

The material (Intro & Stages 1-4) in the “Turkish Language Program” manual (or under that heading on the CD) *IS* the language program! Everything else just fleshes it out -- resources to make it work for you. The Program manual is what you need to get an overview and to learn how to best jump in. And throughout language study, keep referring back to the relevant Stages (and to the Introduction) to remind yourself of useful guidelines, principles and methods.  
In the meantime...

### ***Here’s how to get started:***

Read *Language Learning Kit*, a description of the program resources (pp. 12-14 of the **Introduction**, in the **Turkish Language Program** manual. (For photos, purchasing info, and a few updates for version 1.2, see *Books and Materials*, under **Getting Started**, on the CD.)

Read the rest of the *Introduction* in the Program manual.

Then go on and read the *Overview* and *Guidelines for Stage 1*, in the same manual (Stage 1, pp. 1-10).

Read the **Introduction** (pp. xi – xvi) in Pollard’s *Teach Yourself Turkish* (TYT). Listen to the recording of the *Survival Guide* words (TYT pp. xvi – xviii) if you have the CDs that come with the book. (These words are not on the TalkinTurkey audio recordings.)

Begin reading Thomson’s *Kickstarting Your Language Learning*.

## **Stage 1 – Weekly Section Activities**

The following pages contain learning activities and lesson frameworks for **your first three months (Stage 1)** of language study, beginning as soon as you arrive in the country.

### **Section 1**

(This is your first week to ten days in this wonderful country!)

#### **Study Time:**

-Use the recording of **TYT** with pages xvi – xviii of the book for listening practice.

-Learn a phrase or two and several words every day this week. Turks you meet will happily help you practice at this level. Start with:

)	<i>Merhaba</i>	<i>Hello</i>
)	<i>Ho ça kalın</i>	<i>Goodbye</i>
)	<i>Sa olun.</i>	<i>“Thank you”</i>

*Note 1: Te ekkür ederim* (thank you) and *te ekkürler* (thanks) are equally common, but much harder to pronounce. Begin with *sa olun* (familiar, singular *sa ol*), and incorporate the others if you wish as your abilities improve.

## Section 1 (continued)

*Note 2:* Turks will often say “Thank you” when they are *turning down* what you have just offered (tea, for example). Just remember that to them, *Thank you* means *No*, much the same as we say “*No, thank you*” in English, and you will be well on your way to avoiding mixups with this. ☺

) *Bu ne? Ekmek\* What’s this? (It’s) bread\*.*

[This is a basic version of the *Dumb-Smart* Technique (PILAT p. 36) that you’ll begin using later on. You can benefit from asking people what things are even after you already know the answer because it provides comprehension practice and reinforces what you’ve learned!]

This is the form used to politely ask for something:

) *ki ekmek\* verir misiniz? Would you give me 2 (loaves of) bread\*?*

) *bir, iki, üç, dört, be , altı, yedi, sekiz, dokuz, on numbers 1-10*

\* Whenever a word is underlined, it indicates that similar words can be substituted into that position in the sentence.

### TYT Notes:

Page xii talks about vowel harmony. Because we have nothing similar in English, the authors try to explain it using the work “rhyme”. Do not be misled: they are not meaning that the sounds are exactly the same (as we think of in rhyming words like mane and cane). Be aware that some of the pronunciation guidelines given on pages xiv and xv reflect British English. (Also, the rag-and-bone man - *eskici* - is a seller of old, used things.)

### Community Projects:

) Learn how to use the bus, dolmu and/or subway to your area.  
(Helpful hint: if you sit in the back, you won’t have to pass money and change back and forth.)

) Learn the most basic dolmu phrases:

*necek var.* to indicate “*I want to get off here*”  
ki tane \* Two (people’s fares)

) Learn the words necessary to buy bus or subway tickets:

*Bir be lik tam . One 5(-ticket) full-price (card).*

) Make photocopies of your Stage 1 Forms at a kırtasiye (office supply store):

*Fotokopi istiyorum. I want (to make) photocopies.  
Bir tane. One (copy).*

(Helpful hint: Hand the paper to the storekeeper; you don’t make your own copies here!)

\* *Note:* The word ‘tane’ is usually used when no other specific units (e.g. kilo, paket, etc.) are mentioned. It roughly means ‘item(s)’, but is usually left untranslated.

## Section 2

5-10 hours

(This is your second full week in Turkey)

**NOTE:** The 'sample lesson overview' that follows is just that, a sample. It's a guide in case you're thinking, "Help! I can't speak a word of Turkish. How am I going to fill up 2 hours?" You are free to structure your lessons differently; just make sure you make time to adequately cover all the different activities.

### Sample Lesson Overview (details below)

10 min - Pronunciation, using the *hece kitabı* (child's schoolbook)

15 min - Lesson language

15 min - New vocabulary

10 min - Counting numbers greater than 10.

