A Global Simulation
Intermediate-Advanced Turkish
Instructor Resource Manual

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CENTER FOR EDUCATIONAL RESOURCES IN CULTURE, LANGUAGE AND LITERACY (CERCLL)
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Introduction

“Tell me and I will forget; show me, and I may remember; involve me and I will understand.”

Old Chinese proverb

Many foreign language scholars and practitioners are increasingly wrestling with the issue of promoting communicative and cultural competence as central goals of language instruction and how to reach them in the classroom, as mainstream curricular approaches and materials have proven to be rather ineffectual in supporting this endeavor. Finding sound, alternative, and theoretically-based and practical approaches that can help students acquire communicative and cultural competence in ways that can be meaningful and relevant to them has been a challenge. Global simulation (GS) offers an alternative approach to achieve these goals.

As an approach, global simulation was developed in the late 1970s by a group of researchers at BELC (Bureau pour l’Enseignement de la Langue et de la Civilisation française à l’étranger) as an answer to a growing dissatisfaction with the prevailing language teaching and learning paradigm driving instruction in foreign language classrooms at the time (Caré, 1995; Debyser, 1974, 1981/1996; Yaiche, 1996). In 1973, in a seminal article entitled “La mort du manuel et le déclin de l’illusion méthodologique” [“The death of the textbook and the decline of the methodological illusion”] Francis Debyser strongly criticized the structural approach to language teaching and learning commonly found in textbooks and called for recentering instruction on the learner, promoting more active learning, developing free expression and creativity, and fostering true communicative competence in culturally meaningful and relevant contexts (cited in Yaiche, 1996).

Almost four decades later, many foreign language professionals continue to voice their dissatisfaction with mainstream curricula and teaching materials which continue, as Levine (2004a: p.26) puts it, “to be built upon the persistent assumption that the acquisition of a FL and its culture means studying discrete grammatical structures, vocabulary lists, and pieces of information” and as such have fallen short of translating current theories of second language acquisition into practice. In their search for effective approaches to promote language and cultural competence in learners, a number of foreign language scholars and practitioners became re-acquainted with global simulation and are giving it a serious second look as the growing number of journal articles (e.g., Caré, Bourdeau, Bouygue, Gatein, & Jannot, 1992; Caré, 1993, 1995; Dupuy, 2006; Levine, 2004a, 2004b; Magnin, 2002; Yaiche, 1996) and conference presentations (e.g., Dupuy, 2004; McMahon, Mills, & Peron, 2005) seems to indicate.
Global Simulation: Definition and characteristics

Most people have heard of simulation. One example is MedSim, an online simulator for medical training and assessment, which provide trainees with a variety of normal and abnormal cases so that they can hone their diagnostic skills and further improve their level of clinical performance. Another example is OTIS, an online trading and investment simulator, which gives an opportunity for experienced investors to test new stock market strategies, and for new investors to learn the basics of stock trading. Finally, an example more germane to foreign language instruction is a simulation in which a group of students is a Concerned Citizens Action Committee, which pitches their recycling plan to the council of their city.

Although various understandings of simulation exist, we chose Jones' (1984) three key elements to define it:

- **Reality of function**: even though a simulation is not reality, learners must embrace their role (e.g., residents of an apartment building; stock brokers, business people, diplomats etc.), and behave and act within the simulation as if they actually were these people. As learners bring life to a simulation, it takes on a reality of its own and “then the experiences of the participants become real, and the use of language becomes meaningful communication. Simulations thus encourage language participants to use their new language in the ways most people do in other (similar but real) situations” (Crookall and Oxford, 1990, p. 15).

- **Simulated environment**: a representation of reality is created around a single situation or premise (e.g.: an apartment building, a stock trading room, an IT business, an international conference, etc.) to promote role-acceptance and realization.

- **Structure**: action is built around a set of small projects that are not invented but are rather generated as action progresses, and contribute to the completion of a large project (e.g., the story of a building and its residents through the years; the advertising campaign of some new software, etc.).

Whereas a simulation is short-term (10 hours or less are needed to complete them), GS, on the other hand, involves learners in a long-term (25- to 150-hour) global project in which they have to deal with a variety of aspects relevant to the premise chosen. GS also differs from simulation in that, as implied by the qualifier ‘global’, (1) the entire range of authentic exchanges possible in and around the premise is explored, and (2) these exchanges naturally grow out of the needs that arise from the GS and are essential to its successful completion. Global also means that curricular areas (e.g., geography, history, art, music, literature, linguistics, statistics, etc.)
other than foreign languages are tapped into if they are needed to complete the final project. Global additionally suggests that not only language skills but practical skills (e.g., taking pictures with a digital camera, posting on a blog, writing collaboratively using a wiki, etc.) and cognitive skills (goal setting, project planning, product archiving, self-assessment, leadership, etc.) can be promoted, and affective behaviors such as self-confidence and risk taking can be fostered. Last but not least, global also indicates that in GS teachers and learners make a whole, work in a close partnership, with learners playing a key role.

Global simulation is a powerful teaching and learning approach with strong theoretical and empirical research support from a wide range of fields: SLA, training studies (cooperative learning, extensive reading and listening), cognitive psychology (motivation/attribution/interest). Furthermore many practical features, detailed in the following section, make it an appealing curricular approach to language and culture teaching.

The apartment building

Why an apartment building?
The Turkish apartment building global simulation presented here is based on L’Immeuble (Debyser 1981, 1996) which was conceived to offer a realistic approach to French urban culture. Debyser’s work provided the basic framework which was adapted to reflect life in Istanbul and further developed in ways that will be later described. The apartment building global simulation was selected as it would offer the kind of context and experiences that would allow Turkish learners to tap into their acquired linguistic and cultural knowledge and/or experiences and further build from them. Support for this selection also comes from Ausubel, Novak, and Hanesian (1978), who indicate that projects and materials can only promote learning when they are meaningfully related to what students already know and when they include activities and cues that can help them process the new content and relate these ideas to knowledge that already exists in their schemata.

Implementing this global simulation
The apartment building global simulation develops in sequential stages, 5 in total: a location is identified; residents move in and their identities are fleshed out; apartment building comes to life with residents interacting; residents engage in all sorts of writing; all sorts of events and incidents occur in the apartment building,

In each of the five phases, students carry out a number of tasks which all lead to the creation of an artifact that is later on be integrated in the final project.

Integral to global simulation, each tasks must start with a briefing session and end with a debriefing session. In the briefing session, students are initiated into the simulation in a way that will activate their content, linguistic, and cultural background knowledge. “Accessing
background knowledge before launching an activity helps enrich the learning experience by preparing the groundwork for new experiences to build on top of old ones” (Knutson, 2003, p. 57). It is then, during the briefing session that students come to understand the pedagogical purpose and rationale for the simulation, which “can lead to greater learner awareness of, and involvement in, their own learning process” (Knutson, 2003, p. 57). In the briefing session, Jones (1984) cautions against overdoing the language briefing in particular as this may bring students to see themselves as students again which would prevent the GS to be genuine, and reiterates that “the aim of the simulation is not to produce correct words, grammar, or pronunciation, but to communicate effectively according to roles, functions and duties” (p. 38). In each section, a series of integrated activities have been designed for the briefing session. Only after that, are students to engage in the simulation. Once the simulation has ended, students reflect in the debriefing session on their own learning and critique their own performance.

**Web 1.0 and 2.0 technologies and global simulation**

The use of new technologies brings a breadth and depth to global simulation that could not be achieved otherwise. Not only do they give both teachers and students access to resources and models for completing GS tasks and projects, they also allow for greater collaboration among peers inside and outside of the classroom. Caré (1995) discussed the archival role technology could play in GS, here the use of technology in GS is pushed beyond that.

We suggest that a web site be created to post guidelines, rubrics and archive learner productions as they are completed. Having easy access to completed productions is important in GS as they serve as references for later productions. Networking technologies such as Facebook, Live Journal also ought to be integrated. They can facilitate collaboration among students and also promote a sense of community by allowing students to connect with peers and other people on the outside. They also assist in creating an atmosphere that closely reflect real life contexts.

