

voicegazi

ISSUE 1 May 2019 | On Behalf of GUF Private Schools

secondary school

20
Years
Anniversary
Gazi University Foundation Private Schools

**"There is still a prejudice
among the public which is the
job that has been made by
women isn't as good as men's."**

Zülal ERDURMUŞ
p.19

Violence Against
Women



10 Reasons



why the IB Diploma Programme (DP) is ideal preparation for university

1



It increases academic opportunity

Research* shows that DP graduates are much more likely to be enrolled at top higher education institutions than entrants holding other qualifications.

2



IB students care about more than just results

Through creativity, action, service (CAS) you learn outside the classroom and develop emotionally and ethically as well as intellectually.

3



It encourages you to become a confident and independent learner

For example, the extended essay requires independent research through an in-depth study.

6



The IB encourages critical thinking

Learn how to analyse and evaluate issues, generate ideas and consider new perspectives.

5



Graduates are globally minded

Language classes encourage an international mindset, key for increasingly globalized societies.

4



It's an international qualification

The DP is recognized globally by universities and employers.

7



DP students have proven time management skills

Take good study habits and strong time management to further education and the working world.

9



Subjects are not taught in isolation

Theory of knowledge (TOK) classes encourage you to make connections between subjects.

10



It encourages breadth and depth of learning

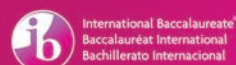
You are able to choose courses from six subject groups and study subjects at different levels.

8



It assesses more than examination techniques

Learn to understand, not just memorize facts or topics and prepare for exams.



*Based on IB research - www.ibo.org/research

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Mustafa Kemal ATATÜRK
1881 - 1938

ISSUE 1
May 2019

On Behalf of GUF
Private Schools

Bu dergi
MEB'nin 5
Haziran 1967
tarihli Tebliğler
sayılı Dergi
Dergisi uyarınca
yayınlanmıştır.

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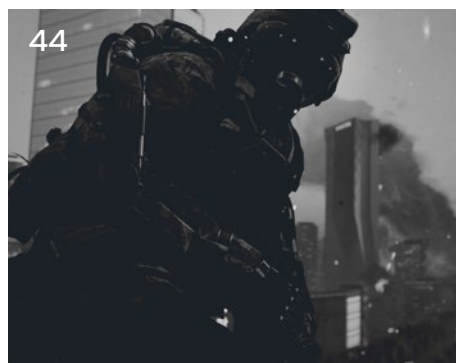
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Dear
Readers,

As editors, it's our honor to present the first issue of "Voice", Gazi University Foundation Private Secondary School's English Literary Magazine. It was your delightful submissions which gave us the chance to publish this magazine. With this release, we are happy and also proud to share the marvellous efforts of our contributors with you. We mentioned many exciting pieces in, short stories, reviews, photos, and as we interviewed our native English teachers in our school, so you can learn about their experiences and thoughts about our school and our country. Conclusively, we would acknowledge the tentative support of several people who made it possible for us to publish such magazine. So that, we would be pleased to thank our English department and principals for their profound assistance. Most importantly, we'd like to thank you, our dear writers, for filling each and every single page of this magazine with your profound participation, and we hope that it would allure our dear viewers attentiveness and see more writers emerge from our readership.

"It Is A Privilege To Be A Member Of Gazi Schools"



Abdullah DESTEBASI
Gazi University Foundation
Private Schools Grant Holder

Gazi University Foundation Private Schools are in the heart of the city, at the junction of the transportation network, in the form of a university-funded campus where learning takes place throughout the day in addition to sports, arts and technology as one within the others.

What we aim is to educate students who will embrace the revolutions and principles of the greatest leader, Mustafa Kemal Atatürk. We prepare them to become individuals who all will not only be aware of the responsibilities which they have for the national, moral, human, sentimental and cultural values of Turkish Republic which is based upon the fundamentals at the beginning of our constitution, but also adapt these responsibilities in their future lives as a life style.

We are designing our students in a way that they will develop balanced and healthy characters in terms of mind, spirit, integrity and emotion with a high level of free and scientific thoughts and a wide world perspective, advocating human rights and valuing venture and personality.

Values education is one of the most sensitive areas for us. Senior students in particular who are preparing for university exam are given exams without inspection. The questions which we prepare for these exams are aimed at reading, thinking and reasoning rather than memorizing.

The academical success of our school has always been officially proved not only by the exams that are done by MEB, but also by the other institutions within Turkey. The rate of students who have been emplaced in schools that are

accepted as qualified is over %95. Among these schools, Gazi University Private Anatolian and Science High School, which have the highest rate in the placement to universities comes at the first rank. Our students put their first step starting from the kindergarten to 12th Grade of High school which concludes their school life.

As well as academic success, our achievements in arts and sports are worth consideration.

In our visual art workshops, our students do many forms of artwork, traditional ones being the most common. Likewise, they can be trained for and practice any musical instruments in our music halls.

Our schools are virtually in the form of a sports complex with one basketball court, one volleyball hall, one handball hall, one gym, one fitness hall, one table tennis hall, one folk dancing hall, one artificial grass pitch and twelve outdoor basketball hoops. Believing that doing sports is beneficial for both body and mind, we continuously screen our students to help them discover their sportive talents and fulfill their potentials for various sports. All children are gifted once their potential is uncovered at an early age.

Our sole purpose has always been to grow and educate good people who will always prove helpful for their country and we are proud of what and how much we have done so far to accomplish it.

I would like to thank all our administrators, teachers and staff for their hard work to have made this possible...

GAZI UNIVERSITY PRIVATE SCHOOLS ARE 20 YEARS OLD!

Ayşe AYLİN KÜNDÜROĞLU
Secondary School English Teacher

This year, we, Gazi Schools family, are proudly celebrating the 20th anniversary of our foundation. All wonderful works start with an idea regardless of how big or small it is. Considering the necessity of a college within the body of Gazi University, Prof. Enver Hasanoğlu, the president of the University at that time came up with the idea of opening a college as the university already had a Faculty of Education. For this reason, Gazi University Foundation Private Primary School was established in 1998.

At that time there were only 114 students who were divided into three first grade classes, one second grade class and one third grade class. The classes of higher grades weren't opened advertently with the purpose of raising our own students for the coming grades.

The location of the school was meticulously investigated and eventually the place that previously hosted Yükseliş College was agreed upon as it was also neighboring the Faculty of Architecture.

Ziya Selçuk, the Minister of Education today, the head of primary school teaching that day, was assigned as the first Founder Representative. The number of teachers was initially limited to as few as the fingers of two hands. The quantity limitation never reflected the educational quality. Five years later, Gazi University Foundation Private Schools gave their first graduates. Almost all of them were placed in the most prestigious Anatolian High Schools.

With the anticipation of how further we could go, the university decided to enlarge the body of the school, thus opening the Anatolian and Science High School in 2003.

Since the very first school bell rang, we, Gazi schools family, have always depended on high educational principles and virtues and acted accordingly. Our footsteps have only gotten more and more balanced, precise and determined. We know that we are on the right way with the assurance of transforming the young generations into individuals with both academic and social qualities who will always be there to carry the flag that the greatest leader Gazi Mustafa Kemal Atatürk left us as his most precious legacy.

Thanks to the never ending efforts of our current administration, led by the University President Prof. İbrahim Uslan, Gazi University Foundation Private Schools are gradually getting even more successful and popular.



Years
Anniversary

Years
Anniversary



TEACHERS FROM OUR POINT OF VIEW



**ÖZNUR DUMAN
ELGÖL**

She is calm, patient and understanding. Whatever the subject is, she tries to find a solution and help us.



ASLI LÜLE

She is always there whenever we need help.



HATİCE EMEL ŞİRİN

She does everything for us to understand the lesson. She gives examples to help us learn the lesson better. She is very kind and friendly.



BARAN SOLAR

We don't understand how his lessons pass, but when we have our exams, we understand that we have learnt a lot in his lessons.



SEDA LERMİOĞLU

She is a person who guides us in the school, helps us and endears herself to us with her sincerity.



ÖZKAN ÇAĞLAR

He is always supportive and cares about us. He is kind and polite.



HÜLYA TUNA

You can always see her smiling. She is always cheerful and relaxed.



**AYŞE AYLİN
KÜNDÜROĞLU**

She is perfect at English. Although she seems to be a serious teacher, she actually does everything to teach us English with fun. The way she teaches and behaves makes us love the subject. We have such a great time in her classes.



ASLI ALTINIŞIK

She is a teacher we feel close to most. She is a good person and she always deals with us. She supports us till the end.



GAMZE TİMUR

She is so kind and pretty with her lovely blonde hair. She is always patient while she is talking to us and while she is teaching. She is reliable and friendly. She always helps when we need help. When she gets angry, she says "Why are you talking yavrum?" and we laugh. We love her very much.



SEHER TURSUN

She is pretty good. She sometimes does the lesson with music which makes the lessons more enjoyable. We love it! We do lots of different activities in her lessons, so we never get bored. She is not only a teacher, but also a friend and a good listener.



**SELİN DİNÇKAL
ERKENÇİ**

She is very elegant and intelligent. She is very understanding and trustworthy. She is also very patient that she never loses her patience when we don't understand anything. Nobody feels uncomfortable when she is there, because she is like a friend.



PINAR İNAN

She is always energetic and cheerful. She often makes jokes even when she is sad. She is also punctual and caring - she is always there whenever we need her.



ECE EYÜPOĞLU

She is a perfect teacher. She has triplets which sounds amazing. She teaches English with games. She is always happy and makes us happy. She is so energetic that we get energy from her. She is also patient - she won't get bored telling the same things again and again when we don't understand things.



NİLUFER EŞKAN

She is a very good teacher. She is funny and friendly. She wants us to study more.



**MARİEM ZOĞHLAMİ
ÇELİK**

We know that she is always there when we are in need of help. She is not only a teacher for us but is like an older sister. English lessons are more enjoyable with her. We have learnt lots of words in her lessons.



BUKET DEMİRCİ

She is a very good teacher.. She speaks smoothly and we want to speak just like her. She is sometimes funny as well.



NİDA ÜLKÜ ÇETİN

We think Nida teacher is a great teacher. She teaches us Turkish and we love her so much. She is well-disciplined and cute. We hope she will always be our teacher.



ASLI DURU İYİCİL

She is caring, understanding and helpful. We are lucky to have her.



BURCU AYTAÇ

She is very disciplined. She always finishes the subject on time. She never comes late. She teaches well and her lessons are enjoyable. She always makes everything easier to teach us better. She always cares about us.



CİHAD YEŞİLÖZ

He is wise at Social Studies. We always want to see him somewhere in our life because he always teaches us something we need.



PINAR ÖZTÜRK

She is kind and intelligent. She teaches us history with stories. We have lots of fun in her classes. We especially love the way she teaches.



MERVE DAĞDEVİREN

We share something about ourselves with her during the breaktime and she listens to us.



HAVA KÜÇÜK

She is calm and she acts logically. She replies all of our questions patiently. She teaches moral values. She is not only our religious teacher but also our friend.



DİLEK YEŞİLYURT

She is good and elegant. We have so much fun in her lessons.



MERVE AFACAN

She is so sweet and she is determined to teach us the thing that we have to be taught. She is funny and helps us with our questions.



BAHAR MERİÇ

She not only endears Math to us, but also guides us both for lessons and for the future.



EMRE OZAN UZ

He gets on well with his students. He is a very helpful teacher. He always helps us when we can't solve a problem.



AYŞENUR KİREMİTÇİ

She is a good and a funny teacher. She is also practical. She always asks challenging problems which make us think.



MERVE AKDEMİR

She is kind and respectful. She always writes problems on the board and makes us write them onto our notebooks and insists that mathematics cannot be learnt without writing.



UMUT ÇAKMAK

He is master at Maths. He supports us to do better at exams. He always solves original questions.



GÜLNUR ŞENSOY

She is polite and sometimes funny. If we don't understand the subject, she doesn't even hesitate to explain it again and again. She is like a mother - she takes care of us, she worries about us when we feel ill. She immediately notices our absence. We love her.



SEVCAN YAVUZ

She is sweet and friendly. She makes us enjoy in her lessons by telling jokes.



EMEL SOYSAL

She is very kind. She doesn't easily get angry. She always tells anecdotes.



İLKNUR TİFTİKÇİ

She is always happy. She always helps us answer the questions or when we make mistakes, she explains everything without complaining.



