştiğini gösterir.
 - ▶ The professor was awarded an honorary prize for **having spent** years educating students with disabilities.
 - ▶ The Turkish national women’s volleyball team, Sultans of the Net, was proud of **having won** the European Championship.
- ▶ “Passive Perfect Gerund”, “having been + past participle” yapısı ile kullanılır ve öznenin bir eyleme maruz kaldığını ve bu eylemin, cümledeki eylemden önce gerçekleştiğini gösterir.
 - ▶ Cars are not put on sale without **having been subjected** to safety tests.
 - ▶ **Having been accepted** to an accredited educational institution abroad makes it easier for you to get a student visa.

INFINITIVES

1. Infinitives as the Subject and Subject Complement



Video 7.6

A. Özne olarak (as the subject of a sentence)

“Infinitive” bir fiilin başına “to” getirilerek (to infinitive) ya da fiilin yalın hâli (bare infinitive) kullanılarak oluşturulan bir fiilimsidir.

- ▶ **To do** your best with all your good intentions will lead you to success.
- ▶ Teachers should let their students **speak** to improve their communication skills.
- ▶ “To infinitive” cümlelerin öznesi olarak kullanılabilir.
 - ▶ **To achieve** one’s dreams requires determination and firm commitment.
- ▶ “To infinitive” cümlelerin öznesi ise fiil, tekil özneye uygun çekimlenmelidir. Ancak “and” ile bağlanan birden fazla “to infinitive” varsa çoğul özneye uygun çekimlenmelidir.
 - ▶ **To understand** the complexities of human behaviour is a lifelong effort for psychologists.
 - ▶ **To explore** the depths of the ocean and **to uncover** its mysteries demand advanced technology.

B. Öznenin tamamlayıcısı olarak (as subject complement)

- ▶ “Subject complement”, “be” fiili ile özneyi tamamlamak için kullanılır. Sadece bir sözcükten ya da birden fazla sözcüğün oluşturduğu bir sözcük grubundan oluşabilir.
 - ▶ One of the most rewarding experiences in life is **to appreciate** the beauty of nature.

C. “It” öznesinden sonra infinitive kullanımı

- ▶ Bu cümlelerde özne olarak “it” kullanılır ancak cümlelerin gerçek öznesi fiilden sonra gelmektedir.

It + be + adjective + (for somebody) + to infinitive

- ▶ It is important (for students) **to stay** motivated in order to achieve their goals.

It + be + noun + (for somebody) + to infinitive

- ▶ It is a pleasure (for someone) **to travel** the world and experience different cultures.

It + be + adjective + of + noun / pronoun + to infinitive

- ▶ It is thoughtful of you, as a young businessperson, **to spend** your time on charitable causes.

2. Infinitives as the Object of a Verb

► “Infinitive” bir fiilin nesnesi olarak kullanılabilir.

Aşağıdaki tabloda, ardından “to infinitive” gelen fiiller yer almaktadır:



Video 7.7

Some Verbs Followed by ‘to Infinitive’			
afford	deserve	learn	promise
agree	dread	manage	prove
arrange	expect	offer	refuse
ask	fail	plan	seem
claim	happen	prepare	struggle
dare (to)	hesitate	pretend	swear
decide	hope	proceed	tend
demand	intend	propose	threaten

- Jane did not hesitate **to volunteer** for the challenging task.
- At the school play, Martina wore a crown and pretended **to be** a queen.

► Bazı fiiller hem kendilerinden hem de bir “object pronoun”dan sonra “infinitive” alabilirler. Bu durumda kimi fiillerde anlam farkı oluşabilir.

Aşağıdaki tabloda, ardından nesne ve “to infinitive” gelen bazı fiiller yer almaktadır:

Verb + Object + to Infinitive			
advise	enable	invite	require
allow	encourage	order	teach
ask	expect	permit	tell
beg	forbid	persuade	tempt
cause	force	prefer	urge
command	get	remind	want
convince	help*	request	warn

* Bu fiil, nesneden sonra hem to-infinitive (to + fiil) hem de bare infinitive (fiilin yalın hâli) ile kullanılabilir.

- I prefer **to read** a book for an hour before sleeping.
(Uyumadan önce bir saat kitap okumayı tercih ederim.)
I prefer my son **to read** a book for an hour before sleeping.
(Oğlumun uyumadan önce bir saat kitap okumasını tercih ederim.)
- My teacher wants **to finish** the report by Friday.
My teacher wants Michael **to finish** the report by Friday.

3. Infinitives after Nouns and Adjectives

► Bazı sıfatlardan sonra “to infinitive” kullanılabilir.

Aşağıdaki tabloda, bu sıfatlardan bazıları yer almaktadır:



Video 7.8

Some Adjectives Followed by ‘to Infinitive’		
afraid	determined	motivated
amazed	disappointed	pleased
anxious	eager	proud
ashamed	fortunate	ready
bound	happy	relieved
careful	hesitant	sad
(be / appear / look) certain	likely	sorry
delighted	lucky	surprised

- Max is lucky **to have** a supportive family.
- John was hesitant **to try** the exotic fruit on the menu.

► Bazı isimlerden sonra “to infinitive” kullanılabilir.

Aşağıdaki tabloda, bu isimlerden bazıları yer almaktadır:

Some Nouns Followed by ‘to Infinitive’		
(in)ability	effort	request
attempt	failure	right
chance	offer	scheme
decision	opportunity	suggestion
demand	permission	tendency
desire	proposal	wish
dream	refusal	way

- Mr Johnson’s refusal **to sign** the contract led to a delay in the project.
- My suggestion **to take** a short break during the meeting was well received by the team.

4. Infinitives after Question Words

► Soru sözcüklerinden sonra “to infinitive” kullanılır.

Aşağıdaki tabloda, ardından “to infinitive” gelen soru kelimeleri yer almaktadır:



Video 7.9

Question Words Followed by ‘to Infinitive’	
how	where
what	who
when	whom
whether*	

- Marianna needs to decide where **to place** the new furniture in the living room.
- The teacher explained how **to solve** the maths problem step by step.

Soru sözcükleri ve “whether” ile oluşturulan “noun clause” yapılarını “infinitive” kullanarak kısaltırız. Bu kullanım için ana cümlelerin öznesi ile “whether” ile başlayan cümlecğin öznesinin aynı olması gerekir.

- The team debated whether they would continue the project, which promised high benefits but also contained significant risks.

The team debated whether **to continue** the project, which promised high benefits but also contained significant risks.

► Bir soru kelimesi olan “why”, “to infinitive” ile değil “bare infinitive” ile kullanılır.

- Why pursue a career in a field you have no passion for?
- Why not explore a different hiking trail next weekend instead of revisiting the same one?

5. The Use of Infinitives in Reduced Relative Clauses

► “Infinitive”, “relative clause” yapılarında kısaltma yapmak için de kullanılır. Bu yapılar şunları içerebilir:

Ordinal numbers (Sıra sayıları)

The only

The superlative forms (En üstünlük derecesindeki sıfatlar)

Modal verbs

- The fastest runner who has ever competed in the Olympics is Usain Bolt.
The fastest runner **to have ever competed** in the Olympics is Usain Bolt.
- Pluto is the only celestial body that has been reclassified from a planet to a dwarf planet in our solar system.
Pluto is the only celestial body **to have been reclassified** from a planet to a dwarf planet in our solar system.
- Cahit Arf was the first Turkish mathematician who earned international praise for his contributions to algebraic number theory.
Cahit Arf was the first Turkish mathematician **to earn** international praise for his contributions to algebraic number theory.
- Machine learning is a powerful tool which can be utilised in many scientific research fields.
Machine learning is a powerful tool **to be utilised** in many scientific research fields.

6. Infinitives of Purpose

► Amaç bildirmek için “in order to” ya da “so as to” yerine “to infinitive” kullanılabilir.

- After the long flight, the passengers rushed to their hotels **to rest** and **recover** from jet lag.



Video 7.10

► Amaç ifade etmek için “for + gerund” yapısı da kullanılabilir ama daha çok bir aracın kullanım amacını açıklamak için tercih edilir.

- Chopsticks are utensils that are designed for picking up small pieces of food.

“too” / “enough” + “to do something”

► “Too” aşırılık, “enough” ise yeterlilik bildirir. Bu yapılardan sonra fiil getirilecekse “to infinitive” kullanılır.

too + adjective / adverb + (for somebody) + to infinitive

- The old computer is too slow (for the designer) **to run** professional video editing software.

adjective / adverb + enough + (for somebody) + to infinitive

- Since solar panels rely on sunlight, they need locations that are sunny enough (for them) **to generate** electricity efficiently.

enough + noun + (for somebody) + to infinitive

- Effective water conservation can provide enough freshwater (for future generations) **to consume**.

It takes + time / money / effort

► Bu yapılar yapılan işin ne kadar vakit, çaba veya para gerektirdiğini söylemek için kullanılır.

► It took months to prepare for the İstanbul Marathon, but the accomplishment at the finish line made it worthwhile.

7. Bare Infinitives as the Object of a Verb

“Bare infinitive”, “to” eki almadan kullanılan fiil demektir. Fiilin yalın hâlidir.

► Çoğu “modal” yapısından sonra kullanılır.

► Tourists should respect local customs and traditions while visiting foreign countries.

► People can improve their overall well-being by maintaining a healthy diet and exercising regularly.

► Bazı “modal-like” ifadelerden sonra kullanılır.

► Employees in certain industries have to follow strict safety regulations to prevent workplace accidents.

► Öneride bulunduğumuz “why” dan sonra kullanılır.

► Why don't you come over to our place this Sunday? We can have a barbecue and catch up.

► “Make / have somebody do something” yapısı kullanılır.

► The heavy workload made the team hire extra workers to meet the project deadlines.

► The manager had the team review the project proposal before the client meeting.

► “Make” fiili “passive” bir yapı olarak kullanılırsa kendisinden sonra “to infinitive” kullanılır.

► The employees were made to work overtime to meet the project deadline.

► “see, hear, watch, feel, notice” gibi duyu fiillerinden sonra kullanılır.

► I saw students rehearse in the auditorium for the school concert.

► Bu fiiller “passive” bir yapıda kullanılırsa kendisinden sonra “to infinitive” kullanılır.

► The directors of the two companies were heard to announce their collaboration on a new project.

► “and / but / or” bağlaçlarından sonra kullanılır.

► If you continue to exercise and eat a healthy diet, you will see positive changes in your body.

► “Let” ifadesi ile kullanılır.

► The school management lets the students wear casual clothes on Fridays as part of the school's relaxed dress code.

► “Let” ifadesinin “passive” kullanımı “be allowed to” şeklindedir.

► The students are allowed to wear casual clothes on Fridays as part of the school's relaxed dress code.

► “Help” fiilinden sonra hem yalın hem de “to infinitive” olarak kullanılır.

► Oceans help regulate / to regulate the Earth's climate by absorbing and redistributing heat across the planet.

► The guide dog helped the young woman navigate / to navigate the busy city streets safely.



Video 7.11

8. Progressive, Passive, and Perfect Forms of Infinitives

Aşağıdaki tablo, infinitive yapılarının çeşitli türlerini (bare, to infinitive, progressive, passive ve perfect) ve bunların cümle içinde nasıl kullanıldığını örneklerle açıklamaktadır:

bare infinitive (verb)	Let me see if I have any available appointments for tomorrow.
to infinitive (to + verb)	The tour guide wanted to take a group photo in front of the famous monument.
progressive infinitive (to + be V _{ing})	Our planet's future seems to be moving in a more sustainable direction.



Video 7.12

passive infinitive (to + be + past participle)	The young pianist deserved to be praised for her stunning performance.
perfect infinitive (Active) (to + have + past participle)	I feel lucky to have seen the band's performance live at their final concert.
perfect infinitive (Passive) (to + have been + past participle)	Egyptian pyramids are known to have been built as monumental tombs for pharaohs.
perfect infinitive (Progressive) (to + have been V _{ing})	The students appear to have been studying very hard recently, as they have been consistently scoring well on their exams.

▶ **“Progressive Infinitive”, “(to) + be + V_{ing}” yapısı ile kullanılır ve eylemin devam etmekte olduğunu gösterir.**

- ▶ The kids who were flying their kites in the open field seemed to be having a lot of fun.
(Açık alanda uçurtmalarını uçuran çocuklar, çok eğleniyor gibi görünüyordular.)
- ▶ We will be living in a new apartment in San Francisco at this time next year.
- ▶ You might be facing many challenges when starting a new job in a completely unfamiliar industry.

▶ **“Passive Infinitive”, “(to) be + past participle” yapısı ile kullanılır ve eylemin edilgen bir şekilde gerçekleştiğini gösterir.**

- ▶ The employees are pleased to be informed of the new updates to the project.
(Çalışanlar, projedeki yeni güncellemeler hakkında bilgilendirilmekten memnuniyet duymaktadır.)
- ▶ The players should be given a fair opportunity to demonstrate their talents.

▶ **“Perfect Infinitive”, “(to) have + past participle” yapısı ile kullanılır ve eylemin ana fiilden daha önce gerçekleştiğini gösterir.**

- ▶ Jennifer was thrilled to have completed the marathon in record time.
- ▶ The couple would rather have bought the car in a different colour.

▶ **“Perfect Passive Infinitive”, “(to) have been + past participle” yapısı ile kullanılır ve edilgen yapıdaki eylemin ana fiilden daha önce gerçekleştiğini gösterir.**

- ▶ Tom is excited to have been selected for the internship programme at a top tech company.
- ▶ Sean may have been given the wrong directions, which caused him to take the longer route to his destination.

▶ **“Perfect Progressive Infinitive”, “(to) have been + V_{ing}” yapısı ile kullanılır ve geçmişte başlamış ve bir süre devam etmiş olan bir eylemi ifade eder. Bu yapı, eylemin sürekliliğini vurgular ve çoğu zaman bu eylemin şu anki etkilerini de gösterir.**

- ▶ The young artist is delighted to have been painting landscapes with her vibrant watercolours all afternoon.
- ▶ Dan appeared frustrated; he must have been working on that puzzle for hours.

GERUND OR INFINITIVE?

1. Gerunds and Infinitives after Some Verbs with a Change in Meaning

🔹 Bazı fiiller, “gerund” ya da “infinitive” ile kullanıldığında anlam farkı oluşturur.



Aşağıdaki tabloda, gerund ya da infinitive ile kullanıldığında anlamı değişen fiiller yer almaktadır:

Video 7.13

Verbs Followed by Gerund or Infinitive with a Change in Meaning		
Verbs	Gerund	To Infinitive
be afraid	Genel bir korku	Belli bir durumda yaşanan korku
	Many people <u>are afraid of speaking</u> in front of large crowds, as they worry about being judged by the audience.	The students seemed to <u>be afraid to ask</u> questions during the lecture, but the professor encouraged active participation.
be sorry	Bir şey yapmış olmaktan dolayı üzüntü duymak / özür dilemek	Bir şeyi yapacak olmaktan dolayı üzüntü duymak
	Employees <u>were sorry for missing</u> the project deadline and therefore apologised to their manager.	As the team leader, I <u>am sorry to inform</u> you that your proposal has not been approved.
dread	Bir işin gerçekleşmesi olasılığından endişe duymak	Belirli bir durumun olma ihtimalinden dolayı endişe duymak (genellikle “dread to think / imagine” şeklinde kullanılır)
	I <u>dread hearing</u> the results of my check-up tests.	I <u>dread to think</u> what would happen if there were a nuclear accident in Türkiye.
forget	Gerçekleşmiş bir olayı unutmak	Yapılması gereken bir işi unutmak
	I will never <u>forget watching</u> the sunset together on that beautiful evening at the beach.	The couple started cooking and then noticed they had <u>forgotten to buy</u> the main ingredient.
go on	Bir işi yapmaya ara vermeden devam etmek	Başka bir işi yapmaya başlamak
	We <u>cannot go on ignoring</u> climate change because it will eventually have negative effects on our planet.	Once they have finished their data analysis, the participants <u>will go on to present</u> their research findings.
mean	Anlamına gelmek	Niyetinde olmak
	Having a busy schedule like hers <u>means planning</u> every minute of the day.	Even if the cook <u>does not mean to overpower</u> the flavours, excessive spice use might do so.
propose	Önermek	Niyetinde olmak
	My friends <u>proposed having</u> a picnic in the park today, but I think it might rain.	Where does the city council <u>propose to build</u> the new community centre?
regret	Pişman olmak	Bir şeyden dolayı üzgün olmak
	We <u>did not regret starting</u> our own business, even though it was challenging at first.	I <u>regret to say</u> that the museum will be closed for repairs during your visit next week.
remember	Gerçekleşmiş bir olayı hatırlamak	Yapılması gereken bir işi hatırlamak
	Loreen <u>remembers travelling</u> to the mountains every summer during her childhood.	Employees <u>should remember to submit</u> their monthly reports to the manager.
stop	Bir işi tamamen ya da bir süreliğine bırakmak	Yapmakta olduğumuz işe başka bir işi yapmak için ara vermek
	You need to <u>stop worrying</u> about things that are beyond your control.	On our journey to the beach, we <u>stopped to buy</u> some sunscreen and snacks.
try	İşe yarayıp yaramayacağını görmek için denemek	Bir şey yapmaya çalışmak, çabalamak
	To fix a dripping tap, you <u>can try tightening</u> the pipe connections.	Parents often <u>try to teach</u> their kids good manners and values from an early age.

2. Gerunds and Infinitives after Some Verbs without a Change in Meaning



Video 7.14

► Bazı fiillerin “gerund” ya da “infinitive” ile kullanımı anlam değişikliğine yol açmaz.

Aşağıdaki tabloda, anlam farkı olmadan hem “gerund” hem de “to infinitive” ile kullanılabilen fiiller yer almaktadır:

Verbs Followed by Gerund and Infinitive with a Similar Meaning	
attempt	Students <u>attempted</u> solving / to solve the maths problem but could not find the correct solution.
begin	The artist <u>began</u> painting / to paint the canvas with vibrant colours to express her innermost emotions.
continue	The research team has been planning to <u>continue</u> analysing / to analyse the data collected.
intend	We <u>intend</u> developing / to develop a mobile app that will allow users to track their daily nutrition.
neglect	If you <u>neglect</u> watering / to water your plants regularly, they may wither and die.
start	Children who <u>start</u> learning / to learn musical instruments often make rapid progress.

► Tabloda verilen fiiller “continuous” bir tense ile kullanılırsa kendilerinden sonra “to infinitive” gelir.

- I have been neglecting **to set** clear goals for myself, and it results in a lack of direction and motivation.
- The couple was intending **to travel** the world because they wanted to explore new cultures and create lasting memories.

prefer / would prefer

► “prefer” fiili hem “gerund” hem “to infinitive” ile, “would prefer” ise “to infinitive” ile kullanılır.

- An increasing number of people prefer **shopping** online for convenience and a wider selection of products.
- An increasing number of people prefer **to shop** online for convenience and a wider selection of products.
- An increasing number of people would prefer **to shop** online for convenience and a wider selection of products.

Fiilden sonra nesne varsa / Fiilden sonra nesne yoksa

► Bazı fiillerin ardından nesne geldiğinde “to infinitive” kullanılır. Fiilden sonra nesne yoksa “gerund” kullanılır.

Aşağıdaki tabloda, bazı fiillerin ya doğrudan “gerund” ile ya da “nesne + to infinitive” yapısıyla kullanıldığı örnekler yer almaktadır:

Verbs	Verb + gerund	Verb + object + to infinitive
advise	Doctors <u>advise</u> attending regular check-ups for early detection of health issues.	Experts <u>advise people</u> to wear sunscreen throughout the year to protect against the sun’s harmful effects.
allow	The museum <u>does not allow</u> taking photographs in certain exhibits.	The manager <u>allows employees</u> to take short breaks throughout the day.
encourage	The counsellor <u>encourages</u> expressing emotions and seeking support for mental well-being if necessary.	Challenges often <u>encourage us</u> to overcome them, and we become stronger and better versions of ourselves.
forbid	The safety guidelines <u>forbid</u> running in the pool area.	House rental agreements usually <u>forbid tenants</u> to make structural changes in the house.
permit	The teacher <u>permits</u> using mobile phones and tablets during the lesson for research purposes.	The building law <u>permits homeowners</u> to build fences up to six feet tall.

need / want / require

► “Need”, “want” ve “require” fiilleri hem “to infinitive” hem “gerund” ile kullanılabilir. Ancak “gerund” ile kullanıldığında yapıcı etken olmasına rağmen anlamca edilgendir.

“need / want / require” + gerund (active form – passive meaning)

“need / want / require” + to + be + past participle (passive form – passive meaning)

“need / want / require” + to infinitive (active form – active meaning)

► The old house has seen better days, so it needs renovating / **to be renovated** to bring it back to its former glory.

(We need to have the house renovated.)

► The weathered fence in the backyard requires painting / **to be painted** to prevent further damage.

PARTICIPLES (REDUCTION OF CLAUSES)

Participles, yan cümlecikleri kısaltmak için kullanılır. Özellikle zaman (time), neden-sonuç (reason and result), karşıtlık (concession), koşul (conditional) ve sıfat cümlecikleri (relative clauses) gibi yapılarda bağlaçları kaldırıp fiili “participle” a dönüştürerek daha akıcı cümleler elde edilir.

Aşağıdaki tabloda, yan cümlelerinde kısaltma yapılabilen yapılar yer almaktadır:



Video 7.15



Video 7.16

Time Clauses	Reason Clauses	Condition Clauses	Concession Clauses
after before while when since until as soon as once	because as since	if unless as if whether ... or not	although though

1. Reduction of Time Clauses

Zaman bildiren yan cümlecikler, etken ve edilgen yapılarda kısaltılarak kullanılabilir.

after

► “After” kısaltmada atılabilir.

Active:

► **After the historian conducted extensive archival research**, he analysed the primary source documents.

After conducting / having conducted extensive archival research, the historian analysed the primary source documents.

Conducting / Having conducted extensive archival research, the historian analysed the primary source documents.

Passive:

► **After the active learning approach was / had been applied in several schools**, it was formally adopted by the education department.

After being applied / having been applied in several schools, the active learning approach was formally adopted by the education department.

Being applied / Having been applied in several schools, the active learning approach was formally adopted by the education department.



Video 7.17

before

▶ Kısaltma yaparken “before” atılmaz.

Active:

▶ **Before the Turkish national women’s volleyball team won the European Championship**, they had trained intensively for months.

Before winning the European Championship, the Turkish national women’s volleyball team had trained intensively for months.

Passive:

▶ **Before the students were informed about the school rules**, they were gathered in the school garden.

Before being informed about the school rules, the students were gathered in the school garden.

while

▶ Kısaltma yapılırken “while” atılabilir.

Active:

▶ **While the mayor was visiting Edirne**, he was fascinated by the city’s rich history and stunning architecture.

While visiting Edirne, the mayor was fascinated by the city’s rich history and stunning architecture.

Visiting Edirne, the mayor was fascinated by the city’s rich history and stunning architecture.

Passive:

▶ **While the building was being constructed**, it was opposed by local people due to its unattractive appearance.

While being constructed, the building was opposed by local people due to its unattractive appearance.

when

Active:

▶ Arka arkaya gerçekleşen olayları bağlıyorsa “on / upon + doing” kullanılır.

▶ **When the scientists identified a new trait of the organism**, they conducted further experiments to understand its significance better.

Upon / On identifying a new trait of the organism, the scientists conducted further experiments to understand its significance better.

▶ “While” anlamında kullanıldığında kısaltma “when + doing” olarak yapılır.

▶ **When the players were training for the game**, they were listening to motivational songs.

When training for the game, the players were listening to motivational songs.

Passive:

▶ **When the project is approved by the committee**, it can officially begin.

When approved by the committee, the project can officially begin.

since

▶ “... -den beri” anlamında kullanılır ve “since + doing / being done” şeklinde kısaltılır.

Active:

▶ **Since the doctor examined the patient three months ago**, he has been waiting for her to return.

Since examining the patient three months ago, the doctor has been waiting for her to return.

Passive:

▶ **Since the text was submitted to the editors**, it has been peer-reviewed.

Since being submitted / having been submitted to the editors, the text has been peer-reviewed.

until

▶ Edilgen cümlelerde kısaltma kullanımı daha yaygındır.

Active:

▶ The patient could not lower her cholesterol **until she changed her diet and started eating more fruits and vegetables.**

The patient could not lower her cholesterol **until changing her diet and eating more fruits and vegetables.**

Passive:

▶ **Until the rocket was launched**, it was carefully checked, and the team rechecked every detail of the mission.

Until being launched, the rocket was carefully checked, and the team rechecked every detail of the mission.

as soon as

Active:

▶ **As soon as the teacher entered the classroom**, he greeted the students and took attendance.

As soon as entering the classroom, the teacher greeted the students and took attendance.

Passive:

▶ **As soon as the documents are checked by the director**, they will be ready for signing.

As soon as checked by the director, the documents will be ready for signing.

once

Active:

▶ **Once you have checked in at the airport**, you should go to your gate as soon as possible.

Once having checked in at the airport, you should go to your gate as soon as possible.

Passive:

▶ **Once the team was defeated in the last minute**, it lost its hopes for the championship.

Once defeated in the last minute, the team lost its hopes for the championship.

2. Reduction of Reason and Result Clauses

because / as / since

▶ Sebep-sonuç ilişkisi bildiren bu bağlaçlar atılarak “doing, being done, having done, having been done” getirilir.

Active:

▶ **Because air traffic controllers are on strike**, they will not work until next Monday.

(Being) on strike, air traffic controllers will not work until next Monday.

▶ **As the hotel provides excellent services**, it is popular among tourists.

Providing excellent services, the hotel is popular among tourists.

Passive:

▶ **As our roof was damaged in last night's storm**, it had to be repaired immediately.

(Being) damaged in last night's storm, our roof had to be repaired immediately.

▶ **Since new jobs had been created in many sectors**, they helped decrease unemployment.

Having been created in many sectors, new jobs helped decrease unemployment.

3. Reduction of Conditional Clauses

if / unless / as if / whether ... or not

► Bir şartta bağlı olma anlamı içeren bu bağlaçlarla kısaltma yapabiliriz.

Active:

- If you adopt a sustainable lifestyle, you must reconsider every consumer habit from scratch.
If adopting a sustainable lifestyle, you must reconsider every consumer habit from scratch.
- Unless a diet contains all the essential nutrients, it can lead to various health complications over time.
Unless containing all the essential nutrients, a diet can lead to various health complications over time.

Passive:

- If the new director is reported for his rude behaviour, he may be dismissed by the board.
If reported for his rude behaviour, the new director may be dismissed by the board.
- Unless the students are clearly instructed about the exam, they will probably make mistakes.
Unless clearly instructed about the exam, the students will probably make mistakes.
- As if the machine had been damaged, it was making strange noises.
As if damaged, the machine was making strange noises.
- Whether the cactus is watered regularly or not, it lives approximately 150–200 years.
Whether watered regularly or not, the cactus lives approximately 150–200 years.

4. Reduction of Concession Clauses

although / though

► Zıtlık anlamı taşıyan bu bağlaçlarla kısaltma yapabiliriz.

Active:

- Although Carol's designs are excellent, they are not suitable for the company.
Although excellent, Carol's designs are not suitable for the company.
- Though Jack has had twenty lessons, he is still not ready for the driving test.
Though having had twenty lessons, Jack is still not ready for the driving test.

Passive:

- Though the letter was translated into their own language, it was still difficult for the students to understand.
Though translated into their own language, the letter was still difficult for the students to understand.

A) Choose the best option to fill in the blanks in the paragraph.

Effective study habits are crucial for academic success. Firstly, it is essential to find a quiet and comfortable place to study without **(1)----**. Secondly, **(2)----** realistic goals can keep you motivated and organised. Additionally, taking short breaks during study sessions helps **(3)----** burnout and improves concentration. It is also a good idea **(4)----** a study schedule that fits your daily routine and chores. Summarising your notes and highlighting key information can make studying more efficient. Moreover, statistics show that students become more successful after **(5)----** the material regularly. That means never cramming the night before an exam and hoping to be successful in the long term. Joining a study group is another beneficial habit, as it allows you **(6)----** with peers and gain different perspectives. Lastly, do not be afraid **(7)----** help from teachers or classmates when you encounter challenges in your studies. These habits can lead to more productive and successful learning experiences. Although **(8)----** difficulties from time to time, you should never give up chasing your goals.

- | | | |
|--------------------------|----------------------|---------------------------|
| 1. a) having interrupted | b) being interrupted | c) to be interrupted |
| 2. a) setting | b) to be setting | c) set |
| 3. a) prevent | b) preventing | c) to have been prevented |
| 4. a) make | b) making | c) to make |
| 5. a) being reviewed | b) to have reviewed | c) having reviewed |
| 6. a) to collaborate | b) collaborating | c) collaborate |
| 7. a) to have sought | b) to seek | c) to be seeking |
| 8. a) having had | b) to be having | c) having |

B) Choose the correct form (gerund or infinitive) in each sentence.