**Teacher and student roles**

In global simulation, the relation teacher-student takes on a different form than the one we are accustomed to see in the traditional teaching-learning paradigm where the student’s access to knowledge necessarily goes through the teacher who takes on the sole responsibility for all that happens in the classroom.

A global simulation is not taught. By that we mean that “The teacher is on the outside, not in the inside; he or she does not participate in the interaction, has no powers or responsibilities for the decision-making” (Jones, 1995, p. 11). In the apartment building, the major roles that the teacher assumes are those of a guide, and architect and a resource person. As a guide, the teacher leads students to reflect on what is about to happen and what is needed to make it happen (briefing session) and what just happened (debriefing session). As a resource person, the teacher orients students to appropriate resources when students request it, as the purpose is to lead students to become autonomous, to develop strategies to learn on their own by using sources other than the teacher. As an architect, the teacher divides and organizes the
work in such a way that it is easier for students to tackle.

When the roles of the teacher change so do the roles of the learner. “Just as there is no teacher... neither are there... students” (Jones, 1995, p. 11). In global simulation, the role of the learner is no longer to listen and regurgitate information but to pull content together, negotiate meaning, reflect on learning, and come up with an appropriate final product.

Assessment

Formative and summative assessments are an integral part of global simulation. In global simulation, the teacher provides measurable criteria related to each task objectives, makes sure that the criteria are known and understood before working on a task, evaluates and makes suggestions. Students are involved in evaluating the teamwork of their peers. They evaluate their production and offer suggestions for revision. Students also evaluate their peers in terms of participation, ability to follow through, respect given to other team members in collaborative work. To develop learning strategies and build learner autonomy, students also have a chance to reflect on their own work in class during the debriefing sessions. The number of items used in a rubric, the nature of these items, will mostly depend on the objectives of the course in which this global simulation is implemented, the objectives of the task considered, and the level of your students.
References


Dogan Apartmani - Turkish Global Simulation is exciting and new in every regard. Where can you live in an apartment building similar to DOĞAN APARTMANI? Unless you can afford the time and money to live in Istanbul. Virtually you can! Your mission in Turkish Global Simulation, should you choose to accept it, is to conceptualize and create this interesting Apartment Building with your classmates!

Goals
This is a very special, and somewhat new, type of course, yet it is one that contributes well to the goals of our overall Turkish Language curriculum at UoA. We have two main goals for this course. First, the “language goal”: we will focus equally throughout the semester on listening comprehension, speaking, reading, writing, and cultural literacy.

We orient the course toward a simple, long-term language goal: If you were to land in Turkey, we would want you to be able to interact and communicate in Turkish in an easy, enjoyable, culturally appropriate, and of course stress-free manner. Additionally we want you to have strong reading and writing skills.

Our second main goal for the course is to contribute to your education in ways not directly related to Turkish. Specifically, we want to help you develop critical thinking and discourse skills. We regard language learning as a valuable humanistic endeavor in its own right, one that should contribute meaningfully to your personal and professional development.

In order for the participants to succeed in their functional or professional roles, sufficient information must be provided so that each person can succeed at each stage of the project. You must have access to, be exposed to, actively work with materials and issues dealing with the simulation (i.e. maps, readings, documents, newspaper items…). The important thing is that you and your classmates should never make up or invent key facts about the simulated project. My job as instructor will be to either provide you with such materials, or else guide you in obtaining and working with them.

Characteristics of a Simulation
Simulations differ from traditional “role-playing” activities in that they are not improvised dramas or isolated, episodic dramatic events in which you play other people and act out situations. Our simulation involves characters (you and your classmates) and situations that are plausible and consistent with the real world.

As you can imagine, such an environment gives you a greater responsibility for learning than in
many other types of courses. It also provides you with more autonomy in the classroom. As professionals, you primarily power and authority over your experiences, not the instructor. You determine largely how to proceed. You cope with developments and problems that arise. You are in charge of gathering information, discussing what to do with that information, and deciding how best to proceed toward accomplishing the group goals.

Frankly speaking, a simulation is “owned” by its participants. This is precisely why I, as the instructor, will not view myself as the director of the simulated events. I will participate as a “facilitator” of the events in the simulation, and as an organizer of the authentic materials and real life issues, designer of certain activities, etc. But it is important for you to seize the reigns of your course early on, so that you may obtain the maximum benefit and enjoyment from it.

Adapted from Glenn Levine “global simulation at the intersection of theory and practice in the intermediate-level German Classroom”

Office Hours and Contacting your Instructor:
Please feel free to come to see me during office hours on Wednesdays between 09:30-11:30. If you aren’t able to make visit with me during office hours, call 520 461 5329 or send me an e-mail to arrange a meeting time. E-mail is the quickest and most reliable way to contact me.

Course Materials:
Materials designed specifically for the Turkish global simulation can be found on the following websites. You are required to log on to the doganapartmani.com web site to communicate with your classmates or with me. There is a book published about the apartment. You will get a free copy for the duration of the semester. Please return the book intact for future students’ use.

www.doganapartmani.com
www.ahmetokal.com

Free Computer software needed for TGS
Email account | Audacity | Skype | MSN messenger | Yahoo messenger | sketchup | freecorder | VPN | JING | Google talk | Firefox | Audacity

Elementary Turkish chapters |

SÖZLÜK |
Elementary Turkish TÜRKÇE SÖZLÜK |
İNGİLİZCE SÖZLÜK
Class Meeting time and Sites
CMES LAB MWF 13:30-14:55

Log on name: !!!!!
Password: !!!!!

Google documents
You are expected to create a google.doc for your homeworks and share it with me (and/or with your partners, and/or all of the fellow classmates). After the class periods, you are expected to work further with these files created by you or shared for you.

Blog
DOĞAN APARTMANI blog pages will be used during the semester for discussions outside the class time.

To create a new post:
1. Go to http://doganapartmani.blogspot.com
2. In the upper right-hand corner, click on “Sign In.”
3. At the top, under “Sign in to use Blogger with your Google Account,” enter the following information:
   Username(email): blog@doganapartmani.com
   Password: turkish

   And then click “Sign In.”
5. Here is where you can compose your post - please give a proper title, and please put your name at the end of each of your posts. You can also attach pictures using the “Add image” button in the toolbar of the “Compose” window.
6. When you are finished composing your post, click “Publish Post” at the bottom to post to the blog.

To make a comment on an existing post:
Repeat steps 1-3 as above.
4. Return to http://doganapartmani.blogspot.com/
5. Click the name of the post that you want to comment on.
6. Click on “Post a Comment.”
7. Here is where you can compose your comment - please put your name after your comment.
6. When you are finished composing your comment, click “Publish Your Comment” at the bottom to post your comment.
Gradekeeper
Your progress in the class will be monthly presented to you as a copy of gradekeeper document.

doganapartmani.com
Each student is assigned with a 6GB ____@doganapartmani.com E-Mail account. Correspondence with me and classmates is expected to be done through the assigned email address.
www.doganapartmani.com

E-Mail account
Sample E-Mail address: ahmetokal@doganapartmani.com
yourturkishname@doganapartmani.com

Facebook “Dogan Apartmani”
Group Info: Turkish Language Teaching

Grammar Days
On certain days specified on the schedule a Turkish TA will conduct a grammar class.

Preparation for Class:
Language acquisition requires a steady, constant, daily exposure to comprehensible authentic messages in the language you are studying. You are encouraged to maximize the time outside of class by preparing yourself in advance for the materials, which will be covered on a specific class period (see attached schedule). It is expected that you will come to class with a certain amount of knowledge on new vocabulary words and grammar points for the lesson, so that the bulk of class time can be devoted to communicative activities. In-class brief vocabulary and grammar explanations will be offered; it is however mainly your own responsibility to go over the new vocabulary and grammar explanations before coming to class and to constantly review all the material covered in class. If you are not prepared for class your participation will suffer.

