

## STAGE 3 -- OVERVIEW

**Proficiency Level Goal:** 2.5 (FSI Scale) / Advanced-Plus (ACTFL)

**Estimated Time:** 14 months @ full-time (25-30 hours/week)

**Program:** 12 one-month sections (week 13 of each quarter: exit)

### Objectives:

- X Continue using **PILAT** techniques.
- X Continue to focus primarily on functional and topic-oriented language activities.
- X Reread pages 1 – 39 of Thompson’s **Language Learning in the Real World for Non-Beginners**, and finish the booklet (Stage 3 activities, pp. 39 - 51). Refer back to it for ideas many times over the course of this stage.
- X Use *Culture Topics* to increase your understanding of Turkish culture and language.
- X Develop language skills for professional roles (ministry and tent-making).
- X Study the **Advanced Grammar Notes**.
- X Read Lewis’ **Teach Yourself Turkish** book.

### Strategies for this stage:

*Comprehension:* Work at following long sequences of sentences that are less predictable (on topics of general familiarity)

*Speaking:* Speak without preparation on a variety of well-known topics. Prepare only in order to speak on new or obscure topics.

*Culture:* Begin reading books in Turkish.  
Continue reading books in English.  
Make full use of *Culture Topics* (Thomson’s *ethnographic interviewing*) to learn and understand culture.

## Stage 3 Guidelines

There are several threads of activities which make up this stage of the language program: Culture topics, Grammar, Listening Comprehension, Reading, Writing, Storytelling, and Equipping. To gain new ideas for Stage 3, reread pages 1 - 39 of Thomson's **Language Learning in the Real World for Non-Beginners**, and then read pages 39 - 51, which give further ideas for Stage 3. Reread all or parts of it later in Stage 3 for a fresh look at the ideas. Highlight and mark things as you go, to make them easier to find again.

### Needs Notebook

Hopefully carrying and using your *Needs Notebook* is a well-ingrained habit by now. Don't let it slip. Most of the items you write in it will feed nicely into the *Culture Topics* section of your lesson time.

### Culture Topics

*Culture Topics* continue to be the main thread of your self-directed language study program. Stage 3 (pp. 39-51) of Thomson's **Language Learning in the Real World** is a good resource for planning your culture topics at this stage. What Thomson calls *ethnographic interviewing* (described in detail on pp. 41-45), we have termed *culture topics*. Good culture topics begin with practice and orientation from your language helper, and continue by taking you out into the community for further practice and information gathering. Every lesson should include time working on culture topics with your helper. Most of your exercises, pronunciation drills, taping for practice, etc., will come from language you learn while working on culture topics. You may want to delve more deeply into some topics, looking more thoroughly at specific aspects of them, and exploring related ideas. You may find yourself spending several days or weeks in one area, expanding your vocabulary and cultural understanding.

Your needs notebook and reading will also be sources of ideas for culture topics, and you will find additional ideas listed in General Resources. The **LAMP** book (chapter 2) has great ideas and questions to get you really exploring the culture. Other resources, such as **Türkçe Ö reniyorum 4** and **5** (TöMER's *Yüksek* course books) or **Yabancılar için Türkçe Metinler**, provide ideas and texts to use as starting points.

Your emphasis in Stage 3 will be on developing these culture topics, and also on increasing your proficiency in religious and professional areas. You will be focusing on spiritual topics and can use these topics as a springboard for your culture topics. For example, if you are telling the story of Samuel in your storytelling, you can ask questions regarding barrenness in Turkish culture. The topic of prayer or worship can be both a spiritual assignment (learning how to pray in Turkish) and also a *Culture Topics* assignment (learning how Muslims pray).

You can also continue using the *Series* method (PILAT) effectively for describing complex activities, often with different tenses and conditions (If it hadn't rained, we would have...; We always used to...; etc.).