- The literary critic insists on **analysing** / **to analyse** the novel, even though the author claims there is no symbolism in the work.
- It is of no use **crying** / **to cry** over spilled milk; we must accept what has happened, learn from it, and move forward.
- The architect has been intending **redesigning** / **to redesign** the city's central plaza for several years to create a more colourful public space.
- Blending** / **To have blended** ability with creativity and scientific curiosity, Leonardo da Vinci contributed to a wide range of fields, including art, science, engineering, and anatomy.
- The proposal will be considered by the committee **evaluating** / **to evaluate** its feasibility and potential impact on the project.
- Being influenced** / **Having influenced** by several art movements, the famous artist's work became a unique blend of styles.
- After completing his degree in economics, John decided to go on **doing** / **to do** a master's programme in data analytics.
- Understanding** / **To understand** ancient societies and cultures accurately, one must carefully analyse the historical data on their civilisations.

EXERCISES

C) Complete the sentences with the correct form (gerund or infinitive) of the verbs in the parentheses.

1. _____ (**read**) books from diverse genres enriches the mind and broadens one's perspective on the world.
2. The company used various energy-efficient technologies in its offices _____ (**reduce**) energy consumption.
3. While _____ (**chase**) by predators, the antelope relied on its speed to escape from the situation.
4. After the comprehensive examination, the physician lets the patients _____ (**rest**) at home rather than keeping them in the hospital.
5. After the unforgettable performance of the players last night, fans feel delighted _____ (**see**) such an incredible effort to win the game.
6. Lydians are believed _____ (**use**) the money for the first time in history.
7. His _____ (**lose**) all of his money made everybody upset in the family.
8. Your _____ (**train**) by the well-respected specialists will be a great advantage over the other participants.

D) Rewrite the sentences using the given words in parentheses.

1. After he had realised that he had little chance of winning the competition, the player decided to withdraw from the tennis tournament. (**having**)

2. Learning a new foreign language is easy if you already know one and have enough motivation. (**to learn**)

3. The colleagues do not want the director to make calls at the weekends for family reasons. (**object to**)

4. Students are able to understand the topics easily when they are explained clearly. (**ability**)

5. The players are happy that they are awarded for their success by the football federation. (**awarded**)

6. Reaching Alaska by plane takes three hours if the air conditions are suitable for flight. (**it**)

7. As Ben is always positive towards other people, he is popular among his friends. (**being**)

8. The zoo workers do not let visitors take pictures of lions for safety reasons. (**allowed**)

Verilen sorularda boş bırakılan yerlere uygun düşen sözcük veya ifadeyi bulunuz.

1. **Although ---- that consuming the omega-3 fatty acids in fish oil supplements offers many benefits for the heart, many people do not hesitate ---- them.**

A) not being agreed / buying
B) not to be agreed / being bought
C) not agreeing / to buy
D) not to agree / to have bought
E) not agreed / to be bought



2. **---- greatly, people in northeast Japan have erected enormous stone tablets along the coast for centuries ---- future generations of the tsunami threat.**

A) To suffer / warning
B) Having suffered / to warn
C) Being suffered / to have warned
D) Suffering / to be warning
E) To have suffered / warn



3. **When it is time for the baby loggerhead turtles ----, many people gather to watch them ---- their first journey to the sea and help them reach their destination safely.**

A) hatching / to make
B) being hatched / making
C) to be hatched / having made
D) to hatch / make
E) having hatched / being made



4. **Vikings are claimed ---- horses from people in England while invading the country, as their boats were too small ---- animals.**

A) to have stolen / to transport
B) to be stolen / transporting
C) stealing / to have transported
D) to steal / to be transporting
E) having stolen / transport



5. **The scientists are now very pleased about ---- the findings of their study in a popular science journal as ---- many times before.**

A) to publish / being rejected
B) having published / rejecting
C) being published / to reject
D) having been published / reject
E) publishing / having been rejected



6. **---- the project ahead of schedule, the team celebrated their success, ---- a new standard for efficiency.**

A) To complete / having set
B) Having completed / setting
C) Completing / to set
D) To have completed / set
E) Being completed / to have set



7. **The company's decision ---- production raised concerns among the workers, ---- them to argue about how to keep up.**

A) increasing / caused
B) being increased / to cause
C) to be increased / cause
D) having increased / to be caused
E) to increase / causing



8. **The professor recommended ---- regularly and systematically ---- a comprehensive understanding of the subject matter.**

A) studying / to ensure
B) being studied / ensure
C) to study / ensuring
D) having studied / to be ensured
E) to be studied / having ensured



9. **The newly discovered artefact, which is believed ---- over a thousand years, has the potential ---- significant insights into the region's history.**

A) dating back / revealing
B) to have dated back / revealed
C) to date back / to reveal
D) having dated back / to be revealed
E) dated back / to be revealing



10. **---- a maths genius from an early age, she managed ---- complex problems that confused even senior mathematicians.**

A) Considering / to be solved
B) Considered / solving
C) Being considered / being solved
D) Having been considered / to solve
E) Having considered / being solved



11. **One notable benefit of ---- books to young children is that it helps ---- their language and communication skills.**

- A) having read / to develop
- B) to be reading / having developed
- C) reading / develop
- D) to read / developing
- E) being read / to be developed



12. **As soon as ---- by the regulatory authorities, the new drug will be available to the public, ---- a possible cure for a once untreatable disease.**

- A) having been approved / to provide
- B) approved / providing
- C) approving / having provided
- D) being approved / to have provided
- E) having approved / provided



13. **---- a daily routine that includes brushing and flossing, along with regular check-ups, is crucial for ---- dental health.**

- A) Establishing / maintaining
- B) To establish / having maintained
- C) Being established / maintained
- D) Having established / to be maintaining
- E) To be established / being maintained



14. **The Colosseum is a remarkable architectural wonder that is known ---- during the Roman Empire ---- major events.**

- A) to build / hosting
- B) being built / to be hosted
- C) to be building / to have hosted
- D) to have been built / to host
- E) having built / being hosted



15. **When ---- for fish, penguins use their excellent swimming skills and streamlined bodies ---- quickly through the water.**

- A) being hunted / having moved
- B) to have been hunting / move
- C) having hunted / to be moving
- D) to be hunting / moving
- E) hunting / to move



16. **The researcher's attempt at ---- the complex genetic interactions involved ---- extensive experiments.**

- A) being understood / to conduct
- B) understanding / conducting
- C) to understand / being conducted
- D) having understood / to be conducting
- E) to be understood / having conducted



17. **The author's choice ---- lengthy footnotes in the book was meant ---- readers extra background and sources.**

- A) to be using / offering
- B) using / to be offered
- C) having used / being offered
- D) to have used / to be offering
- E) to use / to offer



18. **Currently ---- by a team of experts, the ancient manuscript appears ---- in a coded script that has puzzled scholars for centuries.**

- A) analysing / being written
- B) analysed / having been written
- C) being analysed / to have been written
- D) having been analysed / to write
- E) to be analysing / to have written



19. **The outdated infrastructure needs ----, which requires a detailed examination of the entire system before ---- any improvement.**

- A) upgrading / attempting
- B) to upgrade / being attempted
- C) to be upgraded / having attempted
- D) being upgraded / to attempt
- E) having upgraded / to have attempted



20. **---- in 1889, the first road vehicle ---- a speed of over 100 kilometres per hour was *La Jamais Contente*.**

- A) Having been manufactured / reached
- B) To be manufactured / having reached
- C) Manufactured / to reach
- D) To manufacture / reaching
- E) Being manufactured / to have reached



Verilen sorularda boş bırakılan yerlere uygun düşen sözcük veya ifadeyi bulunuz.

1. ---- for the prestigious scholarship, many students are given the opportunity ---- their education without financial burdens.

A) Being selected / to be completed
B) Selected / being completed
C) Having selected / to have completed
D) To select / having completed
E) Having been selected / to complete



2. Polar bears are considered ---- their hunting behaviours to find new sources of food as their habitats continue ----.

A) to adapt / having disappeared
B) adapting / to be disappearing
C) to be adapting / to disappear
D) being adapted / to have disappeared
E) to have adapted / being disappeared



3. Nocturnal bees have specialised vision that allows them ---- flowers and where ---- nectar and pollen in low-light conditions.

A) to be identifying / collecting
B) to have identified / to be collecting
C) identifying / collect
D) to identify / to collect
E) identify / to have collected



4. The silk produced by spiders is strong enough ---- their entire body weight and also serves as a means of ---- prey.

A) to support / catching
B) to be supported / being caught
C) supporting / to catch
D) to have supported / to be caught
E) having supported / having caught



5. Despite the common tendency ---- vitamin supplements, individuals should avoid self-medicating without ---- a doctor.

A) to have taken / having consulted
B) to take / consulting
C) being taken / to be consulting
D) taking / to consult
E) to be taken / being consulted



6. Upon ---- a detailed risk assessment, the company began ---- more resources to manage cybersecurity threats.

A) having conducted / to have invested
B) to conduct / to be investing
C) being conducted / investing
D) conducting / to invest
E) to have conducted / having invested



7. ---- with information constantly, people should keep ---- the accuracy of their sources to avoid misinformation.

A) To bombard / to have been assessed
B) Being bombarded / assessing
C) Bombarded / to have assessed
D) To have bombarded / to assess
E) Bombarding / having assessed



8. The deepest economic crisis of the 20th century ---- in the USA, the Great Depression, caused a lot of people ---- their jobs.

A) having begun / to be losing
B) to begin / to have lost
C) beginning / lose
D) to be begun / losing
E) to have begun / to lose



9. Authorities must consider ---- effective firefighting methods, and equipment upgrades need ---- due to the increasing wildfires.

A) to be developed / to provide
B) to develop / having provided
C) developing / to be provided
D) having developed / providing
E) develop / having been provided



10. How ---- the well-being of the elderly is a current problem, and it is important to mention ---- access to healthcare and social services as key strategies.

A) to be ensured / having improved
B) to ensure / improving
C) being ensured / being improved
D) ensuring / to improve
E) ensured / to be improved



11. ---- to explain natural facts or to teach moral lessons, mythological stories have played a critical role in ---- societies throughout history.

- A) Being created / to shape
- B) To be created / having shaped
- C) Having been created / shaping
- D) To create / being shaped
- E) Created / to be shaped



12. Nowadays, more and more companies allow their employees ---- short breaks throughout the day to help them ----.

- A) taking / to recharge
- B) take / recharging
- C) taken / to be recharged
- D) to be taking / recharged
- E) to take / recharge



13. Stargazing enthusiasts often spend hours ---- the night sky, hoping ---- a glimpse of a shooting star.

- A) to observe / catch
- B) observing / to catch
- C) to be observing / catching
- D) having observed / to be catching
- E) being observed / to have caught



14. ---- for their dance language, honeybees communicate with one another about the location of nectar sources, ---- as navigators for their fellow bees.

- A) Known / acting
- B) Having known / to act
- C) Being known / to be acting
- D) Having been known / act
- E) Knowing / acted



15. After ---- the laws of motion and universal gravitation, Newton became one of the most influential scientists forever ---- our understanding of the physical world.

- A) having been formulated / to change
- B) being formulated / having changed
- C) formulating / to have changed
- D) having formulated / changing
- E) formulated / being changed



16. The ancient Chinese emperors would have scholars ---- huge encyclopaedias of knowledge, ---- their culture's wisdom for future generations.

- A) compiled / preserved
- B) compiling / having preserved
- C) compile / preserving
- D) to compile / to be preserved
- E) be compiled / being preserved



17. ---- as one of the most influential figures in modern art, Pablo Picasso was the first artist ---- Cubism.

- A) Being regarded / to be pioneering
- B) Regarding / pioneered
- C) Having been regarded / pioneering
- D) Regarded / to pioneer
- E) Having regarded / to have pioneered



18. Unless one stops ---- fatty foods and processed snacks, it will be difficult ---- a healthy weight and an optimal level of physical fitness.

- A) to have eaten / having achieved
- B) eating / to achieve
- C) having eaten / to be achieving
- D) to eat / to be achieved
- E) having been eaten / being achieved



19. Once ---- to extreme heat, a plastic material melts, ---- the deformation of the product and potential safety hazards.

- A) being exposed / to lead to
- B) having been exposed / led to
- C) exposing / having led to
- D) having exposed / to have led to
- E) exposed / leading to



20. The Great Wall of China was thought ---- as a single, continuous wall, yet ---- some research, archaeologists discovered that it was actually a series of walls built over centuries.

- A) to have been constructed / doing
- B) having constructed / being done
- C) to have constructed / having done
- D) to be constructing / to be done
- E) constructing / to have done



GRAMMAR EXERCISES

Exercise A

1. b 2. a 3. a 4. c 5. c 6. a 7. b 8. c

Exercise B

- | | |
|----------------|---------------------|
| 1. analysing | 5. to evaluate |
| 2. crying | 6. Being influenced |
| 3. to redesign | 7. to do |
| 4. Blending | 8. To understand |

Exercise C

- | | |
|-----------------|------------------------|
| 1. Reading | 5. to have seen |
| 2. to reduce | 6. to have used |
| 3. being chased | 7. having lost |
| 4. rest | 8. having been trained |

Exercise D

- Having realised that he had little chance of winning the competition, the player decided to withdraw from the tennis tournament.
- It is easy to learn a new foreign language if you already know one and have enough motivation.
- The colleagues object to the director's making calls at the weekends for family reasons.
- Students have the ability to understand the topics easily when they are explained clearly.
- The players are happy to be awarded for their success by the football federation.
- It takes three hours to reach Alaska by plane if the air conditions are suitable for flight.
- Being always positive towards other people, Ben is popular among his friends.
- Visitors are not allowed to take pictures of lions for safety reasons.

GERUNDS, INFINITIVES & PARTICIPLES - TEST (1)

- | | |
|-------|-------|
| 1. C | 11. C |
| 2. B | 12. B |
| 3. D | 13. A |
| 4. A | 14. D |
| 5. E | 15. E |
| 6. B | 16. B |
| 7. E | 17. E |
| 8. A | 18. C |
| 9. C | 19. A |
| 10. D | 20. C |

GERUNDS, INFINITIVES & PARTICIPLES - TEST (2)

- | | |
|-------|-------|
| 1. E | 11. C |
| 2. C | 12. E |
| 3. D | 13. B |
| 4. A | 14. A |
| 5. B | 15. D |
| 6. D | 16. C |
| 7. B | 17. D |
| 8. E | 18. B |
| 9. C | 19. E |
| 10. B | 20. A |

ÖRNEK SORU VİDEOLARI



Video 7.18



Video 7.23



Video 7.19



Video 7.24



Video 7.20



Video 7.25



Video 7.21



Video 7.26



Video 7.22



ORTAÖĖRETİM
GENEL MÜDÜRLÜĖÜ

RELATIVE CLAUSES

UNIT
8

RELATIVE CLAUSES

1. Using Relative Clauses in Sentences

Relative Clause (Sıfat Cümlecığı) oluştururken bir “relative pronoun” kullanılır. En yaygın olarak kullanılanlar şunlardır:

who	insanlar için
which	hayvanlar, soyut kavramlar ve nesnelere için
that	her iki durumda* (bazı istisnai durumlar hariç)



Video 8.1

► “Relative pronoun”, nitelediği ismin cümledeki görevini (özne/nesne) üstlendiğinden, “relative clause” içinde aynı isim ya da zamir tekrar kullanılmaz.

► We have met a group of students. **They** regularly participate in maths competitions.

We have met a group of students **who / that** regularly participate in maths competitions.

► **The restaurant** serves traditional Italian cuisine. It is always busy on weekends.

The restaurant which / that serves traditional Italian cuisine is always busy on weekends.

The restaurant which / that is always busy on weekends serves traditional Italian cuisine.

► **Anlamca bir bütünlük olduğu sürece “relative clause” ile ana cümle arasında zaman uyumu aranmaz.**

► The songs that the band **recorded** last year **were released** on their new album last month.

The songs that the band **recorded** last year **will be released** on their new album next month.



Video 8.2

2. Defining and Non-Defining Relative Clauses

► “Relative Clause” yapıları, nitelediği ismin özelliğine göre iki farklı grupta incelenir.

Aşağıdaki tabloda, “defining relative clause” ve “non-defining relative clause” yapıları arasındaki farklar yer almaktadır:

Defining Relative Clauses	Non-Defining Relative Clauses
<ul style="list-style-type: none"> Nitelenen isim ile ilgili tanımlama ve açıklama yapar. Cümleden çıkarılması hâlinde cümlede anlamca bir daralma meydana gelir. ► This is the story of a child who grew up in an isolated village. <p>(Bu cümlede “relative clause” nitelenen kişiyi diğerlerinden ayırır, “hangi çocuk?” sorusuna cevap verir. “Uzak bir köyde büyüyen” ifadesi ayırt edicidir ve çıkarıldığında anlam eksik kalır.)</p>	<ul style="list-style-type: none"> Bilinen ya da özel bir ismi tanımlayarak bize o isim ile ilgili fazladan (ayırt edici olmayan) bilgi verir. Cümleden çıkarılması durumunda bir daralma olmaz. Bu nedenle ek bilgi iki virgül arasında verilir. ► Alexandria, which was founded in 331 BCE, is a city located on the Mediterranean coast of Egypt. <p>(Bu cümlede “İskenderiye” özel isimdir; “MÖ 331’de kurulan” ifadesi ek bilgi verir. Virgüller arasında yer alan bu ifade çıkarıldığında anlam bozulmaz.)</p>
<ul style="list-style-type: none"> Relative pronoun “that” kullanılabilir. ► The book which / that was written by the famous author will be a bestseller soon. 	<ul style="list-style-type: none"> Relative pronoun “that” kullanılamaz. ► Chopin, who / that created some of the most beautiful piano music in history, was a Polish composer.
<ul style="list-style-type: none"> “Relative pronoun”, özne durumundaki bir ismi nitelediğinde cümleden atılamazken nesne durumundaki bir ismi nitelediğinde cümleden atılabilir. ► Teachers who want to attend new workshops should apply before the deadline. <p>(Bu cümlede “teachers”, “relative clause” yapısının da öznesi olduğundan “who” cümleden atılamaz.)</p> ► Mark presented the rare butterfly species (which / that) he discovered in South America. <p>(“The rare butterfly species” ismi “relative clause” yapısının öznesi değil, nesnesi durumundadır. Bu nedenle “that” ve “which” cümleden atılabilir.)</p>	<ul style="list-style-type: none"> “Relative clause” ile tanımlanan isim, ister özne durumunda ister nesne durumunda olsun “relative pronoun” cümleden atılamaz. ► Emily, who completed her first marathon last month, has inspired many girls of her age to take up running. ► <i>Red Queen</i>, which I read last night, kept me awake with its thrilling plot. <p>(İlk cümlede isim, “relative clause” yapısının öznesi, ikinci cümlede ise nesnesi durumundadır. Her iki cümlede de “relative pronoun” cümleden atılamaz.)</p>
<ul style="list-style-type: none"> “Relative pronoun” olarak kullanılan “whose”, ardından gelen isme aitlik belirttiği için her iki tür “relative clause” yapısında da cümleden atılamaz. ► Employees whose productivity has greatly increased can be rewarded with bonuses or promotions. ► Einstein, whose theories led to many advancements in modern physics, is one of the greatest scientific minds in history. 	

3. Relative Pronoun as Subject and Object (who – whom – which – that)

- ▶ Tanımlamayı amaçladığımız isim, sıfat cümlecığının öznesi veya nesnesi durumunda kullanılabilir. Bu durumda insanlar için özne olarak “who” veya “that”, nesne olarak “whom” veya “that”; cansız varlıklar, soyut kavramlar ve hayvanlar için ise hem özne hem de nesne olarak “which” veya “that” kullanılabilir.
 - ▶ The woman **who / that** won the Nobel Prize is a famous scientist.
 - ▶ The students visited the museum **which / that** they had seen on TV.
- ▶ Unutmamalıyız ki “who”, “whom” ve “which”, hem “defining” hem de “non-defining relative clause” yapılarında kullanılabilir. Ancak, “that” sadece “defining relative clause” yapılarında kullanılabilir.
 - ▶ Sarah, **who / that** just moved to our neighbourhood, is hosting a welcome party next week.
 - ▶ My best friend gifted me this painting, **which / that** she purchased from a renowned art gallery.
- ▶ Tanımlamak istediğimiz isim, “relative clause” yapısının nesnesi durumunda ise herhangi bir “relative pronoun” (who, whom, which, that) kullanmadan da aynı anlam verilebilir. Yani “relative pronoun” dan sonra özne ve fiil geliyorsa, bu durumda “relative pronoun” cümleden çıkarılabilir.
 - ▶ What are your thoughts on the traditions **which** Native Americans have preserved for centuries?
What are your thoughts on the traditions **that** Native Americans have preserved for centuries?
What are your thoughts on the traditions **Ø** Native Americans have preserved for centuries?
- ▶ “Every(thing)”, “some(thing)”, “no(thing)”, “all”, “little” ve “none” gibi ifadeler, cümlede özne konumunda ise “relative pronoun” olarak “that” kullanılır ancak nesne konumunda ise “that” kullanılabilir ya da “relative pronoun” cümleden çıkarılabilir.
 - ▶ There is nothing **that** can be done to change the company’s financial situation.
 - ▶ The new intern will do anything (**that**) her supervisor assigns her.
- ▶ Superlative yapılar, tanımlayıcı cümlede (relative clause) özne konumunda ise “that” kullanılır ancak nesne konumunda ise “that” kullanılabilir ya da “relative pronoun” cümleden çıkarılabilir.
 - ▶ That is the longest cinema queue **that** has ever been recorded since the release of *Titanic*.
 - ▶ That is the fastest car (**that**) I have ever driven.



Video 8.3



Video 8.4

4. Relative Pronoun as the Object of a Preposition (which – who – whom – that)

- ▶ Ana cümlede tanımlanan isim, ardından gelen “relative clause” yapısında nesne durumunda ise ve cümlelerin fiili bir edat (preposition) ile beraber kullanılmışsa edat cümledeki yerinde bırakılarak relative pronoun olan “who”, “whom”, “which” ve “that” kullanılabilir.
 - ▶ **The car** is very expensive. I am interested **in** the car.
The car **which / that / Ø** I am interested **in** is very expensive.
 - ▶ **My cousin** is a highly intelligent person. I listen **to** him carefully whenever he talks.
My cousin **who / whom / that / Ø** I listen **to** carefully whenever he talks is a highly intelligent person.
- ▶ Sıfat cümlesi “non-defining” yapıda ise ilgecin nesnesi durumundaki “relative pronoun” cümleden atılamaz ve “that” kullanılamaz.
 - ▶ **Ms Smith** is an awful neighbour. I have complained **about** her many times.
Ms Smith, whom / who / that I have complained **about** many times, is an awful neighbour.
- ▶ “Relative clause” cümlesindeki edat, istenildiğinde “relative pronoun” un önünde de kullanılabilir. Ancak bu durumda “relative pronoun” cümleden atılamaz. Edat, “pronoun” un önüne getirildiğinde “that” ya da “who” kullanılamaz. Bu durumlarda sadece “whom” veya “which” kullanılmalıdır.
 - ▶ I found the lost kid **who / whom / that / Ø** all the local people had been searching **for** around the village.
I found the lost kid **for whom** all the local people had been searching around the village.



Video 8.5

RELATIVE CLAUSES

- ▶ The shopping mall **which / that / Ø** we walked **around** yesterday used to be a park 20 years ago.
The shopping mall **around which** we walked yesterday used to be a park 20 years ago.

5. Relative Pronoun Modifying Time (when – that – in / on / at which)

Ana cümlemizdeki tanımlanan isim, “relative clause” yapısı içinde “in that year”, “on that day” veya “at that hour” gibi bir zaman belirtmekte ise ya da belirli bir zamandan bahsetmekte ise “relative pronoun” olarak “when, that, which” kullanılabilir. Ayrıca, herhangi bir “relative pronoun” kullanılmadan da “relative clause” cümleye eklenebilir.



Video 8.6

▶ Zaman niteleyen “relative clause” yapılarında edat sadece “which”in önüne getirilir. (on which, in which, at which)

- ▶ The young couple says they cannot forget a day. Everybody was singing and dancing around **on that day**.
The young couple says they cannot forget the day **when** everybody was singing and dancing around.
The young couple says they cannot forget the day **that** everybody was singing and dancing around.
The young couple says they cannot forget the day **on which** everybody was singing and dancing around.
The young couple says they cannot forget the day **Ø** everybody was singing and dancing around.

▶ Bir “relative clause” yapısında zaman sözcüğü olan her ifade cümlelerin zamanını belirtmeyebilir. Bazen bu tür zaman sözcükleri sadece bir nesne ya da özne durumundadır. Bu tür durumlarda “when” kullanılmaz. “Which” ya da “that” kullanılarak “relative clause” ana cümleye bağlanmalıdır.

- ▶ Summer is the **season**. It is the best time for a beach holiday. (*it: subject*)
Summer is the season **which / that** is the best time for a beach holiday.
- ▶ Summer is the **season**. Many people opt for it instead of winter. (*it: object*)
Summer is the season **which / that** many people opt for instead of winter.
- ▶ Summer is the **season**. Most people in Europe go on holiday with their families **in summer**. (*in summer: time*)
Summer is the season **when / that** most people in Europe go on holiday with their families.
Summer is the season **in which** most people in Europe go on holiday with their families.

6. Relative Pronoun Modifying Place (where – in / on / at which)

▶ Ana cümlemizdeki tanımlanan isim, “relative clause” yapısı içinde olayın gerçekleştiği yeri bildiriyorsa yani bir dolaylı tümleç ise “relative pronoun” olarak “where” kullanılabilir.

- ▶ The lucky boy found a hidden treasure in the old forest. It had been hidden **there** for years.
The lucky boy found a hidden treasure in the old forest, **where** it had been hidden for years.



Video 8.7

▶ Bu tür cümleler “where” ile bağlandığında edat kullanmaya gerek yoktur. Ancak “where” yerine “which” ya da “that” ile bağlamak istediğimizde ya da “relative pronoun” cümleden atıldığında cümledeki yer bildiren ifadenin başına gelen edat kullanılmak zorundadır.

- ▶ You must visit **the museum**. You can see many famous paintings **there**.
You must visit the museum **where** you can see many famous paintings.
You must visit the museum **which / that / Ø** you can see many famous paintings **in**.
You must visit the museum **in which** you can see many famous paintings.

RELATIVE CLAUSES

▶ The Eiffel Tower, **where** tourists can enjoy panoramic views of Paris, is an iconic symbol of the city.

The Eiffel Tower, **which** tourists can enjoy panoramic views of Paris **from**, is an iconic symbol of the city.

The Eiffel Tower, **from which** tourists can enjoy panoramic views of Paris, is an iconic symbol of the city.

(Bu cümle bir “non-defining relative clause” içerdiği için “relative pronoun” olarak “that” kullanılamaz ve “relative pronoun” cümleden atılamaz.)

▶ **Ana cümlede yer belirten bir ifade, her zaman “relative clause” cümlesinde olayın geçtiği yeri belirtmeyebilir. Bazen bu tür yer belirten sözcükler sadece bir nesne ya da özne durumundadır. Bu durumda “where” kullanılamaz; “which” ya da “that” kullanılarak “relative clause” ana cümleye bağlanmalıdır.**

▶ I would like to see **the Great Wall of China**. It is a magnificent architectural wonder. (**It: subject**)

I would like to see **the Great Wall of China, which** is a magnificent architectural wonder.

(Özne durumunda olduğu için “relative pronoun” cümleden atılamaz.)

▶ The Statue of Liberty is **a structure**. I admired **it** most when I visited New York last summer.

The Statue of Liberty is a structure **which / that / Ø** I admired most when I visited New York last summer.

(Nesne durumunda olduğu için “relative pronoun” cümleden atılabilir.)

▶ The new office building will be constructed in **the area**. The old warehouse was located **there**.

The new office building will be constructed in the area **where** the old warehouse was located.

(Sıfat cümlecğinde “the area”, “nerede” sorusunun cevabı olduğu için “where” ifadesi kullanılabilir.)

7. Relative Pronoun Modifying Possession (whose – of which)

▶ **Tanımladığımız isim, “relative clause” yapısında iyelik bildiriyorsa hem insanlar hem de nesnelere için “whose” kullanılır. Bu durumda iyelik belirten “my”, “his”, “their” ve “your” gibi iyelik sıfatları sıfat cümlesinde kullanılmaz.**

▶ The music award was given to **a well-known songwriter**. **Her songs** are sung by millions worldwide.

The music award was given to **a well-known songwriter whose songs** are sung by millions worldwide.



Video 8.8

▶ **“Whose” yerine nesnelere için “the + noun of which” kullanılabilir. Bu tür kullanımlar, daha çok “non-defining relative clause” yapılarında tercih edilir.**

▶ My brother’s laptop is now performing much better. **The laptop’s battery** was replaced last week.

My brother’s laptop, **whose battery** was replaced last week, is now performing much better.

My brother’s laptop, **the battery of which** was replaced last week, is now performing much better.

▶ **Tanımlanan ismin önünde bir edat var ise bu edat, “whose” ile başlayan cümlelerin başına da getirilebilir.**

▶ At the conference, I met **the professor**. I have great admiration **for her hard work and dedication**.

At the conference, I met the professor **for whose hard work and dedication** I have great admiration.

8. Relative Pronoun Modifying Reason (why – for which)



Video 8.9

- ▶ Ana cümlede “reason” ya da “explanation” kelimesinden sonra bir neden belirten sıfat cümlecği geliyorsa, bu iki cümle “why”, “that” ya da “for which” ile bağlanabilir. Ayrıca, bu bağlaçlar kullanılmadan da relative clause doğrudan getirilebilir.