**SANEM KABADAYI
ÖZYAŞAR**

She is a helpful teacher. She is kind, lovely and understanding. She does her best to teach us German.



SERDAR TEKİN

He tries to teach us German and he wants us to use it whenever and wherever possible. He helps us if we have some difficulties in understanding anything.



OLGA YEŞİLYAPRAK

She makes the lessons more attractive by using visual materials. She approaches us in a friendly way.



GÖZDE ATALAY

She wants us to be successful students. She does her best to teach and simplify Spanish.



MAHMUT ERGÜL

He is kind and polite. He has different ideas and he is creative. We sometimes chat about different topics in his lessons rather than doing art. We are looking forward to his lessons every week.



**DENİZ
ALTUNKAYNAK**

He is calm, patient and understanding. He enables us to create different kind of things.



YUNUS ALSAÇ

He is very understanding. He entertains us with his funny personality. He is good at teaching coding. He uses different teaching strategies. He is also very thoughtful.



ALP YÜCEL KARATAŞ

He is very knowledgeable about music. He is also friendly and kind.



RAMAZAN ÖKSÜZ

He likes to teach how to do many sports. He loves playing basketball with us.



SİBEL KESKİN

She is a really important teacher for most of us. However she can't tolerate discipline problems and being disrespectful. She sometimes gets really angry when you are not respectful and disciplined.



**METEHAN
GÖKDEMİR**

He sometimes makes jokes and makes us laugh. He always supports us. He is also patient because you can never see him angry.



AYŞEL LORASULAM

She encourages us to do sportive activities. She is very energetic and elegant.



ARIF POLAT

He is funny and he is always cheerful. He encourages us to attend sports competitions as much as possible.



why cambridge assessment international education?



The Cambridge Pathway prepares students for real life by training them on critical thinking and problem solving.

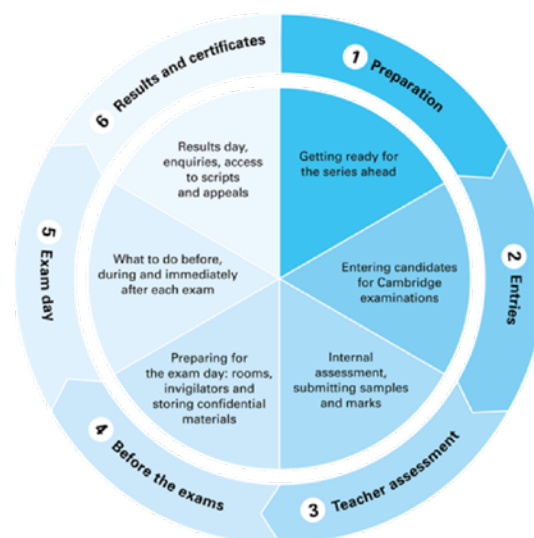
Our aim is to have our students gain the attributes of a Cambridge learner: confident, responsible, reflective, innovative and engaged. We ensure that all our students can tackle the demands of tomorrow's world and they are capable of creating a better world for the future.

Since this organisation is a part of the world leading University of Cambridge it opens doors for our graduates and gives them the opportunity to study at the world's best universities in the US, the UK, Australia, Canada etc. With the qualifications they gain in this process our students can easily be accepted and valued by universities around the world, including MIT, Harvard and Cambridge.

Another point for choosing this curriculum is to raise individuals who are concerned with global issues. The programme is for students aged 5 to 19 years. It encourages raising global awareness and makes each student a global citizen.

Let's take a deep look at the details of the programme we use to provide all the objectives listed above.

The Cambridge Pathway prepares students for real life by training them on critical thinking and problem solving.



Benefits of A Cambridge Education

I. International Curriculum

The curriculum challenges and inspires students worldwide. The global standards for education set by the Cambridge International Curriculum is recognised by universities and employers worldwide. As a result of training according to a flexible, challenging and inspiring curriculum, Cambridge students develop curiosity and passion for learning. They not only become aware of international issues but also respect cultural differences.

What's on International Curriculum?

- Cambridge International curriculum is followed over 10,000 schools in over 160 countries.
- Although the curriculum contains international values and technique, each school can easily tailor it to their local context and needs.
- The curriculum includes gains in international features which are accepted and valued around the world.
- The Cambridge International curriculum can be combined with national curricula.

II. A Cambridge Classroom

With the Cambridge Pathway, students don't only focus on knowledge. They also build a deep understanding of the subject, develop higher order of thinking skills and reflect on what they have learnt.

Active Learning lets students think critically and asks them to construct an argument and support it with evidence. While students take the responsibility of their own learning by engaging the process, they also learn from their peers (peer learning & peer check).

When a teacher designs a lesson plan, he/she starts by identifying what a student needs to learn. In classroom students have to establish deep understanding of the subject and think critically. Therefore, exams are prepared in a way that recognises, rewards and encourages learning.

III. Higher Order Thinking Skills

Cambridge programmes value both deep subject knowledge and the conceptual understanding that leads students make links between different aspects of a subject. It also makes reflection of what has been learnt in different disciplines (interdisciplinary approach). The programmes also ensure that Cambridge students develop higher order thinking skills such as problem solving, critical thinking, independent research, collaboration and presenting arguments. These enjoyable rewarding and transferable skills last a lifetime and prepare our students for their future lives

IV. Learning to Learn

Students become able to build on experience and plan ahead when they reflect on their learning (reflective learning). Thus, they will be confident and innovative. They not only demonstrate their knowledge but also open to new ideas and opinions. They will also be responsible for both themselves and to others. Cambridge syllabuses and qualifications can actively provide and encourage these aspects.

V. Supporting Teacher Development

Since effective (good) teaching is the key to improve learning skills and students' capacities, Cambridge programme provide a wide range of tools teachers need to enhance existing skills and develop new attributes. Cambridge holds 1 thousand training events worldwide every year and offers a range of high quality professional qualifications. Teaching resources for Cambridge syllabuses are updates unceasingly to help teachers provide best possible chance success for their students.

VI. Assessment

Assessment aims to prove what a student has learnt and to improve a student's understanding and skills. Cambridge assessments are designed to be fair, valued, reliable and practicable so as to draw a real road map for the students. This also helps



schools apply Assessment for Learning (AFL). AFL is an approach which provides feedback for students and parents to improve students' development. It also help teacher plan learning for both the class and the individual student.

There are three main components in the Cambridge Primary and Secondary curriculum framework to measure success:

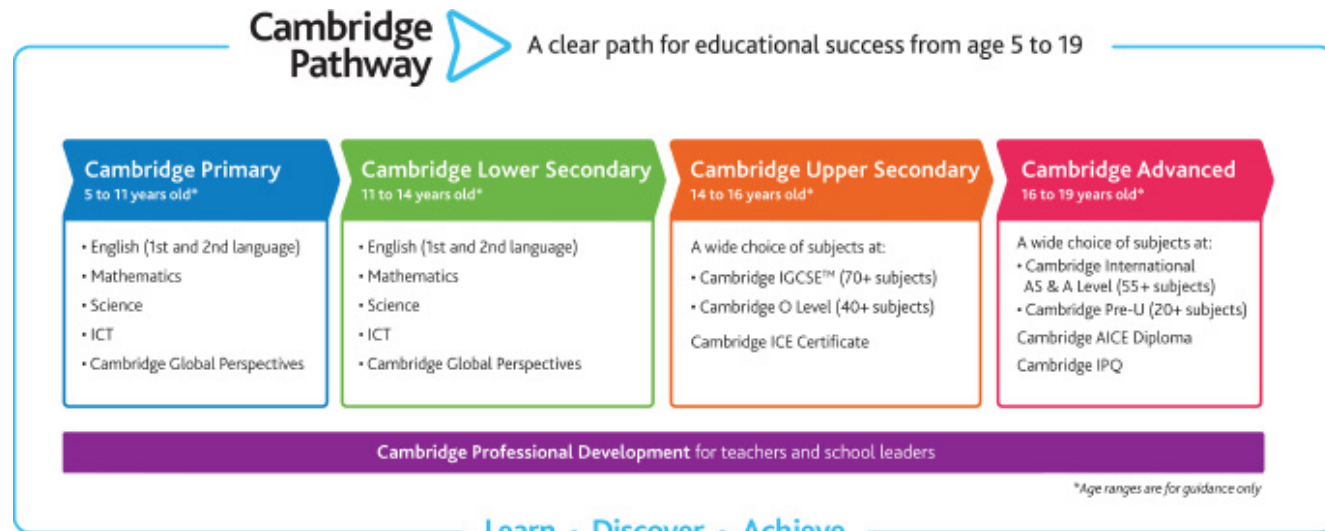
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There are three main components in the Cambridge Primary and Secondary curriculum framework to measure success:

- Progression tests: series of tests, from grades 3 to 6 (Cambridge Primary Level), which can be used within a school to monitor progress of individuals and classes for English as a second language (ESL), mathematics and science.
- Checkpoint tests: tests designed to assess learners for English as a second language (ESL), mathematics and science at the end of grade 8 (Cambridge Lower Secondary).
- IGCSE (International General Certificate of Secondary Education): exams, from grades 10 to 12 (Cambridge Upper Secondary), assess learners for the world's most popular international qualifications. These exams are also recognised by leading universities and employers worldwide.

To sum up with, in traditional education systems students only learn how to memorize content. They may know a ton of things but they never think about it or synthesize their knowledge. There is no way for them to go beyond the rubrics. Cambridge curriculum makes a difference and helps children get to beyond the rubrics.





my name poem

Before school, I walk in the attic
A school, I learn mathematic
School makes me feel allergic
At school, I learn more mathematic
Knowledge helps me grow so I try to feel energetic

Deniz Başak, 8/F

Every day, I visit a handball player
My dream is to be a player
I love Harry Potter
Readng is a job of a dreamer

Emir Gökalp, 8/F

At school, I learn printing
Hobbies I enjoy are swimming and skating
My dream is always playing
Engaging, engaging, engaging
This year, I want to go to a restaurant and do the washing

Ahmet Cevdet Özgenç, 8/C

Every day, I feel OK
You can say "Happy birthday" on my best day
Listening to music makes me say "Yay!"
Usually, I don't use the letter "K"
Listening to music makes me say "no way"

Eylül Atik, 8/C

GAZI UNIVERSITY FOUNDATION PRIVATE SECONDARY SCHOOL ERASMUS+ PROJECT

It is no secret focusing on knowledge and traditional ways of teaching and learning still remains in a large number of European schools. However, it has been clear today's changing world requires new competences and approaches.

Between the years of 2015-2017 we participated in Erasmus + KA2 project. Our partners were Poland, Croatia, The Czech Republic and Portuguese. Our students participated in this Project. There were 5 mobilities. All of them were very enjoyable and useful for students. They had a chance to practise English with other students from different countries. They learnt their culture and they spent very good time with them.

CHALLENGE AS A MODERN PEDOGOGICAL TOOL

Challenge as a Modern Pedagogical Tool has aimed to develop learners' and teachers' competences and modernize education in a wider scale by integrating challenges and modern approaches into education. Before the start of this project, different challenges had become very popular among people of all ages and we experienced that challenges in education had a great potential.

The project consisted of different challenges both for students and teachers. Participants could choose from a variety of challenges as well as challenge others with new challenges. Challenges for students were based on curriculum, however, they were open so that they were effective as well as motivating for everyone. Learners worked on challenges based on creativity, use of modern technologies and problem solving on their own and in school or international teams. Videos in English about achieving challenges were shared on-line and commented by other pupils. There were special challenges for international teams during learning activities.

Teachers were challenged to integrate modern approaches and ICT into their education. The project team created an on-line handbook called "European Teachers in Action".

Teachers were challenged to integrate modern approaches and ICT into their education. The project team created an on-line handbook called "European Teachers in Action".

We believe today's education must be focused on 21st century skills and competences in order to prepare our pupils for their lives and employability. To achieve this, teachers have to learn new approaches and bring them to their education. We



We believe today's education must be focused on 21st century skills and competences in order to prepare our pupils for their lives and employability.

have set up a team of European teachers with different ICT skills and experience, background and school equipment that are enthusiastic about modernizing current ways of teaching. Teachers have learned, formed, experienced and shared modern approaches and are able to adapt them on their own in the future. It is very important that five different European schools have been involved as it was one of the main

preconditions to make our project efficient and available to as many people and inspire and influence a wider audience throughout Europe.