5 min - **BREAK!** Drink a coke and rest your brain cells. Keep it short, since you can't visit in Turkish (yet ☺).

10 min - Pronunciation

15 min - New vocabulary

20 min - Dialogue

20 min - Summary and Taping

**Language Helper Orientation** (in General Resources): Read these 4 pages before you meet with your helper, and be prepared to have your helper read the Turkish equivalent. They can read it right out of your book, or you can print a copy of it for them to take home to read.

### Lesson Details

#### **Pronunciation**

- Practice, and have your helper tape p. 2 of *Pronunciation Helps* (found in General Resources) for listening practice.
- Spend time working on your pronunciation using the *hece kitabı*. Sounds will get easier to say as your ear learns to hear them better. In order to allow 100% of your "brain energy" to concentrate on pronunciation (rather than diverting it with trying to comprehend at the same time), use words that you are not trying to learn the meanings of.

#### **Lesson Language** (PILAT's "Power Phrases")

Work on learning the following to set up lesson activities:

1. For learning new vocabulary, use these words to indicate comprehension:  
*evet* yes      *hayır* no

*Note:* There is no Turkish word for 'spell.' Don't drive yourself crazy trying to elicit it!

2. To learn new material, use this sentence while pointing to what you want to learn:  
*Bunu ö renmek istiyorum.*      *I want to learn this.*

## Section 2 (continued)

### Learning New Material

Elicit and learn the names of 3-5 items, using the items themselves or your picture dictionary. Use *Bu ne?* (*What's this?*) and the **Listen and Respond** technique (PILAT p. 7; also *Pattern Cards* p. 3 in General Resources).

**Numbers** Learn more numbers for counting. Use the **Listen and Respond** technique. While you can go ahead and learn the words for *hundred* and *million* if you want, don't overwhelm yourself. Spend your time this week practicing numbers up to 100.

*\*Note:* Don't try learning to tell time yet, except for the hours and half-hours, because the grammar involved is quite complicated.

### Dialogue

Learn the following standard greeting:

*Merhaba.*

*Hello.*

*Merhaba.*

*Hello.*

*Nasılsınız?*

*How are you?*

*Sa olun. iyim. Siz nasılsınız?*

*Thank you. I'm fine. How are you?*

*Sa olun. Ben de iyiyim.*

*Thank you. I'm fine too.*

Also learn a sentence to say that you didn't understand:

*Anlamadım.*

*I didn't understand.*

### Summarize and Tape

At the end of each lesson, quickly write down the new language you've learned (if you haven't already) and have your helper record it onto a tape so you can practice during your personal study time.

### Personal Study and Practice Time:

- ) Review what you worked on in your lesson.
- ) Listen to the tape and follow along using your objects/pictures/written notes.
- ) Practice with tape recorder(s) to listen, drill, record and evaluate yourself.
- ) Prepare visual aids for lesson and practice. Use picture and props as cues rather than using notes.
- ) Spend a little time actively listening to radio or TV (trying to recognize words).
- ) Prepare for community practice time.
- ) Evaluate your community practice experience.
- ) Outline your goals and strategy for future lessons and practice times.
- ) Prepare for your next lesson time.

## Section 2 (continued)

### **Community Practice Time:**

- ) Carry your Needs Notebook and write down at least three things you need to learn.
- ) Greet several people when you're out, using the sentences you learned.
- ) Tell people the names of the items that you've learned. You may want to take your picture dictionary with you.
- ) Practice counting with people.

**Project:** Elicit the names of a few new items with everyone you talk to. (Even if you don't remember all of these, it helps them feel they are helping you and establishes a learning situation.)

**Project:** Learn some basic house-hunting language while out looking for an apartment. (vocabulary like: 'for rent', 'not for rent', room names, etc...; phrases like, "Can we look at it"?, "How much is the rent?"...).

## Section 3

5-10 hours

*NEW!* - means this activity is being included for the first time

### Sample Lesson Overview (details below)

- 10 min - Pronunciation: *hece kitabı* and word lists
- 15 min - Monologue
- 5 min - Have your helper make tea while you watch.  
(It will be about half an hour until it's ready.)
- 15 min - Substitution Drill - learn lesson language
- 5 min - Number Dictation
- 5 min - Needs Notebook
- 5 min - **BREAK!** Drink your tea and rest your brain cells.
- 10 min - Pronunciation
- 10 min - New Vocabulary
- 20 min - Begin TYT, lesson #1
- 20 min - Summary and Taping

### Lesson Details

#### Pronunciation

Continue drilling, using the *hece kitabı*. You can also use the lists found in the *Pronunciation Helps* and *2000 Common Words* (in General Resources).

Work especially hard on sounds that you find difficult. In general, Americans have the most trouble with **ö, u, ü, r, h** when it's the final letter of a syllable, and distinguishing **a** and **ı**. Germans have difficulty with **s** and **z**.