## Grammar

You will work through the **Advanced Grammar Notes** for the first three months of stage 3. This includes most of the grammar forms not covered in Pollards' **Teach Yourself Turkish**. Many of the forms you will learn in this section are less common. Some forms are important to learn to use and others are primarily important for understanding what you read or hear in more formal speeches and presentations. These notes have been divided for you into two sections: those you need to know (Parts A & B), and those you need to be familiar with (Part C). There are examples of each grammar form for you to develop your own pattern sentences. There will be a comprehensive assessment after you have completed the **Advanced Grammar Notes** to help you assess your weak areas in the grammar taught in those notes.

During month four, you will read through Lewis' smaller grammar book, also entitled **Teach Yourself Turkish** (an earlier edition in the same series as Pollards'). This book is more grammar-based. Don't be concerned if all the grammar terms confuse you. Focus on the patterns demonstrated in the sample sentences, and on the wealth of "miscellaneous" information and usage tips. Read Lewis' book on your own to give a rapid review and consolidation of what you have learned. The translation exercises at the end of each chapter are not required; use them if you find them helpful. You should not study through Lewis' book during your lessons. Read it during your personal study time to solidify your understanding of grammar, and then use lesson time to focus on grammar forms you feel the need to work on.

## Formal Grammar Course

After you have completed the **Advanced Grammar Notes** and **Lewis**, some of you may feel it would be helpful to enroll in a formal course like TÖMER or ACTÖM. You may need a change of pace, desire to solidify what you have already learned, or want to be stretched in a Turkish classroom setting. In cooperation with your coach, you can determine which of the program requirements are being fulfilled through the course. Some students have been able to complete even some of the spiritual activities by choosing Biblical topics (e.g., giving a biblical answer to a writing assignment, "What is Happiness?")

If you enroll in a one-month intensive course (that meets five days a week), most or all of your language hours will be taken up with classes and homework. All program activities can be dropped. However, specific spiritual requirements not done during personal study time or accomplished through course assignments must still be completed at some point. You should not take intensive courses back-to-back, because you do not want to go too long without lessons and interaction with a helper.

The better scenario is to enroll in a course that meets two or three days a week, continuing lessons with your helpers the remaining two or three days. This enables you to have ongoing one-on-one feedback of your helper, and also allows time to work on equipping activities. One course may be sufficient for your purposes; you may feel that continuing would be helpful to you.

*Note:* Remember that taking a formal language course may extend the duration of your full-time language program.

### Identifying Weaknesses

This is an activity that you will do repeatedly throughout Stage 3, now that you have covered all the basic grammatical forms. Here is an excerpt from Thomson's **Language Learning in the Real World**, pages 37, 38:

I want to offer a reasonable approach to discovering weaknesses and problems in your speech. I say this because it doesn't take you away from real communication. What you do is communicate something to your helper and record it as you talk. If you've been following my suggestions, you've been doing this anyway. But perhaps once or twice a week you might go over a tape of your own speech with your helper specifically for the purpose of noting ways in which you might have said things more naturally, more precisely, or with greater grammatical accuracy. Suppose you have made a recording of yourself telling a story to your helper. Play it back, a sentence at a time, and each time ask the helper if he can think of a better way to say that sentence. When he suggests an alteration, write it down in your notebook. The page should be divided into three columns. In the first, write your original sentence as you said it extemporaneously while telling the story. In the second column, write the helper's improved version. In the third column, write out what you perceive your mistake to have been. In the process, you will learn new ways to express old meanings. Some of the discoveries will feed into your own speaking ability at once. In other cases, you may wish to design communication activities which emphasize a particular sentence pattern or grammatical element, providing many examples of the pattern or element in comprehensible input, and many opportunities to use it in extemporaneous speaking.

This is an excellent way to pinpoint problem areas in your speech, and you should work on this *at least once a week for 20 -30 minutes* - every week until you finish language study. One handwritten page is a good amount to work with each time (either divided into columns as described above, or written double-spaced so your helper can write corrections). If the number of corrections seems overwhelming, don't try to work on everything at once! (You might ask your helper to correct only the few key areas that you are working on, if correcting everything is too discouraging for you.)