▶ The reason was the heavy traffic on the way. Jamie could not arrive at his appointment on time **for this reason**.

The reason **why / that / for which / Ø** Jamie could not arrive at his appointment on time was the heavy traffic on the way.

▶ The reason is my passion for technology. I chose to study computer science **for this reason**.

The reason **why / that / for which / Ø** I chose to study computer science is my passion for technology.

- ▶ “Explanation” ve “reason” gibi sözcüklerin devamında gelen “relative clause” her zaman bir neden ifade eden cümle olmayabilir. Bu sıfat cümlecikleri, “yapılan açıklama, ileri sürülen neden” gibi ifadeleri tanımlayan cümleler olduğunda “why” ya da “for which”, “relative pronoun” olarak kullanılamaz. Ancak “that” ya da “which” kullanılabilir. Örnekleri karşılaştıralım:

▶ The harsh weather conditions were the reason **why / that / for which / Ø** the explorers had to postpone their expedition.

(Bu cümleyi “Kâşiflerin keşif gezilerini ertelemek zorunda kalmalarının sebebi zorlu hava koşullarıydı.” şeklinde çevirebiliriz. Bu nedensellik ilişkisinden dolayı “relative pronoun” olarak “why” ya da “for which” kullanılabilir.)

▶ The reason **that / which / Ø** the student gave for her absence from school was a sudden illness.

(“Öğrencinin okul devamsızlığı için öne sürdüğü neden ani bir hastalıktı.” cümlesinde sadece bu nedenin ne olduğu söylenmektedir. Bir nedensellik ilişkisi kurulmamıştır. Bu sebeple “relative pronoun” olarak “why” ya da “for which” in kullanılması uygun değildir.)

- ▶ Bir “relative clause” yapısında, “why” veya “for which” kullanımının uygun olup olmadığını anlamak için, cümlede bu yapılar yerine “for this reason” ya da “for this explanation” kalıplarını yerleştirip yerleştiremeyeceğimize bakmalıyız. Eğer cümle içerisinde bu yapılar anlamlı şekilde duruyor ise “why” ve “for which” kullanılabilir.

▶ The harsh weather conditions were the reason **why / that / for which / Ø** the explorers had to postpone their expedition.

The harsh weather conditions were the reason. The explorers had to postpone their expedition. (*for this reason*)

▶ The reason **that / which / Ø** the student gave for her absence from school was a sudden illness.

The reason was a sudden illness. The student gave the reason for her absence from school. (*for this reason*)

9. Reduction of Relative Clauses

- ▶ “Relative clause” yapıları, bazı kısaltmalar yapılarak tam cümle olmaktan çıkarılıp bir kelime öbeğine dönüştürülebilir.

▶ Students **who are doing** homework in today’s digital age often benefit from online resources and interactive t

Students **doing** homework in today’s digital age often benefit from online resources and interactive tools.



Video 8.10

▶ The book **which was written** by the prominent author a decade ago became a bestseller last year.

The book **written** by the prominent author a decade ago became a bestseller last year.

- ▶ Yukarıdaki örneklerde de görüldüğü gibi “relative clause” yapılarında “reduction” yani kısaltma yapabilmenin temel kuralı, “who”, “which”, “that” gibi “relative pronoun” sözcüklerinin “relative clause” cümlesinin öznesini nitelemesidir. Eğer sıfat cümlesinin başka bir öznesi varsa kısaltma yapılamaz.

▶ The film **which / that / Ø** we watched last night was very impressive in terms of its plot.

RELATIVE CLAUSES

(Örneğin, bu cümlede “relative clause” yeni bir özne olan “we” ile başlamaktadır. Ana cümledeki öznesi ise “the film”dir. Bu durumda kısaltma söz konusu değildir.)

- ▶ “Relative clause” yapısında kısaltma yapabilmenin ikinci temel kuralı ise şudur: Eğer cümledeki yardımcı fiil ya da temel fiil “be” ise bu fiil “relative pronoun” ile beraber cümleden atılır. Bu kısaltma şeklini farklı yapılarıdaki örneklerle

relative pronoun + be + present participle

görelim:

- ▶ Players **who are waiting** in the dressing room are ready to play the final game.

relative pronoun + be + past participle

Players **waiting** in the dressing room are ready to play the final game.

- ▶ Animals **which are abandoned** by their foster families face harsh conditions in the streets.

relative pronoun + be + noun / noun phrase

Animals **abandoned** by their foster families face harsh conditions in the streets.

- ▶ İzmir, **which is one of the best cities in Türkiye**, consists of thirty districts.

relative pronoun + be + prepositional phrase

İzmir, **one of the best cities in Türkiye**, consists of thirty districts.

- ▶ My grandmother’s house, **which is by the river**, has a beautiful view with an evergreen forest.

My grandmother’s house, **by the river**, has a beautiful view with an evergreen forest.

- ▶ Nitelenen ismin “be” fiili ya da yardımcı fiil ile devam etmediği durumlarda, eğer cümle “present” ya da “past tense” zaman kalıplarından birisi ile oluşturulmuş ve etken yapıda ise “relative pronoun” cümleden atılır ve cümledeki yüklemine “-ing” (present participle) eklenir.

- ▶ Guests **who visit** the place for the first time find it very impressive and majestic.

Guests **visiting** the place for the first time find it very impressive and majestic.

- ▶ Our instructor, **who speaks** English fluently, lives in a village down the road.

Our instructor, **speaking** English fluently, lives in a village down the road.

- ▶ Ana cümle ile “relative clause” cümlesinin yüklemeleri arasında zaman farkı olduğunda ise “perfect participle” yapıları kullanılır. Bu durumda eğer “relative clause” yüklemi etken ise “having V₃”, edilgen ise “having been V₃” yapıları ile kısaltma yapılabilir.

- ▶ The employee who **rejected** the first proposal **will be offered** a new contract tomorrow.

(Bu cümlede “relative clause” etken bir “the Simple Past Tense” cümlesi iken “main clause”, “the Simple Future Tense: Will” cümlesidir. Bu sebeple “reduction” yapılırken “having V₃” yapısı kullanılarak cümleler arası zaman farkı vurgulanabilir.)

The employee **having rejected** the first proposal **will be offered** a new contract tomorrow.

- ▶ The students **who had** their make-up exams last Monday **can learn** their exam results tomorrow.

The students **having had** their make-up exams last Monday **can learn** their exam results tomorrow.

RELATIVE CLAUSES

- ▶ The patients **who were discharged** from the hospital yesterday must come for their follow-up visits next Friday.

(Bu cümlede ise “relative clause” edilgen bir “the Simple Past Tense” cümlesi iken ana cümle “present modal” ile oluşturulmuştur. Bu sebeple kısaltma yapılırken “having been V₃” yapısı kullanılarak cümleler arası zaman farkı vurgulanabilir.)

The patients **having been discharged** from the hospital yesterday **must come** for their follow-up visits next Friday.

- ▶ The author **who was given** the Nobel Prize in literature **writes** mostly about human rights.

Superlatives

The author **having been given** the Nobel Prize in literature **writes** mostly about human rights.

- ▶ **Bazı farklı durumlarda “to infinitive” yapısı ile de kısaltma yapılabilir. Etken cümlelerde “to infinitive” yapısı kullanılırken edilgen cümlelerde “to be V₃” yapısı kullanılmalıdır. Şimdi bu yapıları ayrıntılı inceleyelim:**

- ▶ Rita was the shortest basketball player **who scored** more than 40 points in a match.

Ordinal Numbers

Rita was the shortest basketball player **to score** more than 40 points in a match.

- ▶ Alice has the hardest task **which must be done** in complete secrecy.

Alice has the hardest task **to be done** in complete secrecy.

- ▶ Pele was the first football player **who won** three World Cups.

Pele was the first football player **to win** three World Cups.

- ▶ The second place **that was visited** during the journey was the parliament building of the city.

The second place **to be visited** during the journey was the parliament building of the city.

the next / the last / the only

- ▶ The team cannot decide on the next player **who will shoot** the penalty.

The team cannot decide on the next player **to shoot** the penalty.

- ▶ The captain is the last person **who will leave** the ship.

The captain is the last person **to leave** the ship.

- ▶ Ann was the only person **who arrived** late for the concert yesterday evening.

Ann was the only person **to arrive** late for the concert yesterday evening.

- ▶ **Yukarıdaki yapılarda “relative clause”un zamanı daha geçmişteyse ve ana cümledeki fiil ile “relative clause”daki fiil arasında bir zaman farkı varsa, ayrıca “relative clause” etken yapıdaysa “to have V₃” yapısı kullanılır.**

- ▶ Grace **is** the first artist **who exhibited** her artwork in the new gallery.

Grace **is** the first artist **to have exhibited** her artwork in the new gallery.

- ▶ Mary **is** the only student **who completed** the physics project within a week.

Mary **is** the only student **to have completed** the physics project within a week.

- Yine yukarıda belirttiğimiz yapılarda “relative clause” yapısının zamanı daha geçmişte olur, ana cümle ile “relative clause” yapısının fiilleri arasında bir zaman farkı olursa ve “relative clause” edilgen bir yapıda ise “to have been V₃” yapısı kullanılır.

► The Great Wall of China is the longest defensive structure **which has been constructed** so far.

The Great Wall of China is the longest defensive structure **to have been constructed** so far.

► Do you know the name of the last director **who was awarded** an Oscar?

Do you know the name of the last director **to have been awarded** an Oscar?

- Edilgen yapıdaki “relative clause” cümlelerinde bu tür “to have been V₃” kısaltmaları yapılırken “to have been” cümleden atılarak sadece “V₃” de kullanılabilir.

► The Great Wall of China is the longest defensive structure **(to have been) constructed** so far.

► Do you know the name of the last director **(to have been) awarded** an Oscar?

- “Somebody”, “anywhere”, “no one”, “everything” gibi “indefinite pronoun”larda da “to infinitive” yapısı kullanılarak kısaltma yapılabilir.

► We are looking for **someone who can manage** our company’s social media accounts effectively.

We are looking for **someone to manage** our company’s social media accounts effectively.

► Amy decided to order takeout because there was not **anything that she could cook** quickly for dinner.

Amy decided to order takeout because there was not **anything to cook** quickly for dinner.

- “Relative clause”, modal (can, may, should, etc.) yapılar içerdiği durumlarda da kısaltma yapılabilir. Yine bu kısaltmalar yapılırken etken cümlelerde “to infinitive” yapısı kullanılırken edilgen cümlelerde “to be V₃” yapısı kullanılmalıdır. Bazen her iki tür kısaltma yapısı da aynı anlama gelebilir.

► Eric would be more productive if he had a quiet workspace that he **could use** whenever he needed.

Eric would be more productive if he had a quiet workspace **to use** whenever he needed.

► The athletes have strict training programmes that they **must follow** for the upcoming competition.

The athletes have strict training programmes **to follow** for the upcoming competition.

The athletes have strict training programmes **to be followed** for the upcoming competition.

10. “Which” Referring to Whole Sentence

- “Relative clause” kendisinden önce gelen isim ya da isim öbeğini nitelediği durumların yanı sıra, öncesinde gelen tüm cümleyi nitelemek için de kullanılabilir. “Relative pronoun” olarak sadece “which” kullanılabilir. Bu durumda, “relative clause” ana cümlelerin sonuna “which” ile beraber eklenir ve ana cümleden virgül ile ayrılır.

► Mark regularly donates to local charities. **This** improves the lives of those in need.

Mark regularly donates to local charities, **which** improves the lives of those in need.

(Bu cümlelerde ihtiyaç sahibi olanların hayatlarını iyileştiren şey, Mark’ın düzenli olarak yerel hayır kurumlarına bağışta bulunmasıdır. Yani burada “which”, öncesindeki cümlelerin tamamını niteler.)

► The team worked tirelessly to finish the project ahead of schedule. **That** impressed their client.

The team worked tirelessly to finish the project ahead of schedule, **which** impressed their client.



Video 8.11

11. Quantifiers with Relative Pronouns

► Aşağıdaki tabloda, miktar belirten ifadeler ile birlikte relative pronoun'ların kullanımına dair yapılar yer almaktadır:

Quantifier	of	Relative Pronoun
all most one, two some / any (a) few / little several a couple both each either half many enough none much a number	of	whom (kişiler için) which (cansız varlıklar ve hayvanlar için) whose (sahiplik belirten cümleler için)

Bu tür kullanımlarda, miktar belirten ifadelerin sayılabilen veya sayılamayan kelimelerle kullanılabilme kurallarını göz önünde bulundurmak gerekmektedir.

► Gabriel had a bookshelf filled with novels. **Half of them** were written by his favourite author.

Gabriel had a bookshelf filled with novels, **half of which** were written by his favourite author.



Video 8.12

► I had the opportunity to meet many interesting people at the conference. **Most of them** were experts in their fields.

I had the opportunity to meet many interesting people at the conference, **most of whom** were experts in their fields.

► I visited Linda's beautiful garden. **Some of its** flowers were in full bloom, presenting a colourful display.

I visited Linda's beautiful garden, **some of whose** flowers were in full bloom, presenting a colourful display.

12. Cleft Sentences

Türkçede bölünmüş cümleler olarak adlandırılan "cleft sentences", cümledeki belirli bir kelimeyi veya ögeyi vurgulamak için kullanılır. Bu vurgulamayı yapabilmek için cümleyi bir "relative clause" ile beraber yeniden ifade etmek gerekir. "Cleft sentence"larda cümle genellikle "it" ile başlatılıp ardından bir "relative clause" yapısı getirilir.

► Vurgulanmak istenen öge, özne durumundaki bir insan olduğunda "It is / was someone who / that ..."; insan dışında bir varlık ya da durum söz konusu ise "It is / was something which / that ..." kalıpları kullanılmalıdır.

► **Susan** inspired all of her students to appreciate the beauty of classic literature.

It was **Susan who / that** inspired all of her students to appreciate the beauty of classic literature.

► The ancient artefact was hidden deep within the cave for centuries.

It was **the ancient artefact which / that** was hidden deep within the cave for centuries.

► Vurgulanmak istenen öge her zaman cümlelerin öznesi olmayabilir. Bu tür durumlarda da yine "relative clause" cümlesi kurallara uygun şekilde kullanılarak bir "cleft sentence" yapısı oluşturulabilir.

RELATIVE CLAUSES

► The professor assigned the student a challenging research project.

Örneğin bu cümlede “The professor” ifadesi vurgulanmak isteniyorsa;

► **It was the professor who / that** assigned the student a challenging research project.

“a challenging research project” kelimesi vurgulanmak isteniyorsa;

► **It was a challenging research project which / that** the professor assigned the student.

“the student” vurgulanmak isteniyorsa;

► **It was the student whom / that** the professor assigned a challenging research project to.

🔹 “Cleft sentence” oluşturulurken her zaman cümleye “it” ile başlamak uygun olmayabilir. Vurgulanmak istenen ögenin uygunluğuna göre farklı yapılar kullanılarak da “cleft sentence” oluşturulabilir.

► Hassan is learning English **in order to apply for a Green Card.**

The reason why Hassan is learning English is to apply for a Green Card.

► The new large town hall was constructed **on an old cemetery.**

The place where the new large town hall was constructed is an old cemetery.

🔹 “Pseudo cleft” sentence olarak adlandırılan yapılarla ise cümlenin fiili vurgulanmak istendiğinde farklı bir yol izlenebilir.

► I need a cup of tea right now.

What I need right now is a cup of tea.



Video 8.13

13. Whereby (= by which / through which / with which)

🔹 “Relative clause” yapılarında “aracılığıyla, vasıtasıyla, yolu ile” anlamını verebilmek için “whereby (= by which / through which / with which)” ifadeleri kullanılır.

► **The new software** has vastly improved productivity in our company. The employees can easily monitor their progress **with it.**

The new software, whereby / with which employees can easily monitor their progress, has vastly improved productivity in our company.

► **The new online platform** offers interactive lessons. Students can access these lessons from anywhere **through it.**

The new online platform, whereby / through which students can access these lessons from anywhere, offers interactive lessons.

► Volcanic eruptions release **molten rock and ash.** New landforms are created **by them.**

Volcanic eruptions release **molten rock and ash, whereby / by which** new landforms are created.

► To encourage customer loyalty, the company implemented **a new policy.** **Thanks to this policy,** customers receive a discount.

To encourage customer loyalty, the company implemented **a new policy whereby** customers receive a discount.

EXERCISES

A) Choose the best option to fill in the blanks in the paragraph.

In the fascinating realm of marine life, dolphins and penguins are remarkable creatures with their intelligence and ability to adapt to their environments. Dolphins, (1)—— known for their intelligence and playful nature, are highly social creatures. These marine mammals, (2)—— belong to the family Delphinidae, live in oceans and seas around the world. Dolphins, (3)—— communication skills are highly advanced, use a variety of vocalisations and body language to interact with one another. They live in pods (4)—— individuals develop strong bonds and often help each other in times of need. On the other hand, penguins have adapted to their icy environments by developing a thick layer under their skin through (5)—— they can regulate their body temperature in cold waters. They have distinctive black and white plumage, the contrast (6)—— helps them hide while hunting. To shed light on their lives, there has been a lot of research about these creatures. Recently, the researchers (7)—— the penguins trusted have been able to observe the birds' natural behaviours. The reason (8)—— penguins relied on them was their friendly approach towards the animals.

- | | | |
|----------------|-------------|-------------|
| 1. a) where | b) Ø | c) who |
| 2. a) that | b) whose | c) which |
| 3. a) whom | b) which | c) whose |
| 4. a) where | b) when | c) of which |
| 5. a) that | b) which | c) Ø |
| 6. a) at which | b) of which | c) by which |
| 7. a) whom | b) whose | c) which |
| 8. a) who | b) when | c) why |

B) Circle the correct words.

1. Amin Maalouf is the author about **whom** / **who** Sam can talk in detail for hours.
2. The hotel has ten rooms, one of **that** / **which** has been reserved for us.
3. The reason **why** / **that** Ross gave for his being late did not convince the teacher.
4. Carol knows a bookstore **which** / **where** we can find a lot of books in.
5. Andy admits that he cannot forget the day on **which** / **that** he was given a surprise birthday party.
6. It was John **whom** / **that** forgot his friend's birthday and made her furious.
7. The rules **by which** / **for which** we can live in harmony are a vital part of our lives.
8. The Wilsons bought new furniture for their homes, **that** / **which** made everyone in the family happy.

EXERCISES

C) Complete the sentences using the words and phrases given in the boxes below.

where

with which

whose

of which

whom

why

who

when

1. The library had a vast collection of rare books, most _____ were centuries old and carefully preserved.
2. The reason _____ some people prefer to work remotely is that it offers greater flexibility and reduces commuting stress.
3. My friend Alice, _____ cooking skills are famous among us, hosted a delightful dinner party last night.
4. The residents of the neighbourhood elected Samantha as their community leader, _____ they trust to advocate for their interests.
5. The new telescope, _____ astronomers can discover invaluable information about celestial bodies, was developed by a group of scientists.
6. The fashion designer _____ revolutionised the industry with his creative ideas continues to inspire the world.
7. The moment _____ the sun rises over the horizon marks the beginning of a new day.
8. The museum _____ science and technology enthusiasts can explore the latest innovations offers fascinating insights about the future.

D) Combine the following sentences by using a relative pronoun.

1. Shakespeare is considered one of the greatest playwrights in history. His timeless works continue to captivate audiences worldwide.

2. The university invited two professors to give a lecture on the latest advancements in their respective fields. Both of them have extensive research backgrounds.

3. Mount Everest is the highest peak in the world. Climbers face extreme weather conditions and treacherous terrain there.

4. The Renaissance era produced some of the most iconic works of art and literature in history. Artists and scholars flourished at that time.

5. Tourists select exotic destinations. The reason is to explore new cultures and create unforgettable memories.

6. I had a productive year at my job. During this time, I completed several important projects and got a promotion.

7. Marie Curie is regarded as a scientific pioneer and an exemplary female scientist. She made important early discoveries in radioactivity.

8. İstanbul is known for its rich history and vibrant culture. It is home to world-famous landmarks such as the Hagia Sophia Grand Mosque and the Blue Mosque.

RELATIVE CLAUSES - TEST (1)

Verilen sorularda boş bırakılan yerlere uygun düşen sözcük veya ifadeyi bulunuz.

1. **Ancient Egypt, ---- civilisation developed along the Nile, left behind detailed records on the era ---- it flourished.**

A) where / that
B) which / where
C) when / which
D) whose / when
E) whom / why



2. **With no one ----, the story's main character finds himself in a state of paranoia, ---- forces him to question every person around him.**

A) to trust / which
B) being trusted / where
C) trusting / whom
D) to have trusted / who
E) to be trusted / whose



3. **The astronauts, ---- NASA selected for the mission, will take off for the International Space Station, ---- they will do experiments.**

A) that / which
B) whom / where
C) who / whom
D) which / when
E) where / why



4. **Amelia Earhart is the first woman ---- solo across the Atlantic Ocean, ---- made her an important figure in aviation history.**

A) flying / where
B) to have flown / which
C) to fly / whose
D) to be flying / whom
E) having flown / whereby



5. **Ants are amazing creatures ---- exhibit complex social behaviour and perform difficult tasks, ---- are vital for the survival of their colonies.**

A) which / few of whom
B) whom / some of whom
C) who / many of which
D) whose / a lot of which
E) that / most of which



6. **A team of researchers, ---- on renewable energy for years, developed a new technology ---- solar power could be efficiently used.**

A) having worked / that
B) to have been working / where
C) to be working / when
D) having been working / whereby
E) working / which



7. **Sour apples have a sharp taste, ---- they are preferred when making vinegar, ---- acidity adds a unique flavour to dishes.**

A) beyond whom / when
B) to which / where
C) over which / whereby
D) at whom / which
E) for which / whose



8. **Pompeii, ---- by a volcanic eruption in 79 AD, is now an archaeological site ---- a window into daily life in the Roman Empire.**

A) to be buried / to offer
B) being buried / having offered
C) buried / offering
D) having buried / to be offered
E) to have been buried / offered



9. **The scientists ---- the government provides funding are conducting studies at the research institute ---- for its contributions to medicine.**

A) in which / having been recognised
B) to whom / recognising
C) for whom / recognised
D) of which / being recognised
E) by whom / to be recognised



10. **The reason ---- the researchers started this study is their worries about the widespread use of pesticides, ---- global food safety.**

A) why / threatened
B) that / threatening
C) when / to be threatened
D) for which / having threatened
E) which / to threaten



RELATIVE CLAUSES - TEST (1)

11. **Cactus species, --- require little water, grow in the harsh desert environment --- few plants can survive.**

- A) most of whom / in which
- B) neither of whose / that
- C) some of which / when
- D) few of whom / whose
- E) many of which / where



12. **The historians ---- the forgotten languages will decode the ancient texts, ---- by previous civilisations.**

- A) studied / left
- B) to be studied / having left
- C) studying / having been left
- D) to study / to be left
- E) having studied / leaving



13. **The athletes competing in the international championship, ---- aimed for excellence, did not have anything ---- in their pursuit of victory.**

- A) that / ignoring
- B) which / to have ignored
- C) when / being ignored
- D) who / to ignore
- E) where / to be ignored



14. **The Jurassic is a geologic period ---- includes prehistoric life forms, such as dinosaurs, and this is the reason ---- even children are interested in it.**

- A) which / whom
- B) that / why
- C) where / for which
- D) when / that
- E) who / whose



15. **The Hubble Space Telescope, ---- scientists have captured amazing images of the cosmos, is one of the greatest astronomical devices ----.**

- A) with which / to have invented
- B) at whom / being invented
- C) by which / having been invented
- D) of whom / invented
- E) through which / to have been invented



16. **Ada Lovelace, ---- was born in 1815, is considered the first computer programmer, ---- is a great achievement for her era.**

- A) that / where
- B) who / which
- C) whom / whose
- D) which / why
- E) whose / who



17. **Vitamin A, ---- abundantly in foods like carrots and spinach, is a nutrient ---- the body requires for healthy vision.**

- A) found / that
- B) finding / which
- C) to be found / where
- D) having found / why
- E) being found / when



18. **Green roofs, ---- benefits are well documented, are being installed on more buildings, ---- prioritise sustainability.**

- A) which / some of whose
- B) when / none of which
- C) whose / many of which
- D) where / most of whose
- E) that / few of which



19. **The company ---- manufactures wearable technologies has employed highly skilled engineers ---- are experts in their field.**

- A) which / where
- B) when / which
- C) whose / that
- D) whereby / whom
- E) that / who



20. **There are many obstacles ---- in family relationships, ---- require effective communication and understanding.**

- A) to be overcome / some of whom
- B) overcome / many of which
- C) overcoming / a few of whom
- D) to overcome / most of which
- E) being overcome / both of which



RELATIVE CLAUSES - TEST (2)

Verilen sorularda boş bırakılan yerlere uygun düşen sözcük veya ifadeyi bulunuz.

1. **The Challenger Deep, ---- as the deepest point in the Earth's oceans, remains a mystery ---- scientists continue to study and explore.**

A) to be known / whom
B) known / that
C) being known / where
D) knowing / which
E) to have known / who



2. **The Great Flood of 1997, ---- in Czechia first, caused extensive damage in Poland, ---- it forced many people to evacuate their homes.**

A) to be begun / which
B) having begun / when
C) to begin / who
D) being begun / whose
E) beginning / where



3. **According to studies, the reason ---- allergies are increasing among children may be early-life exposure to antibiotics, ---- can affect the immune system.**

A) for which / whereby
B) that / where
C) when / who
D) why / which
E) whom / why



4. **It was the company's marketing department head ---- wanted to hire someone ---- the new advertising campaign.**

A) who / to manage
B) when / to be managing
C) that / manage
D) why / managing
E) whose / to have managed



5. **UNICEF, ---- mission is to promote the well-being of children worldwide, supports vulnerable youth ---- protection, education, and healthcare services.**

A) whom / having required
B) which / to require
C) whose / requiring
D) when / being required
E) where / to be required



6. **The only human disease ---- so far is smallpox, the last naturally occurring case ---- was reported in 1977.**

A) to have been eradicated / of which
B) to be eradicated / on which
C) eradicated / for which
D) eradicating / in which
E) to be eradicating / by which



7. **The 16th century was the period ---- the Ottoman Empire reached its peak under the rule of Suleiman I, ---- many historians consider one of the empire's most influential leaders.**

A) in which / whose
B) which / which
C) when / whom
D) that / why
E) where / by whom



8. **Anatolia is a region ---- is well known for its archaeological sites and historical treasures, ---- origins date back thousands of years.**

A) who / many of whom
B) that / some of whose
C) whom / all of which
D) which / none of whose
E) where / the majority of which



9. **The book ---- cover caught my eye was written by an award-winning author ---- skillfully created a captivating story.**

A) why / which
B) which / whom
C) where / when
D) when / whose
E) whose / who



10. **Candidates ---- their application forms should submit them to the admissions office, ---- their documents will be evaluated.**

A) completed / which
B) having completed / where
C) to have been completed / when
D) to complete / that
E) to be completing / whose



RELATIVE CLAUSES - TEST (2)

11. **The film, --- cast included several Hollywood legends, won multiple awards, --- gave it a masterpiece status.**

- A) which / where
- B) whom / who
- C) that / when
- D) whose / which
- E) where / that



12. **The new software, --- has a user-friendly interface --- users can easily perform complex tasks, provides better functionality.**

- A) which / whereby
- B) who / which
- C) when / whose
- D) whose / where
- E) where / that



13. **The annual festival, --- people from all over the region come together, creates a sense of community, --- bonds among neighbours.**

- A) when / to strengthen
- B) whose / to be strengthened
- C) where / strengthening
- D) why / to have strengthened
- E) which / being strengthened



14. **The conference, --- experts shared their ideas, offered current trends in research, the advancement --- we are all waiting for.**

- A) at which / on which
- B) with whom / at which
- C) to whom / to which
- D) over which / with which
- E) during which / of which



15. **The library, --- had big renovations, had two sections, one for fiction and one for non-fiction, --- were well organised.**

- A) that / either of which
- B) when / most of whom
- C) which / both of which
- D) where / few of whom
- E) whose / neither of which



16. **There is nothing --- about the irreversible effects of certain drugs --- were released without safety trials tests.**

- A) doing / who
- B) to be doing / where
- C) to do / why
- D) having been done / that
- E) to be done / which



17. **The employee was the first suspect ----, but the real criminal, --- fingerprints were found at the crime scene, will be caught by the police.**

- A) to have been investigated / whose
- B) being investigated / who
- C) to investigate / that
- D) having been investigated / whom
- E) to be investigating / of which



18. **The moon landing in 1969, an event --- Neil Armstrong set foot on the moon, was an achievement --- demonstrated the capabilities of humans.**

- A) of which / where
- B) of whose / when
- C) during which / that
- D) by whom / which
- E) from which / whereby



19. **The meteorologist, --- spends hours analysing data, is the only person --- you can trust for reliable forecasts.**

- A) that / who
- B) who / that
- C) whom / whose
- D) where / to whom
- E) which / when



20. **Children, --- we appreciate for their innocence, play together in a world --- imagination has no limits.**

- A) who / when
- B) whose / that
- C) why / whereby
- D) whom / where
- E) of whose / which



GRAMMAR EXERCISES

Exercise A

1. b 2. c 3. c 4. a 5. b 6. b 7. a 8. c

Exercise B

1. whom 3. that 5. which 7. by which
2. which 4. which 6. that 8. which

Exercise C

1. of which 3. whose 5. with which 7. when
2. why 4. whom 6. who 8. where

Exercise D

- Shakespeare, whose timeless works continue to captivate audiences worldwide, is considered one of the greatest playwrights in history.
- The university invited two professors, both of whom have extensive research backgrounds, to give a lecture on the latest advancements in their respective fields.
- Mount Everest, where climbers face extreme weather conditions and treacherous terrain, is the highest peak in the world.
- The Renaissance era, when / during which artists and scholars flourished, produced some of the most iconic works of art and literature in history.
- The reason why tourists select exotic destinations is to explore new cultures and create unforgettable memories.
- I had a productive year at my job, during which I completed several important projects and got a promotion.
- Marie Curie, who made important early discoveries in radioactivity, is regarded as a scientific pioneer and an exemplary female scientist.
- İstanbul, which is home to iconic landmarks such as the Hagia Sophia Grand Mosque and the Blue Mosque, is known for its rich history and vibrant culture. / İstanbul, which is known for its rich history and vibrant culture, is home to world-famous landmarks such as the Hagia Sophia and the Blue Mosque.