Modernizing our teaching has had an important impact on teachers, but first of all it has been a crucial opportunity for students to develop new competences and discover Europe with European friends.



"EVERY PERSON IS A GENIUS. BUT IF YOU JUDGE A FISH BY ITS ABILITY TO FLY HIGH, IT WILL GIVE ITS ENTIRE LIFE BELIEVING THAT IT IS AN INANE"

Interview with **MARIEM ZOGHLAMI ÇELİK**

1. COULD YOU BRIEFLY INTRODUCE YOURSELF?

My name is Meriam Zoghلامي Çelik. I am 32 years old and I'm from Tunisia. I got married in Turkey, in 2017. I graduated from the English Language and Literature Department. I went through different teaching experiences. I have got various certificates in my working field as I took CELTA certificate from Cambridge, in July 2018.

2. WHY DID YOU DECIDE TO BECOME A TEACHER?

Actually, teachers do more than teaching, and their influence goes far beyond. As a teacher, you are more than an educator: you are a mentor, a confident person and a friend. It started with my high school English teacher who believed in me and she was always surrounding me with her love and support. This made me think about how virtuous and inspiring to be a teacher. Thanks to her, I have started believing that a teacher can change a person's life and has a wide positive impact on the student's future. So, to be a teacher is a special way to sign your own spell to be entirely remembered in a World where it is too easy to be forgotten.

3. WHAT'S YOUR FAVORITE PART ABOUT YOUR JOB?

I have been a teacher since I was 23. Helping others understand what they find hard to comprehend is the best part for me. It always brings a smile on my face every time when a student comes to me to tell me how much he/she learnt after following my classes. The inspiration is a great moment, as are those break-through moments. The rarer moments are that great thank you notes; the change you see in the students' attitudes and the strong relationships

you build with them. It is also the hilarious moments both meant and not meant and It's seeing them achieving their short term goals, and stepping out into the world ready to take it on.

4. WHAT DO YOU THINK ABOUT OUR SCHOOL?

It's really big, very crowded. Strong relationships between students and teachers. We are also likely to see them in many different contexts, as we have lunch together, watch them in plays, concerts, and sports games, in addition to teaching them. Most students follow the same academic program, with few choices or electives until they get to their final year.

5. WHAT ARE YOUR EXPECTATIONS OF YOUR STUDENTS?

"I think my biggest expectation is that they care, that they do their best and take it seriously. I expect my students to be kind to each other, to me and to themselves. I wish my students were willing to try things on their own without me holding their hand through everything. It's okay to make mistakes, to be wrong, or to struggle but I get tired of students who aren't even willing to try. As well they need to participate in class discussions in order to practice the language and to raise up their levels higher.

6. WHAT WERE YOU LIKE IN HIGH SCHOOL?

I was placed in honors classes with a perspective plan to graduate as one of the most successful students. My High School grades landed me into one of the top universities in my country. Overall, my high school experience was pretty good. I liked a lot of the teachers and learned a lot from them through those years.

7. WHAT ARE YOUR HOBBIES?

I have very few hobbies, mostly because I have a propensity to be bored faster than you can imagine. I love reading books. I don't really restrict myself to any one genre when it comes to reading. I love taking photos, especially of the sunset. The sunset is really a beautiful thing to watch and an even more beautiful thing to capture on a lens. As well as horse riding and travelling around the World.

8. HOW DO YOU WANT TO BE REMEMBERED?

"I've learned that people will forget what said, forget what you did, but people will never forget how you made them feel" "Maya Angelou". A million different things raced through my head that I wanted my students to remember me for such as challenging them academically, being loving and caring for them more they have ever expected. She was somebody who believed in me and helped me achieve my dreams."

9. AS A FOREIGNER, WHY DID YOU COME TO TURKEY?

First, all my plans were about working as a native English teacher and enjoying travelling around the different beautiful regions of Turkey. Yet, I had planned to leave after completing two years of work here so that I would continue studying abroad. However, it happened that I got married here and changed my mind to settle down here, which turned to be the best thing has ever happened in my life.

10. WHAT DO YOU THINK ABOUT TURKEY?

"Turkey is an amazing country. The people are very kind, the food is delicious, the weather is a bit colder than my Tunisia. as it has got resembling cultural and traditional habits. Turkey has got an attractive location that permits you to travel easily to Europe, Africa or Asia. This country has a mysterious secret which attracting your attention and feelings. That's why I feel extremely in love with Turkey.

11. SINCE YOU'VE BEEN TRAVELLING A LOT, WHICH COUNTRY WAS YOUR FAVORITE?

Yes It is true that I travelled a lot, but I feel somehow connected to Turkey that's why it is going to be always my favorite.

12. DO YOU THINK TRAVELLING THIS MUCH HAD BEEN SOMEHOW HARD FOR YOU?

I think Traveling is awesome! My favorite things to do. You get to see cool cities, different cultures, meet different people and experience different climates. I love to travel to different cities but I also love going out into more rural/suburban areas of different countries to get a more in depth feel of that particular country's culture or way of life. I think being exposed to different cultures opens up your mind for the better, and gives you a better understanding of people. It also teaches a lot about yourself. I have a major sense of adventure and I'm always willing to try new things. Traveling gives me that opportunity.



13. DO YOU HAVE A DREAM YOU WANT TO ACCOMPLISH?

Of course, as I think, everybody has. I am always trying to improve my self, correct my mistakes and learn from them day by day, both on the personal and professional levels. Seeking that, one day I would reach a position which would satisfy and meet all my expectations.

14. IF YOU DIDN'T BECOME A TEACHER WHAT WOULD YOU DO?

I would have been a photographer since it is one of hobbies. In addition, Becoming a photographer can give you an entirely new perspective on everyday life. You can use photography to turn almost anything you find beautiful into a work of art. Photography can allow you to express yourself, share your perspective and tell a story through your creative approach.

15. DO YOU THINK IT'S IMPORTANT FOR PEOPLE TO DO WHAT THEY LOVE?

As stated by Einstein "Every person is a genius. But if you judge a fish by its ability to fly high, it will give its entire life believing that it is an inane". So Individuals should, therefore, do things that make them stay happy at work as passion at work can reawaken and reconnect with what's meaningful for you as "Pleasure in the job puts perfection in the work." – Aristotle



1. COULD YOU BRIEFLY INTRODUCE YOURSELF?

My name is Nilufar Eskin. I'm Uzbek. I studied at Tashkent State Pedagogical University, and after I graduated from University I started to work as an English teacher. I have traveled a lot but once I visited Dubai and decided to continue my studies there and to gain experience in teaching field and I end up living there for 10 years.

2. WHY DID YOU DECIDE TO BECOME A TEACHER?

Teaching is something I have wanted to do since I was 8 or 9 years old. My Grandmother was a teacher and I always wanted to be like her. Also as Pandit J.L. Nehru said, "The destiny of a nation is shaped in her classrooms." No career, no work can be more rewarding than that of a teacher who is occupied in building the personality of a student in order to equip him to face the challenges of a competitive world in the throes of transition and change.

3. WHAT'S YOUR FAVORITE PART ABOUT YOUR JOB?

What great satisfaction it gives you to see your students acquire new dimensions to their personality, gaining confidence and all a result of your inspiration, of your instruction.

4. WHAT DO YOU THINK ABOUT OUR SCHOOL?

It's very different. I am still adjusting. I can say that many things are done in different way.

5. WHAT ARE YOUR EXPECTATIONS FROM YOUR STUDENTS?

My expectations are pretty simple, I want them to follow classroom rules, to be on time, to be prepared for class, to be considerate and respectful, also to show respect for school property and for each other.

6. WHAT WERE YOU LIKE IN HIGH SCHOOL?

Well.....actually I was the one who never gets in trouble, the one paying attention and paying close attention to the teacher.



7. WHAT ARE YOUR HOBBIES?

"I've got one hobby and that's reading.

8. HOW DO YOU WANT TO BE REMEMBERED?

I just want to be remembered as someone who has made a difference, someone who was helpful.

9. AS AN FOREIGNER, WHY DID YOU COME TO TURKEY?

Turkey is full of amazing and beautiful scenery and weather, friendly welcoming and interesting people who are eager to teach me about their culture and learn about mine. I love to visit historical places and Turkey has a lot of interesting places to see and visit.

10. WHAT DO YOU THINK ABOUT TURKEY?

Turkey is a wonderful place. The people are very warm, the food is delicious, the weather is great, and the cost of living is affordable. It's centrally located where you can travel easily to Europe or Africa or Asia.



" A life without dreams, is like a bird without wings "

MY NAME IS NILUFAR ESKAN. I'M UZBEK. I STUDIED AT TASHKENT STATE PEDAGOGICAL UNIVERSITY, AND AFTER I GRADUATED FROM UNIVERSITY I STARTED TO WORK AS AN ENGLISH TEACHER.

Interview with
Nilufar Eskin

11. SINCE YOU'VE BEEN TRAVELLING A LOT, WHICH COUNTRY WAS YOUR FAVORITE?

I have travelled a lot, I have been to different countries like Germany, France, Belgium, Denmark some countries in Middle East but my favorite place will always be Dubai!

12. DO YOU THINK TRAVELLING THIS MUCH HAD BEEN SOMEHOW HARD FOR YOU?

"No. I like to travel and enjoy it, I also learn a lot about different cultures while I travel.

13-DO YOU HAVE A DREAM YOU WANT TO ACCOMPLISH?

"A life without dreams, is like a bird without wings" I have two children. I want them to have happy,

successful lives and that's the most important thing. So I think my first dream is for them to be happy and successful doing whatever they want to do. Hmmm.... second one planning to visit India someday.

14- IF YOU DIDN'T BECOME A TEACHER WHAT WOULD YOU DO?

"I would have been a translator"

15- DO YOU THINK IT'S IMPORTANT FOR PEOPLE TO DO WHAT THEY LOVE?

"Yes, I think you just need to love what you do, you need to love your job! "Success is not the key to happiness. Happiness is the key to success. If you love what you are doing, you will be successful."



According to the United Nations, over the last five years, at least 13,000 children in the Central African Republic have been kidnapped and turned into soldiers.

CHILDREN OF WAR CENTRAL AFRICAN REPUBLIC

Central Africa, children are everywhere in this country except school. According to the United Nations, over the last five years, at least 13,000 children in the Central African Republic have been kidnapped and turned into soldiers. But so far, only 4,693 have been realised. Also in this recruiting process gender doesn't matter. Reports say that a quarter of them are girls and they were abducted from their families by force.

For many times, armies claimed that they don't use child soldiers, but it doesn't seem like that. Because in every army you can see child soldiers under the age of 18. These young aged soldiers are used as spies, messengers, human shields, couriers and suicide bombers. And girls are more likely to become slaves for soldiers. But whatever the case may be, they are compelled to go against their wills for wars that they didn't start.

However, the question is, why children? Children are mainly recruit-

ed to the military because they are easily manipulated. They are very young to resist any command and they are preferred mostly because they eat less food compared to adults. Also, money is not a problem, too. Most of the child soldiers don't even know that they should be paid.

Since there is a lot of social and economic pressure, there are children who are not forced to join the military. Some volunteer because their family members were killed in front of their eyes by the enemy army and they fight to take their revenge. Some volunteer, because they feel responsible for their country. And some volunteer, because they want to escape poverty.

Child soldiers' wounded childhoods are still vulnerable and desperation became their lifestyle. Because of that, they are forced to kill people at a young age, they are all in need of psychological support.

Child Soldiers Charity reported that since 2001, Central African Repub-

lic has been using child soldiers.

As a report in 1996, UNICEF said that in 25 countries, thousands of children under the age of 16 have fought in wars.

The UN said that each year, the UN receives reports of children as 8 or 9 years old associated with armed groups. Some of them are injured and have to live with disabilities for the rest of their lives.

In 2014, the UN launched the campaign "Children, Not Soldiers" with UNICEF to bring about a global consensus that child soldiers should not be used in the conflict. The campaign was designed to create a society with awareness to the recruitment of children by national security forces in conflict situations and wanted to turn the page once and for all with the international support.

violence and aggression against women

Being a woman had always been difficult. Gender-based violence committed commonly on girls and women. There is not a certain main reason for this aggression, but we can say it is done to women just because they are female. They are seen as weak and emotional things, who can not live without the protection of somebody -a man- and have been created just to give birth, look after children, cook, do the chores etc. Especially in Islamic cultured-countries, discrimination committed against them to women is more obvious. Some of them permit ladies the right of going to school, getting a job, driving a car or even wearing the thing that they prefer.