Ask your helper to identify the grammar forms that you need to work on, and come up with ways to practice them with your helper until you can say them accurately and fluently. Make sure you transcribe everything you say, including your repetition and pauses (e.g., çocuk gitmedi...gidemedi...; um; uh). The tapes you're already making during your lessons for culture topics and storytelling are a good source of material for this activity. Whether you transcribe it during your study time or your helper does so in the lesson time (or even at home), make the best use of your time.

The third analysis column is very important! Being able to pinpoint the exact problem (e.g., lack of vocabulary, endings, not the way a native would say it, etc.) and finding patterns in your mistakes will allow you to correct them and improve in your Turkish drastically.

**Dictation;**  
**Oral Reading;**  
**Talk To Yourself!**

Go back to the *Stage 2 Guidelines* (pp. 5,6) and reread the parts under these three headings. If anything has been slipping through the cracks, plan to implement those activities into your upcoming lessons. Continue with dictation if you find you are not hearing or writing correctly. Reading out loud well is a vital tool to sharpen as it will be used repeatedly in your future ministry.

**Listening Comprehension**

Keep on listening to stories, the radio, television, video, cassettes, two Turks carrying on a conversation and other opportunities to improve your comprehension. Of course, one of the best ways to improve our listening comprehension as well as our knowledge of Turkish culture is to watch a Turkish weekly television program (*dizi*). Watching the **Jesus video** (it is also available on cassette for listening) once a month is required in the first three months while reading the book of **Luke**. It is also required that you listen to **John** being read on cassette tape at least once the same month that you will be reading **John**. There are **teaching videos/cassettes** on various books and topics as well. Another resource for listening comprehension is the New Testament books on tape. Every month, the video or cassette that you choose will be watched/listened to at least three times to increase your comprehension. You will be surprised how much more you understand each time you watch/listen!

**Reading**

Reading is a necessary skill for your ministry. At the beginning of this stage, you will understand only a portion of what you read. Therefore, your objectives for reading activities should be realistic. Do your reading in short sections. In the first few months, when you are reading newspaper and magazine articles (**1 article and 1 story per week**), your goal is to understand the main topic and some of the details of short articles. The same is true when reading **Luke** and **John**, though your familiarity with the content will help you understand more than when you are reading unfamiliar texts. You will have three months to read **Luke** (you can use the bilingual text of the **Doctor's Story**) and three months to read **John**.

The books **Nihai Sorular** (Ultimate Questions) and **Mesih nanlılarının nanç ve Uygulamaları** (Beliefs and Practices of Christians) by **Miller** (both also available in English, to “follow along”) will stretch your reading comprehension, but you will begin to understand more detail. Also, Turkish elementary school books (**Hayat Bilgisi** and **Din**) will help you understand from a Turkish Muslim viewpoint what is taught/believed about their history and religion. The chapters dealing with Atatürk, Turkish history and the holidays (*bayrams*) in the **Hayat Bilgisi** book are the required sections. As you need to read only half of the **Din** book, you may choose the sections that interest you. These four books (**Nihai Sorular, Mesih Inanlılarının, Din and Hayat Bilgisi**) are required reading for the program. You will choose four other books to read, one each month; see *Stage 3 Reading Ideas* in the *Tools* section of *Spiritual Resources*). A selection of Turkish readers is available in the Language Library. You may want to look in the children's section of any bookstore and buy what is at your reading level, incorporating both “easier” books and books that will stretch you. The targeted reading level by the end of this stage is outlined in the ACTFL proficiency guidelines for the Advanced-Plus level.

A book, booklet or chapter can be read in many ways to improve your Turkish. Following is a sample of an hour of reading:

- 1) Read aloud for 15 minutes to improve fluency (read for that reason alone)
- 2) Read for 15 minutes to improve vocabulary (look up the words you don't know and define them)
- 3) Read for 15 minutes to improve grammar (mark the grammar forms you don't know and find out their usage)
- 4) Read for 15 minutes for comprehension

You can then summarize in a written paragraph what you learned, using your new vocabulary words. In your lesson, you can orally tell your helper what you learned. Reading can in this way be used for the various aspects of language learning.