Assessment & Grading

Course requirements and evaluation
Attendance 10%
Participation 10%
Oral performance 10%
Correspondence 10%
Homework 30%
Collective Writing Project 10%
Quizzes 10%
Final exam 10%
Grade equivalents
90 - 100 = A
80 - 89 = B
70 - 79 = C
60 - 69 = D

Explanation of grades:
A = Excellent (given only to students of superior ability and attainment)
B = Good (given only to students who are well above average, but not in the highest group)
C = Fair (average for undergraduate students)
D = Poor but passing (cannot be counted for graduate credit)
E = Failure
I = Incomplete
W = withdrawal from a course before the date specified in the University Calendar

Correspondence
You are expected to communicate with the Turkish speaking community in Turkey, preferably in Istanbul in the neighborhood of the Apartment Building. Your sample correspondence via E-mail, voicemail, chat programs, short messages, letters will be evaluated and graded.

Oral Performance
During the semester you will receive grades for your oral performance in Turkish. In the process I will ask you to self-assess your development in this area.

Homework & Collective Writing Project:
You will be expected to turn in homework assignments on time. Late work will not be accepted and missed homework assignments will receive a zero. If you must miss class, be sure that you submit any assignments to your instructor’s mailbox (NES) before class and that you contact your instructor or a classmate to find out what the assignment is for the next session. Work turned in after class is considered late and will receive a grade of zero.

You will carry out a semester-long creative writing project. For this project you will work in large groups, small groups, and individually. There exists a strong relationship between reading and writing. If one reads more, in any language, one will have a larger vocabulary, better reading comprehension and writing style, more accurate spelling and grammar accuracy. The readings you will be doing in this class will help you in a number of ways to realize this project. Possible projects might include dubbing, play/acting, fotonovella...
The Collective Writing Project grade will comprise 10% of your final grade.
The Class Participation

The Class Participation portion of the grade will be scored as follows:

Outstanding (100-90)
always arrives for class on time
always works on comprehension skills by listening attentively when others speak
always asks questions when something isn’t clear
always participates in all activities with enthusiasm and a positive attitude
always contributes actively during group activities
always responds to questions during follow-up and discussion sessions

Very Good (89-80)

Average (79-70)

Absence

In case of illness, the student is responsible for any work missed. NES Department will automatically excuse up to 3 ninty-minute absences. 3 ninty-minute absences represent a week worth of class time, that’s a lot of time considering that we only have about 16 weeks of class. After three such absences of, we will not excuse any absences for any reason. Late arrivals and early departures will also affect your class participation grade. If you arrive 10 minutes after class has begun, you will be considered absent. Please plan to be in class by the scheduled time. Every absence beyond excused absences will take points away from your attendance grade. See chart below.

<table>
<thead>
<tr>
<th>Number of 90-minutes absences</th>
<th>Maximum points possible</th>
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<tbody>
<tr>
<td>0-3</td>
<td>10</td>
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<tr>
<td>4</td>
<td>9</td>
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<td>5</td>
<td>8</td>
</tr>
<tr>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>More than 6 (2 weeks of class)</td>
<td>0</td>
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</tbody>
</table>

Incomplete Work:

The University’s policy on incomplete grades is as follows:
The grade of “I” (incomplete) may be awarded only at the end of a term, when all but a minor portion of the course work has been satisfactorily completed. The grade of “I” is not to be awarded in place of a failing grade or when the student is expected to repeat the course; in such a case, a grade other than “I” must be assigned. Students should make arrangements with the instructor to receive an incomplete grade before the end of the term.

If you do not do all the work for the course and have not made arrangements with me to get a grade of “I”, you will receive a grade based on whatever grades you have earned so far, with “0” grades for missing work averaged in.
Students with Disabilities:
If you anticipate the need for reasonable accommodations to meet the requirements of this course, you must register with the Disability Resource Center and request that the DRC send me official notification of your accommodation needs as soon as possible. Please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate.

Statement on Professional Conduct:
Membership in the academic community imposes on students, faculty members, administrators, and regents, an obligation to respect the dignity of others, to acknowledge their right to express differing opinions, and to foster and defend intellectual honesty, freedom of inquiry and instruction, and free expression on and off campus.

Subject to Change Statement
The information contained in the course syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate by the instructor.
Week 1
Aug 25-29

Introduction

Monday
PAS 316
Tanışma & syllabus

Wednesday
CMES LAB
Setting email accounts, LAB arrangements

Friday
The demographics of Istanbul
ibb.gov.tr | TÜRKİYE ve İSTANBUL NÜFUSU
Placing residents in apartment units | kat planı
Nüfus ve Vatandaşlık işleri | e-devlet | Türkçe Klavye
İSTANBUL

TASK in class

Week 2
Sep 1-5
Constructing the Apartment Building

Monday
LABOR DAY  No Class

Wednesday
What is in a name | TDK Kişi adları sözlüğü | Soyadları | Lakaplar
Soyadı Kanunu | isim Listesi | Türk İnsanının Analizi | HAYVANLAR
TASK in class

Friday
ML412
The job statistics of Istanbul | The residents and their jobs | Hobbies |
THE CREATION OF THE TEACHER | THE ECONOMIST job indicators
OKAY TEMIZ | RASIH ILERI | ANA MESLEK! | BABA MESLEĞİ | BOŞ ZAMANLAR
TÖMER DİL KURSU
TASK in class

Week 3
Sep 8-12
Monday
Wednesday
Jobs in Istanbul | Store on the block
TASK in class

Friday
Telephone numbers in Turkey | Posta Ve Postacının Tarihi
TURK TELEKOM | TELEFON NO SORGULAMA | What is your number
Phone conversation in Turkish | AJDA PEKKAN | Deniz Tat | Doktor
Gülner | Hikmet | Role Play
TASK in class

Week 4
Sep 15-19
Monday

Driving in Turkey |
TRAFİK KURALLARI | Trafik Levhaları | Trafik Dersi | Çocuklar için trafik
Mustafa Sandal ARABA

To whom do these belong? |
Otomobil Fotoğrafları | otomobil fotoğrafları büyük
List of car makes in Turkey | Dünyada otomobil sayısı
illere göre otomobil sayısı | otomobil markaları
TASK in class

Wednesday
Cars for sale |
Online ilanlar | OTOBAN EDEBİYATI | OTOSHOW Dergisi | BUMPER STICKERS
TASK in class

Friday
TBA
Hayat Can Dündar
Quiz 1

pdf | EVALUATION RUBRIC>>> START oral performance

Week 5
Sep 22-26
Decorating the Apartment Building

Monday
New buildings and facades around Istanbul
My neighborhood | İstanbul, the property boom
DICTIONARY Mimarlık ve Yapı Sözlüğü

Quiz 2
TASK in class
Wednesday
My building | My entrance | Apartman Girişii | İlan, Duyuru, Kroki
Temizlik Görevlisi | The apartment

Photo collage
TASK in class

Friday
Commercial billboard | Zeki Mayo afişlerine yasak! | The billboard nearby |
VAKKO billboard | Jaguar | BANKALAR
TASK in class

Week 6
Sep 29-Oct 3

Monday
Let’s go furniture shopping | Tell me how you furnish your bedroom
Snooping around | kilimler + HALILAR | Koleksiyon | HORHOR bit pazarı
IKEA | IKEA ışıkları fikirleri | IKEA KATALOG
TASK in class | quiz time

Wednesday
Messages of all sorts
Graffiti, An inventory | Duvar yazıları | Your turn
Announcements of all sorts | Graffiti | Her türlü ilan
İlan, Duyuru, Kroki | Temizlik Görevlisi
TASK in class

Friday
Small Ads | Professional/personal notes
TASK in class

Week 7
Oct 6-10
Role Plays

Monday

Wednesday
Personal and family relations, Recap | Let’s all get along | Neighborly relations
Networks | OYUN Fıstık Apartmanı | GELİN KAYNAKA
TASK in class

Friday
Brief chats in the stairwell | Encounters
How are you doing? | What’s up? | A helpful hand.
TASK in class
Week 8
Oct 13-17
Monday

Gossiping | Spreading rumors
Hello? | Phone pranks | gelinlik sarhoşluğu AYLİN ASLIM
DEMİR BANK CALL CENTER | DEDİKODU YAPMAK YASAKMIŞ
TASK in class