As a result of social mechanisms and perceptions, women are forced into a subordinate position compared with men. At least one of three women in the world has been beaten or forced

into sexual intercourse otherwise she gets abused her lifetime. Nearly, all traditions and cultures see men as the symbol of 'power' while women don't even have a certain symbol.

Women are getting abused though both social and physical way. In the first part; they are discriminated because a man's achievement is more appreciated than a woman's achievement in the community. They are often getting abused by words including sarcasm and offence, mentioning that women's job isn't as good as men's. It is a kind of sexism which is an unblessed and primitive thing.

In a physical way, women are harmed in ways such as acid throwing, breast ironing, dating abuse, domestic violence, eye-teasing, female genital mutilation, forced marriage, forced pregnancy. They cause women to have psychological problems

with the physical ones. Women who are abused physically can show psychological results such as committing suicide and depression.

Equalize which aims the equal rights of men and women and feminism are ideologies which take actions in order to avoid women discrimination.

Now, people have gained awareness by governments and organizations not to discriminate women. Feminist acts are common and media is used effectively by them. Their slogan is 'Future is Female' which is quite incontrovertible. There is still a prejudice among the public which is the job that has been made by women isn't as good as men's. But it is a fact that women are unstoppable and if they are supported there is no obstacle which causes them to fail.



There is still a prejudice among the public which is the job that has been made by women isn't as good as men's.

EMRE İRİZ
8-F

what about the danger of the physiological effects of cyberbullying, and what should we do about it?

CYBERBULLYING

Cyberbullying means, using digital technologies with an intent to offend, humiliate, threaten, harass or abuse somebody.

Cyberbullying is a crime since it has a physiological and emotional effect on the students. The ones who do cyberbullying analyze their victims' emotional and physiological states to realise their plans easier. To understand the students' emotional reactions, the researchers used a triangulation method. They use instruments in this method, in which 365 students participated. The results of the respondents 35 (13%) had suffered emotionally due to cyberbullying. Furthermore, 300 (85%) of the respondents indicated that in their views cyberbullying causes emotional and physiological stress. When we come to the dangers of cyberbullying, we can cite lots of examples such as, it hurts students' feelings, makes them sad, anxious, angry, embarrassed, scared and causes depression or other more serious mental health problems as well frustration, low self-esteem and inability to count on others. According to a recent AP-MTV survey of a digital abuse study, (14 to 24-year-old ages), %50 have experienced some pain from of digital abuse, including spreading lies, violation of trust and digital disrespect. 76 % say digital abuse is a serious problem for people of different ages. Also, it may provoke negative emotions because of cyberbullying like withdrawal, seclusion, avoidance of social relationships, poor academic performance, bullying others and the most awful result is committing suicide.

We can detect these kinds of dangers from real life. For example, David Knight and his family were bullied with funny pictures on the net. They told him that he was dirty. Cyberbullies invited others to make fun of him. Even those cynical messages, his classmates sent him that they don't like him and sent hateful emails. Thankfully, David didn't harm himself physically like the others such as "Ryan Halligan", an autistic thir-

teen-year-old boy. This guy had a crush, after a while, the girl he liked sent him an email and said, "You are so silly so I would never like a guy like you". As his pain got worse, he had a pen pal who was encouraging him to end his life. Ryan became so hurt that he hung himself. All these consequences are because of cyberbullying. In different countries, there are some different statistics about awareness of cyberbullying.

For example, it is 91% in Italy, 87% in Mexico, 85% in The United States of America and Canada, 84% in Spain, 79 % in Brazil, 78 % in Germany, 71% in England, 65% in China, 63% in India and 60% in Turkey. Also, there are some staple kind of punishments for cyberbullying; such as in the United States of America, they give compensations as a punishment for the unlawful acts and in Turkey, they give a discipline punishment..

But what about the danger of the physiological effects of cyberbullying, and what should we do about it?

We may take a logical step about this by not responding or retaliating the emails which came from unknown persons, saving the evidence, telling the person to stop, reaching out for help, using available tech tools, protecting your accounts, taking action if someone you know is being bullied.

In my opinion, parents should always check their children's situation, especially if they are being abused or in of need help and share deep and motivational talks with the children in order to encourage them to build a strong personality and teach them how to think and respond thoughtfully.

Finally, we need to protect our children by taking serious actions against cyberbullying to protect them as much as possible. Thus, we should raise more awareness about this behaviour. Participate and organize programs that deal with this idea and accuse it strictly.

EDUCATION PROBLEMS OF CHILDREN IN DEVELOPING COUNTRIES

According to data from the UNESCO, in worldwide one in every five youth are not getting an appropriate education.

DID YOU EVER THINK ABOUT CHILDREN EDUCATION IN OTHER COUNTRIES?

You can go to school on a bus, but can they go to school easily like you?

- NO!

Over one-fifth of children around the ages of 6 and 11 are out of school followed by; one-third of youth around the ages between 12 and 14. UNESCO data shows that almost 60% of youth between the ages about 15 and 17 are out of school in Africa!

According to data from the UNESCO, in worldwide one in every five youth are not getting an appropriate education.

SO WHAT ARE THE REASONS BEHIND THIS?

Most of these reasons are caused by POVERTY. Additionally, this causes "CHILDREN'S LABOUR" in underdeveloped countries. So, they generally prefer sending their child to work than to school. The situation for these countries' future is not only dreadful but it is harmful to their children's psychology.

WHY IS THIS SO THREATENING THESE COUNTRIES' FUTURE?

As an example: African countries are mostly underdeveloped. They cannot flourish because they can't uplift the schooling level. Families need to afford their livings, That's why they put lots of pressure on children to keep working and forget about getting a good education.

In underdeveloped countries, the educational system has some accessibility problems because there aren't enough schools. In one of the Indian's village, you need to pass a 50-degree Celsius desert to reach school! Fortunately, a charity tries to solve this issue by building a new school.

On the other hand, children who have a chance to go to school, face some other obstacles; such as, the inadequate classroom structures, poor conditions and teachers may not be fairly qualified or let's say "UNEDUCATED EDUCATORS". Thus, hundreds of millions of children can't obtain a satisfactory level of learning even though they go to school! At least 56% of kids are not. According to the current researches, children are spending several years in school yet remain unable to read, write or do basic sums. Poor countries urged to increase domestic spending on education and hopefully, governments are working on solving these issues.

As a result, children's lack of access to school, the failure of schools to retain their students, and the "learning crisis" are key problems that the global community needs to address.

In Turkey, we have also some problems in the education system, but when we think about children in developing countries it can be said that;

WE ARE LUCKY BECAUSE

we can go to school easily by public transport, we don't need to work, we have well Qualified teachers.



WHEN PRANKS GO TOO FAR

Asya AKBULUT
8-E

Making fun of someone's physical appearance, making fun of someone's name and trying to insult someone in a public place is bullying.

And finally, if someone is being threatened by a prank, this means it

her every day. Finally, she couldn't stand that anymore and in 2014 she committed suicide.

Angel Green and Ashley Cardona aren't the only people who committed suicide. There are hundreds of teens around the world who lose their lives because of these cruel "jokes and pranks" which are considered as bullying. As you can see, some "pranks and jokes" may end in a very desperate way.

To stop the bullying caused by pranks at schools, there should be more strict rules in schools. Also, all children must be taught that bullying someone can ruin their lives.

Furthermore, I would like to give some examples to solutions which are done by some schools and organizations. Some schools consider bullying very important to reduce bullying in school. There are strict rules about bullying and children are rewarded by the teachers when they show positive behaviour.

Moreover, so many organizations are done which stop bullying. Some of these organizations are; TJF (The Jed Foundation), Kind Campaign, Stomp Out Bullying and Born This Way Foundation. All of these organizations purpose is to reduce bullying and make peace and equality in the world. These organizations use social media for people to be aware of bullying, especially bullying caused by jokes and pranks. Also, some celebrities, such as Chloe Grace Moretz and Abigail Breslin made videos to support these organizations. These organizations also organize some events to draw attention to bullying, such as "Blue Shirt Day" which is organized by "Stomp Out Bullying" organization.

Think about yourself now, you may also be bullying someone by pranking them. Imagine that the prank you are doing was done to you. Would you laugh or be embarrassed? Are you really pranking the person or are you bullying the person? Don't forget that you can ruin or even end someone's life by only a prank that you have done. Be careful while pranking someone and think twice before pranking the person. Never hurt someone with your "prank".

Pranks can be a good source of fun. Let's admit it, we all had a good laugh seeing us at the receiving end of the prank. But some pranks, instead of laughing with you, people laugh at you. What's the worst is that people get hurt physically and emotionally. This is where we draw a line.

Pranks cross the line when a person is pranking another person to embarrass them and hurt them physically and emotionally. There are some pranks which are very dangerous. Pranks which cause serious problems are considered bullying.

Bullying is the use of force, threat, or coercion to abuse, intimidate or aggressively dominating others. For example, stealing someone's stuff, hurting someone physically, insulting someone and threatening someone are considered as bullying. Most people say "It was just a prank" to cover up if they are bullying someone. If a person is pranking someone repeatedly, even if the pranks are small, they may become more serious, bigger and become bullying by time. And they also can cause very serious psychological problems and health problems.

If someone is being physically hurt by a prank, this means it starts to become bullying. For example, pranking someone by pushing the person, pulling the person's hair and such kinds of pranks cross the line to become bullying.

If someone is being insulted, embarrassed or hurt in a psychological way, it is not considered as a prank, it is considered as bullying.

is not only a prank, it is bullying. For instance, threatening someone to tell their secret to everyone or threatening a person to sharing an embarrassing photo of the person on social media are examples of very serious bullying which are not "pranks".

These kinds of pranks which are considered as bullying happen in many schools nowadays. Many teens bully each other by saying that it is a prank. But this causes many problems in some teens' lives.

I would like to give a few examples of bullying; Angel Green was 14 years old when she faced bullying. She was bullied by a group of girls at her school. The girls kept mocking her. Angel thought they were "jokes" at first. But then she started to face psychological problems and she committed suicide.

After Angel left the world, her mom found a suicide note containing the following passages;

"Why did I deserve this pain? Have you ever thought about what you said to me? Maybe not... You killed me everyday... You told me so much that I started believing it. Every day, I looked in the mirror, cried and replayed the harmful words in my head.

P.S It's bullying that killed me. Please get justice."

Also, a 12-year-old girl named Ashley Cardona faced the same things. Ashley Cardona had a scar on her face and she was taller than all of her classmates. Because of that, her classmates made fun of

SCHOOL TRIPS

As usual, Gazi University Foundation Private Secondary School organizes distinct cultural trips to different regions of Turkey every year. For instance, 5th graders enjoy participating into a school trip to Eskişehir, 6th graders explore Cappadocia's region, 7th graders have an excursion to Istanbul and finally 8th graders take part in Çanakkale Martyrs' Memorial trip. Here are a couple of snapshots from those memorable moments.



Çanakkale



Eskişehir



Istanbul



Cappadocia

GC MUN 2019

Jr. Unicef Committee

Our 7th and 8th grade students went through a difficult period to be good delegates. They were prepared for the conference for months and did their best with the guidance of their teachers. They were in the Jr. Unicef committee and each one of them represented a country that had been chosen for them. From the beginning till the end, they were super excited. During the three-day period of the conference, all of them discussed about children's rights, stated their countries' problems and tried to find solutions. What's more, some of our students were awarded. Accordingly, Asya AKBULUT (8/E) and Deniz BAŞAK (8/F) got Honourable Mention Awards, while Ahmet Sencer Altundaş from 7/F received The Promising Delegate Award, Zülal Erdurmuş (8/A) and Cansu Honca (8/D) received The Outstanding Delegate Awards. Our Best Delegate Award went to Arda Elibol from 8/A. We congratulate them and wish them good luck for upcoming MUN events.



Here are some of our delegates' commentson GC MUN 2019:

I think the MUN is very good and crazy. I love MUN because being the delegation of a country and arguing is perfect. And I love coffee breaks because I do crazy things with my friends like just dancing. I'm thinking of joining the next MUN. I love MUN and I have made lots of friends thanks to it. Sometimes I think the MUN should never end. MUN is a very different experience. I want to thank Mrs. Erkenci and Mrs. Eyüpoğlu. I love them!