RELATIVE CLAUSES - TEST (1)

- | | |
|-------|-------|
| 1. D | 11. E |
| 2. A | 12. C |
| 3. B | 13. D |
| 4. B | 14. B |
| 5. E | 15. E |
| 6. D | 16. B |
| 7. E | 17. A |
| 8. C | 18. C |
| 9. C | 19. E |
| 10. B | 20. D |

RELATIVE CLAUSES - TEST (2)

- | | |
|-------|-------|
| 1. B | 11. D |
| 2. E | 12. A |
| 3. D | 13. C |
| 4. A | 14. E |
| 5. C | 15. C |
| 6. A | 16. E |
| 7. C | 17. A |
| 8. B | 18. C |
| 9. E | 19. B |
| 10. B | 20. D |

ÖRNEK SORU VİDEOLARI



Video 8.14



Video 8.15



Video 8.16



ORTAÖĞRETİM
GENEL MÜDÜRLÜĞÜ

ADJECTIVES, ADVERBS & COMPARISONS

UNIT
9

ADJECTIVES

1. Adjectives and Their Uses



Video 9.1

Bir ismi ya da zamiri çeşitli yönlerden niteleyen kelimelere sıfat (adjective) denir.

- ❶ Sıfatlar varlıkların rengini, durumunu, biçimini, sayısını veya miktarını belirtir ve isme ya da zamire sorulan “Nasıl” sorusuna cevap verir.

Aşağıdaki tabloda, sıfat yapıları yer almaktadır:

Structure of Adjectives				
Colour	State	Form	Number	Amount
blue sky	old town	round fruit	six monkeys	some miilk

- ❷ Sıfatlar, cümle içinde niteledikleri isimden önce veya “to be” fiilinden sonra kullanılır.

- ▶ They presented a **comprehensive** report on climate change.
- ▶ The results of the experiment were **unclear** due to a lack of data.

Suffixes

Son ekler (suffixes), bir kelimenin anlamını değiştirmek veya kelimeyi yeni bir türe dönüştürmek için kelimenin sonuna eklenerek kullanılır.

Aşağıdaki tabloda, sıfat türeten ekler yer almaktadır:

SUFFIXES	ADJECTIVES
-able / -ible	suitable, predictable, agreeable, flammable, probable, illegible, credible, discernible
-al / -ial / -ical	national, educational, mechanical, dental, practical, historical, financial, critical, logical
-ant / -ent	ignorant, assistant, reliant, vigilant, dependent, consistent, different, abundant
-ful	meaningful, useful, helpful, harmful, skilful, successful, hopeful, fanciful, grateful
-less	careless, homeless, endless, speechless, fearless, hopeless, useless, restless
-ic	poetic, heroic, iconic, historic, scientific, athletic, hygienic, photographic
-ous	nervous, courageous, poisonous, mysterious, victorious, prestigious, rebellious
-ate	affectionate, passionate
-ive	creative, attractive, productive, expensive, objective, supportive, sensitive, cooperative
-ish	selfish, yellowish, reddish, Spanish, childish
-ary	contemporary, imaginary, military, disciplinary, dietary
-y	cloudy, tasty, rainy, funny, dirty, messy, fruity, hairy, skinny, sunny
-some	bothersome, troublesome, quarrelsome, tiresome, awesome
-ly	quarterly, bimonthly, friendly, hourly, daily
-ist	perfectionist, realist

- ▶ It was too **cloudy** to see the sunset properly.
- ▶ The student gave a **sensitive** response to the difficult question.
- ▶ People at the concert had an **awesome** time last night.

Prefixes

Ön ekler (prefixes), bir kelimenin anlamını değiştirmek veya kelimeyi yeni bir türe dönüştürmek için kelimenin önüne eklenerek kullanılır.

- ❶ Sıfat türetmek için kullanılan ön eklerin bazıları olumsuzluk ya da zıtlık anlamı verirken bazıları kelimenin temel anlamını genişletir.

Aşağıdaki tabloda, örnek alan bazı sıfatlar yer almaktadır:

PREFIXES	ADJECTIVES
un-	unlucky, unfortunate, untidy, unwritten, uncomfortable, unbalanced, unjust, untrue
im-	impassive, immature, immobile, impatient, immortal, impolite, impossible
ir-	irresponsible, irresolute, irrefutable, irrelevant, irregular, irreplaceable, irrational
il-	illegal, illogical, illegible, illegitimate, illiterate
in-	inconvenient, independent, invisible, insane, incredible, inadequate
non-	non-fat, non-verbal, non-fiction, non-toxic, non-political, non-existent, nonessential
dis-	disloyal, dissimilar, disordered, dishonest

ADJECTIVES, ADVERBS & COMPARISONS

- ▶ A **dishonest** approach in business can lead to long-term reputational damage.
- ▶ The research findings were dismissed as **irrelevant** to the current scientific debate.
- ▶ When you study in an **untidy** place, it can negatively affect your productivity and focus.
- ▶ An **impatient** attitude often disrupts the flow of important negotiations.

The Use of Adjectives

Aşağıdaki tabloda isimlerden önce; duyu fiillerinden, bağlayıcı fiillerden ve belgisiz zamirlerden sonra sıfat kullanımları yer almaktadır:

Before Nouns	After Linking Verbs
a creative solution, an unexpected outcome	seem unbelievable , look exhausted

After Sense Verbs	After Indefinite Pronouns
taste bitter , look delicate	anything exciting , nothing impressive

The Use of Adjectives with Nouns

Bir sıfat tamlamasında (adjective + noun) sıfat, ismin önünde yer alır.

- ▶ Eğer sıfat, **sayılabilen tekil isimlerle** kullanılıyorsa, tamlamanın başında “**a / an**” kullanılır.
 - ▶ The chef prepared **an incredible dish** for the dinner party.
- ▶ Eğer sıfat, **sayılamayan bir isim** (air, tea, weather, evidence, etc.) ya da **sayılabilen çoğul bir isim** (days, people, books, teachers, etc.) tanımlıyorsa, “**a / an**” kullanılmaz.
 - ▶ The manager shared some **valuable insights** with the team during the project meeting.

The Use of Adjectives After Linking Verbs

- ▶ Bazı fiillerden sonra sıfat kullanılarak öznenin durumu veya bir şeyin özellikleri ifade edilir. Bu fiiller, genellikle “**linking verbs**” olarak adlandırılır ve özneye sıfat arasında bir bağ kurar. Aşağıda sık kullanılan “linking verbs” ve bu fiiller ile sıfat kullanımına dair açıklamalar verilmiştir:

Linking Verbs That Express Appearance and State + Adjective

Bu fiiller bu kullanımlarında bir eylem değil, öznenin durumunu anlatır. Bu yüzden zarf değil, sıfat alırlar.

appear	become	get	look	seem	sound
be	feel	keep	remain	smell	taste

- ▶ She **looked careful** during the meeting. (linking verb)
She **looked carefully** at the report. (action verb)
- ▶ The instructions **seem easy** to follow, so I can finish the project without any issues.

Sensory Linking Verbs + Like + (Adjective) + Noun

Duyu fiillerinden sonra sıfat yerine bir “noun phrase” kullanılması gereken durumlarda araya mutlaka “like” getirilmesi gerekir.

look	feel	taste	smell	sound
------	------	-------	-------	-------

- ▶ The policy **sounds beneficial** in theory.
The policy **sounds like a (practical) solution** to our problem.

Verbs That Express a Change of State

“Become”, “get”, “turn”, “grow”, “fall” fiilleri, bir durumdan başka bir duruma geçişi ifade ederken sıfatla kullanılır.

- ▶ The sky **turned dark** and signalled the arrival of a storm.

Verbs That Express Remaining in a State

“Keep” ve “remain” fiilleri, mevcut durumun korunduğunu anlatmak için sıfatla kullanılır.

- ▶ The situation **remained unclear** despite the detailed explanation.

The Use of Adjectives After Indefinite Pronouns

Belgisiz zamirler, genellikle cümlelerin öznesi veya nesnesi olarak kullanılır ve ardından gelen sıfat, zamirin niteliğini açıklar.

something

▶ I could tell that **something unexpected** was going on.

nothing

▶ There is **nothing difficult** about the task; it is straightforward and easy to complete.

somewhere

▶ I have been looking for **somewhere peaceful** to relax and unwind from the stress of work.

anyone

▶ Is there **anyone available** to help with the event?

2. Types of Adjectives

Sıfatlar, bir ismi niteleyen kelimelerdir. Bir öznenin veya nesnenin durumunu, özelliklerini, miktarını, sırasını ya da ilişkisini açıklar.

► Anlamlarına ve kullanıldıkları bağlama göre farklı türleri vardır.

Sıfatların türleri, genel olarak şu başlıklar altında sınıflandırılabilir:

Possessive Adjectives	Descriptive Adjectives	Demonstrative Adjectives	Quantitative Adjectives
Compound Adjectives	Participle Adjectives	Interrogative Adjectives	Proper Adjectives

Possessive Adjectives

İyelik sıfatları (possessive adjectives), bir kişinin veya herhangi bir şeyin sahipliğini belirtmek için kullanılır.

► İyelik sıfatları, yalnızca isimleri niteler; bu nedenle, tek başına değil her zaman bir isimle birlikte kullanılır ve isimden önce gelir.

- ▶ The team will present **their analysis** before making a final decision.
- ▶ It is important to follow **our advice** to ensure the success of the project.

Descriptive Adjectives

Niteleme sıfatları (descriptive adjectives), bir ismin ya da zamirin özelliklerini, durumunu tanımlamak için kullanılır. Renk, boyut, şekil, özellik, yaş, duygu, vb. nitelikleri açıklar.

► Cümlede genellikle isimden önce gelir.

- ▶ The **vibrant colours** of the painting captured the **emotional depth** of the artist's expression.
- ▶ The **quiet and picturesque village** offered a **peaceful getaway** from the **fast-paced world**.

Demonstrative Adjectives

İşaret sıfatları (demonstrative adjectives), ismin yerini veya yakınlığını / uzaklığını belirtmek için kullanılır.

► Cümlede genellikle isimden önce gelir.

- ▶ **This invention** could change the way medicine is practised in the future.
- ▶ **Those laws** need to be updated to fit modern technology.

Quantitative Adjectives

Nicelik sıfatları (quantitative adjectives), bir şeyin miktarını, sayısını veya derecesini tanımlar.

► Sayılabilen ve sayılamayan isimlerden önce kullanılır.

Aşağıdaki tabloda nicelik sıfatları yer almaktadır:

Quantitative Adjectives		
a / an	no	either
much	each (of)	neither
many	all	the whole
(a) few / little	none of	all of the
a lot of	(a) large / big / huge amount of	a couple of
some	both (of)	one, five, forty, etc.
any	a great deal of	first, third, eleventh, etc.

ADJECTIVES, ADVERBS & COMPARISONS

- ▶ **Many** students found the exam challenging, but a few managed to finish it early.
- ▶ **Neither** solution was effective, so we had to come up with a new strategy.

Compound Adjectives

Birleşik sıfatlar (compound adjectives) birden fazla kelime ile oluşturulan sıfat öbekleridir.

Aşağıdaki tabloda, birleşik sıfatların oluşturulma biçimi ve örnekler yer almaktadır:

Noun / Adjective / Adverb	V _{ing}	Cooking a big meal can be time-consuming , but it is enjoyable. The new batteries are very long-lasting and work for many hours.
Noun / Adjective / Adverb	V ₃	He wore an old-fashioned suit to the party. The hikers walked carefully on the ice-covered path.
Number	noun	We get a five-minute break during class. The store offers a seven-day guarantee for returns.
Adjective	noun	The long-term effects of the medication are still unknown. It is a low-budget project, but the team is doing their best.
badly / ill / poorly	V ₃	The ill-behaved children caused chaos in the classroom. The report was poorly written , with many mistakes.

Participle Adjectives

Sıfat fiil (participle adjectives), fiillerden türeyen sıfatlardır. Genellikle duyguları veya durumları ifade ederler.

Present Participles (V_{ing})

Aktif bir eylemi, süregelen bir durumu veya bir ismin özelliğini belirtmek için fiile “-ing” takısı getirilerek oluşturulan yapılardır.

- ▶ The **frightening** noise woke everyone up in the middle of the night. (korkutucu ses)
- ▶ The **burning** candle filled the room with a soft, warm glow. (yanan mum)
- ▶ The **falling** leaves created a colourful carpet on the ground. (düşen yapraklar)
- ▶ The **rising** sun illuminated the horizon in shades of pink and orange. (yükselen güneş)
- ▶ Watching the sunset over the sea is a **relaxing** experience. (rahatlatıcı deneyim)

Past Participles (V₃)

Edilgen bir durumu, tamamlanmış bir eylemi veya bir ismin etkilendiği özelliği belirtmek için fiilin “past participle” olarak kullanıldığı yapılardır.

- ▶ The **frightened** child refused to enter the dark room alone. (korkan çocuk)
- ▶ The **frozen** lake sparkled under the winter sun. (donmuş göl)
- ▶ **Overcrowded** cities often face challenges with transportation and housing. (aşırı kalabalık şehirler)
- ▶ Before starting the exam, the students read the **written** instructions on the front page. (yazılı yönergeler)
- ▶ After ten years in the sector, she is now a very **experienced** dietician. (tecrübeli diyetisyen)

ADJECTIVES, ADVERBS & COMPARISONS

Some Participle Adjectives

Aşağıdaki tablolarda, fiillerden türeyen “-ing” (present participle) ve “-ed” (past participle) ekleriyle oluşturulmuş sıfatlar yer almaktadır:

Verb	Present Participle	Past Participle
amaze	amazing	amazed
bore	boring	bored
charm	charming	charmed
disappoint	disappointing	disappointed
exhaust	exhausting	exhausted
fascinate	fascinating	fascinated
horrify	horrifying	horrified

Verb	Present Participle	Past Participle
interest	interesting	interested
please	pleasing	pleased
relieve	relieving	relieved
satisfy	satisfying	satisfied
shock	shocking	shocked
terrify	terrifying	terrified
worry	worrying	worried

Interrogative Adjectives

Soru sıfatları (interrogative adjectives), cümlede eksik olan bilgiyi sormak için kullanılan kelimelerdir. Soru sıfatları her zaman bir isimden veya zamirden önce gelir.

Aşağıdaki tabloda, soru sıfatlarına ilişkin örnekler yer almaktadır:

What		What ingredients do we need to make this recipe?
Which	Noun / Pronoun	Which ones are on sale?
Whose		Whose idea was it to organise this event?

Proper Adjectives

Proper adjectives (özel ad sıfatları), özel isimlerden (proper nouns) türetilen ve sıfat işlevi gören sözcüklerdir. “Proper adjectives” türetilirken sıklıkla kullanılan ekler şunlardır: -ian, -an, -ese, -ish, -ic. Bunlar, dilin yerleşik kullanım örnekleridir.

- ▶ She ordered a bowl of **Chinese** noodles for lunch.
- ▶ The **British** accent is often considered very charming.
- ▶ He enjoys reading about **Mexican** art and culture.

Notes About Adjectives

Aşağıdaki tabloda, sıfatların kullanımına ilişkin ek bilgiler yer almaktadır:

The + adjective yapısı, bir topluluğa atıf yapmak için kullanılır ve çoğul fiil çekimi gerektirir.	The elderly should be treated with respect and care in our society. The disabled deserve equal access to public facilities and services.
İsimler sıfat işlevi görebilir; genellikle malzeme, amaç veya tür belirterek başka bir ismi nitelendirir.	Leather bags are durable and stylish.
Metaforik sıfatlar (metaphorical adjectives), isme mecazi anlam katar ve genellikle daha etkileyici ve güçlü ifadeler oluşturmak için kullanılır.	The heavy silence in the room made everyone uncomfortable.
Vurgulama sıfatları (emphasising adjectives), niteledikleri ismin önemini, derecesini, niteliğini pekiştirir. Bu tür sıfatlar genellikle “real”, “absolute”, “complete” gibi vurguyu artıran ifadelerdir.	The project was an absolute success, exceeding everyone’s expectations.

ADVERBS

1. Adverbs and Their Uses



Video 9.2

Zarflar; genel olarak sıfatları, fiilleri, cümleleri ve bazen de kendilerine benzeyen sözcükleri durum, zaman, yer ve soru bakımından niteleyen sözcüklerdir.

❶ **Zarflar, genellikle sıfatların sonuna “-ly” takısının eklenmesiyle oluşturulur. Ancak bu kurala uymayan zarflar (irregular adverbs) da mevcuttur.**

Aşağıdaki tabloda, sıfatlardan zarf türetme kuralları ve örnekleri yer almaktadır:

Rules for Forming	Adjective	Adverb
<p>Sonu “sessiz harf + le” şeklinde olan sıfatların sonundaki “-e” harfi düşer ve “-ly” takısı eklenir.</p> <ul style="list-style-type: none"> ▶ The curator gently placed the fragile vase on the shelf, making sure it would not fall. ▶ It is important to use social media responsibly to avoid spreading misinformation. 	<p>gentle + y responsible + y</p>	<p>gently responsibly</p>
<p>Sonu “-e” harfi ile biten ve yukarıdaki kuralın dışında kalan sıfatlarda “-e” harfi düşmez ve sıfatın sonuna “-ly” eklenir.</p> <ul style="list-style-type: none"> ▶ Scientists must record data accurately to ensure their research results are reliable and valid. ▶ The effects of climate change have been studied extensively by researchers around the world. <p>* “True”, “due”, “whole” gibi sıfatlar, bu kurala istisna oluşturur ve “-e” harfi düşer. (truly, duly, wholly)</p> <ul style="list-style-type: none"> ▶ She was truly grateful for the support she received during the difficult times. 	<p>accurate + ly extensive + ly</p>	<p>accurately extensively</p>
<p>Sonu “sessiz harf + y” ile biten iki ve daha fazla heceli sıfatlarda “-y” düşer, yerine “i” yazılır ve ardından “-ly” takısı eklenir.</p> <ul style="list-style-type: none"> ▶ They happily spent the afternoon exploring the charming little town. ▶ Participants are expected to voluntarily engage in the data collection process. <p>* “Shy” sıfatı bu kurala istisna oluşturur ve “-y” harfi düşmez. (shyly)</p> <ul style="list-style-type: none"> ▶ The candidate shyly avoided direct eye contact during the interview. 	<p>happy + i + ly voluntary + i + ly</p>	<p>happily voluntarily</p>
<p>Sonu “-l” harfi ile biten sıfatlarda kelime kökündeki “-l” düşmez, kelimeye “-ly” takısı eklenir.</p> <ul style="list-style-type: none"> ▶ These shoes were especially made for athletes. ▶ Water supplies are at a critically low level all around the world. <p>* “Full” sıfatı bu kurala istisna oluşturur. (fully)</p> <ul style="list-style-type: none"> ▶ We should be fully aware of global problems. 	<p>especial + ly critical + ly</p>	<p>especially critically</p>

DİKKAT!

❶ **Sonu “-ly” ile biten her sözcük zarf değildir. Bazı sıfatların da sonu “-ly” ile biter. Bu sözcükler tek başlarına zarf olarak kullanılamaz. Zarf olarak kullanılabilmeleri için sözcük grupları (phrases) oluşturmak gerekir.**

Aşağıdaki tabloda, sonu “-ly” ile bitmesine rağmen zarf olmayan sıfatlar, bu sıfatların zarf olarak kullanılabileceği ifade kalıpları ve örnek cümlelerle açıklamaları yer almaktadır:

Adjectives	Adverbial Phrases	Example
friendly lovely deadly costly orderly	lively ugly silly cowardly lonely	<ul style="list-style-type: none"> ▶ The friendly neighbours welcomed the new family with warm smiles. (adjective) ▶ He nodded to me in a friendly way. (adverbial phrase)
	in a friendly way in a lovely tone in a silly way in a cowardly manner	

ADJECTIVES, ADVERBS & COMPARISONS

Irregular Adverbs

❶ İngilizcede bazı sözcüklerin hem sıfat hem zarf hâlleri aynıdır ve her iki şekilde de kullanılabilir.

Aşağıdaki tabloda, bu sözcükler ve ilgili örnekler yer almaktadır:

Common Irregular Adverbs		
Adjective	Adverb	Sample Sentences
fast	fast	
hard	hard	
late	late	▶ Alice follows a strict daily routine to stay productive and healthy. (adjective)
daily	daily	
early	early	▶ Howard <u>exercises</u> daily to maintain his fitness and energy levels. (adverb)
good	well	
straight	straight	
wrong	wrong / wrongly	

The Use of Adverbs

❶ Zarflar, fiilleri niteleyen ve bir eylemin nasıl yapıldığını belirten sözcüklerdir. Fiili nitelerken, nitelediği fiilden önce veya sonra kullanılır.

- ▶ The researcher **carefully** examined the data before drawing any conclusions.
- ▶ The athlete **ran** quickly to the finish line.

❷ Sıfatları derecelendirir. Bir sıfatın derecesini artırmak için niteledikleri kelimedenden hemen önce kullanılır.

- ▶ The performance was **extraordinarily** moving, leaving the audience deeply impressed.

❸ Başka zarfları niteler. Bir zarfın derecesini artırmak için niteledikleri zarftan hemen önce kullanılır.

- ▶ Children want to finish their homework **rather** quickly.

❹ Cümleleri niteler. Tüm cümleyi niteleyen zarflar cümle başında ya da sonunda kullanılabilir.

- ▶ **Suddenly**, the lights went out in the entire house.
- ▶ The lights went out in the entire house **suddenly**.

2. Types of Adverbs

Aşağıdaki tabloda zarf türleri yer almaktadır:

Types of Adverbs			
Adverbs of Time every day, now	Adverbs of Manner quickly, carefully	Adverbs of Viewpoint and Commenting personally, honestly	Adverbs of Degree quite, pretty
Adverbs of Place and Direction there, inside	Adverbs of Frequency always, often	Sentence Adverbs actually, unfortunately	Adverbs of Focusing also, just

Adverbs of Time

Zaman zarfları bir eylemin ne zaman veya hangi süre boyunca yapıldığını ifade etmek için kullanılır.

- ▶ The system is updated **on Fridays** to improve security measures.
- ▶ Most companies conduct surveys **every year** to gather customer feedback.

Adverbs of Place and Direction

Bu zarflar, eylemi yer ve yön bakımından niteleyen sözcüklerdir. Fiili ya da fiilimsileri niteler, sıfat ya da başka bir zarfı nitelemez. Bu zarflar, “where” (nerede / nereye / nereden) sorusuna cevap verir.

- ▶ Is there **anywhere** I might find free Wi-Fi **around** here?
- ▶ The dog kept running **backwards** when it saw the leash.

ADJECTIVES, ADVERBS & COMPARISONS

Yaygın olarak kullanılan yer-yön zarfları: anywhere, up / down, under, alongside, overseas, west, upstairs / downstairs, somewhere, out / out of, behind, backwards, sideways, ahead, indoors / outdoors, everywhere, above, back, downwards, far, right, inwards / outwards, around, below, away, towards, etc.

Bazı yer-yön zarfları, edat (preposition) olarak da kullanılabilir. Bu durumda kendilerinden sonra isim kullanılır. Yer-yön zarfları, isimlerle beraber kullanıldıkları zaman edat öbeği (prepositional phrase) olur.

Bu özelliğe sahip yer-yön zarflarından bazıları: in, around, off, on, by, after, before, beyond, behind, up, down, inside, outside, across, between, along, near, over, out, out of, etc.

Aşağıdaki tabloda, bazı yer-yön zarflarının kullanımına ilişkin bilgiler ve örnekler yer almaktadır:

in	Fiili nitelemek için kullanılır.	She <u>stepped in</u> carefully, avoiding the broken glass on the floor.
	Edat olarak kullanılır.	Tom placed his coat <u>in the closet</u> before heading to the kitchen.
around	Fiili nitelemek için kullanılır.	Clare <u>looked around</u> , but saw no one.
	Edat olarak kullanılır.	Colourful flowers <u>bloomed around</u> the garden.
off	Fiili nitelemek için kullanılır.	The thief <u>ran off</u> when he heard the sirens.
	Edat olarak kullanılır.	The lighthouse is <u>off the shore</u> , standing alone in the sea.

Adverbs of Degree

🔹 **Derecelendirme zarfları (adverbs of degree), bir durumun, bir özelliğin veya bir eylemin derecesini belirlemek için kullanılır.**

- ▶ The weather was **extremely cold**, so we decided to stay indoors.
- ▶ The movie was **rather boring**, but the ending was **very surprising**.

Yaygın olarak kullanılan derecelendirme zarfları: very, quite, extremely, fairly, rather, pretty, somewhat, partially, absolutely, completely, totally, utterly, perfectly, entirely, almost, nearly, virtually, barely, etc.

Adverbs of Manner

🔹 **Durum zarfları (adverbs of manner), bir eylemin nasıl yapıldığını (beautifully, accidentally, bravely, etc.) ifade eder. Eyleme “How” sorusunu sorduğumuzda aldığımız cevap durum zarfıdır.**

- ▶ She **cautiously** stepped onto the icy pavement to avoid slipping.
- ▶ He **accidentally** deleted the important file and had to spend hours recovering it.

🔹 **Durum zarfları, yüklemden önce veya sonra gelebilir. Ayrıca eğer yüklem nesnesi varsa zarf, nesneden sonra kullanılır.**

- ▶ The chairman **deliberately** misinterpreted the question, and gave evasive replies to the reporters at the press conference. (before the verb)
- ▶ Maradona, regarded as the greatest football player of all time, passed away **unexpectedly**. (after the verb)
- ▶ The woman hugged the little boy **affectionately** as if he were her son. (after the object)

Adverbs of Frequency

Sıklık zarfları (adverbs of frequency), bir eylemin ne sıklıkta yapıldığını ifade eder. Cümlede genellikle fiilden önce kullanılır. Eyleme “**How often**” sorusunu sorduğumuzda aldığımız cevap sıklık zarfıdır.

- ▶ She **never** forgets to double-check her work before submitting it to her manager.
- ▶ **Seldom** does Richard go out on weekends because he prefers to relax at home.
- ▶ The fashion magazine publishes a special edition **twice a year**.

ADJECTIVES, ADVERBS & COMPARISONS

Adverbs of Focusing

🔹 **Odak belirten zarflar (focusing adverbs)** genellikle cümlenin bir ögesini vurgulamak için kullanılır. Cümle içinde vurguladığı ögeden hemen önce kullanılır.

- ▶ Sally was so tired that she could not **even** finish her dinner.
- ▶ They enjoy outdoor activities, **especially** hiking in the mountains during the summer.

Yaygın olarak kullanılan odak belirten zarflar: just, only, also, simply, mainly, chiefly, especially, particularly, exactly, purely, solely, merely, either, too, as well, even, mostly, etc.

Adverbs of Viewpoint and Commenting

🔹 **Bakış açısı belirten zarflar (adverbs of viewpoint)**, genellikle bir eylemin nasıl gerçekleştiğinden ziyade konuşmacının eylem hakkındaki görüşlerini ifade etmek için kullanılır. Bu zarflar genelde tüm cümleyi niteler.

- ▶ The weather will improve by the afternoon, **presumably**.
- ▶ The employment rate is high in the country. **Not surprisingly**, many school leavers easily find jobs.

Yaygın olarak kullanılan bakış açısı belirten zarflar: honestly, seriously, luckily, personally, surprisingly, ideally, officially, obviously, undoubtedly, confidentially, unfortunately, economically, clearly, surely, etc.

Sentence Adverbs

🔹 **Cümle zarfları, sadece bir fiili veya sıfatı değil, ifade edilen düşüncenin tamamını etkileyen yapılardır.**

Bu zarflar, konuşmacının cümleye kattığı bir yorum veya bakış açısı olarak düşünülebilir; eylemin nasıl yapıldığından ziyade, cümlenin içeriğine dair kesinlik, kanıt veya duygu bildirirler.

- ▶ The classic Ottoman home was quite functional. **In fact**, very little furniture was used.
- ▶ Nail-biters are less likely to develop allergies due to increased exposure to microorganisms, **evidently**.