Wednesday
Fortune telling | GORA FİLİMİNDEN FAL BAKMA KLİBİ | GÜNLÜK FAL
TASK in class

Friday
Cooking up a storm
Common dishes | Yemek Tarifleri | Oburcuk
How do you make this, this is delicious! | İtalyan Mutfağı | Türk Mutfağı
MÖNÜLER
TASK in class

Week 9
Oct 20-24
Personal matters

Monday
Portraits | Biographies | YILDIZ KENTER | ZEKİ MÜREN | CLINTON
TASK in class

Wednesday
What are they doing? What are they saying?
I remember... | Akşam | Sabah | FLAMİNGO | Sinema Afişleri | Apartman eskizi
TURKISH JOKES | SOAP DISH
TASK in class

Friday
TBA
TASK in class

Week 10
Oct 27-31
Open Senses

Monday

Wednesday
Noises of all sorts | Comparing Turkish and English onomatopoeia in cartoons |
Morning noises | Evening noises | ANIMAL SOUNDS | PATLAMA SESİ | DARYL CAGLE’S CARTOONISTS INDEX | KARİKATÜR | İNGİLİZCE KARİKATÜR | GOCOMICS | ONOMATOPOEIA in TURKISH POPULAR CULTURE | HACI KOMÜNİST ROMANINDAN
TASK in class
Friday
Busy Sunday morning | Grocery shopping | Smelly business
PAZAR ALIŞVERİŞİ | CARREFOUR EXPRESS | MAHALLE’DE CARREFOUR EXPRESS
Yemek Tarifleri | KURABİYELER | ANNEMİN TARİFLERİ | SEVDA ERGENEKON’dan
GAZ KOKUSU
TASK in class

DETAILS of the final project >>>

START
Collective Writing Project

Week 11
Nov 3-7
Written correspondence

Monday
Postcards, cards, and letters | It is in the mail |
KARTPOSTALLAR | KARTPOSTAL HİKAYESİ | MERYEM’İN KINASI
Düğün Davetiyesi | VAKKO gelinlik damat modelleri
Düğün Hazırlıkları için tavsiyeler
TASK in class
Wednesday
Time to celebrate | BAYRAMLAR | SEVGİLİLER BAYRAMI
THANKSGIVING | BAŞIN ŞAĞOLSUN... SÜNNET DÜĞÜNÜ | BAYRAM TEBRİĞİ
ATATÜRK HAVAALANI | DÜĞÜN ve GELİNLIK
TASK in class

Friday
Emails | SMS | Invitations | EVITE | EMAIL ÖRNEKLERİ | CEP TELEFONU
TEXT MESSAGE | TANRİYA MEKTUP | E-KART
TASK in class

Week 12
Nov 10-14
Interests and hobbies

Monday

Wednesday
So little time, so many things to collect | A rare item
DARPHANE | ALESSI WATCHES | EPHEMERA | PUL KOLEKSİYONU
TASK in class

Friday
What’s that in the corner | The secret |
GUNNIESS REKORLAR KİTABI | KÖMÜRLÜK ve DEPO | KIŞ GELDİ...SOBACILAR
TASK in class
Week 13  
Nov 17-21

Monday
Popular reads | EN ÇOK OKUNAN 100 KİTAP | KAVGAM BEST SELLER | ORHAN PAMUK
REMZİ KİTAPEVİ best seller | MURATHAN MUNGAN
TASK in class

Wednesday
The Library | MEB 100 TEMEL ESER | ŞİİR DEFTERİ
CONTEMPORARY TURKISH LITERATURE
TASK in class

Friday
Music trends | Tell me which music you listen to and ...
EUROVISON SONG CONTEST | 2004 SERTAB | CD kapaklar | power fm | powerturk | POWERCLUB |
Müzik Ödülleri | DİSKOTEK DISCOGRAFİ SİTESİ
ZEKİ MÜREN | BARIŞ MANÇO | SEZEN AKSU | TARKAN
BÜLENT ERSOY | MÔR VE ÖTESİ | ORHAN GENCEBAY
U2 + LUCIANO PAVAROTTI
TASK in class

Week 14  
Nov 24-26  
Role Plays

Monday
Türküler | SÖZLER | TÜRK HALK MÜZİĞİ

Wednesday
Encounters | COUPLING | MURATHAN MUNGAN’dan bir ŞİİR
TASK in class

Friday
NO CLASS | THANKSGIVING

Week 15  
Dec 1-5
Stories

Monday
Board / Association meeting | Let’s talk | Events / incidences of all kinds |
SÜNNET DÜĞÜNÜ | GÖBEK DANSI EĞLENCE | BAHÇE PARTİSİ | CENAZE

Wednesday
Poets... poems | ORHAN VELİ | LANGUAGE FAIR RULES AND SCORING
TASK in class

Friday
What have they become? |
Week 16
Dec 8-10

Monday
Preview of the final projects
(completed Collective Writing Project needs to be shared via google doc.)
EVALUATION RUBRIC | pdf |
TASK in class

Wednesday
Last day of class

Dec 17 Wed
final exam | pdf
HOMEWORK & ASSIGNMENTS

Please check the course syllabus on www.ahmetokal.com regularly. And at the STUDENTS pages you can see where we are at and what topics we are covering on that particular stage and date.

You are expected to come to the class having studied the topics we are covering on that particular date. The links provided on the syllabus are enough to give you an idea about the topic. You can explore the pages about İstanbul, Turkey, Students as well as Doğan Apartmanı. The Doğan Apartmanı pages have materials we will use in the class. The quizzes will be based on the vocabulary pertinent to life in the Apartment as well as characters who live there. I will cover important vocabulary in class. The 10 stages of the simulation have vocabulary as well.

The due dates for your weekly tasks are before the following Monday’s class. You are expected to send the assignments via stated channels, unless you have agreed with me otherwise. You are required to write your assignments in Turkish, with Turkish KEYBOARD and Turkish spelling.

You will be required to work in groups on certain tasks. You will be graded equally. On individual assignments you will be assessed and graded based on your own effort. You will only be compared to yourself and your progress in the class. Therefore you are expected to review and edit your previous homeworks wherever possible. The grade will differ accordingly.

Please bring your laptop if you would like to use it in the class period. The use of technology in and outside class is encouraged.

You can reach me via email, google chat, facebook, or cell phone.
Week 1 | Aug 25-29 | Due September 3rd

1- Assign yourself a Turkish name and a last name.
2- You need to post information about yourself (age, marital status, gender, apartment number you live in, pets you have, your job, where you are from...).
3- Your last name should come from the reading article, so that it matches the city the last name originates. You are free to choose your character.
4- You need to start filling out the Birth Certificate request form with the information you provide.

Via: blog@doganapartmani.com

Week 2 | Sep 1-5 | Due Sep 8th

5- What are the usual and unusual Turkish names in Turkey and in the United States. Any famous nicknames? Write five example for each category.

6- What is the apartment number you live in? How many rooms are there?

Via: blog@doganapartmani.com

Week 3 | Sep 8-12 | Due Sep 15th

7- What are the sexiest jobs for you, in Turkey, and in Germany?
8- Are there any jobs that exist in Turkey, but not in the States any more?
9- Tell me about the work classification in Turkey and the US.
10- What does Baba mesleği mean? Give 5 such examples.
11- What is the jobless rate in Turkey, US and Germany?
12- Transcribe the voicemail message by Ajda Pekkan on the syllabus.
13- Transcribe a voicemail in English.
14- You need to record a phone message in Turkish.
15- What primary school, high school did you go to? How about university? Give information about your schooling life in Turkey.
Birth Certificate fully filled out is due.

Via: email a word document with the transcript and sound Mp3 to ahmetokal@doganapartmani.com
Bring the Birth Certificate to the class.

PS: We should be able to use the server space by now. From now on, you are expected to use the server space to send me any homework Assignment unless specified otherwise. As an alternative, you may create google documents and share it with me.