Melisa ALTINTEN, 7/G

GCMUN 2019 was amazing! Before I joined the meeting, I was very excited and scared because I was afraid of doing some grammar and spelling mistakes. Thanks to the eight graders who are in MUN, I was encouraged to keep calm. Then, I have understood that there is nothing to make you feel afraid of MUN.

At the GCMUN conference, I had a really good time. The events were so good. The coffee breaks were

awesome. There were a lot of free delicious snacks and drinks.

I have made new friends in GCMUN. Our chairs and admins were all amazing people. I'm so glad to have joined in. I wish it hadn't finished. It happened like all of a sudden. It was a good organization. Thanks to all the people who had an effort in that.

Nisa DEMİRCİ, 7/C

I love GCMUN 2019 a lot. It was my first MUN experience. I loved all the activities in coffee breaks. I want join GCMUN 2020 and I want to thank to all people who worked on it.

Berkay BERBER, 7/ E

Before the MUN I was so excited and a bit nervous because I hadn't been in an organisation before. But after the first session, my anxiety was gone. Every-

one was kind to us and I felt more comfortable. I started talking in sessions. I enjoyed a lot in coffee breaks, too. And now, I want to join MUN again.

Selen TURGUT, 7/ B

I was the delegate of Morocco. With other countries, we wrote a resolution paper. All of the delegates gave "yes" vote for this resolution paper. I've got The Promising Delegate Award. When I heard the name "Morocco" during the award ceremony, I felt like I was in a dream. I want to be a delegate again if there are other MUN conferences. The GCMUN2019 was exciting and full of teamwork. I think we did a great job. We all accepted the resolution papers so that there wouldn't be any chances to fail. Our Under Secretary General, Betül Akıncı was also very good. Thank you.

Ahmet Sencer ALTUNDAŞ, 7/F

Before MUN, I thought that it was boring. However, after the experience, we want to join MUN again. First of all, it was wonderful. It helped us improve our English, too. I think, every student should try to attend it.

Muzaffer AKKOÇ 7/D

GCMUN2019 was a marvellous experience for all of us, we had lots of fun, we struggled to write our resolution paper which wasn't even possible to approve. I think everyone in UNICEF was amazing and I never expected it to be that professional. Even if it was a beginner committee, it was still not so bad. All the first-timers were active. They didn't just sit down and watch the whole magic happen, they became a part of it. We had lots of fun. Our general director, our general secretary, they are all amazing people and they spent months on this event even if they were too busy. I think, it was one of the most entertaining MUN's I have ever seen, and it's the best one among the ones I've joined. Finally, I want to thank everybody who gave effort to this event and made it possible to come true.

Deniz BAŞAK, 8/F

I loved it! It was better than the GCMUN 2018. This year's organization improved our MUN experience much more than I had thought. At first, I got really excited, especially while I was reading my OPENING SPEECH. After 2 sessions, my excitement decreased. I recommend all to join it. It was a really good experience. I am looking forward to the next GCMUN.

Çağatay SAT, 8/F

GCMUN 2019 was my second MUN adventure. Actually it was a great opportunity to introduce my country and defend easily for attacks. At the beginning, I was a bit nervous about the organization and the coun-

try I represented but when it started, I understood that there was nothing to worry about. I spoke about current topics. There was a friendly atmosphere and every delegate tried to get together with others and helped the delegations who were first timers. Our chair board members were a little nervous about the house. However, till the end even first timers tried to do their best. Our coffee breaks and lunch breaks were amazing, too. I hadn't seen such an outstanding organization before. We took photos, ate popcorns, we danced and we tried types of coffees. I suggest those who haven't experienced the "MUN" yet to hurry up because the more they experience, the more they have fun. See you in another MUN conference.

Zehra YILDIRIM, 8/C

My first MUN experience was in 2018 GCMUN. I was really excited and actually I really didn't know what was happening, what was going to happen and what was MUN. I didn't join that much. I only listened to what they were talking about and tried to understand what was going on. After that, I found out that it was more than what I had thought. Actually, we were not just talking. We were also discussing about the most important subjects with a formal English. After the sessions, we drank coffee, danced and took photos. But it was a fun experience and when I heard 2019 GCMUN I couldn't help to control myself and it was my second experience. So it was better than the first one. If you ask why I love MUN, it is not for just the fun moments but it is also about wearing formal clothes like a businessman or business woman, talking like a CEO, feeling like you are in a real conference and most importantly, having amazing times at the coffee breaks. Believe me once you try, you can't stop joining. Also, in my first MUN experience maybe I couldn't get any awards but in my second one I got an award and actually this has made me willing to join more and be a GSL one day! I can't explain how it is like to stand over there talking about world's most important issues and feel like a grown-up. Besides, I can't forget the message papers I sent, the funniest gossip box moments and the delegates I talked to. It is such an amazing experience that everyone should have. By the way, presenting your country is the most honorable thing in the world...

Cansu HONCA, 8/D

GCMUN 2019 was a huge organization. Everything was awesome: Design of the placards, events done by PR Team, Admin Team's sincerity... They entertained 270 delegates! All the committees were exciting. -it didn't matter which one you attended - you could feel the love of the debate! I met a lot of new people and saw my old friends from old conferences and I noticed that I'd missed them. To talk about my committee, JR UNICEF, I can say that Gazi College has provided at least 30 people for further MUN's. The committee taught MUN procedure to all the delegates. So when they get to highschool, they will attend MUN's by memorizing the debate, procedures, "do"s or "don't"s. Moreover, the committee made every single delegate

to experience the writing of the papers (working paper, resolution paper...) directly. The chairs were really understanding, helpful and motivating. The committee would fail without them. Thanks them a lot. To sum up, this MUN conference was totally exciting, fun and educative. Besides, I have gained unforgettable memories. Thanks to everyone who has organized it -starting with SG and DG- GC-MUN'19.

Arda ELİBOL, 8/A

Actually, GCMUN'19 was one of the best experiences of mine. Everything was good. I had a great time with my friends and I met a lot of new people. All the admins were so cute and our committee was awesome. It also helped me to improve my English. Finally, I want to say: DIPLOFANCY FOR A BETTER FUTURE!

Ece Dilan ORAK, 8/C

MUN has become a part of my life and I would like to tell about how it all started.

I was in 7th grade when I joined my first MUN - GCMUN'18. My first MUN experience was in a crisis committee. When I first entered the committee, I was very nervous and I didn't know what to do or what to speak about. There was some news that come every minute and it seemed very confusing. I thought that it was very boring at first because I didn't understand anything. But at the 3rd session, it started to become more fun and I started to understand what was going on, but I was still too shy to speak. To tell the truth, I only spoke once or twice in my first MUN. Even if I didn't speak, it was really fun to listen to other delegates' speeches. Then, I joined my second MUN, which was GCMUN'19. This time, I knew what to do, so I managed to speak several times. It was very fun to participate in the conference. And the 3rd MUN conference I joined was GCMUN'19. It was a fantastic MUN conference and I didn't understand how 3 days passed. I want to say that every MUN conference, every session, every hour, every minute and second I spent at MUNs were perfect.

Furthermore, I met so many awesome people and made so many memories. I think that the best parts about MUN conferences are the amazing friendships and memories you make.



And finally, I want to tell you what these conferences have taught me so far. They've taught me that you can do anything when you work with others. Also, they've taught me real friendship. And most importantly, they have taught me not to give up: if I believe in myself, there is nothing that I can't do. I've learnt that it doesn't matter if I fail, because if I work hard, I can be successful. I want to say that MUN conferences are one of the best experiences I have ever had in my life. I'm definitely going to keep joining them in the further years.

Asya AKBULUT, 8/E

It was such a great 3 day experience! Committees, admins, chairs, USG's and all PR team did a marvelous job! It was my 3rd MUN and by far the best. I'd like to congratulate Director General Balakaan Başak and Secretary General Zeynep Nazlı Benekli for

their greatest exertions. The first edition of GCMUN'18 was a success, but there is an enormous improvement comparing it with GCMUN'19.

One of my favorite parts was coffee breaks where you can fill up your stomach with sweets, coffees and snacks that are specially given. Dancing area and places where you can socialize with other delegates were awesome and well-prepared.

Admins were acting fast and they tried to do their best to provide all our needs to have great conditions in sessions. I'd like to thank our dear admin, Oğuz for delivering my endless message papers without complaining.

Our cutie USG and chair, Betül-may I say Güllaç?- helped us get to know and understand MUN better and helped us writing committee documents. Chairs are commonly strict but Güllaç was so sweet and helpful to us.

Our Chair, Zeynep was understanding and courting to us and helped us all to speak and state our points. She was so successful in her first chairing experience.

All the delegates were fabulous! I wasn't expecting a committee with a lot of first-timer delegates who were talking without stressing and being shy.

Our incredible observers, dear Mrs. Eyüpoğlu and Mrs. Erkenci helped us a lot in writing our position papers and researching in order to make us prepared for MUN. I am so thankful.

Both in academical and organizational way, GCMUN was the best MUN that I've ever attended, which has the vibes of MUNTR.

Both in academical and organizational way, GCMUN was the best MUN that I've ever attended, which has the vibes of MUNTR.

Zülal Erdurmuş, 8/A

Art Festival

Our primary and secondary school students started the Art Festival with a workshop on a calligraphy ornamentation. Subsequently, we visited and enjoyed the art exhibition of our high school. Parents and students stayed after the school to attend the special programme prepared by the whole school.



5th of Annual Activity " Bir Hikayem Var"

The 5th edition of the annual activity " Bir Hikayem Var" ,which was prepared by the Turkish Department, was on the stage with joy. Children put children stories together and they acted them out using their jests and mimics. They brought the stories to life through the exploration of creating dynamic characters. They also learnt to use their voice effectively.



MINTICITY

MintiCity online reading programme paid us a visit which made us extremely glad. They managed an exciting programme of quiz show that was a chance for the students to compete and exchange their knowledge in an impressive way. At the end it was followed by an award ceremony.



PI DAY

Pi (Greek letter "π") is the symbol used in mathematics to represent a constant number. To take attention on the importance of Pi, Pi Day is celebrated on March 14th in our school. Students do different activities and have fun with their maths teachers.



THE GRADUATION CEREMONY WAS HELD ON MAY 29TH, 2018



Gazi University Private Secondary School's 2017-2018 academic year graduates received their diplomas at the ceremony organized with the attendance of the graduates' families on 29th May, 2018.

The ceremony started with graduates taking their places, a moment of silence, the National Turkish Anthem and opening speeches.

The degrees were conferred upon a total of 109 graduates. As a tradition, the best graduates made a speech both in English and Turkish.

We are so proud of our secondary school students! Here are some moments of the graduation ceremony of the year 2017-2018 academic year.

GAZI MIDDLE SCHOOL STUDENTS GOT A REWARD FOR THE SECOND TIME ON A GERMAN LIVE SHOW TV.

5th grade students had the opportunity to attend competition that was held on a live show in Germany to compete with Australian and German students from their level. They succeeded to get the second place. As well, they had lots of fun while visiting several places in Munich before the show. Therefore, they had the opportunity to explore Bavaria Film Studios and practice German language with the natives around.



OUR TRADITIONAL LANGUAGE DAY SHOW

Every year, our secondary school students organize a show in cooperation with English, Second Languages and Turkish Departments. Last year our students displayed a great performance, consisting of songs, dance shows, short sketches and a drama play which is due to our teachers' enormous efforts and insistence of showing the students hidden talents.

Besides, our students have been rehearsing for this year's performance since October. So we are expecting them to leave a touchable trace in our minds and hearts as usual, which will be reflected through various entertainment activities that will raise high suspense and excitement.



THE SECRET GARDEN

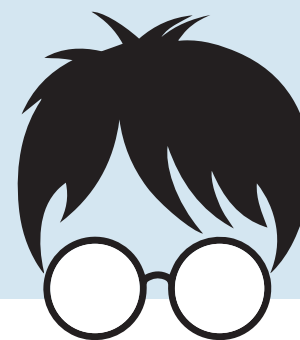
About the author

Frances Hodgson Burnett was born in England in 1849. After her father had died, her family became poor. She moved to the United States when she was sixteen. She became famous because of three books. One of them is The Secret Garden.