Also pay particular attention to how "sharply" the letters **p, ç, t, and k** are pronounced, regardless of their position in the word (whereas we tend to swallow them in English, especially at the end of a word), and work at pronouncing them correctly.

#### Monologue

Learn and practice these three sentences describing yourself:

*Adım \_\_\_\_\_.*

*Amerikalıyım.*

***Türkçe ö reniyorum.***

*My name is \_\_\_\_\_.*

*I am American.*

*I am learning Turkish.*

Also learn a sentence to communicate that's all you can say now:

***Bu kadar Türkçe biliyorum.***

*I (only) know this much Turkish.*

#### **NEW! - Learn to Make Tea**

Have your helper *quickly* prepare Turkish tea while you watch. Don't spend a lot of time discussing the process this time, but do get the basic details in recipe form.

## Section 3 (continued)

**NEW! - Substitution Drill** (PILAT Techniques p. 9; also look in the expanded Table of Contents of LAMP for information about setting up, taping and practicing drills.)

Use TYT pp. 18-19 for a simple substitution drill:

_____ var mı?	Is there (do you have) _____?
<i>Ekmek</i>	<i>bread</i>
<i>Salam</i>	<i>salami</i>
<i>Sucuk</i>	<i>sausage</i>
<i>Ye il zeytin</i>	<i>green olives</i>
<i>Siyah zeytin</i>	<i>black olives</i>

### Lesson language

You can spend a brief time working on this new lesson language filling in options like in a Substitution Drill. However, these sentences are too much of a mouthful for you to use effectively as a drill at this point. Use them just to familiarize yourself with them, and to explore the substitution possibilities; they give you a bit of comprehension and pronunciation practice.

Begin with root words and add on: (*Don't worry about grammar explanations - they'll come later*)

<u>root</u>	<u>with 'object' ending</u>	<u>plural</u>	<u>with 'object' ending</u>
sayı	sayıyı	sayılar	sayılar
ses	sesi	sesler	sesleri
kelime	kelimeyi	kelimeler	kelimeleri
cümle	cümleyi	cümleler	cümleleri

Patterns: **Bu \_\_\_\_\_ söyler misiniz?** *Would you say this/these \_\_\_\_\_?*

<b>Bu <u>sayıyı</u> söyler misiniz?</b>	<i>Would you say this <u>number</u>?</i>
<i>sesi</i>	<i>sound</i>
<i>kelimeyi</i>	<i>word</i>
<i>cümleyi</i>	<i>sentence</i>

<b>Bu <u>sayıları</u> söyler misiniz?</b>	<i>Would you say these <u>numbers</u>?</i>
<i>sesleri</i>	<i>sounds</i>
<i>kelimeleri</i>	<i>words</i>
<i>cümleleri</i>	<i>sentences</i>

<u>-mek (-mak) istiyorum.</u>	<i>I want <u>to</u> _____.</i>
<u>Dinlemek istiyorum.</u>	<i>I want <u>to listen</u>.</i>
<i>Tekrarlamak</i>	<i>to repeat</i>
<i>Yazmak</i>	<i>to write</i>
<i>Cevap vermek</i>	<i>to answer</i>

## Section 3 (continued)

**NEW! - Number Dictation** (PILAT Techniques p. 11)

Practice recognizing numbers. Add *hundred, thousand* and *million*, but only followed by zeroes (6,000, not 6,476). Use the following sentences to set up the drill:

**Bu sayıları söyler misiniz?** *Will you say these numbers?*  
**Yazmak istiyorum.** *I want to write.*

**NEW! - Needs Notebook** (PILAT Techniques p. 12)

Show your helper your “Needs Notebook” and learn to meet one need you noted. Since your Needs Notebook will be a major part of your language study, both you and your helper need to do this part of your lesson efficiently.

### New Vocabulary

Learn another 5 -10 words using the **Listen and Respond** technique.

Learn what to say when you are shopping, for example:

<b>Sadece bakıyorum.</b>	<i>I'm just looking.</i>
<b>Ne kadar? / Kaç lira?</b>	<i>How much?</i>
<b>Bunu almak istiyorum.</b>	<i>I want to get this.</i>
<b>İmdilik kalsın.</b>	<i>I don't want it. (For now, let it stay.)</i>
<b>Hayırlı işler.</b>	<i>May your work go well. (when leaving the store)</i>

### NEW! - Teach Yourself Turkish, Lesson #1

(no more than 15-30 minutes per lesson; you will spend 3 weeks on Lesson 1)

1. During week 3, learn just the first *Konu ma* (dialogue) in **TYT Lesson 1**. (You might want to have looked at it, as well as at the *Notlar* (notes) and *Dilbilgisi* (grammar) sections, before you go over it with your helper.)