-----------------------------------------------

Week 4 | Sep 15-19 | Due Sep 22nd

16- List at least 5 French car makes, 5 Italian car makes, and 5 Japanese car makes.
17- Which cars in your list do not exist in the USA.
18- Compare the prices of 3 cars that are on sale in Turkey and in the USA.
19- Tell me in a two-paragraph word document the car buying options in the States.
20- Write a classified ad in English for a newspaper (buying or selling a car).

PS: Inform me about whom you are going to write a biography and update the google Biography. doc regarding this. You need to consult with me as to who might be a good candidate. Please remember, you need to correspond with the person via email, in English if you prefer. The assignment is in Turkish.

-----------------------------------------------

Week 5 | Sep 22-26 | Due Sep 29th

21- Send 3 billboard pictures from the US which you think are very interesting in terms of the use of language.
22- Comment on the billboard pictures on the students' page.
23- Write 3 billboard mottos from chains, ex. McDonalds, that one may come across in the States.
24- Write a two-paragraph comment on the use of scantily clad female models on billboards in Turkey.
25- What do you think should be done regarding the banned ZEKI mayo commercials?
26- Write a company profile for Vakko.
27- Write a classified ad (buying or selling) for a car to be posted on the apartment PANO (announcements board) in the building.

-----------------------------------------------
Week 6 | Sep 29- Oct 3 | Due Oct 6th

28- How much money is needed to furnish your bedroom from IKEA Turkey, do a shopping list and costs.
29- What would you never have in your bedroom that some of your neighbors have? Write a two-paragraph sentence.
30- Do yard sales exist in Turkey? Bit pazarı? Rus Pazarı? Where would you like to shop.
31- What graffiti do you see in the streets of Istanbul and in foreign countries you have been? Give plenty of samples. Post images on the blog.
32- What do you know about Turkish rugs/carpets.
33- Write a three-paragraph info page about Turkish HEREKE carpets.

Week 7 | Oct 6-10 | Due Oct 13th

34- Draw your family tree with family members and relations to you.
35- What do you think about the neighborly relations in the building? Watch the video to comment about this.
36- Is there an opportunity for small talk in the building? Where?
37- What things would you ask from a neighbor?
38- Send a word document with the scripts of two such encounters.
39- Record audio or video of a fortune telling event between you and another neighbor.

Week 8 | Oct 13-17 | Due Oct 20th

40- Record a phone conversation with a neighbor gossiping about an odd neighbor.
41- Write a recipe for a Turkish dish you think is unusual.

Week 9 | Oct 20-24 | Due Oct 27th

42- First draft of the biography is due.
43- It is 8 o’clock in the evening. You see a neighbor through the open curtains. What are they saying to each other? Write a one page dialog…
DID YOU HEAR... SMELL THAT?

Week 10 | Oct 27-31 | Due Nov 3rd

44- List the noises one can hear in the apartment building in one day.
45- List the types of noises one might hear around the building and in the city. How do those noises are spelled?
46- Compare Turkish and English onomatopoeia in comics.
47- What can you smell in the building...
48- Today is sunday! Grocery shopping day! What do you buy and from where?

START Collective Writing Project (final project)

Week 11 | Nov 3-7 | Due Nov 10th

49- Provide samples of your email correspondance with a native Turkish speaker.
50- Type several text messages in Turkish.
51- Create an invitation (evite.com) for an occasion.

Week 12 | Nov 10-14 | Due Nov 17th

52- What do you collect? What type of things people collect? Coins, maybe?
53- What would you find in a typical storage one might have here in the States. What things Turkish people keep in their Depo?

Week 13 | Nov 17-21 | Due Nov 24th

54- What books one might find in a bookshelf?
55- List the titles and the writers of the best selling books for the month and the year.
56- Top of the Pops... Who is your favorite singer(s)? Write in English a page long description as to the type of music, and the singer(s). Album titles, song titles, lyrics that you find interesting. IN ENGLISH.
57- Is there any famous singer from your hometown in Turkey? Describe.
58- The board meeting time. What topics come up to be discussed during the meeting? Which neighbor has what type of suggestions? What decisions are taken? There is a rumour that a foreigner wants to buy the whole building! What to do about this?
59- What notable things have taken place in the building recently? What to do about them?

60- The building needs to be evacuated. What has become of the neighbors in 10 years time? Write a detailed account.

61- Final Project: The building needs to deserted because something drastic happened. What happened? What might have happened? Write a one page long story mentioning the details of the event.
stage 1 | CONSTRUCTING THE APARTMENT BUILDING

ETAP 1 | Binayı inşa etmek

WHERE IS DOĞAN APARTMANI? | THE NEW RESIDENTS MOVE IN |
FIRST AND LAST NAMES | PROFESSIONS | LOCAL BUSINESS |
TELEPHONE | GETTING AROUND | OTHER

WHERE IS DOĞAN APARTMANI?

* Turkey
* Istanbul
* Beyoğlu
* The Neighborhood and Doğan Apartmanı

Video clips for stage 1
Doğan Apartmani video clips for stage 2

CONSTRUCTING THE APARTMENT BUILDING

Blueprint of the floor plan
DETAYLI OLARAK APARTMANIN 3 BOYUTLU RESIMLERINE buraya TIKLAYARAK ULASABILIRSİNİZ.

Tepeden görünüm...

Soldan görünüm...

Sağdan görünüm...
Serdar-ı Ekrem Sokak'dan görünüm...

Birinci Kat Planı

THE NEW RESIDENTS MOVE IN

Apartman Sakinlerinin isim listesi:

Bilkan Yaman, Öğretmen, DAİRE No: 15
Ceren Benpamukçu, Şarkıcı, DAİRE No: 7
Demet Brudo, Dansöz, DAİRE No: 12
Dilek Özel, Astronot, DAİRE No: 22
Efsun Demir, Ev Hanımı, DAİRE No: 37
İskender Hacialioğlu, Aslan Terbiyecisi, DAİRE No: 49
Jeremy Bey Aksu, Dil Bilimi Profesörü, DAİRE No: 21
Müge Emir, Doktora öğrenci, DAİRE No: 3
Müge Genç, Arkeolog, DAİRE No: 13
Orhan Güleli, Mimar, DAİRE No: 10
Zeynep Bahadır, Finansman Uzmanı, DAİRE No: 17

Her bir dairenin krokisi için aşağıdaki kat planına tıklayınız!

FIRST AND LAST NAMES


İsim Listesi | Türkiye'de yaygın isimler

Türkiye’de en yaygın olan soyadları:
1. Yılmaz
2. Kaya
3. Demir
4. Şahin
5. Çelik
Türkiye’de en yaygın kadın isimleri de sırasıyla şöyle:
1. Fatma
2. Ayşe
3. Emine
4. Hatice
5. Zeynep

Türkiye’de en yaygın erkek isimleri şunlar:
1. Mehmet
2. Mustafa
3. Ahmet
4. Ali
5. Hüseyin

Türk İnsanının Analizi hakkında araştırma sonuçları ise oldukça ilginç...

ISIM ve SOYADI konusunda DÜNYA’DAN ÖRNEKLER


ANNELERİNİN SOYADINI TERCİH EDEN ÜNLÜLER
1900 yılında Doğan Apartmanı’nda oturanlar

isim listesi ve meslekleri

PROFESSIONS

Her ne kadar meslekler listemiz sınırlı görünsede, hayatın her
noktasında karşılaşılablecek türden her biri... Bir göz atın
isterseniz...

Dünyada meslekler birbirine benzemektedir. Bazı ülkelerde
mevcut olan meslekler diğer ülkelerde olmayabilir. Bazı
meslekler tarih boyunca ünlü! Bazı meslekler ise artık yok olmuştur... Komik olan ise eskiden hayvanlar üzerinden geçinen insanlar başka mesleklerile genellikle karşılaştılar. Mesela, AYICI... Sinemalarda bugün bile ışıkçı vardır. Benzinlikler pompa ile doludur. Suç ve suçluk mesleği ise sürekli kendini yenilemektedir...

Türkiye’de iş ve işçi arama kurumu vardır. TÜRKİYE İŞ KURUMU meslekler rehberinde binlerce meslek ismine ulaşmak mümkündür.