*NOTE:* It is important that you determine a reading schedule at the beginning of each section. You need to pace yourself, because your level of reading skill won't allow you to cram it all in at the end! You will have to determine, according to your reading level, the order in which to read the four required books, and what/when to read for the four books of your choice.

### Storytelling

The skill of storytelling is a very important one to develop for sharing the Gospel. For this reason, this is a major thread of your language study. You must learn to tell stories without the aid of written notes, though you can use pictures or objects. Your first "stories" will simply be **narratives** of events around you. You should continue learning to tell **children's stories** and folk tales (like Nasrettin Hoca, Kelo lan, fairytales). You will start out telling a short story (1 minute) and eventually tell a 5-10 minute story. Pay attention to how people use short stories to make their point, both in normal conversations and in newspaper articles, and learn to do the same. You will also be telling **Bible stories** and **parables**. Use the method described by Thomson on page 27 of *Language Learning in the Real World* (quoted in Stage 2, page 3). Tape it as you tell the story to your helper, and go over the tape together. Have your helper tell the story to you, and go over the recording on your own, and then with your helper. Retell it onto the tape, and go over it again with your helper. Do this as many times as it takes for you to be able to tell it accurately and fluently - all without having written any notes!

You will be telling **two stories** (with at least one of them being biblical) every month, and also learning to give **one good answer** (some in story form) to Muslim objections every month. There are examples, both in story and apologetic forms, in *Spiritual Resources (Illustrations and Sample Responses)*. Study these (but don't memorize them) so that you can answer your friends in a biblical yet culturally appropriate way.

Several key biblical terms and characters have names with **long vowel(s)** (i.e. held slightly longer) in them. Take care to learn to pronounce them properly! Here are a few to get you going (the long vowel is bolded): **Musa**, **brahim**, **sa**, **Adem**, **sadık** (faithful), **dünya** (world). Also, make sure you pronounce the 'h' in *günah* and *günahkar* (and the little 'y' sound in the *kar* of *günahkar*), so that the *nah* syllable gets the greatest stress.

## Writing

Writing assignments start out very short and simple. Written narratives about your life and the world around you are the easiest place to start. Gradually increase the length of what you're writing, and your ability to write on more abstract topics. For your writing assignments, you will first be learning to tell the story orally. After you have told it several times and gotten feedback from your helper and others, write it down and go over it with your helper for improvements and corrections. Save it for future use! Your written texts should be handwritten and double-spaced so your helper can write corrections above your text. Photocopy these to give to your coach who wants to see your original writing along with your helper's ideas/corrections. You will be asked to write something every week, starting with paragraph-length pieces and gradually increasing to 1-2 page length by section 9. At least one of the four monthly writing assignments must be on a spiritual topic.

## Further Equipping

You will be introduced to important tools and language for ministry in this thread of the program. These activities are all intended to expose you to useful ministry language as well as equipping you to participate in Christian fellowship activities when the opportunity arises.

You are free to work on any **two verses** each month that you feel will be helpful to you in ministry. They can be verses on evangelism, discipleship, encouragement, sharing how God is working in your life, etc. There are some suggestions in the *Tools* section of Spiritual Resources if you are looking for ideas. Your growing understanding of Turkish culture should guide you in how you share the Gospel and which verses you find the most effective. Study the verses to be completely familiar with the grammar and vocabulary. It is not required that you memorize these verses word-for-word, but you may find that is easier for you as well as helpful in the areas of pronunciation and fluency. You must learn the reference, the topic, and the context, and be ready to find/use them as you are sharing. It is often more effective to have your friends read for themselves directly from God's Word rather than hearing you quote it.