Yaygın olarak kullanılan cümle zarfları: actually, certainly, definitely, indeed, in fact, really, seriously, apparently, obviously, evidently, clearly, undoubtedly, maybe, of course, presumably, probably, possibly, (un)fortunately, ideally, basically, naturally, (un)luckily, honestly, surprisingly, etc.

DEGREES OF COMPARISON

1. The Comparative Forms of Adjectives and Adverbs

İki insanı, nesneyi veya yeri belirli özellikleri yönünden karşılaştırmak için “comparative” yapısı kullanılır.

Karşılaştırma yapmak için kullanılan sıfat ve zarflar, uzunluklarına göre farklı biçimlerde yazılır. Kullanılan sıfat veya zarf tek heceli ise sonuna “-er” ekini alırken çok heceli olması durumunda sıfat veya zarftan önce “more” veya “less” kullanılır. Dikkat edilmesi gereken diğer nokta ise karşılaştırılan ikinci ögeden önce “than” sözcüğü kullanımınıdır.



Video 9.3

Aşağıdaki tabloda, sıfatların hece yapılarına göre karşılaştırma (comparative) hâlleri yer almaktadır:

	Tek heceli sıfatların sonuna	Sonu “-e” ile biten tek heceli sıfatların sonuna	Son üç harfi “sessiz + sesli + sessiz” ile biten sıfatlarda	Sonu “sessiz harf + y” ile biten iki heceli sıfatlarda	Çok heceli sıfatlarda
Comparative	“-er” eklenir.	sadece “-r” eklenir.	“-er” eklenir, son harf kendini tekrar eder.	“-y” düşer, yerine “-ier” eklenir.	sıfattan önce “more” / “less” gelir.
Örnek	cold – colder slow – slower	large – larger safe – safer	thin – thinner big – bigger	busy – busier happy – happier	attractive – more attractive expensive – less expensive

ADJECTIVES, ADVERBS & COMPARISONS

► Sonu “-ly” ile biten zarflar “more” ile kullanılır (early hariç).

cleverly – **more** cleverly
bravely – **more** bravely

carefully – **more** carefully
easily – **more** easily

quickly – **more** quickly
freely – **more** freely

- Students answered the questions **more confidently** during the second round of the quiz.
- Olivia arrived at the airport **earlier** than scheduled.

► Sonu “-ly” ile bitmeyen “fast”, “hard”, “late” zarfları “-er” / “-r” takısı ile birlikte kullanılır.

- The hummingbird flaps its wings **faster** than any other bird in the animal kingdom.
- Despite Kane’s diligent efforts, the completion of the project took place **later** than he expected.

► Sonu “-ed” ve “-ing” ile biten sıfatlar “more” ile kullanılır.

tired – **more** tired tiring – **more** tiring

- Running a marathon is already exhausting, but completing an ultramarathon makes athletes **more** exhausted.
- Spending hours in a traffic jam can be **more** boring than watching a snail crawl.

► Bazı sıfatlar, hem “more” ile hem de sonlarına aldıkları “-er” takısı ile kullanılır.

Aşağıdaki tabloda, bu sıfatlara ilişkin örnekler yer almaktadır:

İki heceli sıfatlar	“er” takısı ile kullanım	“more” ile kullanım
quiet	quieter	more quiet
clever	cleverer	more clever

- Lightning strikes are **commoner** / **more common** than you might think, as about 100 lightning bolts hit the Earth’s surface every second.
- Crows are **cleverer** / **more clever** than previously thought because they can solve complex puzzles and use tools to obtain food.

► Irregular (düzensiz) sıfatlar, daha önceki bölümlerde anlatılan ek alma kurallarına uymazlar.

Aşağıdaki tabloda, düzensiz sıfat ve zarflar yer almaktadır:

good / well	bad / badly	little	many	much	far	old
better	worse	less	more	more	farther / further	older / elder

- The project manager needs **more** funds to take the necessary precautions to avoid possible delays.
- I had to drive **farther** / **further** to reach the restaurant than I initially thought.
- Each student needs to explore **further** options before deciding on a career path. (further = more)

► Belirli olan iki nesneden birini nitelemek için kullanıldığında “comparative” yapının önüne “the” gelir.

- **The taller** of the twin sisters was recruited by a professional basketball team.
- Two skyscrapers dominate the city skyline, but **the taller (one)** has become an iconic symbol of the city.



Video 9.4

2. The Superlative Forms of Adjectives and Adverbs

“Superlative” yapısı, bir kişinin ya da nesnenin ait olduğu grup içindeki diğer üyelerle karşılaştırıldığında en üstün veya en belirgin özelliğini vurgulamak için kullanılır.

► Üstünlük durumunu belirtmek için tek heceli sıfatların önüne “the”, sonuna “-est” takısı eklenirken çok heceli sıfatların önüne “the most” veya “the least” getirilir.

ADJECTIVES, ADVERBS & COMPARISONS

Aşağıdaki tabloda, sıfatların hece yapılarına göre en üstünlük (superlative) hâlleri yer almaktadır:

	Tek heceli sıfatların sonuna	Sonu “-e” ile biten tek heceli sıfatların sonuna	Son üç harfi “sessiz + sesli + sessiz” ile biten sıfatlara	Sonu “sessiz harf + y” ile biten iki heceli sıfatlarda	Çok heceli sıfatlarda
Superlative	“-est” eklenir.	sadece “-st” eklenir.	“-est” eklenir, son harf kendini tekrar eder.	“-y” düşer yerine “-iest” eklenir.	sıfattan önce “the most” / “the least” gelir.
Örnek	cold – coldest slow – slowest	large – largest safe – safest	thin – thinnest big – biggest	busy – busiest happy – happiest	attractive – the most attractive careful – the least careful

▶ Sonu “-ly” ile biten zarflar da “the most” ile kullanılır.

commonly – **the most** commonly carefully – **the most** carefully probably – **the most** probably

▶ It takes time for the tea to brew properly, so **the most hastily** prepared one will probably not taste very good.

▶ Because Sue could not concentrate during the exam, she was not able to solve even **the most clearly** explained questions.

▶ Sıfat ve zarf hâlleri aynı olan “fast”, “hard” ve “late” sözcükleri “-(e)st” ile, “early” ise (-y düştüğü için) “-iest” ile kullanılır.

▶ Although he is no longer **the fastest** athlete, Usain Bolt still holds the record for the 100 metres.

▶ **The earliest** train to downtown is often cheaper than the later ones.

▶ Bazı sıfat ve zarflar düzensizdir ve belirtilen kuralların dışında kalır.

good / well	bad / badly	little	many	much	far
the best	the worst	the least	the most	the most	the farthest / the furthest

▶ Monica is strict with her money, and she prefers buying **the least** expensive items.

▶ Ushuaia is **the farthest** point in the southern hemisphere where a person can go by car.

▶ “Superlative” yapıda sıfatın önüne “the” getirilir, ancak “my”, “your”, “her”, “this” ve “that” gibi sözcükler kullanıldığında “the” kullanılmaz.

▶ Due to his illness, the band’s lead guitarist gave **his worst** performance ever.

▶ **Jane’s most valuable** possession was the necklace she was given by her grandmother.

Expressing Big or Small Differences in Comparative Forms

İki kişi ya da nesneyi karşılaştırırken “much”, “far”, “a lot”, “slightly”, “a bit”, “a little”, “any”, “no”, “even” ve “rather” zarflarını kullanarak karşılaştırmanın derecesini artırabilir veya azaltabiliriz. “Quite” ve “fairly”, karşılaştırmalı yapılarda kullanılmaz.

▶ Our neighbour’s new house is only **a bit larger** than her previous one; it seems like a waste of money.

▶ Because the passenger was afraid of being late for the flight, he asked the taxi driver to drive **much faster**.

▶ Since the tourist group did not like the restaurant’s menu, they looked for a **far better** place to eat.



Video 9.5

▶ Değişmekte olan bir durumu ifade etmek için “comparative” sıfatlar ve zarflar çift olarak kullanılabilir (darker and darker, more and more, harder and harder, vb.). Bu değişimi ifade etmek için sıklıkla “become” ve “get” fiilleri kullanılır.

▶ Rita’s performance at the piano recitals has been **getting more and more impressive** with each passing year.

▶ The snowfall outside the window **became more and more intense**, making the landscape a winter wonderland.

3. Common Structures Used with Adjectives and Adverbs

A. Too

“Çok, aşırı, gereğinden fazla” gibi anlamlarda kullanılır ve olumlu cümlede kullanılmasına rağmen cümleye olumsuz bir anlam katar. “Too” farklı kullanım yapılarına sahiptir.

too + adjective / adverb (+ to infinitive)

- ▶ She was **too tired to continue** working on her project, so she took a break and rested.
- ▶ He was walking **too fast to keep up**.
- ▶ If you speak **too loudly**, people may find it annoying.

too + much / many + noun

- ▶ There were **too many people** in the small room, making it feel crowded and uncomfortable.
- ▶ Emily consumed **too much sugar** in a short period, which left her feeling quite unwell.

B. Enough

“Yeterince, yeteri kadar, yeterli” gibi anlamlarda kullanılır. Olumlu cümlede kullanıldığında, eylemin yapabileceğimiz ölçüde olduğunu ifade ederken; olumsuz cümlede kullanıldığında ise eylemin yapabileceğimiz ölçüde olmadığını ifade eder.

▶ “Enough” sıfat ve zarflardan sonra, isimlerden önce kullanılır.

adjective / adverb + enough + to infinitive

- ▶ Daren was **brave enough to face** his fears, climbing the mountain’s peak.
- ▶ The instructions were not **clear enough to follow** and **complete** the task successfully.

enough + noun

- ▶ We have **enough chairs** for everyone to sit on at the party.
- ▶ We did not gather **enough firewood** to keep us warm throughout the entire night.

▶ “Too” ile ifade edilen bir cümle, kullanılan sıfat ya da zarfın karşıt anlamısını kullanarak olumsuz bir cümlede “enough” ile de aynı anlamda kullanılabilir.

- ▶ Paula, who is **too disorganised to manage** her time effectively, often misses deadlines.
(Zamanını etkili bir şekilde yönetemeyecek kadar düzensiz olan Paula, çoğu zaman teslim tarihlerini kaçırıyor.)

Paula, who is **not organised enough to manage** her time effectively, often misses deadlines.

(Zamanını etkili bir şekilde yönetmek için yeterince düzenli olmayan Paula, çoğu zaman teslim tarihlerini kaçırıyor.)

- ▶ Sam tried to solve the challenging puzzle, but it was **too complicated** for him to figure out.
Sam tried to solve the challenging puzzle, but it was **not simple enough** for him to figure out.

C. So and Such

“So” ve “such” niteledikleri sıfat ya da zarfları anlam olarak güçlendirir. “So” sıfat ve zarflarla; “such” ise sıfat tamlamaları ve bazen de isimlerle kullanılır. “So” ve “such” cümleye “çok”, “oldukça” gibi anlamlar katar.

so + adjective / adverb	so fast, so amazing, so beautiful, so calmly, so carelessly
so + many / much / few / little + noun	so many people, so much money, so little time
such + a / an + adjective + singular noun	such an exciting film, such a cute baby, such a boring game
such + adjective + plural noun	such hard times, such kind people, such difficult questions
such + adjective + uncountable noun	such tasteless coffee, such long hair, such cold weather
such + noun (means “this kind / type of ...”)	such a thing, such problems, such furniture, such questions

ADJECTIVES, ADVERBS & COMPARISONS

- ▶ The competition was **so thrilling**, and the athletes performed **so brilliantly**.
- ▶ Dennis wanted to explore the exhibit, but he had **so little energy** after the long hike.
- ▶ No one was expecting **such a challenging chess match**, each move of which was made strategically.
- ▶ It is impressive of you to lead a team with **such talented individuals**.
- ▶ The room feels cosy with **such warm and soft lighting**.

So ... that

“So ... that” yapısı aslında sebep-sonuç bildiren bir cümle kalıbıdır. “That” sonrası sonuç cümlesidir. “O kadar ... ki”, “öyle ... ki” gibi anlamlarında kullanılır.

Aşağıda, “so ... that” yapısının nasıl kullanıldığı ve bu kullanımlara ilişkin örnekler yer almaktadır:

so + adjective / adverb + that

- ▶ The storm outside was **so strong that** it caused power cuts throughout the city.
- ▶ Amy sang **so beautifully that** the entire audience was moved to tears.

so + many / much / few / little (+ noun) + that

- ▶ Dave had **so few resources that** completing the project seemed nearly impossible.
- ▶ Jane enjoyed the novel **so much that** she stayed up all night to finish it.
- ▶ Martin had studied **so little that** he struggled to answer even the simplest questions on the exam.

so + adjective + a / an + singular noun + that

- ▶ The book has **so captivating a plot that** readers cannot put it down.
- ▶ Carla is **so hardworking a student that** she always earns top grades in all of her classes.
- ▶ “So ... that” yapısında “so” cümle başında da kullanılabilir ancak bu durumda cümle devrik olarak kurulur.
- ▶ **So eagerly did the kids wait for the concert that** they arrived hours early.
- ▶ **So challenging was the test that** many students struggled to pass.
- ▶ **So hot a summer day was it that** we had to stay indoors to escape the heat.

Such ... that

“Such ... that” yapısı, “so ... that” yapısı gibi sebep-sonuç ifade eder ve aynı anlamı verir. “Such ... that” yapısında sıfat tamlaması kullanılır. Aşağıdaki gibi farklı kullanımları mevcuttur:

such + a / an + adjective + singular noun + that

- ▶ It was **such a nice day that** we decided to take a walk by the lake.

such + adjective + plural noun + that

- ▶ The restaurant served **such delicious pizzas that** we ordered three more.

such + adjective + uncountable noun + that

- ▶ The coffee was brewed with **such great care that** it had a richly aromatic flavour.

such + a / an + singular countable noun + that

- ▶ The young singer had **such a voice that** it left the audience in awe.

such + plural countable noun + that

- ▶ The team showed **such skills that** they won the championship.

such + a lot of + noun + that

- ▶ The rainfall brought **such a lot of water that** it caused flooding in several areas.

be + such + that

- ▶ The demand for renewable energy **is such that** governments and industries are investing heavily in its development.
- ▶ The advancements in technology **are such that** they have revolutionised the way we communicate with each other.

4. Different Structures in Comparison

Karşılaştırma yapılırken sıfatların “comparative” hâlleri dışında kullanılan birçok karşılaştırma yapısı mevcuttur.



Video 9.6

As + Adjective / Adverb + As

- ▶ “as ... as” yapısı, iki kişi ya da nesne arasında eşitlik olduğu durumlarda kullanılır. Bu yapı olumlu, olumsuz ve soru cümlelerinde kullanılabilir. Eşitlik söz konusu değilse “not as ... as” yapısı kullanılır. Araya sıfat ya da zarf gelebilir.
 - ▶ The invention of the printing press in the 15th century was **as transformative as** it was influential.
 - ▶ The agility of cats is **as impressive as** it is essential for their survival since it enables them to climb trees and leap across great distances.
- ▶ “as ... as” yapısı her zaman karşılaştırma yapmak için kullanılmayabilir.
 - ▶ When crossing the slippery bridge, walk **as cautiously as** you can to avoid any potential accidents.
 - ▶ Please respond to my email **as soon as** possible so we can proceed with the next steps.
- ▶ “as ... as” yapısı, miktar belirleyiciler “many”, “much”, “few” ve “little” ile kullanılabilir. Bu durumda bu kelimelerden sonra isim kullanılır.

As + Many / Much / Few / Little + Noun + As

- ▶ Hannah bought **as many books as** she could fit into her shopping cart at the bookstore sale.
- ▶ Henry completed the assignment with **as few errors as** possible, thanks to his tutor.
- ▶ We should consume **as little sugar as** possible to maintain a healthy diet.
- ▶ “as ... as” yapısından önce kullanılan “half”, “twice”, “three times” ve “four times” gibi ifadeler, karşılaştırılan özelliklerin kaç kat olduğunu ifade eder.
 - ▶ The Olympic athlete was **twice as fast as** his competitors on the track.
 - ▶ The laptop that I bought last week is **half as heavy as** the old one.

So + Adjective / Adverb + As

- ▶ “so ... as” yapısı, anlam bakımından “as ... as” yapısıyla aynıdır. Ancak “so ... as” yapısı sadece olumsuz ve soru cümlelerinde kullanılır. Araya sıfat ya da zarf gelebilir.
 - ▶ The writer’s new book **is not so engaging as** his previous bestseller.
 - ▶ **Does** this restaurant serve pizza **so delicious as** the Italian pizzeria in the city centre?
 - ▶ For some crops, traditional farming techniques **might not work so efficiently as** modern agricultural practices.
- ▶ “so ... as” ve “as ... as” yapılarının arasına sıfat ve zarf ile birlikte başka sözcükler de gelebilir.
 - ▶ The famous director’s latest film was not **so / as exciting to see as** the one that won him an Academy Award.
 - ▶ The ballerina did not perform **so / as flawlessly on opening night as** she did during last year’s recital.

ADJECTIVES, ADVERBS & COMPARISONS

▶ “so ... as” yapısından sonra bir fiil geleceği zaman, bu fiil “to infinitive” olarak kullanılır ve “yapacak kadar ...” anlamını verir.

- ▶ I am not **so careless as to ignore** traffic signals and speed limits.
- ▶ The supervisor was not **so understanding as to tolerate** repeated errors in the work.

Such + Noun + As

▶ “Böyle ...” anlamına gelen ve iki kişi ya da nesneyi karşılaştırmak için kullanılan bu yapı olumlu, olumsuz ve soru cümlelerinin hepsiyle kullanılabilirdiği gibi tekil, çoğul ve sayılamayan isimlerle de kullanılabilir. Ayrıca ismi niteleyen bir sıfat varsa isimden önce kullanılır.

- ▶ I have never experienced **such a fantastic adventure as** the one I had while travelling across Europe.
- ▶ **Such old-fashioned equipment as** the manual typewriter does not work in today’s modern office environment.

The Same ... As

▶ “the same ... as”, karşılaştırılan öğelerin aynı olduğunu ifade eder ve sıfat yerine isimlerle kullanılır.

- ▶ In language learning, practice has **the same importance as** theory and grammar. (*In language learning, practice is as important as theory and grammar.*)
- ▶ The new employee has **the same level of enthusiasm as** the experienced team members. (*The new employee is as enthusiastic as the experienced team members.*)

▶ Karşılaştırılan iki öğe, cümle başında yani özne olarak kullanıldığında zaman “as” kullanılmaz.

- ▶ Susan and I volunteer at **the same** animal shelter every weekend. (*I volunteer at **the same** animal shelter as Susan.*)
- ▶ Mary and Katherine shop at **the same** grocery store. (*Mary shops at **the same** grocery store as Katherine.*)

Different From / Similar To

▶ “Different from” farklılık; “similar to” benzerlik ifade eden yapılarıdır. Bu yapılar kullanılarak karşılaştırılan iki öğe, cümle başında yani özne olarak kullanıldığında “from” ve “to” kullanılmaz.

- ▶ My taste in music is quite **different from** that of my friends.
Our taste in music is quite **different**.
- ▶ The taste of the new restaurant’s pasta was **similar to** my grandmother’s home-made spaghetti.
The flavour of the new restaurant’s pasta and my grandmother’s home-made spaghetti were **similar**.

Like / As

▶ “like” edat olarak “gibi” “as” ise “olarak” anlamında kullanılır. “like” ilgeci isim, zamir ya da isim-fiil (gerund) ile kullanılırken, “as” bağlacını cümle ya da clause takip eder.

- ▶ Growing up without guidance is **like wandering** through a dense forest without a map or compass.
- ▶ The rumours about the company going bankrupt were completely false **as we had all hoped**.

The Comparative + Clause, The Comparative + Clause (the more, the more)

▶ İki durumun birbirine bağlı olarak değiştiğini ifade etmek için “comparative” yapı kullanılabilir. Bu yapı “ne kadar ..., o kadar ...” anlamını verir.

- ▶ **The more** the company innovates, **the more** competitive it becomes in the market.
- ▶ **The less** effort you put into your studies, **the lower** your chances of success will be.

▶ Bu yapının kısa hâli (cümle kurmadan), “better” ile biten ifadelerle kurulabilir (ne kadar ..., o kadar iyi).

- ▶ Alice: What kind of books do you enjoy reading?
Barry: **The more thrilling, the better**.
- ▶ Ross: What kind of music do you listen to when you are working out?
Anne: **The more upbeat, the better**.
- ▶ Kate: Do you prefer a quiet or lively atmosphere?
Jeff: **The cosier, the better**.
- ▶ Lee: Are you interested in attending any events this weekend?
Mary: Of course! **The livelier, the better**.

This + Adjective

► Bu yapı, önüne geldiği sıfatın derecesini artırmak için kullanılabilir gibi cümleye “as ... as” anlamı vermek için de kullanılabilir.

- The team was **this** close to winning the match, but the opposing team scored a last-minute goal.
(“Takım maçı kazanmaya **çok** yakındı ancak rakip takım son dakikada bir gol attı.” Bu cümlede “this”, “çok” anlamında kullanılmıştır; yerine “very” yazdığımızda da cümlenin anlamında herhangi bir değişiklik olmaz.)
- The company has made a huge profit this year. Its profit last year was not **this** high. (*The company's profit last year was not **as high as** that of this year.*)
(Bu cümlede “this”, şirketin geçen yılki kârının bu yılki kadar yüksek olmadığını belirtmek için kullanılmıştır. Görüldüğü üzere “this”, karşılaştırma amacı ile kullanıldığında bulunduğu cümleye “as ... as” anlamı katar.)

(Not) That + Adjective

► Bu yapı cümleye “o kadar (da) ... değil” anlamı verir ve genellikle olumsuz cümlelerde kullanılır.

- Sally: The final exam was really difficult; I couldn't answer most of the questions.
Kate: I think it was not **that** hard. It was actually easier than I expected.

EXERCISES

A) Choose the best option to fill in the blanks in the paragraph.

For most of human history, things moved very **(1)----** and were hard to do. In the past, most people who went places did so on foot. This was **(2)----** hard to continue doing, so they moved goods by dragging them along the ground, or carrying them on their heads, or both. Around 5000 BC, people began to use animals to move things. By 3000 BCE, people had made waggons and ships that could move. People could move things **(3)----** and more easily than they could before because they used animals, waggons, and sailing ships. The speed of travel has not changed much over the years, but it is not **(4)----** slow as it used to be. In the late 1700s and early 1800s, inventors made the first cars that ran on engines. This new idea started a revolution in travel that is **(5)----** stronger today. Jet planes take people places at speeds that are close to or **(6)----** faster than the speed of sound. Items are sent to people almost everywhere in the world by trains, trucks, and huge cargo ships. Millions of people use cars as a convenient way to get around. Engine-powered transportation has helped people in many ways, but it has also caused a number of problems. For example, the engines use a lot of petrol, which puts a strain on the world's energy sources. There are a lot of cars on roads and streets, which slows down traffic **(7)----** expected. Also, the pollution they put into the air comes from their fumes. Because these problems are so hard to solve, the government is getting more **(8)----** in transportation.

- | | | |
|--------------------|----------------|--------------------|
| 1. a) slowly | b) more slowly | c) the most slowly |
| 2. a) enough | b) too | c) such |
| 3. a) the farthest | b) farther | c) far |
| 4. a) such | b) the same | c) so |
| 5. a) many | b) much | c) no |
| 6. a) even | b) so | c) quite |
| 7. a) like | b) as | c) so |
| 8. a) involving | b) involvement | c) involved |

B) Circle the correct words or phrases.

1. Sarah prefers drinking her water **the coldest** / **colder than** room temperature.
2. The new sports car is amazing; it can accelerate **less fast** / **faster** than any other vehicle on the market.
3. Of all the candidates, Sophie was **the least** / **the most** experienced one, so she was not selected by the company.
4. The film was **quite** / **much** longer than I anticipated, but I thoroughly enjoyed every minute of it.
5. The suitcase was too heavy **lifting** / **to lift** on my own, so I asked for assistance.
6. It was **such** / **so** a challenging task that no one in the firm attempted to undertake it.
7. The new restaurant is not **so** / **such** crowded as the previous week due to the departure of the famous chef.
8. **The less** / **The more** you delay your assignments, the more time you will have for relaxation and leisure activities.

EXERCISES

C) Complete the following sentences with the correct forms of the words in parentheses.

1. Usain Bolt is considered _____ **(fast)** athlete ever, and he broke the world record _____ **(frequent)** than any other athlete.
2. The Grand Canyon is one of the world's _____ **(stunning)** natural wonders, with its remarkably _____ **(beautiful)** rock formations.
3. With the new software update, my computer's performance became a lot _____, **(good)** and it ran much _____. **(smooth)**
4. The Great Wall of China is one of _____ **(long)** human-made structures ever built; it stretches _____ **(far)** than those who have not seen it yet can imagine.
5. Of the two trees in the garden, _____ **(tall)** one provided more shade during the _____ **(increasing)** hot summer days.
6. Clara handled the _____ **(fragile)** glassware _____ **(cautious)** than she should have, so one of the crystal glasses got broken.
7. The conservationists worked _____ **(tireless)** to protect _____ **(careful)** preserved natural habitats in the region.
8. The Sahara Desert is _____ **(hot)** desert in the world, with temperatures reaching their _____ **(high)** during the day.

D) Rewrite the sentences using the given structures.

1. The instructions for the recipe were not clear; therefore, I could not follow the steps correctly. **(enough ... to)**

2. Most modern parents want to raise their children without repeating the mistakes that their own parents made. **(the same ... as)**

3. The amount of carbon dioxide released into the atmosphere decreases if we preserve and protect more trees. **(the more ... the less)**

4. The photocopier in the office is a very old model, and it constantly requires maintenance. **(such ... that)**

5. It was not as difficult to reach the mountain's summit as it appeared from a distance. **(so ... as)**

6. Because of its geographical features, the Black Sea region is much more humid than any other region in Türkiye. **(the most)**

7. The latest hurricane was extremely destructive; it resulted in widespread power outages and flooding. **(so ... that)**

8. Quantum physics is quite complicated, so you need a strong background in mathematics and physics to fully understand it. **(too ... to)**

ADJECTIVES, ADVERBS & COMPARISONS - TEST (1)

Verilen sorularda boş bırakılan yerlere uygun düşen sözcük veya ifadeyi bulunuz.

1. The first team completed the obstacle course twice ---- quickly ---- the second team.

A) so / as
B) such / that
C) too / to
D) enough / to
E) as / as



2. The concert was ---- magnificent a performance ---- it attracted people from across the country.

A) too / to
B) as / as
C) more / than
D) so / that
E) such / that



3. The team members accepted the challenge of the new project ---- expected and aimed for even ---- success.

A) the most enthusiastically / too great
B) more enthusiastically than / greater
C) enthusiastically / great enough
D) the more enthusiastically / great
E) more enthusiastically / the greatest



4. ---- your commitment to self-discipline, ---- likely you are to reach and complete your goals.

A) Strongest / most
B) The stronger / the more
C) Strong / much
D) The strongest / the most
E) Stronger / many



5. The annual music festival is estimated to have sold ---- fewer than 5,000 tickets, which makes it one of ---- events in the region.

A) slightly / popular
B) even / more popular
C) no / the most popular
D) a lot / most popular
E) rather / the more popular



6. Fossils that are found in ---- layers of rocks are often regarded as ---- examples in geological history.

A) the deepest / the oldest
B) as deep as / older
C) too deep / so old
D) the deeper / the older
E) deep / oldest



7. While fighting against a disease, ---- you obey the doctor's suggestions, ---- likely you are to recover.

A) so / that
B) too / to
C) such / that
D) the little / more
E) the less / the less



8. Renewable energy, which offers ---- alternative to fossil fuels, is ---- more economical than traditional energy sources.

A) a cleaner / much
B) cleanest / quite
C) the cleaner / any
D) clean / fairly
E) the cleanest / far



9. The Amazon rainforest hosts ---- dense trees ---- most of the sunlight cannot reach the forest floor.

A) as / as
B) so / that
C) enough / to
D) such / that
E) so / as



10. Leslie's pastries are ---- products at the competition, and her cakes are ---- when compared to those of her competitors.

A) more delicious / delicate
B) so delicious / too delicate
C) the most delicious / more delicate
D) the more delicious / the more delicate
E) delicious / the most delicate



ADJECTIVES, ADVERBS & COMPARISONS - TEST (1)

11. The coral reefs are among ---- ecosystems in the ocean, with ---- species of marine life than any other habitat.

- A) most diverse / even less
- B) more diverse / far more
- C) the most diverse / more
- D) diverse / a bit more
- E) the more diverse / less



12. Cheetahs are ---- fast ---- lightning; they can reach speeds of up to 120 kilometres per hour in just a few seconds.

- A) so / that
- B) too / to
- C) such / that
- D) as / as
- E) more / than



13. The restaurant serves some of ---- Italian dishes in town; however, their customer service is among ---- I have ever experienced.

- A) better / the best
- B) bad / worse
- C) worse / good
- D) the worst / best
- E) the best / the worst



14. Joe's coding abilities are ---- those of his coworkers, and he has ---- problem-solving capabilities among team members.