Gazetelerde ise her zaman meslekler konusunda haberlere yer verilmektedir. Bazan en seksi, bazan en gözde, bazı zamanlar ise prestijli meslekler listesi yayınlanmaktadır. İnanasınız geliyor mu?

**En seksi iki meslek:** Hemşirelik ve barmenlik WWW.news.com.ua sitesinde çıkan bir habere göre dünyanın en seksi meslekleri belirlendi. Toplam 2173 kişi üzerinde yapılan bir araştırmaya göre, en seksi meslek sıralamasında hemşirelik ilk sırayı aldı. 2’nci sırada barmenler, 3’üncü sırada ise itfaiyeciler var. Gazeteciler seksiilik sıralamasında 4’üncü olurken, pilotlar ise 5’inci oldu. Sıkıcı oldukları düşünülen muhasebeciler ise 6’ncı sırada yer aldı. Sıralamanın devamı şöyle: 7’nci avukatlar, 8’inci polisler, 9’uncu öğretmenler, 10’uncu finans uzmanları, 11’inci CEO’lar, 12’nci mimarlar, 13’üncü politikacilar, 14’üncü doktorlar ve 15’inci taksi şoförleri.


Erkekleri Çekici Kilan MesleklerYapılan araştırmalarına göre kadınlar aşağıdaki meslek gruplarına hayranlık duyuyor ve onlarla daha fazla ilgileniyorlar.

1- Pilot
Kadınlara dünyayı keşfetmek ve gezinmek için bir yolculuk yapmayı sevindiren bir meslek. Bayanların hayranlık duyduğu ve onları heyecanlandıran bir meslektir.

2- Modacı
Kadınlara hayranlık duyan bir meslek. Modacılar, kadınların moda trendlerine ve stiliyle ilgilenmelerine sahiptir. Bu sayede kadınlar moda trendlerini takip edebilir ve heyecanla birlikte giysilerini sevindiren ve stilize eden bir meslektir.
Neydiler Ne Oldular...
MAGAZİN DÜNYASININ ÜNLÜ İSİMLERİ ŞÖHRET OLMADAN ÖNCE FARKLI İŞLER YAPIYORDU.
Ünlü sanatçılar, şarkıcılar, film yıldızları müşteren önce ne yaparlardı, merak ettiniz mi? Doktor olan mi istsiniz, tezgahlar olan mı! İşte liste.

ŞENER ŞEN: İşportacıı.. Sanatçı ünlü olmadan önce işportacılıktan dolmuş şoförlüğün kadar pek çok işte çalışmış.

HÜLYA KOÇYİĞİT: Balerinı... 1960'lı yıllarda biler olan Hülya Koçyiğit, kavuşma sahnelerindeki ünlü koşuşsununu balede öğrendiği yürüyüş stiline bağlıyor.

SERDAR ORTAÇ: Tornacı.... Lisede torna bölümini bitiren Serdar Ortaç, önce DJ sonra da popçu oldu.

TARIK AKAN: Cankurtaranı.... Tarık Akan 1971 yılında sinemada ünlü olmadan önce Bakırköy Plaj'ında cankurtaranlık yapıyordu.

CANDAN ERÇETİN: Arkeolog Sanatçı, arkeolog olarak birkaç yıl kazılara katıldı. Ardından Galatasay Lisesi'nde müzik öğretmenliğini seçti.

AYŞEGÜL ALDINÇ: Fabrika işçisi Ayşegül Aldınç, ünlü olmadan önce Yıldız Porselen Fabrikası'nda tabak boyuyordu.

CÜNEYT ARKIN: Doktorı... Sanatçı İstanbul Tip Fakültesi'ni bitirdi. Doktorluk mesleğinin ilk yıllarında 1964'te Artist Dergisi' nin açtığı yarışmada birinci seçilerek aktörlüğe adım attı. Arkin son yıllarda yaptığı yağlıboya tablolarla da dikkat çekiyor.

ÇİFTÇİ OLAN DA VAR
Ebru Gündeş: Overlokçu 1990'lı yıllarda Ebru Gündeş, konfeksiyonatöyesinde overlokçuuydu

Mirkelam: Mühendis

Hande Yener: Tezgahtar
LOCAL BUSINESS

**Bakkal**

You will get across to Bakkal almost every corner at inner city life. The children can meet their needs (!) such as chewing gum, chocolate, candy, biscuit, coke etc. while the parents can make their its and bits such as bread, newspaper, milk or anything that they have just out of stock at that moment.

Bakkals usually opens at 6:30-7:00 (if you get up early go and buy a warm bread just arrived from the bakery,
be careful not to burn your hand!) and they are closed at 22:00 or 23:00 upon the demand of the district. Don’t forget to talk a few minutes with the owner (about the weather, children or football matches), although you may find it scattering at the beginning you’ll enjoy later, because he thinks you are a member of the family and tries to ease your living abroad.


Belkide en sık karşılaşılan küçük dükkan Bakkal’ıdır. Her köşe başında bulmak mümkündür. Manav, kasap, büfe ve kahvehane vazgeçilmez, olmazsa olmaz mahalle demirbaşlarıdır. Modern İstanbul’da artık bunların yerini shop’lar almaktadır. Shop tuhaf geldi ise size, bir de “market” demeyi deneyin: Şok Market...

Mahallemizde bir de Dia alışveriş mağazası bulunmaktadır.

İRMA SOKAK KIZI...
XXXXXXXXXXXXXXXXXX
Türkiye’de telefon görüşmeleri yapabilmek için alan kodlarını bilmek gerekir. Ayrıca telefon numaraları 00 ile bitiyor ise, belki de santral numarası olabilir. Aynı numaranın 01, 02, 03 ile de bitenleri de aynı kişi yada kuruma ait olabilir. Alan kodundan sonra gelen ilk üç numara ise semtinizi gösterir. 0212 251 .. . 251, Beyoğlu semtine aittir.

Cep telefon numaralarında ise birçok bilgi de saklıdır. Mesela, AVEA mı, VODAFON mu yoksa TURKCELL mı kullanıyor arayan kişi. Eski kullanıcı mı yoksa yeni mi cep telefonu kullanıyor. Bazı numaralar ise prestijli numaralar...

Telefon şirketine göre cep telefon kodları:
532 ile 539 arasındaki kodlarla başlayan numaralar Türkcell’e ait. Türkcell, Türkiye’nin en popüler ve belki de en pahalı abonelik sistemini sunmaktadır. Ama aynı zamanda en geniş kapsama alanına sahiptir (widest coverage).

542 ile 546 arasındaki kodlarla başlayan numaralar Vodafone’a ait (eski-Telsim). Türkiye’deki abone sayısı (# of subscribers) ikinci sırada yer alıyor.

505 ve 551 ile 556 arasındaki kodlarla başlayan numaralar Avea’ya ait. Türkiye içinde abone sayısı üçüncü sırada.

Söylenişi… 0535 542 95 15 (sıfırbeşyüzotuzbeş beşyüzkırkiki doksanbeş onbeş)

ZIP DOSYALAR

Hiç merak ettiniz mi, ses kayıtları nasıl diye? Mesela THY Türk Hava Yolları ses kayıtları oldukça komik. Felaket sayılır...

Peki bir fikraya ne dersiniz?

Bir golf klübünün soyunma odasında bir sürü adam giyinyormuş. Ortada duran bir cep telefonu çalmış, Yakınındaki bir adam hands-free konuşma düğmesine basmış ve giyinirken konuşmaya başlamış.

ADAM: Alo
KADIN: Merhaba şekerim, kulüpte misin?
ADAM: Evet.
KADIN: Ay ben burda süpper bir deri ceket gördüm. 1000 dolarcık. Alabilir miyim?
ADAM: Oluur, madem çok sevdin, al tabii.
KADIN: Aslında buradan önce de galeriye uğradım. 2002 modelleri gelmiş, tam istediğim renkte birini buldum.
ADAM: Ne kadar?
KADIN: 60 000 dolarcik.
ADAM: O parayı vereceksen bütün aksesuarlarını isterim ama…
KADIN: Yasasınınn! Bi şey daha var: Geçen sene beğencodegeniz ev yine satılık ve 450 000 dolar istiyorlar.
ADAM: Tamam, ama 420 000 dolardan fazla verme sakın.
ADAM: Ben de seni...Görüşürüz.
Adam teléfono kapatıp afallamış şekilde onu seyreden topluluga döner ve sorar:
"Bu telefon kimin, bilen var mı?"