- ) **Listen, Mimic, Role Play** - Repeat every sentence *many* times after your helper before starting to go back and forth as a role play!
- ) **Memorize** a couple useful sentences patterns from the dialog.
- ) Learn to make your own pattern sentences (see samples of *Pattern Sentences* taken from TYT chapter 1 in General Resources)
- ) Work on **fluency, sentence-level pronunciation** and **intonation**.
- ) Slightly **alter** the phrases in ways you can

2. **Answer** the *Sorular* (questions) using *var* and *yok*.

3. Have your helper **record** all the Turkish sentences, phrases and useful vocabulary in the *Konu ma* and *Sorular* sections.



## Section 3 (continued)

TYT Note: “Tutting” (p. 19) is the clicking sound you make with your tongue. Ask a friend for a demonstration if you’re not sure what it is.

### Summarize the Lesson and Make a Tape

#### **Personal Study Time:**

- \$ Review and assure yourself that you understand what you are learning.
- \$ Work with the tapes you prepared to improve your fluency and pronunciation.
- \$ Read the notes and explanations in **TYT** [*Notlar (Notes)* and *Dilbilgisi (Language points - grammar)*] for your own information. **Do not** discuss them with your helper, as this can result in much wasted time.
- \$ Locate or make visuals to learn and practice vocabulary.
- \$ Prepare cards with sets of numbers and lesson language sentences for practice in the community
- \$ Plan and evaluate community time.
- \$ Plan your next lesson.

#### **Community Projects:**

- \$ Go out and use the three sentences describing yourself to several people.
- \$ Do Number Dictation in the community.
- \$ Go out and shop in your neighborhood using the new vocabulary you have learned in your lesson.
- \$ Each day buy something you need at a small shop (**not** a supermarket) so that you have to ask for things.

## Section 4

5-10 hours

### Sample Lesson Overview (details below)

- 10 min - Pronunciation: *hece kitabı*, lists and *Single Sound Drill*
- 5 min - Needs Notebook
- 5 min - Lesson Language
- 10 min - Ask Me A Question (using personal information)
- 15 min - New Vocabulary and Review
- 5 min - **BREAK!** Rest your brain cells.
- 10 min - Pronunciation
- 5 min - Dictation
- 5 min - Sentence Transformation Exercise
- 5 min - Numbers
- 10 min - Monologue / Dialogue
- 15 min - TYT, lesson #1
- 20 min - Summary and Taping

### Lesson Details

#### Pronunciation

Continue drilling with your lists, especially working on difficult sounds. Make sure you do plenty of listening, because you will not be able to say a sound/word correctly if you're not hearing/distinguishing it correctly.

Use the *Single Sound Drill* (**NEW!** - PILAT Techniques p. 8). Focusing on a sound(s) that is especially difficult, use the lists provided in the *Pronunciation Helps* section of General Resources. Have your helper add a few more words to the list. Make sure you drill using words where the sound is found in various 'contexts' (beginning, middle, end, before or after consonants), because a letter can be pronounced somewhat differently depending on what other letters are with it. Note: "C" means "consonant" and "-" means "vowel".

For example, to practice /r/:

/r-/	/-r-/	/-r/	/Cr-/	/-Cr-/	/-rC-/	/-rC/
rica	biraz	demir	kristal	kibrit	bitirmek	kırk
rüzgar	çürük	memur	elektrik	köprü	her ey	Türk

#### Needs notebook

Learn something to meet one need you wrote down in your Needs Notebook.

#### Lesson Language

*Bu listeden bir soru sorar mısınız?* *Would you ask me a question from this list?*

*Bir tane daha sorar mısınız ?* *Would you ask one more?*

*söyler misiniz* *Would you say*

## Section 4 (continued)

### **NEW! - Ask Me A Question** (PILAT Techniques p. 13)

Learn to *recognize* questions about yourself that you can answer. Have your helper ask one of these questions, and you give the appropriate answer. This is primarily a comprehension exercise at this point; you don't have to say these questions yet.

*Adınız ne? / sminiz ne?*

*What's your name?*

*Nerelisiniz?*

*Where are you from?*

*Ne i yapıyorsunuz? / Mesle iniz ne?*

*What do you do? (job)*

Use the following to do *Ask Me A Question* with others outside of your lesson time:

*Bu listeden bir soru sorar mısınız?*

*Will you ask me a question from this list?*

*Bir tane daha sorar mısınız?*

*Will you ask me another?*

### **New Vocabulary**

Use the *Listen and Respond* technique to learn a few verbs that are easy to act out. Have your helper tell you to do something (for example: sit, stand clap) while demonstrating the action.

### **NEW! - Dictation**

Have your helper say a few of the things you have learned. Try to write down what you hear, and then check its accuracy with your helper. This is an *extremely important* skill, and you will keep at it until you can write down "letter perfect" what you hear!

### **NEW! - Sentence Transformation** (PILAT Techniques p.14)

Using the 'X' and the '?' from the pattern cards, use some of the vocabulary you already know to make questions, statements and negative statements. Pay particular attention to the way the voice rises and then falls at the end of the sentence when asking a question!