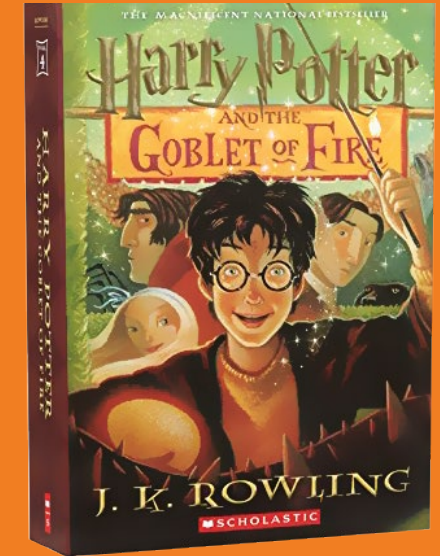
Summary

The novel is about a girl whose name is Mary. Mary has a wealthy family. They live in India. They are British. Her father is a soldier and her mother is a housewife who loves luxury and big parties. They don't spend time with Mary and they don't show their love to her. That's why she is an unhappy, selfish and spoiled child. One day her father was killed in the army and her mother died because of cholera. Mary was sent to her uncle to live with him. He lives in a huge house with hundred rooms and a big garden. There is a servant in the house called Mrs. Medlock. She is very strict and tells Mary to sit in her room and not to explore the house. Later, Mary found a hidden door in the garden. She wonders it very much. The servant told that her uncle and her aunt loved that garden very much and after her aunt's death, her uncle locked the garden. But Mary wants to see that garden.

This is a very beautiful story that will touch everyone's heart. Mary is a simple girl and she shows that being an orphan doesn't mean to be unhappy and sad all the time. This story is full of joy and encouragement.



İpek Naz YİĞİTEL
7-D



Harry Potter and the Goblet of Fire

Harry Potter and the Goblet of Fire was written by J.K. Rowling and published by YKY Books and is copyrighted in 2000 by J.K. Rowling.

I found this book very inspiring and well written. I know most of you're going to say, 'But we know this book. Why did you write about it?' I think reading someone's opinion about a book helps you choose what to read. 'Harry Potter and the Goblet of Fire' tells us Harry's adventures. He's going to lose Cedric Diggory. He'll go to the Wizardry Cups and death eaters will come there to burn all the camping stuff so it's a very exiting book to read. I really enjoyed while I was reading this book. I recommend it to young people who like mystery and adventure just like me.

İpek ÖZER
7-D

THE CAMBRIDGE CERTIFICATE AWARD CEREMONY OCTOBER 2, 2018 CONGRATULATIONS!

Gazi University Foundation Private Secondary School celebrated the outstanding performance and great success of our students in the last international Cambridge University examination 2017/2018 session. Students from different levels had participated in the exam at the end of the academic year and made us proud with outstanding results like no other. Participation of our parents, and the performance of our 6th and 8th grade students gave a great excitement to them.. We congratulate our students for their success and wish them success forever.



As for Gazi Middle School, our students also attended Russian Events. Here are some of them:

- "Our Space" Russian Composition Competition
- An orbital dventure with Russian Cosmonaut Yuri Gagarin
- 1st Russian Youth Translators Competition
- An Award Ceremony was held for the Russian TOR-FL Certificates
- Attending a Russian National Unity Day
- Degrees in Russian Olympics
- Taking part in Russian Linguistic Chart Project



GAZI MIDDLE SCHOOLS HAD DONE FIT A1, FIT A2 ve B1 AFTER EXAMS' CEREMONY

There was a planned ceremony for the middle school students. Different levels had taken the FIT A1, FIT A2 ve B1 exams and made it successfully. Finally, they recieved their certificates in an honorable organization.



DELE

DELE Spanish Diplomas are official titles certifying degree of competence and mastery of the Spanish language, granted by Spain's Ministry of Education, Culture and Sport.

The Instituto Cervantes organizes examination sessions, while the Universidad de Salamanca in Spain designs the exams and is in charge of corrections and the final evaluation of all exams are geared towards students of Spanish between 11 and 17 years old (candidates aged 18 and above must register for the general exams).

As for Gazi College, we have been attending these DELESCOLAR exams with our 7th graders for 3 years and we have achieved %100 success.

Gazi Middle School German TELC – Junior Exams Certificate Ceremony was held

International German TELC Exams which our 18 middle school students attended on May, 4th 2018 and became the first among a hundred private schools, had recieved their certificates on 27th September, 2018 in our conference hall.

We congratulate our students and appreciate their success.



WE ARE GOOD AT HANDBALL



As Ataturk said "A healthy mind in a healthy body". Sports, competitions inculcate the spirit of positive challenges and sportsmanship among the students and prepare them for the life ahead. Our school pays great attention to sports, so sports, games and physical fitness occupy a place of importance in our curriculum. Tests assessing skill outcomes in sport are commonly used by our PE teachers to estimate student's ability level and for the purpose of talent identification. PE teachers help students find their talents and realise their full potentials in sports. Our school works in cooperation with Gazi University Sports Club and our students are actively involved in Basketball, Volleyball, Handball, Folk Dances, Gymnastics, Swimming, Futsal, Taekwondo, Ballet with expert teachers and coaches. The most successful sport branch in our school is Handball. Gazi Handball teams have impressed us across a huge range of competitions and events for several years.

- Junior Men's Handball team won 3rd place in Ankara Championship in 2009.
- Junior Men's Handball team won 2nd place in Ankara Championship and 5th place in Ankara Turkey Championship in 2011.
- Junior Men's Handball team won 2nd place in Ankara Championship in 2012.
- Junior Women's Handball team won 3rd place in Ankara Championship in 2013.
- Junior Men's Handball team won 3rd place in Ankara Championship in 2013.

- Junior Men's Handball team won 3rd place in Ankara Turkey Championship in 2016.

Junior Men's Handball team won 2nd place in Ankara Turkey Championship in 2017 and Junior Women's Handball team won 2nd place in Ankara and 5th in Turkey Championship.

And finally in 2018 our Men's Junior Handball team won Turkey Handball Championship and our Women's Junior Handball team won 2nd place at Turkey Handball Championship. Both of our teams were at finals in Championship held in Duzce. And our Junior Women's team won 2nd place and Junior men's Handball team won all the championship matches during the 2017-2018 academic year. We at Gazi University Foundation Private Secondary school were extremely happy and proud of our students and their achievements in sports.



SUPPORTING STUDENTS WITH SPECIAL NEEDS IN GÖLBAŞI

"Having fun, spending time, sharing and supporting those students made Gazi University Private Secondary School students feel the importance of co-operation, feeling the others' pain and think from different perspective. Hopefully, this would help them in the future to respect and back up people who are in need and suffering because of different reasons".

A social responsibility project was launched to ensure that a child's wishes come true, such as receiving some equipments for the art lesson and some of our students spent some time drawing pictures with those students with special needs.

This year, students from Gazi Middle School also took part in a fundraising drive to raise money for the Make a Wish

initiative. With the help of our parents and students, we were able to raise enough money to help support those children most in need as well as to their schools.

After receiving their presents one could see the happiness and thankfulness shine in their eyes – it was a very emotional moment.



some of our students spent some time drawing pictures with those students with special needs.



ENVIRONMENT PROTECTION PROJECT



One of the most important conditions of healthy life is to have clean environment and to leave a better future to our children. To have a clean and safe environment, we need to prevent pollution elements from damaging nature and we need to recycle. So from that point of view, our school has started a project about recycling. To do this, first the staff and the students were taught how to name and collect different kind of waste.

Based on these aims, for pure nature:

- organic waste is collected to make natural and organic fertilizer,
- plastic, paper or metal waste are collected to be recycled
- waste batteries are collected,

In short, by the help of this project, we try to develop our students' environmental awareness and responsibilities against pollutive elements.

"Let's help our lovely mates" Project



The aim of the project is to be aware of animals in nature, know about animals, be friend with animals, learn of the animal care, develop the students' emotions and mercy on animals. Volunteers from our Middle School have contributed and accomplished this project by providing blankets and food to the animals in Patipark Shelter.

What Will Life Be Like In The Future?

I will be a mum of twins. I will have great time with my daughters, friends and my cousins. My daughters will have a lot of fun with me because there will be no schools. On the other hand, there will be so many crimes so we will have to move somewhere which is peaceful. There will be no school but there will be jobs. People will have a lot of holiday. The country will have more and more celebrations which will make the citizens feel like a holiday. In some countries, they will cancel some of the celebrations. When you go to your work, you will use a car which will fly in the air, swim under water or go on road. By the way, there will be robots which can do everything for people- cooking, baby-sitting, shopping etc...

Selin TOPUÇ
6-A

Houses will be intelligent. For example when you tell something or give orders, houses will understand and will do what you want. There won't be any buildings. Businessmen will chat by the help of their holograms. The files or documents won't be in computers any more, they will become holograms, too. Our spoils won't be fertile so we won't grow crops our meals won't be delicious any more. Today, sick people can't find organs and organ transplantation is very less, so in the future people will design the organs and will print them on 3D printers. Space travel will become very common. Every people-rich or poor- will travel to Mars. There will also be hotels and residences in space.

Nida DEMİRCİ
7-C

I believe that life will be easier in the FUTURE.. However, I kind of believe that there will be either an alien attack or chaos. But except that, life will be easier. First of all there will be genius people all around the world. So that explains a lot of new inventions will be made every day. For example, assistant robots- they can do whatever you want. Wouldn't life be easier with them? Besides, obviously new smart phones- these are the reasons why life would be easier in the future. But we don't know if they can change at any moment.

Yaprak YEŞİLKAYA
6-A

Future Schools

As everyone knows technology is developing, let's talk about future schools. Today most of students don't want to go to school. I think in the future there won't be any school buildings in developed countries. In these schools, lessons will be given on the net. That's why %90 of the teachers won't be needed. But these schools will be more expensive than today's schools. In the future children will not want to go to parks or they will not do outdoor sports. They will spend most of their time dealing with mobile phones. There will be exams in the future but they will be taken online and the exams will be checked by robots. I think in the future some students will try to cheat but it will be impossible in order to do this they will have to cut the internet access.

Elif Naz MERDAN
7-D

Future schools will be different from schools today. Many things will change like school buildings. Mostly robots will control schools. White boards will not be used. There will be more practical boards. Population will increase so there will be more classes with more comfortable furniture. These are all advantages of future schools.

However, there are some disadvantages. There will be robot teachers who just give lectures but don't care about kids. Radiation level of schools will increase because there will be more gadgets. Students will be antisocial because of technology. Moreover, future schools will cost a lot.

Berkay BERBER
7-E

Every people-
rich or poor-
will travel to
Mars. There will
also be hotels
and residences
in space.

ON THE WAY OF INGED THE PROMINENT MUSICAL "MATILDA"



This year our students are going to take part in an English drama festival held by INGED Organisation with the famous musical "Matilda". Since September we have been practising enthusiastically. Our students are very eager to compete on this platform and they are, actually, trying to do their best. And now let's see what our students feel about it.

Coaching Teachers

"Whenever I am on the stage, I try to take it seriously and do my best to act like a professional – as professional as 12 year-olds can be-. Believe it or not, sometimes I see myself as if I am acting on the stage of Broadway. Although I always feel a little bit shy on the stage, I love acting so much! And now I am considering being an actress one day.

During the rehearsals I definitely feel very connected to Matilda from the very beginning. I am also a very big reader of the book, but giving life to the book on the stage is absolutely more than what I expected. While I am singing, I feel like the story is real and I am really feeling that moment. It's really exciting! I'm so proud to be a part of this musical."

Bilge KÖKYAY 7-C

"Yes, we are going to have a drama show at the festival which is about a genius girl who is revolting against her principal and her parents. I am so excited to take a part in this play.

First of all, when we practise we always enjoy ourselves.. We have rehearsals every Thursday and Friday. I can undoubtedly state that our teachers who help us during the rehearsal are really good at their jobs. They show us how we can act or how we can sing. I have the role of Mr. Wormwood, who is Matilda's father, and our teachers show me how to walk and react like a father and how to be an irresponsible dad. Although they are not actresses, they are always there to guide us. When we practice the song (I don't sing the song) my friends always knock it out of the park and they sing the song with passion. They dance like crazy people and I think they really enjoy doing that. When it is my turn, I try to do my best. Every time my teachers tell me "You are doing better day by day". And I feel very proud. Finally, I want to mention that I love all of my teachers and friends. They always support and trust me. And of course, I feel so lucky to have a role in this musical."

Emre YEŞİLYURT 7-B

What is the acting?