The *Terminology* section in Spiritual Resources has a list of many words you will find necessary for ministry; you will learn several of these each month. The meaning in English is given, along with a sentence (and its English translation) to demonstrate its usage; often a Scripture reference is given as well. If you are looking for a word that is not listed here, try finding an instance where it is used in the Bible, because often the word you might find in the dictionary (if you can even find it!) will carry a different connotation or meaning than you intend.

You will also be learning the Turkish names for the **books of the Bible** in order to be able to use them. It is also good to become familiar with the names of Bible characters in Turkish. *Bible Names and Places* in Spiritual Resources has other helpful information as well.

Praying in a second language can be challenge! Don't simply memorize **prayers**, but learn to understand and use the appropriate language of prayer. You also need to get used to praying out loud in a group. One of the ways to hear prayers is to listen to them on the Christian radio station. If you have a believing friend, learn to pray with him/her. The

Turkish Bible, of course, is the most-available source of sample prayers. There are some sample prayers in the *Tools* section of *Spiritual Resources* for you to glean from.

Take full advantage of the month you have to study each **discipleship lesson**. Go over these *repeatedly* during the month they are assigned. Your first few times through start out looking for the big picture or key ideas. Next you should try to understand more of the details in subsequent reading. Using a Turkish-Turkish dictionary for this activity will help you understand words in a Turkish context and increase your vocabulary.

You will attend the *Spiritual Turkish seminar* sometime during your second year of language study. Ask your coach when it will be offered.

If you have the opportunity, being involved with a Turkish fellowship/ministry is a great way to hear Turkish believers pray, sing, preach and interact on Christian topics. You might even be asked to teach Sunday School! Ask your coach about such opportunities (before showing up or inviting yourself).

Take a careful look through the *Spiritual Resources* manual, as there are several “optional” helps there that are not specifically referred to or required in the program itself. One of these is the *Chronological Bible Study Framework* (or “Chrono”). The storytelling approach to sharing the Gospel known as the *chronological method* is one that you will find very useful. There are several key aspects to this approach: 1) starting at the beginning to lay a solid Old Testament foundation for understanding the Gospel; 2) building toward the climax of the Good News without jumping ahead to a premature “invitation”; 3) sharing Bible truth in story form; 4) using a story to make just one point; and 5) keeping it simple. You may find that following this type of an outline for part of your storytelling activities (and writing activities *after* you’ve learned it well orally!) gives you a jumpstart on ministry!

### **Time Frame and Assessments**

Stage 3 has 12 one-month sections. After every three months, take a week to review and consolidate before moving on to the next section; these quarterly review weeks are built into the schedule, even though they do not show up on the activity chart at the end of these Stage 3 guidelines. This is especially important after the first three months of Stage 3, when you are wrapping up your study of the Advanced Grammar Notes and going into the month-long grammar review using Lewis’ *Teach Yourself Turkish*. (Note: This week-long review is in addition to your exit week, whether or not they fall in a similar time-frame.) You will also continue with quarterly written and oral assessments by your coach or someone on the language committee.

### **Tapes, Reports and Interaction**

You will give your language coach a 3-page monthly report (photocopy originals are on the next pages) in Stage 3. Check off what you have completed each month on the *Summary of Requirements* chart, and make sure you keep an up-to-date copy for yourself. Since Stage 3 is very “open-ended”, you will meet every other week with your coach during the first section to insure that you get off to a good start in pacing yourself. After that, you and your coach will decide whether to continue meeting bi-weekly, or stretch out to once a month. Try to get your monthly tape to your coach soon enough that he/she can listen to it



before you meet.

### **Completing Stage 3**

If your coach feels you are ready, you will take the 2.5 oral proficiency assessment after you have completed all of your Stage 3 requirements. If you pass, you will move into part-time study (Stage 4) for the remainder of your first 4-year term. If you've completed all the requirements in the 12 sections outlined for Stage 3, but still haven't reached 2.5 proficiency, you will continue with Stage 3 activities. Your coach will help you decide how to use these activities to strengthen your weak areas and move you toward 2.5 proficiency. If you reach a 2.5 proficiency before completing all the requirements, you will continue in Stage 3 until you have finished them all; in other words, in order to move into Stage 4 (part-time study), you must BOTH have completed all the requirements AND be at a 2.5-or-above oral proficiency level.