Put the appropriate form of *mi* after a noun or adjective to make a question:

Ekmek mi? Is it bread?

Televizyon mu? Is it a television?

Zor mu? Is it hard?

Sıcak mı? Is it hot?

Put *de il* after a noun or adjective to make a negative statement:

Ekmek de il. It isn't bread.

Televizyon de il. It isn't a television.

Zor de il. It isn't hard.

Sıcak de il. It isn't hot.

## Section 4 (continued)

### Number Dictation

Learn large numbers used in prices (100,000s and 1,000,000s). Leave the last 4 digits as zeroes, for example: 5,600,000 or 5,640,000 or 5,040,000,etc. Continue to practice numbers like 78 and 143, but do them separately (not as part of 6 or 7 digit numbers).

### Monologue / Dialogue

Learn three more sentences telling about yourself. For example:

your occupation:      Ö retmenim.                      I'm a teacher .  
   adamıyım.    businessman .  
   Ev hanımıyım.    homemaker .

your marital status:      Evliyim.                                      I'm married .  
   Bekâırım.    single .

your family:                      ki çocu um var .      I have two children .

Also learn to tell someone it's nice to meet them:

Memnun oldum.                                      I am pleased (to meet you).  
Ben de (memnum oldum).                                      I (am pleased to meet you) too.

### Teach Yourself Turkish, Lesson 1 (continued - 2nd of 3 weeks)

Learn to use some basic adjectives to describe everyday objects.  
Do the *Ali tirmalar* (Exercises) with your helper as oral exercises.  
Record useful words and phrases in the *Dilbilgisi* section.

### Summarize the Lesson and Prepare a Tape

In addition to your regular summarizing and taping, you will begin using the **Record and Compare** technique (*NEW!* - PILAT Techniques p. 15). Plan ahead what you would like your helper to record so that the pronunciation practice during your personal study time will be effective.

### Personal Study Time:

- ) *Ali tirmalar* (Exercises) in TYT #1.
- ) Card preparation for doing *Ask Me A Question* when out in the community
- ) *Sentence Transformation Exercise*

### Community Projects:

1. Learn to identify and describe home furnishings as you are shopping.
2. Find and buy a Turkish Baby Names book (*Çocuk Adları Sözlü ü*). This will be useful to you for pronunciation practice as well as learning to recognize common names and know their gender. Many names (more than in English) can be used for either a boy or a girl.

## Section 5

5-10 hours

### Sample Lesson Overview (details below)

- 10 min - Pronunciation
- 10 min - Needs notebook
- 5 min - Lesson Language
- 10 min - Opposites and Sets
- 10 min - Ask me a Question
- 5 min - Oral Reading
- 5 min - Dictation
- 5 min - **BREAK!**
- 10 min - Pronunciation
- 10 min - Social Expressions
- 20 min - TYT Lesson #1
- 20 min - Summary and Taping

### Lesson Details

#### Pronunciation

1. Continue with lists and difficult sounds.
2. Do the **Sound Contrast Drill** (*NEW!* - PILAT Techniques p. 16). Lists of vowel sounds to get you started can be found in the *Pronunciation Helps* section of General Resources.

#### Needs Notebook

#### Lesson Language

*Bunlardan birini söylerseniz, ben kar utnu söylerim.  
benzerlerini*

*If you say one of these (words), I'll say the opposite.  
ones like it.*

*Bir tane daha söyler misiniz?*

*Would you say another one?*

**NEW! - Opposites and Sets** (PILAT Techniques p. 17)

Learn new vocabulary using the *Listen and Respond* technique.

Note: Some people find learning opposites at the same time confusing. If you sense this is true for you, do not continue to use this learning strategy. Focus just on learning sets.

## Section 5 (continued)

### Ask Me a Question

Learn to recognize a few more questions about yourself. Remember that your goal at this point is to *recognize* these questions when they are asked of you so that you can give the answer you've already learned. For example:

*Evli misiniz?*

*Are you married?*

*Çocu unuz var mı?*

*Do you have children?*

*Kaç çocu unuz var?*

*How many children do you have?*

*Çalı ıyor musunuz?*

*Do you work? (asked of women)*

### NEW! - Oral Reading

Use *Konu ma 1* and *Konu ma 2*. Have your helper read a sentence so you can hear the flow and music of it. Read it after your helper, matching the pronunciation and intonation as well as you can. Have your helper read it again, and listen to see if it sounds like what you read. Finally, you read it again. Proceed through the dialogues this way. At this point, *all* of your oral-reading practice should be you repeating after your helper, rather than you reading it "cold" or back and forth in dialog form.

### Dictation

Continue doing this until you can accurately write down what you hear.

### NEW! - Social Expressions

Up until now, you have been given specific social expressions to learn each week. From now on, you will choose two new expressions from the list on page 1 of *Social Expressions* (in General Resources) to learn each week. By the end of Stage 1 you will have learned all the phrases on the first page.