"I love acting, it is so much more real than life"

Oscar Wilde

"Is it just an activity or is it just memorizing few sentences? Maybe it looks easy...but it is not. 2 years ago, I started with imitating film characters. It was easy because nobody was watching me. But one day I decided to do this in front of my teacher. I was very excited at first because I was thinking about just one thing: "If she doesn't like my acting, what will I do?" But when I did it, she was very surprised and amazed. She promised to give me a chance to show my talent in front of the audience. Now I am acting on her stage. I love it...While I am acting, I embody in different characters. Sometimes I am an angry person sometimes very hopeful. But in MATILDA, I am a cruel person. I try to be serious and I try to keep that feeling alive. So I think that can't be just acting. That is: getting inspired, looking different into life, being different, behaving different, having different emotions and also perpetuating the moments..."

Elif Azra KOZ 7-C

PRODUCTS AND THEIR ADVERTS DESIGNED BY OUR STUDENTS

Camalens

Look at life from this point

- There is a camera in the lens
- The photos you have taken are saved into a special computer program
- It has a good quality
- You can use it under water
- It is totally safe
- This item is used to save the best moments of your life.
- It is waterproof
- You can easily put it on
- And can be easily taken off!
- This item is available in 10 types of colors

Selin TOKUÇ
Yasemin ALEMDAROĞLU
Yaprak YEŞİLKAYA
6-A



Power of Thoughts tool

Just imagine!

Ömer Çınar KARAKAYA
Çınar ŞENER
Tuna AKÇA
6-A



- This tool is used for mind reading.
- This tool is used for taking answers from the subconscious (for example when you are in an exam) and your thoughts are written on a paper by the pen.
- The harmful radiation rays are kept inside of the pen temporarily and it is uploaded into its special tank (this item is included in the price)
- Thanks to the robotic arms of the pen your hands are free. For this specification you have to implant the chip into your body.
- Your thoughts are written within 50 meters away from you thanks to the bluetooth technology.
- The pen and microchip are both charged by nfc (near field communication) technology.

Orhunwave

Do you want to roast chicken but you hate cleaning up the oven? Then, consult Orhunwave. You roast it then press the button and watch how it is being cleaned. That's it! And you can also roast the chicken by the help of a mobile phone.

İ. Orhun ERMENEK 6-A



WHAT DO YOU KNOW ABOUT THE CLOTHES AND ACCESSORIES?



ANCIENT EGYPT

Egypt is a hot country and people wore light clothes which kept them cool. We can see what they wore from lots of arts that they left behind.

Ancient Egyptian clothes were made from plant fibres.

Most young children went around naked. When they were six, they began to wear clothes that would protect them from the intense dry heat.

Women wore straight dresses with one or two shoulder straps. Men of the working class wore also dresses or short kilts and sometimes a kind of a shirt.

The Egyptians put on make up and liked to wear jewellery to honour the gods. Both men and women wore blue and green eye shadow and black eye-liner.

One item of jewellery, the amulet, was believed to protect the owners and give them strength.

Yasemin ALEMDAROĞLU
6-A

VIKINGS

Men wore tunics and trousers whereas women wore a long dress with a pinafore over it. Their clothes were fastened with belts and broaches. Viking clothes were made from wool, linen and animal skins. The clothes were coloured with natural dyes.

Tuna AKÇA
6-A



The INCA EMPIRE

Clothing was very important in the Inca Empire. It showed your position in the society. Rich people wore feathers. Ordinary and poor people wore clothes made of plant fibres. However, the style of their clothing was the same.

Men wore tunics without sleeves. Women wore dresses that were tied at the waist and they wore a lot of jewellery such as bracelet, necklaces and rings made of gold, copper or silver. On the other hand men wore really heavy earrings.

Yaprak YEŞİLKAYA
6-A

FLYERS

7th grade students have designed their flyers for after school-clubs. They thought about what to do in their groups, they brought some materials, they used the internet and finally they designed nice flyers in the class with the guidance of their teachers.



PHOBIAS

Students presented a project about the most common phobias. This topic was dealt with in class through different activities about the reader suggested by Cambridge "What are afraid of ". Finally, they had to present what they have learnt including their phobias and biggest fears, which raised a high level of learning and great atmosphere of discussion about similar issues.



8th GRADERS HAD A DISCUSSION BY USING 6 THINKING HATS



Our 8th graders had a discussion about educational problems by using 6 thinking hats. Divided into 6 different groups of 3 or 4, the students thought about the problems, exchanged their opinions in their groups and shared them with the whole class. Each of the group had a different hat, which made them think accordingly. There were **information hat**, **thinking hat**, **feelings hat**, **benefits hat**, **judging hat** and **creative hat**. After they had shared their opinions, listened to each group and reshaped their own ideas, each group gave feedback to one another, which made them understand the process better and evaluate themselves. This activity was a good way to improve critical thinking by revising the educational subject taught.

nature

The forests are our lungs,
The sun is our heart,
The water is our need,
The soil gives the life.

We are the part of the nature,
It is our future.
Care about the world,
Don't hurt the Earth.

Our world gives us everything,
Seas, mountains are beautiful.
We must immediately something,
Living in our planet is wonderful.

Trees are so green,
The sky is so blue,
The beauties we must see,
Caring the world is our clue.

Destan KABAKÇI
7-B

the bird in the cage



I can see the sunlight through the bars,
I hear my friends chirping,
It gives shivers down my spine,
"I can never fly with them, anyway", I sigh.
My little heart hurts, but I still cry.

Oh look! Is that a shooting star?
Can I wish for it to stay by my side?
Oh no! It's just passing by,
It has just winked at me, but why is it going far?
It has just left me here with tears running down.

Dide ÇOLAK
7-F

"I'M COLD BUT I CAN'T"

Elif ÖZDEK
7-C

**A Local restaurant
in Ankara, Turkey
asks the guests not
to put any napkins
or toothpicks in
their left overs, so
they can send it to
shelters.**

Winter months are the hardest months for street animals. It is difficult to find food and the cold weather makes it even harder. Street animals need much more food in winter that they can keep a normal body temperature. Actually they need our help all the time but winter is the time when they need us the most. Here are some things we can do to help:

Start small:

- *Food you have left over can be given to street animals.

NOTE: Do not give them any spoiled food. Do not give them anything you would not eat yourself.

Pet food:

- You can order some pet food online or buy it from a pet shop/store and put some out near garbage bins where street animals often visit.

Ask your local restaurants for help:

- Some restaurants save left over food to give to local shelters.
- If you are at a restaurant you can ask them if they have any left overs from that day.

A Local restaurant in Ankara, Turkey asks the guests not to put any napkins or toothpicks in their left overs, so they can send it to shelters. Perfect idea!

These are some of the things we can do to help the street animals in our community. Remember, they deserve to live like a human being, too.

HOBBIES AND PEOPLE

Whenever I have some time for myself, I would like to listen to music especially rock or pop music. I'm really keen on singing, too. I'm an appetent person so I am into eating. I don't choose between meals but I hate mushrooms. I can only eat mushrooms in pizza. I like meat. And of course I love dancing.

I've never done tango or cha-cha but I had been in folk dances club before I went to taekwondo. I enjoy doing taekwondo because it keeps me fit and helps me defend myself. I love drawing because it is interesting. Finally, I love spending time with my family and my best friend. I don't like to say "I wish..." It's miserable so I have a notebook on which I write what I will do when I grow up. It's very logical, I think. Isn't it?

Ece YÜKSEL
7-F



Hello Dear Readers,

Today, I am going to tell about my hobbies and what they mean to me. I swim three days a week and on Saturdays I have my piano course. I started the piano when I was six. I started taking piano lessons from my music teacher in the kindergarten. Then, she moved to Australia and one of her friend started to teach me. However, I've never been a good student in learning it. Moreover, to be honest, nowadays I don't care about my piano practice and my piano teacher is not happy with that.

I started swimming when I was a little boy. My grandma and grandpa taught me how to swim in the sea when I was five and then I started taking swimming lessons with a group of kids. As time passed, I realized that these courses weren't beneficial for me because when new students joined the group, our trainer taught us the things we had already learnt. As a result of this, I decided to take up private lessons. It was good but my coach had to do his military service so I went on with another teacher. My first teacher came back from the military service but I still have been taking my lessons with the other one. (By the way, I want to add something for the readers who can't swim. It's all about being at ease on the water, relaxing and thinking how fish are beautiful or singing your favourite song inside your head, then you will see how easy it is.)

Finally, I really recommend both of my hobbies - swimming and piano- You should give a go.

Emir Efe YUMURTACI
7-B



WOULD YOU LIKE SOME?

Ezgi Gül YILDIZ
7-B

People use different ways to show their feelings. Some people use facial expressions, some use their body. And some cook to show their feelings. For example me! When I am sad, I cook main courses; when I am happy, I make desserts. Now I will give you a recipe of a dessert which I always make when I am happy.

RICE PUDDING

INGREDIENTS

- 1 liter of milk
- 1 water-glass of sugar
- ½ glass of rice
- 1 package of vanilla
- 2 water-glasses of water

HOW TO MAKE

At first, we wash rice. Then, we pour water and add rice into the saucepan. It starts to boil. Boil it until there isn't any water in the saucepan. After that, we pour the milk; add the sugar and vanilla. Then boil this mixture until it is ready. When this mixture cools down, we pour it into the bowls. That's all. Good Apetit



My name is Göktürk. I am into many sports. For example, I scout every Saturday. I sometimes go camping as well. I mostly love summer camps where we have to live in tents and cook our own food and this makes us true naturalists. We mostly go camping at Çamkoru, Ankara, which is just about 2-hour drive from the city centre. Every Wednesday, Saturday and Sunday evenings I go to basketball training at Mülkiye. I love basketball. I think it is a mind game played with hands in coordination with mind and it needs quick reactions. I also do seasonal sports. For example, I go wind-surfing in summer and go skiing in winter. I sometimes do modelling as well. Modelling is similar to sculpturing. It is an activity which you create real models of things in films, books, etc. by using wood, foam plastic and so on. I am really interested in art, too. I love making Ebrus. Ebru is an important art in our culture and I can earn a lot of money by selling ebrus I've made. I started ebru because everybody suggested me: "You should be a painter". Some tell me: "You can't do all these hobbies at the same time, you should give up some of them." I don't think so and I always say: "I am really into all my hobbies and I will never give up."

Tuna Göktürk ÖZLÜ
7-C

Then started the countdown.

"10! 9! 8! 7! 6! 5! 4! 3! 2!..."

. Then for some reason the countdown stopped. It had stopped at two, but the Aurora blasted off.

Iwould never want any of these to happen, but there was nothing I could do. Really if you don't want to think like me, do not read this. I could not hold on from what happened, whatever I do I couldn't save myself from it. I was just a citizen, and in minutes I changed to a soldier. Well it is your choice to continue or not. It will be **an apocalyptic story**.

It was just a normal day, hot (NOT in the house, there was air conditioning) and partly cloudy.

I made my hot coffee with the cold foam on it, then sat on the couch and opened the TV. I changed the channel to the news. There was a scientist, he was saying that he created a **vial**, a very dangerous one, and it will be sent to space with humans using the Aurora. The Aurora was a gigantic **space-ship**, that had several thrusters at the back that will help it to float and move. It was saying it would launch in about one hour.

It seemed boring to me, and since there was a special display at the museum, I finished my coffee as fast as possible, then got out of the house as fast as possible. Whenever I went outside, I could not believe my eyes. All the beautiful trees and forests, mixing with city life. All the apartments, mixing with the trees and plants would satisfy me. The reason was, my

grandfather would tell stories from 21st Century and 20th century. In one of his stories he had said that people were estimating that the nature would end. Whenever I remember that it makes me laugh.

After I got out, I started walking to the main building where there is everything. Seriously, everything is there. Restaurants, hotels, offices and much more. I was going to go to the museum, because I could have no thought of anywhere else to go to. I opened the giant door that leads in the

museum. Right in front of the door was a very old christmas tree, from the 20th Century. Nobody knew where it came from, but I did. If I said that I knew, nobody would believe me. I knew it from my grandfather's stories. A little deeper was a sword, said that it was from the 15th century.

The museum started shaking. I ran out to look at what was happening. I saw the Aurora, ready to launch. Giant speakers were placed everywhere. Then started the countdown. "10! 9! 8! 7! 6! 5! 4! 3! 2!..." . Then for some reason the countdown stopped. It had stopped at two, but the Aurora blasted off.