### Stage 3 - Monthly Study Report

**Student:** \_\_\_\_\_ **Helpers:** \_\_\_\_\_ and \_\_\_\_\_

**Total hours this section:** \_\_\_\_\_ **hours**      **Section #** \_\_\_\_\_, beginning on **Monday**,

Lessons (check if done during lessons)	Wk1	Wk2	Wk3	Wk4
Needs Notebook	_____	_____	_____	_____
Culture topics ( <i>list topics on back</i> )	_____	_____	_____	_____
Storytelling: _____	_____	_____	_____	_____
Oral Reading (min 30 min/wk)	_____	_____	_____	_____
Identifying Weaknesses (min 1x/wk)	_____	_____	_____	_____
Correcting Writing	_____	_____	_____	_____
Sentence Patterns, Exercises and Drills	_____	_____	_____	_____
Other: _____	_____	_____	_____	_____
<b>TOTAL HOURS FOR EACH WEEK:</b>	_____	_____	_____	_____

Personal Study (check if done during study)	Wk1	Wk2	Wk3	Wk4
Review	_____	_____	_____	_____
Practice with tapes	_____	_____	_____	_____
Grammar forms: _____	_____	_____	_____	_____
Preparation for lesson	_____	_____	_____	_____
Preparation for community time	_____	_____	_____	_____
Reading -- Bible: _____	_____	_____	_____	_____
-- book : _____	_____	_____	_____	_____
Storytelling: _____	_____	_____	_____	_____
Writing: _____	_____	_____	_____	_____
Equipping - verses _____	_____	_____	_____	_____
- names of Bible books _____	_____	_____	_____	_____
- witnessing terminology # _____	_____	_____	_____	_____
- prayers _____	_____	_____	_____	_____
- basic discipleship lesson # _____	_____	_____	_____	_____
- Bible video/cassette: _____	_____	_____	_____	_____
Other: _____	_____	_____	_____	_____
<b>TOTAL HOURS FOR EACH WEEK:</b>	_____	_____	_____	_____

***STAGE 3 Study Report, continued***

**Community Time**

(Name of people in order of time spent)	<b>Wk1</b>	<b>Wk2</b>	<b>Wk3</b>	<b>Wk4</b>
Week 1: _____	_____	_____	_____	_____
Week 2: _____	_____	_____	_____	_____
Week 3: _____	_____	_____	_____	_____
Week 4: _____	_____	_____	_____	_____
<b>TOTAL HOURS FOR EACH WEEK:</b>	_____	_____	_____	_____

Culture topics worked on this month:

What kind of things have you done to involve yourself in community activities?

What other resources did you use this month?

In what area did you make your greatest gains this month?

What area is your greatest learning need at this time? What will you do to meet that need?

*(Check if done this month)*

- I have read pages 1 - 39 in Thomson's *Language Learning in the Real World*.
- I have read pages 39 - 51 in Thomson's *Language Learning in the Real World*.
- I have turned in a taped sample of an average lesson from this section.
- I have attached (a copy of) at least two of the writing assignments from this month (with helper's corrections)