- A) more effective than / the best
- B) so effective / better
- C) the most effective / best
- D) effective / better than
- E) most effective / good



15. ---- you create positive relationships with colleagues, ---- likely you are to face misunderstandings in the workplace.

- A) The same / as
- B) So / that
- C) The more / the less
- D) More / than
- E) The little / more



16. A broken bone can be a lot ---- in comparison with a sprain, as it often requires ---- medical treatment.

- A) the worst / more intensively
- B) worse / more intensive
- C) bad / the less intensively
- D) badly / less intensive
- E) worst / the more intensive



17. The Arctic tundra experiences ---- rainfall ---- many other ecosystems, which results in its characteristic dry and cold climate.

- A) more / than
- B) as / as
- C) less / than
- D) so / that
- E) such / that



18. Germany has ---- an extensive railway system ---- it connects even distant cities and regions with remarkable efficiency.

- A) more / than
- B) too / to
- C) as / as
- D) such / that
- E) the same / as



19. Although the last meal Monica cooked is ---- one so far, she thinks that her previous meals were not ---- worse than that at all.

- A) the tastiest / any
- B) tastier / no
- C) tasty / far
- D) tasty enough / much
- E) so tasty / rather





20. The paintings on the walls of the art gallery were ---- lively in colour ---- a field of wildflowers in full bloom.


- A) so / that
- B) less / that
- C) too / to
- D) such / as
- E) as / as





Verilen sorularda boş bırakılan yerlere uygun düşen sözcük veya ifadeyi bulunuz.


1. **The African elephant's ---- asset is its trunk, which provides ---- functionality when compared to any other animal's nose.**
 A) the best / much
 B) better / little
 C) good / many
 D) best / more
 E) well / less
 


2. **Amongst various bee species, the honeybee is by far ---- for its key role in pollination, which makes it even ---- to agriculture in comparison to others.**
 A) famous / less important
 B) the most famous / more important
 C) the more famous / most important
 D) most famous / the most important
 E) the least famous / important
 


3. **The UN Chief has declared July 2023 ---- month on record; it has not been this ---- in the last 120,000 years.**
 A) the hottest / warm
 B) a hotter / the warmest
 C) hottest / warmer
 D) the hotter / warmest
 E) hot / the warmer
 


4. **The academic journal had ---- a lot of articles on modern literature ---- researchers did not need to use other sources.**
 A) so / that
 B) as / as
 C) so / as
 D) such / that
 E) such / as
 


5. **During spring, allergies can be especially challenging, as ---- pollen levels in the air can affect individuals ---- than in other seasons.**
 A) highest / more severe
 B) the highest / severely
 C) high / more severely
 D) the higher / a more severe
 E) higher / less severely
 

6. **The Internet is ---- revolutionary a development in communication ---- it has changed the way people connect and share information.**
 A) such / that
 B) more / than
 C) too / to
 D) as / as
 E) so / that
 

7. **On Mars, there is ---- breathable atmospheric oxygen ---- on Earth; therefore, humans must wear pressurised suits to survive.**
 A) the more / the less
 B) such / that
 C) less / than
 D) so / that
 E) as / as
 

8. **In competitive chess, ---- a player studies various opening strategies, ---- likely they are to beat even the most experienced opponents.**
 A) more / than
 B) the more / the more
 C) too / to
 D) so / that
 E) as / as
 

9. **With its incredible flight skills, the peregrine falcon can dive ---- any other bird and has ---- vision of all raptors.**
 A) faster than / the sharpest
 B) fast / sharpest
 C) the faster / sharp
 D) fastest / the sharper
 E) the fastest / sharper than
 

10. **The chameleon's ---- trait is its ability to camouflage, and this makes it a ---- better predator than many others.**
 A) less remarkable / much
 B) most remarkable / far
 C) the least remarkable / rather
 D) the most remarkable / quite
 E) more remarkable / slightly
 

ADJECTIVES, ADVERBS & COMPARISONS - TEST (2)

11. Preserving cultural heritage is not ---- achievable as ---- build museums alone; it requires public involvement as well.

- A) enough / to
- B) more / than
- C) so / to
- D) so / that
- E) too / to



12. The high radiation levels and lack of oxygen in space make it ---- unsafe for humans ---- survive without advanced spacecraft and equipment.

- A) more / than
- B) so / that
- C) enough / to
- D) as / as
- E) too / to



13. ---- iconic a symbol of the Mediterranean region are the palm trees ---- they evoke images of sunny coastal towns and long seaside walks.

- A) So / that
- B) The more / the less
- C) Such / that
- D) Too / to
- E) As / As



14. After hours of walking, the mountaineers reached a fork in the trail; they chose ---- path and hoped for ---- route to the summit.

- A) the least steep / far quicker
- B) much steeper / the quickest
- C) the steepest / much quicker
- D) the less steep / too quick
- E) the steeper / the quicker



15. Today's communication habits are ---- those of earlier times, with ---- much focus on digital platforms rather than face-to-face interaction.

- A) enough / slightly
- B) similar to / far
- C) as / as
- D) different from / too
- E) the same / as



16. Despite his impressive academic background, the research assistant was not considered qualified ---- by the committee ---- lead the project.

- A) so / that
- B) so / as
- C) enough / to
- D) such / that
- E) too / to



17. The interest in electric vehicles is growing ----, as consumers become ---- of the importance of reducing carbon emissions.

- A) the biggest / the most conscious
- B) big / more consciously
- C) a bigger / the more conscious
- D) bigger and bigger / more conscious
- E) the bigger / most consciously



18. Space exploration programmes aim to discover ---- many new celestial bodies ---- possible to understand the universe better.

- A) as / as
- B) quite / than
- C) too / to
- D) enough / to
- E) so / as



19. Although the first experiment had ---- impact on the field, later studies had much ---- and powerful effects.

- A) more considerable / so significant
- B) the most considerable / as significant as
- C) less considerable / most significant
- D) a considerable / more significant
- E) such considerable / least significant



20. The water quality testing standards of the municipality match ---- criteria ---- those of national environmental agencies.

- A) more / than
- B) the same / as
- C) so / that
- D) so / as
- E) as / as



GRAMMAR EXERCISES

Exercise A

1. a 2. b 3. b 4. c
5. b 6. a 7. b 8. c

Exercise B

1. colder than 5. to lift
2. faster 6. such
3. the least 7. so
4. much 8. The less

Exercise C

1. the fastest / more frequently
2. most stunning / beautiful
3. better / more smoothly
4. the longest / farther – further
5. the taller / increasingly
6. fragile / less cautiously
7. tirelessly / the most carefully
8. the hottest / highest

Exercise D

1. The instructions for the recipe were not clear enough (for me) to follow the steps correctly.
2. Most modern parents avoid making the same mistakes as their own parents did when raising their children.
3. The more trees we preserve and protect, the less amount of carbon dioxide is released into the atmosphere.
4. The photocopier in the office is such an old model that it constantly requires maintenance.
5. The mountain summit was not so difficult to reach as it appeared from a distance.
6. Because of its geographical features, the Black Sea region is the most humid region in Türkiye.
7. The latest hurricane was so destructive that it resulted in widespread power outages and flooding.
8. Quantum physics is too complicated to fully understand without a strong background in mathematics and physics.

ADJECTIVES, ADVERBS & COMPARISONS - TEST (1)

- | | |
|-------|-------|
| 1. E | 11. C |
| 2. D | 12. D |
| 3. B | 13. E |
| 4. B | 14. A |
| 5. C | 15. C |
| 6. A | 16. B |
| 7. E | 17. C |
| 8. A | 18. D |
| 9. D | 19. A |
| 10. C | 20. E |

ADJECTIVES, ADVERBS & COMPARISONS - TEST (2)

- | | |
|-------|-------|
| 1. D | 11. C |
| 2. B | 12. E |
| 3. A | 13. A |
| 4. D | 14. E |
| 5. C | 15. D |
| 6. E | 16. C |
| 7. C | 17. D |
| 8. B | 18. A |
| 9. A | 19. D |
| 10. B | 20. B |

ÖRNEK SORU VİDEOLARI



Video 9.7



Video 9.11



Video 9.15



Video 9.8



Video 9.12



Video 9.16



Video 9.9



Video 9.13



Video 9.10



Video 9.14



ORTAÖRETİM
GENEL MÜDÜRLÜĞÜ

NOUN CLAUSES & REPORTED SPEECH

UNIT
10

1. Forming Noun Clauses

❶ “Noun Clauses” (isim cümlecikleri), cümlede isim ya da isim gruplarının (noun phrases) işlevini gören yan cümlelerdir. İsimler, cümlede özne ya da nesne görevinde bulunabildikleri için isim cümlecikleri de cümlede özne ya da nesne görevinde bulunabilirler.



Video 10.1

▶ **The huge impact of World War II on the world** is widely accepted by historians.

(Noun phrase – Subject position)

That World War II had a huge impact on the world is widely accepted by historians.

(Noun clause – Subject position)

▶ Experts emphasise **the importance of education for economic growth and social development**.

(Noun phrase – Object position)

Experts emphasise **that education is very important for economic growth and social development**.

(Noun clause – Object position)

A. Cümlenin öznesi olarak (As the subject of a sentence)

▶ **That dietary choices have a great influence on an individual’s health** is a well-established fact.

❷ İsim cümlecığı (noun clause), cümlede özne görevindeyse “that” kelimesi cümleden kaldırılamaz. Ancak nesne görevinde kullanıldığında “that” sözcüğü kaldırılabilir.

▶ Some research claims **(that)** robots can mimic human skills in manipulating objects.

B. Cümlenin nesnesi olarak (As the object of a sentence)

▶ The researchers believe **(that)** learning a foreign language at an early age helps cognitive development.

▶ Findings suggested **(that)** engagement in artistic forms of entertainment is beneficial for mental health.

2. Noun Clauses with “That” and “The Fact That”

▶ Turkish people enjoy traditional cuisine. That is a reflection of their deep cultural connection to food.

The fact that Turkish people enjoy traditional cuisine is a reflection of their deep cultural connection to food.

❸ “The fact that” ile başlayan cümle eğer özne durumundaysa “the fact that” yerine sadece “that” de kullanılabilir.

▶ **The fact that / That** Turkish people enjoy traditional cuisine is a reflection of their deep cultural connection to food.

❹ “That clause” eğer bir edatın nesnesi durumunda ise “the fact that” ifadesi kullanmak zorunludur.

▶ Scientists argue about **the fact that** reducing carbon emissions is essential to combat global warming.

▶ Many people are surprised at **the fact that** polar bears can swim long distances in search of food.

A. Bazı fiillerden sonra (After some verbs)

Aşağıdaki tabloda, ardından “that clause” gelen fiiller yer almaktadır:

admit	expect	realise
announce	explain	remember
believe	hope	reveal
claim	indicate	say
conclude	know	state
confirm	predict	suggest
declare	promise	think

▶ According to sociologists, we should all **know that** social media will never completely replace face-to-face interactions.

▶ It is **expected that** outdoor activities will increase in popularity, as people seek healthier ways to spend their leisure time.

NOUN CLAUSES & REPORTED SPEECH

B. Bazı sıfatlardan sonra (After some adjectives)

► Kişi veya kişilerden bahsederken yaygın olarak kullanılan bazı sıfatlar, “that clause” ile beraber kullanılır. Aşağıdaki tabloda bu sıfatlardan bazıları yer almaktadır:

afraid	certain	happy	sorry
amazed	confident	pleased	sure
angry	disappointed	proud	surprised
aware	glad	relieved	worried

- Most people **are aware** that drinking enough water is important for staying hydrated and supporting bodily functions.
- Residents of the area **are glad** that the local government has invested in improving public transportation.

► “It + be” ile başlayan cümlelerde kullanılan bazı sıfatlar, “that clause” ile beraber kullanılır.

Aşağıdaki tabloda bu sıfatlardan bazıları yer almaktadır:

amazing	fortunate	likely	pleasing	too bad
apparent	good	lucky	possible	true
clear	important	nice	strange	undeniable
evident	interesting	obvious	surprising	unfair
fair	unlikely	well-known	wonderful	unfortunate

- **It is pleasing** that technological advancements allow us to stay connected with loved ones.
- **It is unlikely** that we will witness a total solar eclipse in this region again for several decades.

C. Bazı isimlerden sonra (After some nouns)

Aşağıdaki tabloda, ardından “that clause” gelen isimler yer almaktadır:

idea	impression	notion	relief	suggestion
belief	miracle	opinion	rumour	theory
fact	myth	pity	shame	wonder

- There is a **rumour** that the school will introduce a new extracurricular programme next semester.
- Mr Stone is of the **belief** that hard work leads to success.

3. Noun Clauses with “If” and “Whether”

► Bir “yes-no” sorusu, “noun clause” yapısına dönüştürülürken “whether / if” kullanılır.

- Is regular exercise beneficial for mental health?

Many people often ask **whether** regular exercise is beneficial for mental health.

Many people often ask **if** regular exercise is beneficial for mental health.



Video 10.2

“Formal” (resmi) İngilizce’de “whether” kullanımı daha yaygındır. Konuşma dilinde ise hem “whether” hem de “if” yaygın olarak kullanılır.

► Nesne konumunda “whether or not” ve “if or not” yapıları aşağıdaki gibi kullanılır:

- Sheila is unsure **whether (or not)** she should accept the job offer without knowing all the details.
Sheila is unsure **whether** she should accept the job offer without knowing all the details (*or not*).
Sheila is unsure **if** she should accept the job offer without knowing all the details (*or not*).

► “Whether or not” yapısı özne olarak cümle başında da kullanılabilir.

- **Whether or not** he will pass the exam depends on his preparation.
- **Whether** they will go to the party **or not** is still undecided.

► “Or not”, “whether”dan sonra “whether or not” şeklinde kullanılabilir. Cümle sonlarına “or not” olarak da eklenebilir. Ancak “or not” yapısı cümle sonlarında hiç kullanılmazsa dahi anlam değişmez. Ayrıca “or not”, “if” ile birlikte “if or not” şeklinde kullanılmaz.

NOUN CLAUSES & REPORTED SPEECH

- ▶ Everyone wonders **whether** the project will be completed on time.
Everyone wonders **whether** the project will be completed on time **or not**.
Everyone wonders **whether or not** the project will be completed on time.
Everyone wonders **if** the project will be completed on time **or not**.
Everyone wonders **if** the project will be completed on time.

▶ “Noun Clause”, cümlede özne durumunda ise sadece “whether” kullanılabilir. “If” kullanılamaz.

- ▶ **Whether** the restaurant offers vegetarian options is a common concern for many customers.
Whether the restaurant offers vegetarian options **or not** is a common concern for many customers.

▶ Eğer “noun clause” yapısının başında bir “preposition” varsa sadece “whether” kullanılır. “If”, cümle başında kullanılmadığı gibi “preposition”dan sonra da kullanılmaz.

- ▶ During the meeting, a question arose **about whether or not** the event should be postponed.
- ▶ There is still uncertainty **over whether** to continue the project **or not**.

4. Noun Clauses with a Question Word

▶ Soru kelimeleri ile başlayan soru cümlelerinin “noun clause” yapılarında kullanımları oldukça yaygındır. Ancak soru cümlesi gibi değil, düz cümle yapısında, yani soru kelimesinden sonra “subject + verb + object” düzeniyle oluşturulurlar.

- ▶ The discussion focuses on **how** the workers can improve customer satisfaction.
- ▶ The challenge is understanding **why** the experiment produced unexpected outcomes.



Video 10.3

▶ Öznenin sorulduğu “noun clause” yapılarında cümle dizilişi aynı kalır. Ancak bu durum öznelerle sınırlıdır. Dolayısıyla, nesnelere için bu kural uygulanmaz.

- ▶ **What makes this restaurant different from the others** is that they use fresh and local ingredients.
- ▶ Team members are still debating **who should be in charge of the project**.



Video 10.4

5. “-ever” Words in Noun Clauses

▶ Aşağıdaki listede bulunan sözcüklerle oluşturulan “noun clause” yapıları, özne veya nesne konumunda olabilirler. Ancak “whomever” yapısı sadece nesne konumunda kullanılırken “whoever” yapısı hem nesne hem de özne konumunda kullanılır.

whoever – any person	whatever – any thing	wherever – any place	however – any way
whomever – any person	whichever – any thing	whenever – any time	

- ▶ Our mind believes **whatever we feed it**, so give it positivity, humour, and hope.
- ▶ She made it her mission to explore **wherever her curiosity led her**.
- ▶ **However you have done the assignment**, alone or in a group, does not matter.
- ▶ **Whichever device you choose** is important, as it should suit both your needs and your budget.
- ▶ **Whoever wins the match** will receive a prize of 1 million dollars.
- ▶ You can invite **whomever you want** to your birthday party.



Video 10.5

6. Reduction in Noun Clauses

▶ Soru kelimesiyle (“why” hariç) veya “whether” ile başlayan “noun clause” yapıları belli kurallar dahilinde kısaltılarak “question word + to infinitive” şeklinde ifade edilebilir. Ancak kısaltma, sadece “main clause” ve “noun clause” yapısının özneleri aynı olduğu durumlarda yapılabilir.

- ▶ Influencers on social media must pay attention to **when to share** their marketing posts, as it affects their interaction rates.
- ▶ Internet fraud incidents are on the rise, so please remember this when deciding **whether to send** information by email.

▶ “Whether” ile başlayan “noun clause” yapıları “whether + to infinitive” şeklinde kısaltılabilirken “if” bu şekilde kısaltma için kullanılamaz.

- ▶ To be healthy, each of us should decide **whether to keep up** certain habits or avoid them. (if-to-keep up)

NOUN CLAUSES & REPORTED SPEECH

► Genellikle “should, will, must, can, could” ile kurulmuş cümlelerde kısaltma yapılabilir.

► Young entrepreneurs often struggle to know how they can / will / should start their businesses.

Young entrepreneurs often struggle to know **how to start** their businesses.

► We must always be prepared for a natural disaster and know what we must do.

We must always be prepared for a natural disaster and know **what to do**.

7. Indirect / Reported Speech

► İngilizce’de bir kişinin söylediği söz, dolaylı anlatım (indirect / reported speech) veya dolaysız anlatım (direct speech) olarak aktarılabilir.

► “South Asia is the worst-affected region by air pollution,” experts said. (**Direct Speech**)

Experts said that South Asia was the worst-affected region by air pollution. (**Indirect Speech**)

► “Tell” sözcüğünden sonra sözün kime söylendiğinin belirtilmesi şarttır. “Say” sözcüğünden hemen sonra ise genellikle cümle gelir. “Say” sözcüğünden sonra zamir kullanılacağı zaman ise “say + to + pronoun (zamir)” şeklinde sıralanmalıdır.

Say:

► The researcher **said that** the participants should follow a specific protocol for sample collection.

The researcher **said to the participants** that they should follow a specific protocol for sample collection.

Tell:

► The teacher **told the students** they had to say the chemical formula out loud during the experiment.

► “Reported speech” yapısıyla bir konuşmacının söylediği sözler aktarılmaktadır. Bu sözleri aktaran ikinci kişinin kuracağı cümlelerde zamir ve zaman ifadeleri gibi bazı noktalarda değişiklikler yapılması gerekebilir ve bu değişiklikler cümlenin bağlamında yer alan kişiler dikkate alınarak yapılmalıdır.

Aşağıdaki tabloda, doğrudan (direct) konuşmadan dolaylı (indirect) konuşmaya geçerken özne zamirlerinin (subject pronouns) dönüşümü yer almaktadır:

SUBJECT PRONOUNS	
Direct Speech	Indirect Speech
I	he / she
you	I / he / she / we / they
we	they

► “As the Japanese, **we** are known for **our** loyalty to **our** traditions,” said Professor Takahashi.

Professor Takahashi said that as the Japanese, **they** are were known for **their** loyalty to **their** traditions.

Aşağıdaki tabloda, doğrudan (direct) konuşmadan dolaylı (indirect) konuşmaya geçerken nesne zamirlerinin (object pronouns) dönüşümü yer almaktadır:

OBJECT PRONOUNS	
Direct Speech	Indirect Speech
me	him / her
you	me / him / her / us / them
us	them

► “The motivational quotes you share encouraged **me** to work harder,” Phillip has said.

Phillip has told his teacher that the motivational quotes she shares encouraged **him** to work harder.

Aşağıdaki tabloda, doğrudan (direct) konuşmadan dolaylı (indirect) konuşmaya geçerken iyelik sıfatlarının (possessive adjectives) dönüşümü yer almaktadır:

POSSESSIVE ADJECTIVES	
Direct Speech	Indirect Speech
my	his / her
your	my / his / her / our / their
our	their



Video 10.6

NOUN CLAUSES & REPORTED SPEECH

- “**My** analysis shows that there is a direct link between poverty and reduced access to healthcare,” reported my colleague.

My colleague reported that **her** analysis showed that there was a direct link between poverty and reduced access to healthcare.

Aşağıdaki tabloda, doğrudan (direct) konuşmadan dolayı (indirect) konuşmaya geçerken dönüşlülük zamirlerinin (reflexive pronouns) değişimi yer almaktadır:

REFLEXIVE PRONOUNS	
Direct Speech	Indirect Speech
myself	himself / herself
yourself / yourselves	myself / himself / herself / ourselves / themselves
ourselves	themselves

- “I blame **myself** for the breakdown of our project,” admitted the team leader.

The team leader admitted that **he** blamed **himself** for the breakdown of their project.

Tense Changes in Reported Speech

Aşağıdaki tabloda, doğrudan (direct) konuşmadan dolayı (indirect) konuşmaya geçerken zaman dönüşümünün nasıl gerçekleştiği ve bu dönüşüme ilişkin örnekler yer almaktadır:

Direct Speech	Indirect Speech	Example
The Simple Present Tense	The Simple Past Tense	“I <u>swim</u> on Saturdays,” he said. → He said (that) he <u>swam</u> on Saturdays.
The Present Continuous Tense	The Past Continuous Tense	“I <u>am swimming</u> right now,” she said. → She said (that) she <u>was swimming</u> right then.
The Present Perfect Tense	The Past Perfect Tense	“We <u>have passed</u> the exam,” they said. → They said (that) they <u>had passed</u> the exam.
The Present Perfect Continuous Tense	The Past Perfect Continuous Tense	“I <u>have been practising</u> the piano for several months,” she said. → She said (that) she <u>had been practising</u> the piano for several months.
The Simple Past Tense	The Past Perfect Tense	“I <u>visited</u> the museum last week,” he said. → He said (that) he <u>had visited</u> the museum the previous week.
The Past Continuous Tense	The Past Perfect Continuous Tense	“I <u>was cooking</u> dinner when he called,” he said. → He said (that) he <u>had been cooking</u> dinner when he called.
The Past Perfect Tense	The Past Perfect Tense	“I <u>had cleaned</u> the house before the guests arrived,” she said. → She said (that) she <u>had cleaned</u> the house before the guests arrived.
The Past Perfect Continuous Tense	The Past Perfect Continuous Tense	“I <u>had been studying</u> for an hour when the electricity went out,” he said. → He said (that) he <u>had been studying</u> for an hour when the electricity went out.
The Simple Future Tense	Would	“I <u>will complete</u> the project next week,” she said. → She said (that) she <u>would complete</u> the project the following week.
The Future Continuous Tense	Would be V _{ing}	“I <u>will be attending</u> the conference at that time,” he said. → He said (that) he <u>would be attending</u> the conference at that time.
The Future Perfect Tense	Would have + V ₃	“I <u>will have graduated</u> from college by then,” she said. → She said (that) she <u>would have graduated</u> from college by then.
The Future Perfect Continuous Tense	Would have + been + V _{ing}	“I <u>will have been travelling</u> for three months,” he said. → He said (that) he <u>would have been travelling</u> for three months.

NOUN CLAUSES & REPORTED SPEECH

► **Direct Speech:** “They **have discovered** a new species of orchid in the rainforest.”

Reported Speech: The botanist reported that they **had discovered** a new species of orchid in the rainforest.

► **Direct Speech:** “The forest **was destroyed** by wildfires.”

Reported Speech: The ecologists reported that the forest **had been destroyed** by wildfires.

► **Direct Speech:** “We **will** have to find a solution to the plastic pollution crisis.”

Reported Speech: The environmentalists emphasised that they **would** have to find a solution to the plastic pollution crisis.

Other Changes in Reported Speech

Aşağıdaki tabloda, doğrudan (direct) konuşmadan dolaylı (indirect) konuşmaya geçişte bazı yapıların nasıl dönüştüğü yer almaktadır:

Direct Speech	Indirect Speech	Direct Speech	Indirect Speech
am / is / are going to	was / were going to	should / ought to / had better*	should / ought to / had better
can	could	may	might
could*	could	might*	might
must / have to	had to	used to*	used to
don't have to	didn't have to	shall	should

* ile gösterilen “modal verb”lerde, “reported speech” yapısında herhangi bir değişiklik olmamaktadır.

► **Direct Speech:** “It **may take** years of research to find a cure for the rare disease,” stated the medical researcher.

Reported Speech: The medical researcher stated that it **might take** years of research to find a cure for the rare disease.

► **Direct Speech:** “I **must** follow the doctor’s instructions for a speedy recovery,” said Carol.

Reported Speech: Carol said that she **had to** follow the doctor’s instructions for a speedy recovery.

Change of Time Expressions in Reported Speech

Aşağıdaki tabloda, doğrudan (direct) konuşmadan dolaylı (indirect) konuşmaya geçişte bazı zaman ifadelerinin nasıl dönüştüğü yer almaktadır:

Direct Speech (Original Statement)	Reported Speech (Indirect Statement)
now	then
today	that day
yesterday	the previous day
tomorrow	the following day
last week	the previous week
next week	the following week
ago	before
this / that week	that week
this / that month	that month
this / that year	that year
now (for future arrangements)	then (for future arrangements)
at present	at that time
soon	shortly after
a week ago	a week before
a month ago	a month before
a year ago	a year before

NOUN CLAUSES & REPORTED SPEECH

▶ Zaman ifadelerindeki kesin değişikliklerin bağlama ve konuşmacının niyetine bağlı olarak değişebileceğine dikkat etmek gerekir.

▶ **Direct Speech:** “I will donate a portion of my salary to the charity tomorrow.”

Reported Speech: She said that she would donate a portion of her salary to the charity the following day.

▶ **Direct Speech:** “I am interviewing our potential new employees right now.”

Reported Speech: He said that he was interviewing their potential new employees at that time.

▶ **Direct Speech:** “We have been volunteering at the shelter for months.”

Reported Speech: They said that they had been volunteering at the shelter for months.

▶ **Direct Speech:** “I won the science competition last year.”

Reported Speech: He said that he had won the science competition the previous year.

Expressions of Place in Reported Speech

Aşağıdaki tabloda, doğrudan (direct) konuşmadan dolayı (indirect) konuşmaya geçişte yer belirten ifadelerin nasıl dönüştüğü yer almaktadır:

Direct Speech	Indirect Speech
this	that
these	those
here	there
come	go

▶ “This book offers valuable information about the history of the region.”

The librarian said **this** book offered valuable information about the history of the region. (İşaret edilen nesnenin yanında)

The librarian said **that** book offered valuable information about the history of the region. (İşaret edilen nesnenin uzağında)

▶ Eğer aktarma fiili (say, tell, ask, vb.), “The Simple Present Tense”, “The Present Perfect Tense” ve “The Simple Future Tense” ile çekimlenmiş ise aktarılan cümlenin zamanında herhangi bir değişiklik olmaz. Sadece zamirlerde değişiklik yapılır.

▶ The project manager has said, “The team is currently **developing** a new software application”.

The project manager has said that the team is currently **developing** a new software application.

▶ The spokesperson has said, “The CEO has recently **signed** a partnership agreement with a global corporation”.

The spokesperson has said that the CEO has recently **signed** a partnership agreement with a global corporation.

▶ Aktarılan cümledeki “would”, “would rather”, “would prefer”, “would like” ve “would hate” gibi içinde “would” olan yapılar “reported speech” yapısında kullanılırken cümlelerin bu bölümleri aynı kalır.

▶ **Direct Speech:** “I would prefer to wear a stylish and elegant dress to the graduation ceremony.”

Reported Speech: Emily said that she would prefer to wear a stylish and elegant dress to the graduation ceremony.

▶ Bilimsel gerçekler, genel doğrular ve kurallar “reported speech” ile aktarılırken zaman değişikliği yapılmaz.

▶ **Direct Speech:** “The Earth’s atmosphere is composed of different layers.”

Reported Speech: The teacher explained that the Earth’s atmosphere is composed of different layers.

▶ “If Clause Type 1” cümleleri, “reported speech” yapısında bir derece “past” olarak kullanılırken, “Type 2” ve “Type 3” cümleleri aynı şekilde kullanılırlar.

▶ **Direct Speech:** “If the young player wins the chess championship, she will get a cash prize.”

Reported Speech: The reporter said that if the young player won the chess championship, she would get a cash prize.

▶ **Direct Speech:** “If I had enough experience for the position, I would apply for it without hesitation.”

Reported Speech: John said that if he had enough experience for the position, he would apply for it without hesitation.

NOUN CLAUSES & REPORTED SPEECH

▶ **Direct Speech:** “If I **had listened** to the lecture carefully, I **would have answered** the professor’s questions correctly.”

Reported Speech: Sarah said that if she **had listened** to the lecture carefully, she **would have answered** the professor’s questions correctly.