### Teach Yourself Turkish, Lesson 1 (continued - 3rd of 3 weeks)

Learn *Konu ma 2*.

Review Lesson 1 as necessary.

Learn more vocabulary for shopping:

e.g. the names of things you buy, sizes, containers, weights

Learn prices.

TYT Note: "Maalesef" literally means "unfortunately", and is also used that way. (It is also an example of a lack of vowel harmony, which is the case with some foreign words.)

Also, there is not a clear way to express 'very big' and 'too big' differently in Turkish. *Çok büyük* usually serves for both and the context makes the difference clear.

### Summarize the Lesson and Prepare a Tape

## **Section 5**      **(continued)**

### **Personal Study Time**

Review your lesson

Prepare for your next lesson

Prepare for your community time

Following the guidelines and illustrations in the *Pattern Cards* section of General Resources, make a set of cards (at minimum, make the “smiley faces”) to use in your lessons next week. Lightweight poster board at the kirtasiye is *karton*; it comes in many colors.

### **Community Project:**

Take your helper with you to shop for groceries you use and need in a bakkal, manav or weekly pazar (**not** a supermarket). Learn to ask for things, describe them, ask questions about them, and order the amount you want.

## Section 6

25-30 hours

### **Sample Lesson Overview**

Beginning this week, there will be no sample lesson overviews given. Using the ideas given in previous weeks, you can structure the breakdown of your lessons the way you wish. Also, once you start full-time study, you do not need to do *every* one of these activities *every* day. (The exception to this is ***pronunciation***, which should **definitely** be done **every** time you have a lesson.) Just make sure that over the course of the week, you spend adequate time on each of the activities

### **Lesson Details**

#### **Pronunciation**

#### **Needs Notebook**

#### **Lesson Language**

Decide what you need this week, and learn some each day. You should continue working on lesson language until you can comfortably conduct your lesson and all its activities in Turkish.

#### **Dictation**

Continue doing this until you can accurately write down what you hear. You need to have your helper begin dictating sentences you are not familiar with, otherwise you will just be writing down words that you can spell because you've already learned them. Once you develop this skill, do dictation with your helper periodically to maintain it.

#### **Oral Reading**

Read sentences that are at an appropriate level of difficulty for you. The TYT dialogues that you have worked on are a good place to start, because you can understand what you are reading. For variety of reading material as you progress, you can go back to sentences, paragraphs and dialogues you have previously worked on.

#### **Social Expressions**

Learn two more from the list.

#### **NEW! - Item-Currency Comprehension (PILAT Techniques p. 19)**

Increase your ability to use numbers when shopping. Work on prices and how many/much you want to buy.



## Section 6 (continued)

### NEW! - Pronouns

Use your newly-made “smiley face” *Pattern Cards* and use the *Listen and Respond* technique to learn the following pronouns:

<b>ben</b>	<i>I</i>	<b>biz</b>	<i>we</i>
<b>sen</b>	<i>you (singular or familiar)</i>	<b>siz</b>	<i>you (plural or formal)</i>
<b>o*</b>	<i>he, she, it</i>	<b>onlar</b>	<i>they</i>

\* not to be confused with the word ‘*that*’ (as in this/that), which is also ‘*o*’; the context makes it clear which meaning it is.

Begin to explore the conceptual framework for *sen/siz* with your helper.

### Comprehension Activities

Tune in, Process, Respond. Continue over the next weeks and months to learn new material this way, using the *Listen and Respond* technique.

### Monologue (NEW! - PILAT Techniques p. 20) / Dialogue and Ask-Me-a-Question

Continue learning more. You’ve been working on monologues and dialogues that have been given to you; now you can use this PILAT technique to begin developing your own. You can learn to say more about yourself, or learn some of your *Ask Me a Question* questions to ask of others. The sentences in the *Basic Texts* section of General Resources can also give you ideas.

### PILAT Techniques

Continue to use the PILAT techniques you have been working on in previous weeks.

### Teach Yourself Turkish, Lesson 2 (1st half)

Use TYT in only a couple of your lessons each week. (Starting this week, you will spend 2 weeks on each lesson of TYT until you finish the book at the end of Stage 2.)

TYT Notes:

Page 30 - Whereas you can say *Ho geldin* (singular, informal), you always say *Ho bulduk*, even if it’s just you. *Ho buldum* is not used.

On page 34, it says that you only see two vowels together in a small number of words.

Actually, you also see them together in compound words (like *anneanne* - grandmother, and surnames like *Sarıalio lu* - son of yellow Ali).

### Summarize the Lesson and Prepare a Tape

## **Section 6** (continued)

### **Personal Study**

**NEW!** Start using the **Play It Again** technique (PILAT p. 21) to focus on pronunciation and stress. A good place to begin is with the TYT dialogues and your memorized monologues and dialogues.