**STAGE 3 Study Report, continued**

**Summary of Requirements**

Section	Grammar	Listening Comp.	Reading *		Speaking **	Writing ***	Further Equipping	
1	Advanced Grammar Notes, Part A	Jesus (video or cassette) - 1x	Luke	1 article, 1 story	2 stories (min 1 Biblical), 1 ans to Muslim objection	Weekly, paragraph-length (4 total; min.1 spiritual)	2 verses, Bible book names (Gen. - Esther)	
2	Advanced Grammar Notes, Part B	Jesus (video or cassette) - 1x		1 article, 1 story	2 stories (min 1 Biblical), 1 ans to Muslim objection	Weekly, paragraph-length (4 total; min.1 spiritual)	2 verses, Bible book names (Job - Obadiah)	
3	Advanced Grammar Notes, Part C	Jesus (video or cassette) - 1x		1 article, 1 story	2 stories (min 1 Biblical), 1 ans to Muslim objection	Weekly, paragraph-length (4 total; min.1 spiritual)	2 verses, Bible book names (Jonah - Rom.)	
4	Lewis' <i>Teach Yourself Turkish</i>	John (cassette) - min 1x	John	1 article, 1 story	2 stories (min 1 Biblical), 1 ans to Muslim objection	Weekly, paragraph-length (4 total; min.1 spiritual)	2 verses, Bible book names (1 Cor. - Rev.)	
5	according to your own needs	Chr'n video or cassette (min. 3 X)		1 book	2 stories (min 1 Biblical), 1 ans to Muslim objection	Weekly; ½- 1 page each (4 total; min.1 spiritual)	2 verses, 1 prayer, Terminology 1 - 16	
6		Chr'n video or cassette (min. 3 X)	1 book	2 stories (min 1 Biblical), 1 ans to Muslim objection	Weekly; ½ - 1 page each (4 total; min.1 spiritual)	2 verses, 1 prayer, Terminology 17 - 32		
7		Chr'n video or cassette (min. 3 X)	Gen. 1 -11	1 book	2 stories (min 1 Biblical), 1 ans to Muslim objection	Weekly; ½ - 1 page each (4 total; min.1 spiritual)	2 verses, 1 prayer, Terminology 33 - 48	
8		Chr'n video or cassette (min. 3 X)	10 Psalms (your choice)	1 book	2 stories (min 1 Biblical), 1 ans to Muslim objection	Weekly; ½ - 1 page each (4 total; min.1 spiritual)	2 verses, 1 prayer, Terminology 49 - 63	
9		Chr'n video or cassette (min. 3 X)	Romans	or Galatians, Ephesians, Philippians, Colossians	1 book	2 stories (min 1 Biblical), 1 ans to Muslim objection	Weekly; 1 - 2 pages each (4 total; min.1 spiritual)	2 verses, 1 prayer, Basic Discipleship Lesson - Temel
10		Chr'n video or cassette (min. 3 X)			1 book	2 stories (min 1 Biblical), 1 ans to Muslim objection	Weekly; 1 - 2 pages each (4 total; min.1 spiritual)	2 verses, 1 prayer, Basic Discipleship Lesson - #1
11		Chr'n video or cassette (min. 3 X)			1 book	2 stories (min 1 Biblical), 1 ans to Muslim objection	Weekly; 1 - 2 pages each (4 total; min.1 spiritual)	2 verses, 1 prayer, Basic Discipleship Lesson - #2
12	Chr'n video or cassette (min. 3 X)		1 book		2 stories (min 1 Biblical), 1 ans to Muslim objection	Weekly; 1 - 2 pages each (4 total; min.1 spiritual)	2 verses, 1 prayer, Basic Discipleship Lesson - #3	

**NOTES:**

\*Reading.....4 books required (*Nihai Sorular*, Miller, sections of 3<sup>rd</sup> grade *Hayat Bilgisi* on Atatürk, history and bayrams; and ½ of a 4<sup>th</sup> grade *Din* book) ) + 4 more books of your choice

\*\*Speaking.....stories will be only 1-2 minutes in Section 1, working up to 5-10 min by Section 9

\*\*\* Writing.....handwritten, double-spaced (to leave room for corrections with helpers)

Culture topics: (including needs notebook).....continue throughout Stage 3

Identifying weaknesses in speech (using tapes).....one handwritten page (per the directions on page 4), at least once a week

Oral reading .....minimum 30 minutes per week (with and without helper)

English reading program.....continue throughout Stage 3 (1 book per quarter, total of 4)