Reporting Questions



Video 10.7

▶ **Aktarma cümlesinde soru kelimesi (where, when, who, ...), aktarma ifadesinden (ask, wonder, ...) hemen sonra gelir ve devamında cümle, soru cümlesi olarak değil düz cümle olarak yazılır.**

▶ **Direct Speech:** “Why **do migrating birds travel such long distances each year?**”

Reported Speech: The student asked **why migrating birds travel such long distances each year.**

▶ **Yardımcı fiille başlayan “yes-no” sorularını aktarırken aktarma ifadesinden sonra “if / whether” kullanılır ve soru cümlesi düz cümle biçiminde sıralanır.**

▶ **Direct Speech:** “Did the spaceship successfully land on Mars during its recent mission?”

Reported Speech: They asked **whether / if** the spaceship had successfully landed on Mars during its recent mission.

▶ **Soru cümlelerini aktarırken, yer ve zaman zarfları ile zamirler gibi değişikliklerde de düz cümleleri aktarırken uyguladığımız kurallar geçerlidir. Ancak, soru cümlelerini aktarırken “ask”, “say” ve “tell” sözcüklerinin yerine, “want to know”, “wonder”, “ask”, “inquire”, “question” ve “ponder” gibi fiiller tercih edilir. Bu fiillerden “ask”, nesne zamiri de alabilen bir fiildir.**

▶ Sue **wondered** what the benefits of keeping a diary were.

▶ The children **wanted to know** where their parents were taking them for their summer vacation.

▶ The customer **inquired** why her recent bill showed an unexpected increase in charges.

▶ The scientist **pondered** which chemical mix would be most effective for her experiment.

▶ **Özne soruları aktarılırken cümle sıralanışı değişmez.**

▶ The little boy asked **who had taken** his bicycle from the backyard without permission.



Video 10.8

Reporting Imperatives

▶ **Emir cümlelerini aktarırken “ask”, “beg”, “command”, “forbid”, “instruct”, “order”, “remind”, “request”, “tell”, “urge”, “warn” ve “want” gibi fiiller, talimatın ya da emrin kime verildiğini belirten bir zamir ile birlikte kullanılır. Olumlu emir cümleleri “to infinitive” ve olumsuz emir cümleleri ise “not + to infinitive” yapısı kullanılarak aktarılır.**

▶ **Direct Speech:** “Bring your parents to the school meeting next week.”

Reported Speech: The principal **told** the students **to bring** their parents to the school meeting the following week.

▶ **Direct Speech:** “Don’t leave your personal belongings unattended in the library.”

Reported Speech: The librarian **warned** us **not to** leave our personal belongings unattended in the library.

▶ **Direct Speech:** “Hoist the sails and navigate eastwards!”

Reported Speech: The captain **ordered** his crew **to hoist** the sails and navigate eastwards.

▶ **Direct Speech:** “Pull over and step out of the car.”

Reported Speech: The police officer **commanded** the driver **to pull over** and **step out** of the car.

▶ **Direct Speech:** “Be respectful to one another.”

Reported Speech: The teacher **urged** the students **to be** respectful to one another.

NOUN CLAUSES & REPORTED SPEECH

Other Reporting Verbs

Aşağıdaki tabloda, ardından “to infinitive” gelen aktarma fiilleri (reporting verbs) ve bu fiillerin cümle içinde nasıl kullanıldığına dair örnekler yer almaktadır:

verb + to infinitive	
Reporting Verb	Example Sentence
agree	Laura agreed to visit my parents at the weekend.
offer	Jason offered to help me with my homework.
promise	My students promised to study harder.
refuse	Paulina refused to undertake the project.
decide	Rue decided to go on a holiday the following month.
plan	We planned to see our friends at the café.
claim	The famous actor claimed to be the best.
demand	The workers demanded to get a pay rise.
threaten	My sister threatened to tell my secret to our parents.

Aşağıdaki tabloda, “verb + somebody + to infinitive” yapısıyla kullanılan bazı aktarma fiilleri (reporting verbs) ve bu fiillerin cümle içinde nasıl kullanıldığına dair örnekler yer almaktadır:

verb + somebody + to infinitive	
Reporting Verb	Example Sentence
advise	My general practitioner advised me to eat healthy food.
allow	My supervisor allowed me to leave early.
ask	Jo asked his friend to feed his cat while he was away.
beg	Moe begged his grandparents to let him stay up past his bedtime.
encourage	My brother encouraged me to study abroad.
invite	Bob invited me to go on a hike with his siblings.
persuade	Owen persuaded his mother to let him go on the school trip.
remind	Rob reminded us to bring our permission slips.
order	The king ordered his soldiers to prepare for battle immediately.
tell	The teacher told her students to complete their homework.
urge	My boss urged me to take on more responsibilities.
warn	The coach warned the basketballers not to get angry during the game.

NOUN CLAUSES & REPORTED SPEECH

Aşağıdaki tabloda, ardından “that clause” gelen bazı aktarma fiilleri (reporting verbs) ve bu fiillerin cümle içinde nasıl kullanıldığına dair örnekler yer almaktadır:

verb + that clause	
Reporting Verb	Example Sentence
acknowledge	Patrick acknowledged <u>that</u> he had lied to us.
admit	Helen admitted <u>that</u> she was guilty.
agree	The directors agreed <u>that</u> the company had to be restructured.
assert	The CEO asserted <u>that</u> the company’s profits were on the rise.
claim	The author claimed <u>that</u> his novel was the best in the genre.
concede	The athlete conceded <u>that</u> he had not trained enough for the competition.
confirm	The surgeon confirmed <u>that</u> the tissues were healthy and normal.
deny	The man denied <u>that</u> he had committed the crime.
explain	The manager explained <u>that</u> the company was facing financial difficulties.
indicate	Studies indicated <u>that</u> organic foods had higher levels of certain nutrients.
insist	Students insisted <u>that</u> they were overloaded with assignments.
mention	The interviewee mentioned <u>that</u> he had worked at tech companies.
note	The papers noted <u>that</u> there were problems with data collection methods.
observe	Scientists observed <u>that</u> bee populations were declining rapidly.
point out	Researchers pointed out <u>that</u> ocean water was becoming acidic.
report	The news channels reported <u>that</u> storms were expected to hit the area.
suggest	Economists suggested <u>that</u> companies invest in research and development.

Aşağıdaki tabloda, “verb + (somebody) + preposition + gerund” yapısıyla kullanılan bazı aktarma fiilleri (reporting verbs) ve bu fiillerin cümle içinde nasıl kullanıldığına dair örnekler yer almaktadır:

verb + (someone) + preposition + gerund	
Reporting Verb	Example Sentence
accuse of	Benjamin accused Sarah of <u>cheating</u> on the test.
admit to	Amanda admitted to <u>losing</u> her temper during the argument.
apologise for	The manager apologised for <u>arriving</u> late to the meeting.
blame for	The student blamed his sister for <u>losing</u> his textbook.
boast about	The artist boasted about <u>experimenting</u> with abstract painting.
complain about	The customer complained about <u>receiving</u> a damaged product.
confess to	The suspect confessed to <u>committing</u> the crime.
insist on	The little child insisted on <u>playing</u> in the park.
object to	The employees objected to <u>taking</u> on extra work.
prevent from	Joshua prevented Alex from <u>making</u> a huge mistake.
protest against	The workers protested against <u>working</u> in unsafe conditions.
thank for	Linda thanked her parents for <u>supporting</u> her dreams.
warn against	The repair worker warned against <u>using</u> faulty electrical equipment.

NOUN CLAUSES & REPORTED SPEECH

Aşağıdaki tabloda, ardından “gerund” gelen bazı aktarma fiilleri (reporting verbs) ve bu fiillerin cümle içinde nasıl kullanıldığına dair örnekler yer almaktadır:

verb + gerund	
Reporting Verb	Example Sentence
admit	Jack admitted <u>making</u> a mistake during the project presentation.
deny	Tim denied <u>borrowing</u> his friend’s dictionary without permission.
mention	Ross mentioned <u>visiting</u> the Grand Canyon on his next vacation.
recommend	The dentist recommends <u>flossing</u> daily to prevent gum disease and cavities.
regret	Jason regrets <u>not taking</u> the opportunity to travel abroad.
suggest	My friend suggests <u>trying</u> out a new restaurant in town.



Video 10.9

8. Subjunctive in Noun Clauses

“Subjunctive”, gerçek durumlardan ziyade varsayım, istek, dilek, öneri ve hayalî durumları anlatmak için kullanılan bir yapıdır. Tüm öznelerde fiilin yalın hâlinin kullanıldığı bu yapı, İngiliz İngilizcesi’nde çok yaygın değildir. Bunun yerine, “should” kullanımı tercih edilir. Bu yapı, zaman zaman edebi dilde, özellikle Amerikan İngilizcesi’nde, bazı kalıp ve ifadelerde kullanılır.

Common Verbs Used in Subjunctive

Aşağıdaki tabloda, subjunctive yapılı cümlelerde sık kullanılan fiillere yer verilmektedir:

Verbs Used in Subjunctive			
advise	demand	order	require
ask	desire	prefer	resolve
beg	determine	propose	stipulate
command	implore	recommend	suggest
decide	insist	request	urge

- ▶ Her mother **insists that Amanda (should) leave** the house with an umbrella because the weather forecast predicts rain.
- ▶ The family **suggested that he (should) stay** with them for the weekend to spend some quality time together.
- ▶ The professor **demanded that students (should) be** on time for the exam.

Common Adjectives Used in Subjunctive

Aşağıdaki tabloda, subjunctive yapılı cümlelerde sık kullanılan sıfatlara yer verilmektedir:

Adjectives Used in Subjunctive			
advisable	desirable	mandatory	significant
best	essential	necessary	unthinkable
critical	imperative	obligatory	urgent
crucial	important	recommendable	vital

- ▶ **It is essential that all employees (should) attend** the safety training session before using any machinery.
- ▶ **It is crucial that a garden (should) get** enough sunlight throughout the day in order to thrive.

NOUN CLAUSES & REPORTED SPEECH

Common Nouns Used in Subjunctive

Aşağıdaki tabloda, subjunctive yapıları cümlelerde sık kullanılan isimlere yer verilmektedir:

Nouns Used in Subjunctive	
advice	order
demand	proposal
desire	recommendation
importance	request
necessity	requirement
obligation	suggestion

- ▶ **It is an educational necessity that students (should) have** access to diverse learning resources to understand subjects better.
- ▶ **It is of high importance that healthcare officials (should) stay** updated with the latest advancements.
- ▶ “Subjunctive” yapıyla olumsuz bir cümle kurmak için “not + bare infinitive” veya “should not + bare infinitive” kullanılır.
 - ▶ It is an **obligation** that players **should not harm** their opponents intentionally to gain an advantage over their rivals.
It is an **obligation** that players **not harm** their opponents intentionally to gain an advantage over their rivals.
- ▶ Temel cümlede yer alan eylem “past” olsa dahi “subjunctive” yapıda fiil yine yalın hâlde kullanılır.
 - ▶ Doctors **recommended** that individuals **should prioritise** regular exercise and a balanced diet for maintaining good health.
Doctors **recommended** that individuals **prioritise** regular exercise and a balanced diet for maintaining good health.
- ▶ “Subjunctive” yapılar edilgen yapıyla kullanıldığında, edilgen cümlelerde yer alması gereken “be” fiili yalın hâlde kalır.
 - ▶ Many experts in the industry **insist** that sustainable practices **should be used** for a brighter environmental future.
Many experts in the industry **insist** that sustainable practices **be used** for a brighter environmental future.

9. Exclamations

Aşağıdaki tabloda, isim cümlelerinde (noun clauses) kullanılan çeşitli ünlem ifadelerine (exclamations) ilişkin yapılar ve bu yapılarla ilgili örnekler yer almaktadır:



Video 10.10

How + zarf + özne + fiil!	How + özne + fiil!
Exclamation	Exclamation
How fast he runs!	How he speaks!
How well they dance!	How she solves problems!
How beautifully she paints!	How he teaches others!
How confidently they perform!	How she cares for her family!
How intelligently she speaks!	How the stars shine tonight!

How much + karşılaştırma sıfatı / karşılaştırma zarfı + özne + fiil!
Exclamation
How much more confidently he speaks in public!
How much more patiently they handle difficult situations!
How much more efficiently she manages her time!
How much more effectively they collaborate as a team now!
How much more creatively she designs her artwork now!

NOUN CLAUSES & REPORTED SPEECH

What + sayılamayan isim / sayılabilen çoğul isim!

Exclamation

What delicious food!

What beautiful flowers!

What amazing views!

What great friends you have!

What fantastic books you have recommended!

what + a / an + sayılabilen tekil isim!

Exclamation

What a surprise!

What an idea!

What a pity!

Here / There + özne (zamir) + fiil!

Exclamation

There they are!

There it is!

Here I am!

There she is!

Here it is!

There we are!

Here / There + fiil + özne (isim)!

Exclamation

Here comes the bride!

Here goes nothing!

There lies the problem!

Here stands the champion!

Here comes the sun!

You + (sıfat) + isim!

Exclamation

You brave soldier!

You wonderful friend!

You talented artist!

You sweet child!

You amazing athlete!

You generous person!

So + sıfat!

Exclamation

You are so beautiful!

The film is so exciting!

The meal was so delicious!

The landscape looks so peaceful!

His speech was so impressive!

Such + (sıfat) + sayılamayan isim / çoğul isim!

Exclamation

Such delicious food!

Such talented musicians!

Such incredible scenery!

Such + a / an (sıfat) + sayılabilen tekil isim!

Exclamation

Such a beautiful day!

Such a delicious cake!

Such an inspiring story!

10. “so / not / but” in Noun Clauses

So

- İngilizce’de nesne cümlelerini kısaltmak amacıyla “so” kullanılabilir. “That” cümlecığı yerine “so” alabilen bazı fiil ya da söz öbekleri aşağıdaki tabloda yer almaktadır:

assume	guess	It seems	reckon
believe	hope	imagine	say
expect	I’m afraid	know	suppose
fear	It appears	think	tell



Video 10.11

- “Do you think the company’s expansion plans will be successful?” asks a colleague.
A friend of hers answers that the manager has promising plans, and he is sure that they will succeed.
The manager **believes so**.
- “Believe”, “expect”, “suppose” ve “think” fiilleri ile “do / does + not + main verb + so” yapısı kullanılarak bir önceki cümleye dair olumsuz kanaat belirtilebilir.
- “Will technology affect our lives negatively in the future?” asks the teacher.
The students answer that it will be better in the future.
The students **don’t think so**.
- “It appears / seems so” yapısı “öyle gözüküyor” anlamına gelir ve “It doesn’t appear / seem so” şeklinde olumsuz olarak da kullanılabilir.
- **Andy:** Are you confident about our chances in the upcoming competition?
Betty: Based on our recent training performance and previous results, **it appears / seems so**.
- “do so” yapısı, kendisinden önce kurulan cümlede geçen bir eylemin yerine kullanılabilir.
- **Andrew:** Are you planning to continue your education and pursue a higher degree?
Benny: Yes, I believe it is essential for my career goals; that’s why I **will do so**.
- “so + özne + fiil” kalıbı ile muhatap olduğumuz kişinin sözü onaylanır.
- **Henry:** As people age, their approach to global issues and problems differs accordingly.
Patrick: **So, it differs.** (Gerçekten de öyle./Aynen öyle.)

Not

- Olumsuz bir nesne cümlesi kurmak yerine, “be afraid”, “guess”, “believe”, “expect”, “hope” ve “suppose” sözcüklerinden sonra “not” kullanarak daha kısa bir cümle kurulabilir.
- Many people are concerned that the air quality of the city can cause serious problems for the population in the future.
I hope that the air quality of the city will not cause serious problems for the population in the future.
I hope **not**.

But

- “But” bağlacı bir önceki cümleye göre zıt bir fikri veya durumu belirtmek için “but + özne + yardımcı fiil” dizilişiyle kullanılabilir.
- Many parents think that excessive screen time is harmful for a child, **but some parents do not**.

11. “Too / As well / Either”

Too

- Aynı anlamı taşıyan iki olumlu cümleden ikincisinin sonuna “too” eklenerek “... de, ... da” anlamı verilir. Resmi olmayan ortamlarda kullanımı daha yaygındır.
- The student worked tirelessly to meet the first project deadline, and she did the same with the second project **too**.



Video 10.12

NOUN CLAUSES & REPORTED SPEECH

▶ **Özne dışında cümlelerin geriye kalan kısmı aynı olan olumlu cümlelerde, ikinci cümle “isim / zamir + olumlu yardımcı fiil + too” yapısı ile kısa tutulabilir.**

▶ They planted a beautiful garden in their backyard, and their neighbours did **too**.

As well

▶ **“As well” ifadesi, hem anlam hem de cümle sonunda kullanımı bakımından “too” kullanımına çok benzemektedir. Konuşma dilindeki kullanımı yazma diline göre daha yaygındır. “As well” yapısı, “too” ile kıyaslandığında daha “formal” (resmi) bir yapıdır.**

▶ Our objective is to develop eco-friendly waste disposal methods, and we emphasise the well-being of marine ecosystems **as well**.

Either

▶ **Arka arkaya gelen iki olumsuz cümleden ikincisinin sonuna “either” eklenerek “... de, ... da” anlamı verilir.**

▶ Wind power does not leave the environment entirely unharmed; it does not generate electricity more than other energy sources **either**.

▶ **Cümlelerin özne haricindeki kısmı aynı olan olumsuz cümlelerde, ikinci cümle “isim / zamir + olumsuz yardımcı fiil + either” yapısı ile kısaltılabilir.**

▶ The wrong behaviours of students should not be tolerated, and their unexcused absence from school should not **either**.

12. “so + inversion” and “neither / nor + inversion”

▶ **Cümlelerin öznesi dışındaki kısmı aynı olan olumlu cümlelerde, ikinci cümle “so + yardımcı fiil + özne” yapısı ile kısaltılabilir.**

▶ The team owner was happy with the team’s performance, and **so** were the spectators.

▶ Asian countries put great emphasis on growing crops. **So** do the European ones.



Video 10.13

▶ **Olumsuz cümlelerde özne dışındaki öğeler aynı ise ikinci cümle “neither / nor + yardımcı fiil + özne” yapısı ile kısa tutulabilir.**

▶ Fish cannot survive without water, and **neither / nor** can amphibians.

▶ Carl is not eligible to work for our company, and **neither / nor** is Susan.

13. Noun Clauses or Adjective Clauses

“Who”, “which”, “where”, “when”, “whose”, “whom”, “why” ve “that” hem isim cümleciklerinde (noun clause) hem de sıfat cümlelerinde (adjective / relative clause) kullanılır.

Burada dikkat edilmesi gereken nokta, isim cümlecığının bir cümlede isim işlevi gören bir yan cümle olduğudur; özne, doğrudan nesne veya dolaylı nesne olarak görev yapabilir.

▶ **Sıfat cümlecığı ise bir cümlelerin ana cümlecığındeki bir isim veya zamiri tanımlayan ya da değiştiren bağımlı bir yan cümledir.**

▶ We need to accept **that staff safety is our primary concern at our company**. (Noun Clause – Cümlelerin nesnesi görevinde)

▶ The book **that we read last month** used to be a bestseller in the UK. (Adjective Clause – Temel cümledeki özneyi nitelemekte)

▶ Could you tell me **where the nearest pharmacy is**? (Noun Clause – Cümlelerin nesnesi görevinde)

▶ The school **where I worked for two years** has been transformed into a dormitory. (Adjective Clause – Temel cümledeki özneyi nitelemekte)

14. Noun Clauses or Adverbial Clauses

Zarf cümleciklerinde, özellikle zaman ve şart cümleciklerinde, gördüğümüz “when”, “whether” ve “if” gibi yapılar ya da “-ever words” olarak adlandırılan ifadeler, aynı zamanda isim cümleciklerinde de kullanılır.

- ▶ **Zarf cümlecikleri temel cümlenin yüklemine zaman, yer, sebep, amaç, tarz veya şart açısından niteleyebilir.**
 - ▶ We can take this book with us **wherever we go**. (Zarf cümlecigi – Temel cümlecikteki yüklemi yer bakımından nitelemekte)
 - ▶ Because it is an informal meeting, guests can wear **whatever they like**. (İsim cümlecigi – Cümlenin nesnesi görevinde)
 - ▶ Emily would dance carelessly and break something **if somebody were watching her**. (Zarf cümlecigi – Temel cümlecikteki yüklemi şart bakımından nitelemekte)
 - ▶ We all doubt **if the new director will be able to handle the problem**. (İsim cümlecigi – Cümlenin nesnesi görevinde)

EXERCISES

A) Choose the best option to fill in the blanks in the paragraph.

Oceans, the vast and mysterious bodies of water that cover over 70% of our planet's surface, have long fascinated scientists and explorers. For example, (1)---- the Marianas Trench is the deepest known point on Earth, reaching depths of over 11,000 metres, is one of the interesting aspects of oceans, and scientists have always wondered (2)---- such extreme pressure affects life in the ocean's depths. Additionally, oceanographers have been curious about (3)---- climate change impacts our oceans. Experts have been searching to see to (4)---- extent rising sea temperatures and increased carbon dioxide levels influence marine ecosystems. They are studying (5)---- coral reefs, home to an incredible diversity of marine life, can adapt to these changes or if they will face irreversible damage. Nearly all climate experts state that the importance of oceans in regulating our climate (6)---- overstated. It is a critical concern for scientists (7)---- ocean currents, such as the Gulf Stream, might shift due to global warming and disrupt climate patterns worldwide or not. They urge that policymakers (8)---- the necessary precautions to save our planet.

- | | | |
|--------------------------|------------------|-----------------|
| 1. a) whether | b) the fact that | c) where |
| 2. a) how | b) where | c) what |
| 3. a) if | b) that | c) whether |
| 4. a) what | b) when | c) how |
| 5. a) that | b) where | c) whether |
| 6. a) did not have to be | b) cannot be | c) could not be |
| 7. a) that | b) if | c) where |
| 8. a) to take | b) taking | c) take |

B) Circle the correct words or phrases.

- The geologist explained that the Earth's crust **would be divided** / **is divided** into several tectonic plates, and their movement **is** / **would be** responsible for the formation of mountains, earthquakes, and volcanic activity.
- Whether** / **If** climate change plays a role in the changing migration patterns of certain bird species is a subject of ongoing research.
- What** / **Who** caused the extinction of the dinosaurs remains one of the most debated and researched topics in palaeontology.
- Those applying for scholarships should ensure **that** / **when** their applications are complete and submitted on time, as **whenever** / **whoever** misses the deadline will not be considered for funding.
- Nutritionists recommend that individuals **are including** / **include** a variety of fruits and vegetables in their daily diet to ensure they get essential vitamins and minerals.
- The town residents wonder by **whom** / **who** the new community centre will be managed and **where** / **what** it will offer to benefit the community.
- During laboratory studies, we should not ignore **whatever** / **the fact that** mixing certain chemicals can pose potential hazards, and we cannot underestimate the importance of safety precautions **either** / **too**.
- Ecologists are studying ecosystems to understand **that** / **why** certain plant species grow in specific habitats while others struggle to survive.

EXERCISES

C) Complete the sentences using the words and phrases given in the boxes below.

the fact that

what

whether

that

who

how long

why

whichever

1. Race officials were able to verify _____ the winner was through the examination of a photograph of the finish line.
2. One theory about fireworks is _____ they fascinate us because they burst and fade away almost instantly.
3. Researchers are investigating _____ taking extra vitamin C can limit the body's natural intake.
4. I do not remember _____ we waited for the final decision of the court.
5. Sheldon understood _____ people were looking at him strangely when he noticed a food stain on his cheek.
6. Companies need to take responsibility for informing people about _____ is happening to their data.
7. Since you have more than one option to choose from, you can pick _____ one you like.
8. We are proud of _____ our national women's volleyball team is the best in the world.

D) Rewrite the sentences using the given words in parentheses.

1. Experts are sure about the existence of artefacts dating back five hundred years ago in Anatolia. **(that)**

2. The police can find the culprit regardless of the place where he goes. **(wherever)**

3. "I will complete the project as soon as possible," James said. **(would)**

4. It is a great chance for players to show their talent in front of the fans. **(what)**

5. Some experts do not believe that nuclear power is a viable solution for climate change, and they do not think it is the best option for producing energy. **(either)**

6. The cyclist enjoys hiking in the mountains whenever possible like his friends. **(so)**

7. The mechanic did not accept that he lost the critical component of the car while repairing it. **(denied)**

8. The employee welcomed that he got a promotion due to his dedicated efforts. **(appreciated)**

NOUN CLAUSES & REPORTED SPEECH - TEST (1)

Verilen sorularda boş bırakılan yerlere uygun düşen sözcük veya ifadeyi bulunuz.

1. **Eating healthily is ---- many people want to do, but the problem is ---- to make healthy choices and maintain a balanced diet.**
A) what / how
B) that / which
C) how / when
D) whether / what
E) the fact that / why



2. **The texture of the paintings may be harmed by the flash, and ---- may their colours; therefore, it is an obligation that visitors ---- their photos.**
A) as well / not to take
B) neither / not taking
C) either / not to be taking
D) nor / not having taken
E) so / not take



3. **The general opinion about social media is ---- it is a powerful communication tool and has greatly changed ---- people connect with one another.**
A) why / what
B) what / where
C) how / why
D) that / how
E) whether / when



4. **Teenagers are always concerned about ---- they will achieve their goals in the future and ---- their choices today will shape their lives.**
A) whether / how
B) if / what
C) when / who
D) that / where
E) how / why



5. **Experts recommend ---- additives, which explains ---- a diet based on minimally processed foods is necessary for disease prevention.**
A) to avoid / what
B) avoid / when
C) to be avoiding / how
D) avoiding / why
E) having avoided / where



6. **It is imperative that no changes ---- to the project's plan without careful consideration, as this could affect ---- the project is completed within budget.**
A) made / when
B) be made / whether
C) being made / if
D) making / what
E) having made / that



7. **---- is important in our project development process is ---- we establish a collaborative environment where team members can share their ideas.**
A) What / that
B) How / what
C) Whether / how
D) When / where
E) That / when



8. **Employees are free to take breaks ---- needed, but the issue is ---- these breaks should be scheduled to maximise productivity.**
A) wherever / which
B) whichever / who
C) whenever / when
D) whoever / where
E) whomever / why



9. **It is crucial that governments and industries ---- action to reduce pollution, but it is uncertain ---- any measures will be implemented.**
A) take / if
B) taking / whether
C) be taken / that
D) to take / how
E) to be taking / when



10. **The journalist is curious about ---- the government is planning to address the issue and ---- will be responsible for implementing the plans.**
A) who / why
B) when / where
C) whether / what
D) that / which
E) what / who



NOUN CLAUSES & REPORTED SPEECH - TEST (1)

11. ---- profession you choose requires hard work; in other words, ---- you will be successful depends on your effort rather than your intelligence.

- A) Wherever / if
- B) Whoever / that
- C) Whatever / whether
- D) Whenever / what
- E) Whichever / why



12. The coach urged the athletes ---- their physical conditioning for the championship and pointed out ---- discipline plays a critical role in high performance.

- A) prioritising / how
- B) to be prioritised / if
- C) to prioritise / that
- D) prioritise / how much
- E) to be prioritising / where



13. The team is eager to understand ---- factors influence consumer behaviour and ---- they can change their marketing strategies accordingly.

- A) why / what
- B) that / which
- C) how / that
- D) what / how
- E) if / why



14. Chefs often experiment to discover ---- flavours go well together and ---- certain techniques enhance the dish's taste.

- A) the fact that / where
- B) which / why
- C) when / that
- D) whether / whom
- E) why / how much



15. People often question ---- to include renewable energy sources in their daily lives and ---- they might find suitable solutions for their homes.

- A) whether / what
- B) where / which
- C) if / how long
- D) why / when
- E) how / where



16. The research paper emphasises ---- socioeconomic factors significantly impact educational success and ---- these effects can be decreased.

- A) when / how long
- B) that / how
- C) the fact that / what
- D) whether / which
- E) why / where



17. The current debate focuses on ---- academic level affects career prospects as well as ---- strategies can be followed to be successful.

- A) how / that
- B) if / which
- C) when / why
- D) whether / what
- E) the fact that / where



18. People with colour blindness may wonder ---- it impacts their ability to drive safely and ---- they need to follow specific rules.

- A) how / which
- B) what / why
- C) if / where
- D) how / whether
- E) what / whom



19. ---- one must understand is ---- achieving success demands a combination of hard work, determination, and a clear vision.

- A) How / whom
- B) Why / whether
- C) What / that
- D) Whether / how
- E) When / why



20. Scientists worriedly ---- that the polar regions are being negatively affected by climate change, and ---- are the temperate zones.

- A) requested / nor
- B) encouraged / too
- C) inquired / either
- D) ordered / neither
- E) announced / so



NOUN CLAUSES & REPORTED SPEECH - TEST (2)

Verilen sorularda boş bırakılan yerlere uygun düşen sözcük veya ifadeyi bulunuz.