### **Community Project:**

1. Use a monologue you have learned.
2. Observe how people introduce themselves in common situations. Learn when and whom to greet with a handshake, or a kiss, or embrace, etc. Every city, neighborhood, family and age group will have different standards in this area. It is probably better to be on the conservative side and let them take the initiative. Continue to observe these interactions in weeks to come.

## Section 7

25-30 hours

### Lesson Details

#### Pronunciation

Needs notebook

#### Lesson Language

#### Dictation

#### Oral Reading

You should also record yourself reading after your helper, so that during your personal study time, you can listen to both of you and compare your pronunciation, intonation (the “music”), and fluency with that of your helper. You can hear this most easily when both of your voices are taped, because you are hearing your own voice “out there”, as well as your helpers’.

#### Social Expressions

Learn two more from the list.

#### Numbers

Practice comprehending and saying telephone numbers the Turkish way. (Hint: They don’t say the digits one-by-one.) Use the *Number Dictation* technique.

#### **NEW! - Describing People**

Learn how to adapt the sentences you’ve learned to say about yourself so that you can describe several people you know. For now, stick with sentences that use the verb ‘to be’ (am, are, is).

e.g. *He’s American. She’s single. They have 3 kids. You’re a learner.*

#### **NEW! - Item Description** (PILAT Techniques p. 22 )

1. Choose 5 or 10 objects that can be easily described.
2. Choose a descriptive word for each. If you need to elicit one from your helper, use the sentence:  
***Bir sıfat verir misiniz?***  
*Would you give me a describing word (adjective)?*

3. Learn to say the two words together as a 2-word sentence. For example:

*kitap -- mavi*    *book -- blue*    Sentence: ***Kitap mavi.***    *The book is blue.*  
*kapı -- açık*    *door -- open*    Sentence: ***Kapı açık.***    *The door is open.*

## **Section 7** (continued)

4. If the describing words make sense, you may want to mix and match them.  
(*The door is blue.*      *The book is open.*)
5. You can also use the *Sentence Transformation* technique to make questions and negative statements.

### **Monologue/Dialogue**

#### **PILAT Techniques**

Continue to use the PILAT techniques you have been working on in previous weeks.

#### **Teach Yourself Turkish, Lesson 2 (2nd half)**

Use TYT in only a couple of your lessons each week

TYT Note: On page 41, 'soyad' should be 'soyadi', although sometimes you do see it as 'soyad' on a form to be filled out.

### **Summarize the Lesson and Prepare a Tape**

#### **Personal Study**

Reread the *Introduction* and *Stage 1 Overview and Guidelines*

Continue using the *Play It Again* technique. This should be done on a regular basis *throughout* language study.

#### **Community Projects:**

1. Learn to pay utility bills.
2. Learn to make Turkish coffee (men, too!).
3. Use Number Dictation for telephone numbers.

## Section 8

25-30 hours

### **Lesson Time:**

**Pronunciation**

**Needs Notebook**

**Lesson Language**

**Dictation**

**Oral reading**

**Social Expressions** - Learn two more from the list.

**NEW! - Item Activity** (PILAT Techniques p. 22)  
Stretch your ability to describe to include actions as well as objects.

**NEW! - Role Play** (PILAT Techniques p. 24)  
Start using this to learn and practice new language.

**Monologue/Dialogue** - You may want to combine this with your role play.

### **PILAT Techniques**

Look over the list of techniques that have been introduced thus far. If you have missed any, begin incorporating them into your lessons.

### **Teach Yourself Turkish, Lesson 3 (2nd half)**

Use TYT in only a couple of your lessons each week. Continue this way until the end of the book.

TYT Note: Pages 50 and 55 deal with voiced and unvoiced consonants. You probably never thought about it, but English sometimes does the same thing (English changes only in pronunciation, not in spelling). As an example, look at these pairs of plurals - they all use 's', but some final letters (the unvoiced consonants) are followed by an 's' sound, and the others (the voiced consonants) are followed by a 'z' sound:

's': docks      cops              bits  
'z': dogs      cobs              bids

TYT Note: In many places, the word for menu is more commonly *menü* (rather than *mönü*).

### **Summarize the Lesson and Prepare a Tape**

## **Section 8** (continued)

### **Personal Study**

#### **Community Project:**

Learn to give directions to a taxi driver to get to:

- ε your home
- ε four friends in various parts of the city
- ε places in the city you often go

## Section 9

25-30 hours

### **Lesson Time:**

**Pronunciation**

**Needs notebook**

**Lesson Language**

**Dictation**

**Oral Reading**

**Social Expressions**

Learn two more.

**Description: Item or Activity**

**Role Play/Monologue/Dialogue**

**NEW! - Activity Plus Question and Answer** (PILAT Technique p. 27)

Learn to use this technique to explore questions and answers.

**PILAT Techniques**

Continue using the techniques you have learned, and pick up any you have missed.