Hiç merak ettiniz mi Türkiye’de mesafeler nasıl diye? Şehirlerarası mesafeleri hesaplamak artık çok kolay. Linke tıklamanız yeterli.

**OTHER**

**MÜZİK... Mustafa Sandal ARABA**

**TELL ME WHAT YOU DRIVE AND I’WILL TELL YOU...**

Araba satın almak zor iş! Prestij meselesi! Hangi arabaya bırdüğün çok önemli... Mesela kimler Mercedes'e binek bir düşünün! Ya BeMeVe'ye kmler bine... Tostos... Murat124.


Taşıt vergisi yabancı otomobiller için çok yüksek, bilginiz olsun. Yabancı araçlar için yedek parça sorunu da olabilir. Kasko primleri de cabası...

Sabah Gazetesi haberine göre dünyada ve Türkiye’de bin kişiye düşen binek otomobil sayısı şöyle:

<table>
<thead>
<tr>
<th>Ülke</th>
<th>Oto/1000 kişi</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lüksemburg</td>
<td>632</td>
</tr>
<tr>
<td>İtalya</td>
<td>584</td>
</tr>
<tr>
<td>Almanya</td>
<td>550</td>
</tr>
<tr>
<td>İngiltere</td>
<td>499</td>
</tr>
<tr>
<td>Fransa</td>
<td>493</td>
</tr>
<tr>
<td>ABD</td>
<td>459</td>
</tr>
<tr>
<td>Türkiye</td>
<td>78</td>
</tr>
</tbody>
</table>
To whom do these belong? Sizce hangi otomobil hangi komşunuza ait olabilir? Otoparkta arabası yatan komşunuz var mı?

otomobil fotoğrafları büyük ölçü

List of car makes in Turkey

Otomobil dergisi OTOSHOW


Yedek parça konusunda ilginç bir reklam izlemek ister misiniz? Bakın bakalım reklam nasıl çekilmiştir...

This Advertisement for the new Honda Accord was shot in real time with no CGI involved in the sequence. It required 606 takes and cost $6 million to shoot and took 3 months to complete.

The equipment was so precisely set up that the crew literally had to tip toe around the set for fear of disturbing things, which led to some unexpected problems. "As the day went on, the studio would get hotter," says Steiner. "It meant that the wood would expand and the cog or exhaust that spins around would move slightly faster." These tiny changes made big differences to the precision set-up of the equipment...
VOLVO
Acil ihtiyaçtan satış 1995 model Volvo 850. Sigara içilmemiş, hasarsız, beyaz, klima, tracs, sport sürüş, kış sürüşü, ekonomik kullanım modo, otomatik vites, ön koltuk ısıtmalı, otomatik arka ve ön camlar, merkezi kilit, çift airbag, çelik jant ve teyp. | Pembe Panter Video Clip

Useful Expressions...

Sahibinden Meraklısına Satılık araba
öğretmenden, subaydan, Bayandan, Acil ihtiyaçtan, hasarsız, otomatik vites, benzinli, LPGli, pazarlıksız Orjinal

Donanım Seçenekleri

- Klima
- Park mesafe kontrol
- Elektrikli yan aynalar
- CD çalar
- Sunroof
- Hidrolik direksiyon
- İşitmali koltuklar
- ABS
- Radyo/kaset
- Xenon far
- Merkezi kilit
- Turbo
- Elektrikli hafıza koltuklar
- Hava yastıkları yan
- Yol bilgisayarı
- ESP
- Hava yastığı sürücü
- Alaşım jant
- Alarm
- Hız sabitleyici
- Deri koltuklar
- Sis farı
- Elektrikli camlar
- MP3 çalar
- Hava yastığı yolcu
Istanbul çizgi film
sezen aksu
teoman
Komşu fazla şeker var mı the apartment
Gaz kokusu
Köpek
Merdivende karşılaşma
Şikayet
Tanıtım
apartman (down with love)
Kiracı ev sahibi
Auto insurance
beckham
Budweiser Ants
Citroen dansi
Citroen Stretch
Hayvanlar alemi
Volvo
BMW
Citroen Picasso
Corollina
Fiat 500
Fiat idea
Fiat Korunma
pejo
Golf
Golf dancing in the rain
Nokia contrat
Mercedes history
Mercedes
Telephone monkeys
Saab history
Saab yaratılış
Saab yeni
zaga
our sordid lives
women 1
women 2
Who is this? (are you being served)
telefon g"le g"le
yengec dansı
yıl donumu
can you hear me now

Birds
Go dady go
Vim
tersine dunya
BROTHERboy
Pembe Panter Asker
Günah çıkartmak
berber
Sekerbank
Sophia Loren
Eski Dolmuş
GENTLEMAN PREFER BLONDES
Ağda
GarantiBank
manav
At arabası
şelale hanım
Carol beauty Contest
İrma

FEDEX
Gazete
kurt
Galata Kulesi
starbucks
Paşam
woman in love DANA
Afrodit
Kariyer
Başarı deyince aklımıza farklı şeyler gelir. Toplumun gözünde başarılı iyi maddi gelir getiren bir kariyer, büyük bir ev, lüks bir arabadır. Aslında bunlar başarılı olmanın tanımı değildir. Aşağıda Ralph Waldo Emerson'in başarının tanımına kulak verelim:

BAŞARI; Sık sık gülmek ve çok sevmektir; Akıllı insanların saygısını ve çocuklarının sevgisini kazanmaktadır; Dürüst eleştirmenlerin onayını almak; sahte dostların arkadan vurmalara dayanmaktır; Güzeli sevmektir; Herkesteki en iyiyi bulmaktadır; Karşılık beklemeyi hiç düşünmeden kendiliğinden vermek; Geride ister sağlıklı bir çocuk, ister kurtarılmış bir ruh, ister bir parça yeşil bahçe, ister iyileştirilen bir sosyal durum bırakarak dünyanın iyileşmesine katkıda bulunmaktadır; Gönlünce eğlenmek ve gülmek; Kendinden geçerek şarkı söylemek; Tek bir kişi bile olsa, birinin sizin varlığınızdan ötürü daha rahat nefes aldığını bilmektir. İşte bu başarılı olmaktır.
ŞİMDİ MODA GALATA!

Standlar
Canlı Performanslar
Sergi Alanları
3 vakte kadar... bir yolunuz var.
daha önce tecrübe etmediğiniz kadar büyüldü,
farklıkların yanında keyifle yaşayabildiği,
pekçok uygulığa ve kültüre evsahipliği yapmış,
bambaşka, uzak bir diyara...

İSTANBUL 2010
AVRUPA KÜLTÜR BAŞKENTİ
NEIGHBORHOOD

Istanbul, designated European Capital of Culture for 2010, is a bustling metropolis gaining eminence for straddling two continents, Europe to the west of the Bosphorus Straits and Asia to the east. There are an estimated 700,000 new residents arriving in the city each year creating an immense demand for housing which has triggered an unprecedented building boom.
Useful vocabulary related to architecture and expressions used for descriptions:

Fransız stili pencereler
Tarihi yapı
nefti yeşil kepenkler
derförje
iç avlu
deniz manzaralı
360 derece İstanbul
bol ışıklı
Çatı katında spor salonu
Kameralı güvenlik
yüksek tavanlar
ahşap yerler
balkonlar dökme demirle süslü
panjur
teras
motifli çini döşeme
alaturka tuvalet
eski-zaman balkonlar
çehre

iki kanatlı kapı
tretuvarla çevrili
eski bina
Avlu
Arnavut kaldırım
Döşeme taş
ferah
Servis kapısı
Güneşlik
Perde

1. The entrance to the building

2. The first floor

Kat Planı
Too much skin on Istanbul billboards? A debate is raging in Istanbul about just how much skin advertising billboards should be allowed to show. The dispute highlights the deep divisions between Muslims and secularists in the country.
Mayo Afişlerine Yasak | Televizyon Haberi ZEKI MAYO

Mayo afişlerine yasak belgelendi
İstanbul’da mayo reklamlarına izin verilmediği iddiaları, Büyükşehir Belediyesi tarafından yalanlansa da Sunset firmasının bazı reklamlarının, Belediye Komisyonu tarafından geri çevrilidir belgelendi. Gerekçe toplumun genel ahlak yapısına uygun olmaması.