1. ---- the candidate will be hired for the position depends on ---- qualities she has that the hiring committee values most.
A) If / what
B) Whether / which
C) How / whom
D) That / how far
E) Where / how many
2. Most scientists are certain about ---- genetics plays a significant role in ---- an individual develops particular physical and behavioural traits.
A) what / that
B) that / what
C) whether / why
D) the fact that / how
E) how / whose
3. According to the research, it is clear ---- excessive sugar consumption is harmful to dental health and does not contribute to overall well-being ----.
A) when / so
B) where / or not
C) why / too
D) if / as well
E) that / either
4. The bank clerk asked the investor why he ---- such a large sum of money without notice and warned him ---- the bank in the future.
A) withdrew / to have informed
B) could withdraw / to be informed
C) had withdrawn / to inform
D) would withdraw / to be informing
E) has withdrawn / to have been informed
5. In almost all countries, it is a government requirement ---- all sources of income ---- accurately for tax assessment.
A) that / be reported
B) why / are reporting
C) whether / reported
D) whatever / report
E) whichever / has reported
6. Some people object to ---- stricter environmental laws, but ---- pollution remains uncontrolled, the consequences for our planet are damaging.
A) apply / whenever
B) applying / wherever
C) be applying / however
D) be applied / whatever
E) having applied / whomever
7. It is a conservation necessity that fishers ---- procedures to avoid overfishing and protect the balance of aquatic ecosystems ----.
A) to follow / too
B) following / either
C) follow / as well
D) to be following / neither
E) be followed / so
8. Entrepreneurs must consider ---- their business idea is practical, and when they decide it is, they must pursue it, ---- they meet along the way.
A) why / whoever
B) if / whatever
C) what / whichever
D) whether / however
E) how / whenever
9. Researchers said that regular daytime naps ---- brain function, but there was a debate over ---- they could prevent diseases.
A) may benefit / the fact that
B) could benefit / if
C) should benefit / how
D) used to benefit / why
E) might benefit / whether
10. In a study of bird behaviour, scientists examined ---- the flock's migration began and ---- external factors influenced their choice of route.
A) why / who
B) which / what
C) where / whose
D) how / which
E) what / when

NOUN CLAUSES & REPORTED SPEECH - TEST (2)

11. ---- social media platform you use, it is essential to approach it critically and recognise ---- it does not offer the whole picture.

- A) Whatever / which
- B) Whichever / that
- C) Whenever / where
- D) Whoever / why
- E) Wherever / whom



12. Newton said that if he ---- further, it was by standing on the shoulders of giants, and he thanked them for ---- their lives to science and philosophy.

- A) was able to see / dedicate
- B) saw / to dedicate
- C) had to see / having dedicated
- D) has seen / to be dedicating
- E) had seen / dedicating



13. ---- the universe is expanding was a huge discovery, broadening our knowledge about ---- galaxies move away from each other.

- A) The fact that / how
- B) How / where
- C) That / which
- D) Why / when
- E) Where / whom



14. Sherlock wondered ---- had left the coded note on his doorstep and told Watson that he ---- its meaning.

- A) why / decipher
- B) that / to decipher
- C) who / should decipher
- D) what / deciphering
- E) whom / would decipher



15. As stated in *The Little Prince*, it is only with the heart ---- one can see rightly; ---- is essential is invisible to the eye.

- A) which / how
- B) how / why
- C) where / that
- D) that / what
- E) whom / which



16. ---- is remarkable about biological discoveries is ---- they often challenge our understanding of life and the natural world.

- A) That / where
- B) Why / how
- C) When / which
- D) What / that
- E) The fact that / what



17. ---- to balance work and family life is a constant challenge, and finding ---- to draw the line between the two can be quite hard.

- A) Why / whom
- B) How / where
- C) When / what
- D) Where / why
- E) What / how



18. The workplace rules require that ---- arrives after the specified start time must notify their supervisor and explain ---- they are late.

- A) whomever / how
- B) whichever / where
- C) whatever / when
- D) wherever / whether
- E) whoever / why



19. ---- disease-causing cells cannot grow in an environment rich in antioxidants raises the question of ---- taking antioxidant pills could prevent the development of certain diseases.

- A) That / when
- B) The fact that / whether
- C) Whether / if
- D) How / the fact that
- E) Why / where



20. When asked by children why it was essential that visitors ---- touching the exhibits, the curator replied that they ---- in their original condition for the coming generations.

- A) avoided / would be preserved
- B) had avoided / had better be preserved
- C) avoid / had to be preserved
- D) would avoid / might be preserved
- E) have avoided / could have been preserved



Verilen sorularda boş bırakılan yerlere uygun düşen sözcük veya ifadeyi bulunuz.

1. ---- people do not work out at all, although it is well known that physical exercise has numerous benefits for ---- who engage with it regularly.

A) A great deal of / these
B) Most / the one
C) A majority of / those
D) A small number of / the ones
E) Many / that



2. ---- can learn to code, but ---- are willing to put in the time and effort required to become proficient.

A) Anyone / few
B) Everybody / some
C) Everyone / all
D) Someone / none
E) Nobody / a few



3. The Industrial Revolution, originating in Britain during the 18th century, ---- significant advancements, most of which ---- as groundbreaking at the time.

A) is bringing / is being regarded
B) brings about / had been regarded
C) had brought about / have been regarded
D) has brought about / are regarded
E) brought about / were regarded



4. Carbohydrates ---- the body with glucose, which ---- into energy to support bodily functions and physical activity.

A) are providing / has been converted
B) provide / is converted
C) have provided / will be converted
D) will provide / is being converted
E) have been providing / was converted



5. In 1829, French educator Louis Braille ---- a special alphabet for the visually impaired, ---- them to read by feeling raised dots with their fingers.

A) had published / enabled
B) has published / to enable
C) was publishing / enable
D) published / enabling
E) publishes / to be enabling



6. Researchers ---- a brain-computer interface that ---- it possible for a woman with paralysis to speak through a digital avatar.

A) have been able to develop / makes
B) will have to develop / made
C) must be developing / has made
D) had to develop / will make
E) were about to develop / had made



7. Special chemicals released in the brain ---- us learn and remember things better while we engage in creative hobbies, so their impact on academic performance ----.

A) are helping / must not be neglected
B) have helped / might not be neglected
C) help / should not be neglected
D) helped / cannot be neglected
E) had helped / could not be neglected



8. Strong winds at sea ---- disturbances in the ocean's layers, ---- warm water deeper into ocean currents that travel the planet.

A) may cause / being pushed
B) can cause / pushing
C) must be causing / having pushed
D) could cause / to push
E) might have caused / to be pushing



9. As we live in an era ---- by environmental awareness, companies are adapting ---- sustainability demands by using sources effectively.

A) defined / to meet
B) defining / being met
C) having defined / to be meeting
D) to be defined / having met
E) being defined / meet



10. If you ---- to recover data from a damaged hard drive successfully, you ---- using the disc after data loss until recovery is complete.

A) wanted / could avoid
B) have wanted / will avoid
C) had wanted / might have avoided
D) will want / have to avoid
E) want / must avoid



11. Students ---- sure to review their notes and practise regularly for their exams, or else they ---- to perform well.

- A) were to make / would have struggled
- B) ought to make / might struggle
- C) had to make / may have struggled
- D) will make / will have struggled
- E) must have made / could struggle



12. ---- we heavily rely on machine learning for data analysis, human control is essential to ensure accurate and meaningful outcomes.

- A) Supposing
- B) Because
- C) As soon as
- D) Much as
- E) Unless



13. The Nile has been essential for civilisations, providing fertile land and water resources; ----, it has also posed challenges with regard to flooding and managing water flow.

- A) however
- B) otherwise
- C) similarly
- D) therefore
- E) in fact



14. ---- the quick thinking of the firefighters and their swift action, the forest fire would have caused much more damage.

- A) Despite
- B) In place of
- C) But for
- D) In terms of
- E) Similar to



15. Travelling to a foreign land can pose significant challenges, ---- it is for leisure ---- out of necessity.

- A) both / and
- B) not only / but also
- C) neither / nor
- D) no sooner / than
- E) whether / or



16. According to many people, Lionel Messi is ---- player of all time, yet some of his statistics are ---- those of Cristiano Ronaldo.

- A) the better / bad
- B) good / badly
- C) well / the worst
- D) better than / the worse
- E) the best / worse than



17. The students ---- regularly attend Professor Williams' classes find him to be an admirable professor ---- lectures are simple to understand.

- A) that / who
- B) who / whose
- C) whom / that
- D) where / when
- E) which / why



18. The liver, ---- functions are vital for the body, emits a molecule ---- helps remove waste from the liver and regulates blood chemical levels.

- A) that / who
- B) where / whom
- C) when / how
- D) what / why
- E) whose / which



19. Since people in the past did not know ---- comets were when they first appeared in the sky, they thought ---- they were a sign of disaster.

- A) what / that
- B) where / when
- C) why / whether
- D) who / who
- E) which / which



20. The couple wondered ---- they would handle such a challenging circumstance when they heard ---- was waiting for them.

- A) what / why
- B) where / which
- C) that / where
- D) how / what
- E) whose / whom



Verilen sorularda boş bırakılan yerlere uygun düşen sözcük veya ifadeyi bulunuz.

1. ---- Azores archipelago is made up of nine islands, each of which has a unique beauty and charm that sets it apart from ---- destinations.

A) Ø / these
B) The / other
C) A / their
D) Ø / the other
E) The / those



2. The Eastern Black Sea region of Türkiye is renowned for ---- massive hazelnut export; it provides ---- the global supply due to the region's fertile lands and ideal climate.

A) their / none of
B) it / a few of
C) the one / each of
D) its / most of
E) this / both of



3. In the Paralympics, disabled athletes ---- with a platform to demonstrate their skills and determination, and audiences worldwide ---- their incredible feats.

A) will be provided / are supporting
B) have been provided / had supported
C) were provided / have been supporting
D) are being provided / supported
E) are provided / support



4. Hawaii ---- by Polynesian navigators who skilfully used the stars and currents, while the arrival of Captain James Cook in 1778 ---- the beginning of European contact.

A) was discovered / marked
B) had been discovered / was marking
C) will be discovered / is marking
D) has been discovered / had marked
E) is discovered / has marked



5. West Nile virus ---- primarily through an infected mosquito bite, and it continues ---- the most common cause of viral disease spread by insects in the US.

A) has been transmitted / having been
B) was transmitted / to have been
C) is transmitted / to be
D) is being transmitted / be
E) will be transmitted / being



6. In the wild, sleeping ---- the most dangerous activity for a prey animal, given the continual possibility of predators ---- nearby.

A) could be / to be waiting
B) would be / being waited
C) should be / to have waited
D) must be / to wait
E) might be / waiting



7. Hearing mellow music ---- a calming atmosphere that ---- you a short break from the chaos of everyday life.

A) might create / will give
B) should create / has given
C) can create / gives
D) must create / gave
E) would create / had given



8. Until recently, travellers ---- paper maps alone to navigate unfamiliar territories, but now, they ---- about getting lost thanks to GPS navigation systems.

A) should have relied on / could not need to worry
B) used to rely on / must not need to worry
C) could have relied on / would not need to worry
D) had to rely on / might not need to worry
E) must have relied on / should not need to worry



9. Junko Tabei, a Japanese mountaineer, became the first woman ---- the summit of Mount Everest, ---- a historic milestone in breaking gender barriers in mountaineering.

A) to reach / achieving
B) to have reached / having achieved
C) reach / being achieved
D) to be reached / to be achieving
E) reaching / to achieve



10. We all ---- we ---- more hours in a day to accomplish everything we want, yet it is important to prioritise our tasks and manage our time effectively.

A) have wished / have
B) wish / could have
C) wished / had had
D) had wished / could have had
E) would wish / had



11. **If only immediate access to comprehensive healthcare services ---- a reality for everyone, the overall well-being across societies ---- remarkably.**

- A) was / could have improved
- B) were / would improve
- C) has been / would have improved
- D) used to be / will improve
- E) had been / will have improved



12. **---- the ingredients are fresh and of high quality, the chef can create an unforgettable culinary masterpiece.**

- A) Although
- B) By the time
- C) Provided that
- D) Even if
- E) Whereas



13. **Board games often create a fun and interactive gaming environment, fostering competition and cooperation among players; ----, they improve critical thinking and problem-solving skills.**

- A) additionally
- B) otherwise
- C) instead
- D) in fact
- E) afterwards



14. **All continents have permanent human populations ---- Antarctica, where only scientists reside temporarily for research purposes.**

- A) prior to
- B) despite
- C) contrary to
- D) as well as
- E) except for



15. **Cruise holidays offer exploration and relaxation in a single vacation package, which makes them a popular choice for travellers seeking ---- adventure ---- comfort.**

- A) either / or
- B) whether / or
- C) neither / nor
- D) both / and
- E) no sooner / than



16. **Among all known bird species, the peregrine falcon's diving speed is ---- one, and its aerodynamic efficiency is even ---- than that of many human-made aircraft.**

- A) more remarkable / high
- B) the most remarkable / higher
- C) remarkable / the highest
- D) most remarkable / the higher
- E) the more remarkable / highest



17. **The gigantic herbivores, ---- fossilised remains have fascinated palaeontologists, roamed in search of nutritious vegetation ---- let them survive.**

- A) which / where
- B) who / whose
- C) whose / that
- D) whom / which
- E) on which / when



18. **As a result of the collaborative efforts of talented actors ---- TV shows bring together, audiences are shifting to streaming platforms ---- diverse content options are highly available.**

- A) whose / which
- B) who / that
- C) that / when
- D) whom / where
- E) why / by which



19. **---- makes air conditioners stand out is their ability to cool indoor spaces rapidly, but ---- they are energy-efficient should be investigated before buying.**

- A) Why / if
- B) How / when
- C) What / whether
- D) Who / where
- E) That / whose



20. **Smartphones changed ---- people communicate with each other, but it is not clear ---- these devices enabled smooth digital communication exactly.**

- A) how / when
- B) why / whether
- C) that / where
- D) if / which
- E) who / that



ANSWER KEY

GRAMMAR EXERCISES

Exercise A

1. b 2. a 3. c 4. a 5. c 6. b 7. b 8. c

Exercise B

1. is divided / is 2. Whether 3. What 4. that / whoever 5. include 6. whom / what 7. the fact that / either 8. why

Exercise C

1. who 2. that 3. whether 4. how long 5. why 6. what 7. whichever 8. the fact that

Exercise D

- Experts are sure that artefacts dating back five hundred years ago exist in Anatolia.
- The police can find the culprit wherever he goes.
- James said he would complete the project as soon as possible.
- What a great chance for players to show their talent in front of the fans!
- Some experts do not believe that nuclear power is a viable solution for climate change, and they do not think it is the best option for producing energy either.
- The cyclist enjoys hiking in the mountains whenever possible, and so do his friends.
- The mechanic denied losing the critical component of the car while repairing it.
- The employee appreciated getting a promotion due to his dedicated efforts.

NOUN CLAUSES & REPORTED SPEECH - TEST (1)

- | | |
|-------|-------|
| 1. A | 11. C |
| 2. E | 12. C |
| 3. D | 13. D |
| 4. A | 14. B |
| 5. D | 15. E |
| 6. B | 16. B |
| 7. A | 17. D |
| 8. C | 18. D |
| 9. A | 19. C |
| 10. E | 20. E |

NOUN CLAUSES & REPORTED SPEECH - TEST (2)

- | | |
|-------|-------|
| 1. B | 11. B |
| 2. D | 12. E |
| 3. E | 13. A |
| 4. C | 14. C |
| 5. A | 15. D |
| 6. B | 16. D |
| 7. C | 17. B |
| 8. B | 18. E |
| 9. E | 19. B |
| 10. D | 20. C |

REVISION - TEST (1)

- | | |
|-------|-------|
| 1. C | 11. B |
| 2. A | 12. D |
| 3. E | 13. A |
| 4. B | 14. C |
| 5. D | 15. E |
| 6. A | 16. E |
| 7. C | 17. B |
| 8. B | 18. E |
| 9. A | 19. A |
| 10. E | 20. D |

REVISION - TEST (2)

- | | |
|-------|-------|
| 1. B | 11. B |
| 2. D | 12. C |
| 3. E | 13. A |
| 4. A | 14. E |
| 5. C | 15. D |
| 6. E | 16. B |
| 7. C | 17. C |
| 8. D | 18. D |
| 9. A | 19. C |
| 10. B | 20. A |

ÖRNEK SORU VİDEOLARI



Video 10.14



Video 10.15



Video 10.16



Video 10.17



Video 10.18



Video 10.19



Video 10.20



Video 10.21



Video 10.22

VIDEO CODES

Video Codes		Topics
PRONOUNS, DETERMINERS & QUANTIFIERS		
1	Video 1.1	Subject and Object Pronouns
2	Video 1.2	Possessive Adjectives, Possessive Pronouns, Possessive Case
3	Video 1.3	Reflexive Pronouns and Demonstrative Pronouns
4	Video 1.4	Indefinite Pronouns
5	Video 1.5	Forms of "other" and the Impersonal Pronoun (One)
6	Video 1.6	The Indefinite Article: "a / an"
7	Video 1.7	Definite Article: "the"
8	Video 1.8	Quantifiers Used with Both Countable and Uncountable Nouns
9	Video 1.9	Determiners & Quantifiers Used with or without "of"
10	Video 1.10	Quantifiers Used with Uncountable Nouns
11	Video 1.11	Quantifiers Used with Both Countable and Uncountable Nouns
12	Video 1.12	Quantifiers Used with Both Countable and Uncountable Nouns
13	Video 1.13	Quantifiers - None, all, whole, both and half
14	Video 1.14	Quantifiers - No more, any more and any longer, each and every, both, either, neither
15	Video 1.15	Indefinite Pronouns Örnek Sorular
16	Video 1.16	Forms of Other and Impersonal Pronoun One Örnek Sorular
17	Video 1.17	Other Indefinite Pronouns Örnek Sorular
18	Video 1.18	Possesive Adjectives, Possesive Pronouns, Possesive Case Örnek Sorular
19	Video 1.19	Reflexive Pronouns and Demonstrative Pronouns Örnek Soru 1
20	Video 1.20	Reflexive Pronouns and Demonstrative Pronouns Örnek Soru 2
21	Video 1.21	Quantifiers Used with Both Countable and Uncountable Nouns Örnek Sorular
22	Video 1.22	Quantifiers Used with Singular Nouns Örnek Sorular
23	Video 1.23	Determiners and Quantifiers Used with or without "of" Örnek Sorular
24	Video 1.24	None, all, whole, both and half Örnek Sorular
25	Video 1.25	Determiners and Quantifiers Used "with" Örnek Sorular
26	Video 1.26	Determiners and Quantifiers Örnek Sorular
2. TENSES		
1	Video 2.1	The Simple Present Tense
2	Video 2.2	Time Expressions of the Simple Present Tense
3	Video 2.3	The Present Continuous Tense
4	Video 2.4	Time Expressions Frequently Used in the Present Continuous Tense
5	Video 2.5	The Simple Present Tense or The Present Continuous Tense
6	Video 2.6	The Present Perfect Tense
7	Video 2.7	Time Expressions Used in the Present Perfect Tense
8	Video 2.8	The Present Perfect Continuous Tense
9	Video 2.9	Time Expressions Used in the Present Perfect Continuous Tense
10	Video 2.10	The Present Perfect Tense or The Present Perfect Continuous Tense
11	Video 2.11	The Simple Past Tense
12	Video 2.12	Time Expressions Frequently Used in the Simple Past Tense
13	Video 2.13	The Past Continuous Tense
14	Video 2.14	Time Expressions Frequently Used in the Past Continuous Tense
15	Video 2.15	The Simple Past Tense or The Past Continuous Tense
16	Video 2.16	The Past Perfect Tense
17	Video 2.17	Time Expressions Used in the Past Perfect Tense
18	Video 2.18	The Past Perfect Continuous Tense

VIDEO CODES

19	Video 2.19	Time Expressions Used in the Past Perfect Continuous Tense
20	Video 2.20	The Past Perfect Tense or The Past Perfect Continuous Tense
21	Video 2.21	The Simple Future Tense: Will / Be going to
22	Video 2.22	Time Expressions Frequently Used in the Simple Future Tense: Will / Be going to
23	Video 2.23	The Future Continuous Tense
24	Video 2.24	Time Expressions Frequently Used in the Future Continuous Tense
25	Video 2.25	The Future Perfect Tense
26	Video 2.26	Time Expressions Used in the Future Perfect Tense
27	Video 2.27	The Future Perfect Continuous Tense
28	Video 2.28	Time Expressions Used in the Future Perfect Continuous Tense
29	Video 2.29	The Future Perfect Tense or The Future Perfect Continuous Tense
30	Video 2.30	The Simple Present Tense or The Present Continuous Tense Örnek Sorular
31	Video 2.31	The Past Perfect Tense or the Past Perfect Continuous Tense Örnek Sorular
32	Video 2.32	The Present Perfect Tense or the Present Perfect Continuous Tense Örnek Sorular
33	Video 2.33	The Usage of the Simple Future Tense: Will / Be going to Tense Örnek Sorular
34	Video 2.34	Time Expressions of the Future Perfect Tense Örnek Sorular
35	Video 2.35	The Future Perfect Tense or the Future Perfect Continuous Tense Örnek Sorular
36	Video 2.36	Some Phrases about the Present Perfect Tense Örnek Sorular
37	Video 2.37	The Simple Past Tense or the Present Perfect Tense Örnek Sorular
38	Video 2.38	Tense Agreement in Time Clauses Örnek Sorular
3. MODAL VERBS		
1	Video 3.1	Modals Used for Ability
2	Video 3.2	Modals Used for Possibility
3	Video 3.3	Modals Used for Request
4	Video 3.4	Modals Used for Advice
5	Video 3.5	Modals Used for Suggestions & Offers
6	Video 3.6	Modals Used for Preferences (Prefer / Would prefer / Would rather / Would sooner)
7	Video 3.7	Modals Used for Permission
8	Video 3.8	Modals Used for Obligation and Necessity
9	Video 3.9	Modals Used for Lack of Obligation and Necessity
10	Video 3.10	Modals Used for Prohibition
11	Video 3.11	Modals Used for Habitual Past
12	Video 3.12	Modals Used for Deduction
13	Video 3.13	Modals Used for Expectation
14	Video 3.14	Perfect Modals
15	Video 3.15	Some Modal-Like Expressions
16	Video 3.16	Progressive Forms of Modal Verbs
17	Video 3.17	Question Tags
18	Video 3.18	Modals Used for Ability Örnek Sorular
19	Video 3.19	Modals Used for Preferences Örnek Sorular
20	Video 3.20	Modals Used for Advice Örnek Sorular
21	Video 3.21	Modals Used for Perfect Modals Örnek Sorular
4. PASSIVE VOICE & CAUSATIVES		
1	Video 4.1	Formation of Passive Voice
2	Video 4.2	Passive Forms of Tenses
3	Video 4.3	Passive Forms of Modals
4	Video 4.4	Ergative Verbs

VIDEO CODES

5	Video 4.5	Verbs with Two Objects
6	Video 4.6	“By” and “with” Phrases in Passive Voice
7	Video 4.7	Passive Forms of Gerund
8	Video 4.8	Passive Forms of Infinitive
9	Video 4.9	Reporting Verbs in Passive Voice
10	Video 4.10	Causatives
11	Video 4.11	Formation of Passive Voice Örnek Sorular
12	Video 4.12	Verbs with Two Objects Örnek Sorular
13	Video 4.13	Passive in Infinitive Örnek Sorular
14	Video 4.14	Reporting Verbs in Passive Voice Örnek Sorular
15	Video 4.15	Causatives Örnek Sorular
5. IF & WISH CLAUSES		
1	Video 5.1	Type 0 (Zero Conditional)
2	Video 5.2	Type 1 (First Conditional)
3	Video 5.3	Type 2 (Second Conditional)
4	Video 5.4	Type 3 (Third Conditional)
5	Video 5.5	Mixed Types of If Clauses
6	Video 5.6	Other Conditionals
7	Video 5.7	Inverted Conditionals
8	Video 5.8	As if / As Though
9	Video 5.9	Wishes about Present - Past - Future
10	Video 5.10	Type 0 (Zero Conditional) Örnek Sorular
11	Video 5.11	Type 1 (First Conditional) Örnek Sorular
12	Video 5.12	Inversion Örnek Sorular
13	Video 5.13	Mixed Types of If Clauses Örnek Sorular
14	Video 5.14	Implied Conditionals Örnek Sorular
6. CONJUNCTIONS & TRANSITIONS		
1	Video 6.1	Coordinating Conjunctions (and / but / or / so / for / yet / nor)
2	Video 6.2	Cause and Effect Conjunctions
3	Video 6.3	Cause and Effect Prepositional Phrases
4	Video 6.4	Conjunctions of Purpose
5	Video 6.5	Prepositional Phrases of Purpose
6	Video 6.6	Concession and Contrast Conjunctions
7	Video 6.7	Concession and Contrast Prepositional Phrases
8	Video 6.8	Concession and Contrast Transitions
9	Video 6.9	Reinforcement Transitions
10	Video 6.10	Reinforcement Prepositional Phrases
11	Video 6.11	Similarity, Explanation & Exemplification Transitions
12	Video 6.12	Paired Conjunctions
13	Video 6.13	Inversion
14	Video 6.14	Conjunctions & Transitions Örnek Sorular
15	Video 6.15	Prepositional Phrases of Purpose Örnek Sorular
16	Video 6.16	Conjunctions & Transitions Inversion Örnek Sorular
17	Video 6.17	Reduction Örnek Sorular
7. GERUNDS, INFINITIVES & PARTICIPLES		
1	Video 7.1	Gerunds as the Subject and Subject Complement
2	Video 7.2	Gerunds as the Object of a Verb

VIDEO CODES

3	Video 7.3	Gerunds as the Object of a Preposition
4	Video 7.4	Expressions Used with Gerunds
5	Video 7.5	Passive and Perfect Forms of Gerunds
6	Video 7.6	Infinitives as the Subject and Subject Complement
7	Video 7.7	Infinitives as the Object of a Verb
8	Video 7.8	Infinitives after Nouns and Adjectives
9	Video 7.9	Infinitives after Question Words and Reduced Relative Clause
10	Video 7.10	Infinitives of Purpose and with “Too / Enough”
11	Video 7.11	Bare Infinitives as the Object of a Verb
12	Video 7.12	Progressive, Passive, and Perfect Forms of Infinitives
13	Video 7.13	Gerunds and Infinitives after Some Verbs with a Change in Meaning
14	Video 7.14	Gerunds and Infinitives after Some Verbs without a Change in Meaning
15	Video 7.15	Present Participle in the Reduction of Clauses
16	Video 7.16	Present, Past, Perfect and Passive Forms of Participles in the Reduction of Clauses
17	Video 7.17	Additional Notes on Participles
18	Video 7.18	Expressions Used with Gerunds Örnek Sorular
19	Video 7.19	Usage of Infinitives for Purpose and with “too / enough” Örnek Sorular
20	Video 7.20	Usage of Gerunds as the Object of a Preposition Örnek Sorular
21	Video 7.21	Usage of Infinitive as the Subject and Subject Complement Örnek Sorular
22	Video 7.22	Gerunds and Infinitives & Participles - Too / Enough Örnek Sorular
23	Video 7.23	Passive and Perfect Forms of Gerunds Örnek Sorular
24	Video 7.24	Progressive, Passive and Perfect Forms of Infinitives Örnek Sorular
25	Video 7.25	Perfect Forms of Participles Örnek Sorular
26	Video 7.26	Gerunds & Infinitives after Some Verbs with a Change in Meaning
8. RELATIVE CLAUSES		
1	Video 8.1	Using Relative Clauses in Sentences
2	Video 8.2	Defining and Non-defining Relative Clauses
3	Video 8.3	Relative Pronoun as Subject (who – which – that)
4	Video 8.4	Relative Pronoun as Object (who – whom – which – that)
5	Video 8.5	Relative Pronoun as the Object of a Preposition (which – who – whom – that)
6	Video 8.6	Relative Pronoun Modifying Time (when – that – in / on / at which)
7	Video 8.7	Relative Pronoun Modifying Place (where – in / on / at which)
8	Video 8.8	Relative Pronoun Modifying Possession (whose – of which)
9	Video 8.9	Relative Pronoun Modifying Reason (why – for which)
10	Video 8.10	Reduction of Relative Clauses
11	Video 8.11	Quantifiers with Relative Pronouns
12	Video 8.12	Cleft Sentences
13	Video 8.13	Whereby (= by which / through which / with which)
14	Video 8.14	Using Relative Clause in Sentences Örnek Sorular
15	Video 8.15	Relative Pronoun Modifying Place where & in-on-at which Örnek Sorular
16	Video 8.16	Relative Pronoun which Referring to Whole Sentence Örnek Sorular
9. ADJECTIVES, ADVERBS & COMPARISONS		
1	Video 9.1	Adjectives and Their Usages
2	Video 9.2	Adverbs and Their Usages
3	Video 9.3	Comparative Forms of Adjectives
4	Video 9.4	Superlative Forms of Adjectives and Adverbs
3	Video 9.5	Expressing Big or Small Differences in Comparative Forms

VIDEO CODES

4	Video 9.6	Other Different Structures in Comparison
5	Video 9.7	Types of Adjectives Örnek Sorular
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TÜRKİYE'NİN MÜLKİ İDARE BÖLÜMLERİ İLE KARA VE DENİZ KOMŞULARI HARİTASI