At first I thought maybe the counter started coughing, but then the siren started. This was not any ordinary siren, it was the siren that appear at most dangerous situations. When the siren started, girls

and kids had to go the shelter at the military, and men had to go to the military too. However, man went there to stop what was happening.

I got out of the museum and then got my **capsule**. The capsules were used for going to somewhere. You would throw it on the floor and a little car would appear that will take you to where you have to go to. I threw it and my car appeared. I jumped right in. Since there was a emergency it only allowed me to go to the military base. I pressed the button and the car started off. I looked up to see what was happening.

The biggest engine of the Aurora was burning. It was going upwards, but it was slowing down every second. It would eventually fall. The car immediately stopped when I came in to the military. I got out as the soldiers gave me my weapons and my outfit. I had gone to military to be a soldier. I was respected so I had everything a general had. I got my outfit on and got my weapons equipped.

"Everybody in the bunkeres!" screamed a soldier. Everybody had agreed to go in, but I stayed outside. I had to see what's coming. I stood still until the Aurora started going down. I ran in the bunker and waited there until a great crash sound happened. After it happened I ran outside. The whole city was destroyed.

The scientist came out of the bunker screaming, "Oh no! The **vial**!"

I asked, "What can that **vial** do that you are so scared?"

The scientist gave the answer I hoped it was not. "If the **vial** has touched the heat, it will be a **Zombie**!"

One of the soldiers cried, "Are those the **Zombies** " you were talking about?"

I looked up. It was a giant horde of **zombies** coming toward us. I don't think the **zombies** had realized that the cannons were looking right at them.

The commander screamed, "Fire the cannons!"

The cannons made a weird chunk sound, then I felt like my ears had fallen off. I could only hear a siren sound. Somehow the sound had made me faint.

When I woke up I was in some kind of a bed, really hard and small, at least it was floating. I got up and ran to the door. I opened the door and what I saw was really crazy. All the soldiers were attacking a much bigger horde of **zombies** than the last time. A lot bigger one. There were thousands and thousands of **zombies**.

Commander Cox came to me saying, "The only way we can stop these **zombies** is that we defend

until the professor can do something!"

I just nodded as they gave me my weapons back. I got my mini-gun and started firing at the **zombie** horde.

Commander Cox kept on screaming, "Don't stop firing! Don't stop firing!"

As I kept firing, the zombies looked like they got aggressive. The scientist came running through all the soldiers.

"Why are you shooting!? I told you not to fire!" screamed the scientist.

Commander Cox started walking away, and at that second I realized she was betraying us so I took my pistol and fired without looking. The bullet had hit her from the chest. She lied down, and never got back up.

The scientist continued, "So, I think I found the right **vial** for the infection. He went into one of the cannons and put the **vial** instead of the ammo.

After the cannon shot I got up and what I saw wasn't really interesting. The zombies were still there but they had turned passive.

The scientist explained, "I could not find the right **vial** to make them back into humans, so instead I made them passive. We can kill them, and they won't do anything."

ONE LITTLE VIAL

an
apocalyptic
story

Commander Cox started walking away, and at that second I realized she was betraying us so I took my pistol and fired without looking.

Tuna AKÇA
6-A

Are You Really Best Friends?

Is your friendship 4EVA - or just until graduation day? Take this quiz to find out.

You love (and sometimes fight) your friend like siblings. But you'd never do anything to hurt each other or let something come between you two...right? Take the quiz below to see how strong your friendship really is.

1. You know that your friend's crush isn't interested in them – but they still plan on asking them out. What do you do?

- A) Say nothing. You don't want to risk your friend getting mad at you.
- B) Explain why it might just end up hurting them in the end.

2. You borrowed a cool vintage dress from your friend and (oops!) spilled a few drops of spaghetti sauce on it. The day after, you:

- A) Return it to them and apologize profusely!
- B) Let them apologize and offer to pay for the dry cleaning

3. Your bud wasn't invited to the biggest party of the year, but you were. You:

- A) Ask if they can come with
- B) Refuse to go without them

IF YOU ANSWERED MOSTLY WITH THE A...

You're a close friend! You've been there for some major life moments and milestones, and you've really clicked with your friend. You aren't quite #BFFs though. Maybe you need to practice being more vulnerable in the relationship to help form a deeper connection. Or, maybe you need to tell your friend how much they mean to you!

4. In your opinion, good friends are:

- A) Hard to find
- B) Worth treasuring

5. Do you keep any secrets from your friend?

- A) Only a few- but you don't know everything about their life.
- B) No- they've earned your complete trust.

6. You're hanging with your friend on your couch and the conversation dies down, so you:

- A) Try and think of something to say so no one gets bored.
- B) Enjoy the silence! You're fine just chilling quietly together.

7. Your friend is going through a tough time at home. You:

- A) Send them a text asking how you can help.
- B) Go over to their house to drop off their favourite snacks and ask if they want you to stay over

IF YOU ANSWERED MOSTLY WITH THE B...

You're THE best friend in their life. You constantly make the effort to show how much you value your friendship. You're honest with your friend and are there for the ups and downs. You both plan to make this friendship last a lifetime, so you might as well start looking at joint retirement packages now!!



İlke Bahar ASLAN
7-E



Neo, Trinity and Morpheus are the main characters in the movie. Neo's normal life included his job being a computer programmer.

MATRIX

Matrix is scripted and directed by Larry and Andy Wachowski brothers. Keanu Reeves star as Neo, Carrie-Anne Moss played Trinity, Laurence Fishburne star as Morpheus.

Neo, Trinity and Morpheus are the main characters in the movie. Neo's normal life included his job being a computer programmer. He worked in an office building just like everybody's else. However, Neo was different. He also had an alter ego online where he sold illegal programs and was skilled as a computer hacker.

At the beginning of the series, Trinity is the first mate on Nebuchadnezzar and serves mainly as a go-between for him and the individuals she wishes to free from the Matrix. As the series progresses, her primary importance as a character becomes her close relationship with Neo. She is skilled with computers, at operating vehicles both inside and outside the Matrix, and in martial arts.

Morpheus is a Zion operative who serves in the city's defense force against attack from the Machines. His hovercraft, the Nebuchadnezzar, has far less armament than its sister's craft. As with all hovercraft, the "Neb" is equipped with EMP weapon to disable any sentinels that they encounter. He has great hand-eye co-ordination.

Neo believes that there exist a reality and a matrix. Throughout the movie Neo tries to find the truth.

The script is well written and the special effects, particularly in the fighting scenes are wonderful. All I can say is WATCH THIS MOVIE. If you haven't, you're missing one of the best films of all time.

Riddles

A Holiday Riddle

Q. You find me in December, but not in any other month. What am I?

A. The letter D!

A Word I Know

Q: This word I know? Six letters it contains. Take away the last and only twelve remains. What is the word?

A: "Dozens"

The Elephant in the Room

Q. I'm the size of an elephant, but I weigh nothing. What am I?

A. An elephant's shadow!

Take a Second Look

Q. How many seconds are there in a year?

A. Twelve—January 2nd, February 2nd, March 2nd...

You Can Keep It

Q. You can break me without touching me, or even seeing me. What am I?

A. A promise

Why Was the Chef...

Q: Why was the chef embarrassed?

A: Because he saw the salad dressing!

With Pointed Fangs I...

Q: With pointed fangs I sit and wait; with piercing force I crunch out fate; grabbing victims, proclaiming might; physically joining with a single bite. What am I?

A: A stapler

Yellow I Look...

Q: Yellow I look and massive I weigh. In the morning I come to brighten your day. What am I?

A: A school bus.

What Starts With a P...

Q: What starts with a P, ends with an E, and has thousands of letters?

A: The Post Office!

Poor People Have It...

Q: Poor people have it. Rich people need it. If you eat it, you'll die. What is it?

A: Nothing!

What Can Run But Never Walks...

Q: What can run, but never walks? Has a mouth, but never talks? Has a head, but never weeps? Has a bed, but never sleeps?

A: A river.

You Might Have to Sleep On This One

Q. What has one head, one foot, and four legs?

A. A bed.

Jeweler vs. Jailer

Q. What's the difference between a jeweler and a prison guard?

A. A jeweler sells watches, and a prison guard watches cells!

What Five-Letter Word...

Q: What five-letter word becomes shorter when you add two letters to it?

A: Short!

Count the Days

Q. Can you name three consecutive days without using the words "Wednesday," "Friday," or "Sunday"?

A. Yesterday, today, and tomorrow.

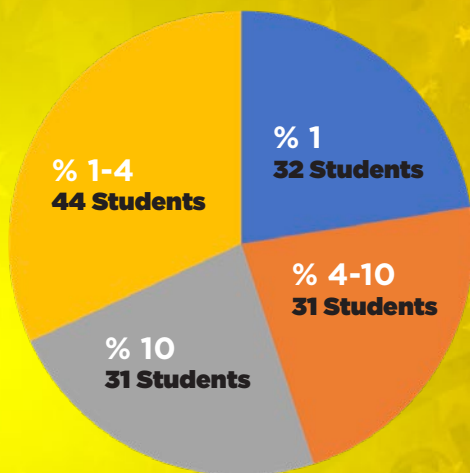
Music

Find the words in the table!

E	A	L	Y	R	I	C	S	A	N	T	E	S	A	V	G	D	N	A	B
B	U	I	C	I	N	S	T	R	U	M	E	N	T	S	I	J	L	U	A
D	T	V	F	O	Y	J	M	E	N	K	F	A	V	O	R	K	S	A	C
K	O	E	Z	F	A	N	L	E	A	D	S	I	N	G	E	R	T	Z	K
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C	R	E	G	O	E	A	X	L	E	F	S	A	L	D	C	W	L	K	T
I	A	R	J	O	E	W	N	G	O	S	O	L	O	F	N	C	I	T	A
S	P	F	X	L	P	O	K	A	U	C	N	L	R	Z	E	W	S	C	G
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D	M	M	A	S	S	I	V	E	H	I	T	S	D	U	U	E	J	T	W
N	R	A	U	E	S	N	I	K	Q	B	X	A	C	S	A	S	T	N	T
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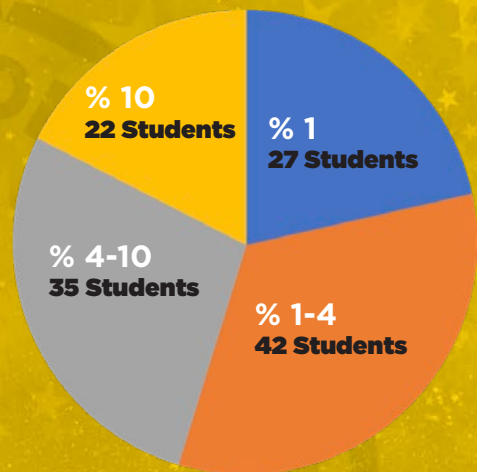
FAN	GO SOLO	RIDER	BAND	QUEUE ONLINE
FOLK MUSIC	LIVE PERFORMANCE	BACKSTAGE	DEMAND	INSTRUMENTS
RAGGEE	MUSICAL	CONCERT	BACKGROUND MUSIC	AUDIENCE
VENUE	RELEASE	LEAD SINGER	CONTRACT	MASSIVE HIT
SONG	TALENT	MUSICIANS	TICKET	LYRICS

OUR BOARD OF PRIDE

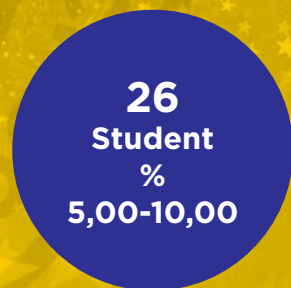
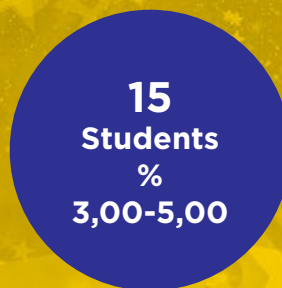
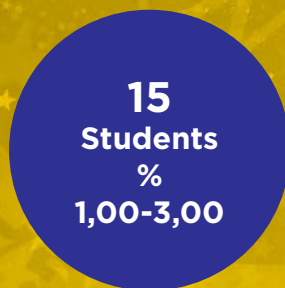


OUR 2015-2016 TEOG ACHIEVEMENTS 138 Students

OUR 2016-2017 TEOG ACHIEVEMENTS 126 Students



OUR 2018 LGS ACHIEVEMENTS



70 students out of 108 in our school have
took part among the top 10 percent

It is a privilege to be a member of Gazi Schools