**Teach Yourself Turkish, Lesson 3** (2nd half)

**Summarize Lesson and Prepare a Tape**

### **Personal Study**

### **Community Projects:**

1. Take your helper to lunch; you do all the ordering, etc.
2. Have a Turk teach you to make a *tuzlu* (savoury food) that can be served with tea.

## Section 10

25-30 hours

### Lesson Time:

**Pronunciation**

**Needs Notebook**

**Lesson Language**

**Dictation**

**Oral Reading**

**Social Expressions**

Learn two more.

**Description: Item or Activity**

**Role Play**

**NEW! - Expansion Drill/Exercise** (PILAT Techniques p.29)

Take a sentence you can say, and add a word or phrase to it. Like the transformation drill, this drill is useful in helping you learn to manipulate basic sentences so that you can learn to say them quickly and smoothly. For example:

*Ahmet gidiyor.*

*Ahmet is going.*

*Ahmet ile\* Ay e gidiyor(lar).*

*Ahmet and Ay e are going.*

\* Take note that the word 'and' in English is often expressed differently (or just omitted) in Turkish. Work at not overusing the Turkish word 've'.

**PILAT Techniques**

Continue using the techniques you have learned, and pick up any you have missed.

**Teach Yourself Turkish, Lesson 4** (1st half)

TYT Notes: On page 67, you are told that you met the **-im** and **-iniz** endings on page 38. It should read page **36**.

On page 60, the word for 'big brother' is given as 'abi'. Technically, the word is 'a abey', although it is pronounced 'abi', and more and more often is seen written that way.

**Summarize the Lesson and Prepare a Tape**



## Section 10 (continued)

### Personal Study

**Community Project:** see next page

Learn how, when, and whether to barter:

- ε in different parts of town
- ε for different types of things
- ε ***fī*** (*receipt*): Learn how to say, before you start any bargaining, that you are going to need a ***fī*** .

## Section 11

25-30 hours

### **Lesson Time:**

**Pronunciation**

**Needs notebook**

**Lesson Language**

**Dictation**

**Oral Reading**

**Social Expressions**

Learn two more.

**Description:** Item or Activity

**Role Play**

**PILAT Techniques**

Continue using the techniques you have learned, and pick up any you have missed.

**Teach Yourself Turkish, Lesson 4** (2nd half)

Include a comparison of the **verb ‘to be’** (p. 33) and **possessives** (p. 67). Write out charts of the six forms that go with the smiley faces, using the words *anne/ baba* and *doktor*, because they make sense (*I am a ...; my...*) whether they’re true or not, and they give practice with words ending in both a consonant and a vowel (add a buffer or drop a vowel?...) Then practice them **thoroughly** with your pattern cards. After you know them without hesitation, try combining them (e.g. *You are my doctor*). This is harder than it first appears, so don’t overwhelm yourself before you’re ready to tackle this!

When you get to the family tree relationships, just learn as much as you can handle. You might want to stick with immediate family for now. The system for naming all the relationships is fairly complex, so don’t overwhelm yourself. Work at mastering it over the next weeks or months. You may find the charts (*Names of Relatives* in General Resources) helpful.

**Summarize the Lesson and Prepare a Tape**

**Personal Study**

## **Section 11** (continued)

### **Community Projects:**

1. Learn about age: how to say how old you are, how it's counted (be careful: often a child who is 8 by our reckoning is 9 by theirs!), how and when to ask, etc. Learn about shaking hands, kissing cheeks, kissing hands or embracing when greeting people of different ages.
2. Use your own relatives to explore and learn special names for immediate relatives.
3. Go to a barber/hairdresser with your helper. Learn the things you need to say and understand (both language and culture). Give a running account (present tense) of what you and others are doing.

## Section 12

25-30 hours

### ***Review and Consolidation***

#### **Lesson Time:**

**Pronunciation**

**Needs notebook**

**Lesson Language**

**Dictation**

**Oral Reading**

**Social Expressions**

Learn two more. By now you should know all the items on the first page of the *Social Expressions* list.

**Description:** Item or activity

**Role Play**

**PILAT Techniques**

**Teach Yourself Turkish:** Review chapters 1-4

**Summarize the Lesson and Prepare a Tape**

#### **Personal Study:**

Consolidate what you have learned so far. If you haven't already developed a system for recording vocabulary categories and topics you are learning, do it this week.

Check whether there are any PILAT techniques introduced in Stage 1 that you have not tried yet. If there are, write them down in an early Stage 2 section so that you have a specific plan for doing them.

#### **Community Project:**

There is no word for “spell”, but Turks do “spell” when necessary, for example over the phone (kodlamak), according to the first letters of Turkish provinces and cities. For example, they could spell the name *Ruth* as “Rize'nin Rsi, Urfa'nin Usu, Trabzon'un Tsi, Hakkari'nin Hsi”. Ask your helper for the most common provinces/cities used in their “spelling”, and practice your new grammar form and learn some geography at the same time!