NTV
Güncelleme: 20:14 TSİ 18 Mayıs 2007 Cuma


Haberin devamı reklam Firmanın verdiği bilgiye göre komisyon bikini gibi açık olarak adlandırdığı bazı mayo görsellerini, genel ahlak yapısına uygun görmeyerek geri çevirdi. Bu kararдан sonra firma, komisyonun belirlediği kriterleri baz alarak, minimum dekolte ve açıklik sergilenen reklamları ilan panolarına koymaya başladı. İstanbul Büyükşehir Belediyesi dün yaptığı yazılı açıklamada reklamlarla ilgili yasaklayıcı bir kararın olmadığını, ayrıca reklam panoları için herhangi bir başvurunun bulunmadığını bildirmiştir.

BELEDİYEDEN AÇIKLAMA
İstanbul Büyükşehir Belediyesinden, mayo reklamlarla ilgili yapılan açıklamada, “Belediyemizin yapılmamış başvurulardan sorumlu tutulması kabul edilemez” denildi. Büyükşehir Belediyesinin yazılı açıklamasında, mayo reklamlarla ilgili olarak bugün de bazı basın yayın organlarında doğru olmayan bilgilerin yer aldığı görüldüğü belirtildi.

Haberlerde bahsi geçen Zeki Triko, Kom, Nelson, Ayyıldız firmalarının belediyeye bir başvuruları olmadığı vurgulanan açıklamada, Büyüksihir Belediyesinin mayo reklamlarla ilgili yasak kararı bulunmadığını kaydedildi.

muhtelif noktalarında mayo reklamları billboardlarda ve bina cephelerinde yer almaktadır. Mayo reklamlarına bugüne kadar olumlu cevap verilmiştir ve bundan sonra da farklı bir uygulama söz konusu değildir.”


Öte yandan, Büyükşehir Belediyesinden yapılan bir diğer açıklamada, bugün bazı basın organlarında Büyükşehir Belediyesi tarafından Sunset swimvear firmasının müracaatına olumsuz cevap verildiğine dair haberler yer aldığı belirtilerek, firmanın 2 Mayıs 2007 tarihli başvurusunun, Kentsel Tasarım Müdürlüğüne olumlu karşılığında kaydedildi.
KELİMELER
Yatak Odası Takımı
Osmanlı odası
Boy aynası
Karyola
Yatak
Döşşek
Yer yatağı
Yastık
Tastık kılıfı
Yorgan
Battaniye
Dolap
Komodin
Sandık
Şifoniyer
Puf
Çarşaf
Minder
Süs eşyaları
Ev aksesuarları
Kilim
Halı
Makina halısı
El dokuma perdeler
Tül perde
Güneşlik
Lamba
Gece lambası
Örtü
Çamaşırlık
Şifoniyer
Nevresim takımı
Uyku seti
Yatak Örtüsü
Nakışlı nevresim takımı
Baza firfırı
Kaztuyu yorgan
Çekmeceli tuvalet masası
Raf
Vitrin

Furniture shopping:

MOBİLYA MAĞAZALARI
Kelebek Mağazası
Tepe Mobilya
Yataş
Çilek Mobilya
Idaş
Seray
Özdilek
Denizli Basma

IKEA web sitesi
KATALOG

KOLEKSİYON 2007-2008 KATALOG
HORHOR
KELİMELER

APARTMAN DAİRELERİNİN GENEL ÖZELLİKLERİ

Her blok adasında yüzme havuzu ve jenaratör

Kapalı garaj ve garajlardan bloklara içten çıkış

Garaj, kazan daireleri ve kat mahallerinde merkez bildirimli yangın bildirim sistemi

Kablolu TV

Tüm dairelerde ısı yalıtımı

Komşu duvarlarında ve doğşemede ses yalıtımı

Pencereler ısıcamlı ve panjurlu

Salonlar laminat parke, odalar duvardan duvara halı

Giriş, mutfak, banyo ve balkonların yer döşemeleri seramik

Mutfakta özel kaplamalı dolaplar, fırın üstü aspiratör

Banyoda duş teknesi, paraopus, banyo dolabı tavana kadar seramik, aspiratör ile havalandırma, gömme rezervuarlı asma klozet, jakuzi
Vestiyer dolabı
Gömme dolap
Duvar ve tavanlarda macunlu plastik boya, kartonpyer
Intercom
Bodrumda özel depo
Su deposu ve hidrofor
Doğalgazlı ısıtma ve sıcak su sistemi
Radyatörlerde termostatlı vana
Kazan dairesinde ve kat hollerinde gaz dedektörü
Yük ve insan asansörleri
Özel gömme çelik kasa
Merkez çöp bacası

C BLOK
TEK ODA NET ALAN
ANTRE 7.82 m2
SALON+MUTFAK 31.91 m2
BALKON 9.06 m2
YATAK ODASI 14.92 m2
BANYO 3.43 m2
Net daire alanı: 67.14 m2
Brüt daire alanı: 92.65 m2

B BLOK
3 ODA NET ALAN
ANTRE 9.12 m2
SALON 33.48 m2
BALKON 9.06 m2
MUTFAK 18.47 m2
YATAK ODASI 15.48 m²
YATAK ODASI 12.90 m²
EBEVEYN Y. ODASI 15.29 m²
EBEVEYN BANYOSU 4.62 m²
KORİDOR 8.84 m²
BANYO 3.60 m²
Net daire alanı: 130.86 m²
Brüt daire alanı: 180.94 m²

A BLOK
4 ODA NET ALAN
ANTRE 7.06 m²
SALON 45.91 m²
BALKONLAR 6.54 m²
MUTFAK 19.80 m²
EBEVEYN YATAK ODASI 17.96 m²
EBEVEYN BANYO 5.10 m²
YATAK ODASI 13.04 m²
YATAK ODASI 11.18 m²
YATAK ODASI 9.27 m²
KORİDOR 8.95 m²
BANYO 5.09 m²
ÇAMAŞIRLIK
WC
Net daire alanı: 149.90 m²
Brüt daire alanı: 215.05 m²
STAGE-2 VIDEO CLIPS

THE FAÇADE | THE RESIDENTS | A BILLBOARD | A BEDROOM

Underarm

banyo
Pembe panter Horlamak
balkon
Ikea ışiklandırma ideas
odada
Eylül
kediler
kedilerim
Gece X
Yalıdan
Saray Halı
Mektup Kutuları
M.A.R.K.A
I. Constructing the apartment building

1.1 Moving in

The apartment building is very new, on the first floor, there is a store. Twenty-four people live in this apartment building:
8 are men between the age of 22 to 68
9 are women between the age of 20 to 82
7 are children (both girls and boys) between the age of 2 months to 16
Among these residents, 16 are Turkish-born, 8 are foreigners who live and work in Istanbul.
A few of these residents own pets. There are 6 pets total, 3 dogs, 2 cats and 1 other
There are 12 empty apartments:
2 studio apartments (apartments # 11 and 12)
2 two-bedroom apartments (apartments # 9 and 10)
5 three-bedroom apartments (apartments # 4, 5, 6, 7 and 8)
3 four-bedroom apartments (apartments # 1, 2 and 3)
It is important that the constraints given be respected. Student creativity gets a boost from these constraints. Once the global simulation is under way and decisions have been made and archived, it is not possible to go back and make changes to what is, the global simulation continues. It is important that student productions be posted on a web site so students can go back to them when needed to move the global simulation forward. Most of the activities proposed will be completed in groups of various sizes. Individual work in global simulation is quite limited. To facilitate group writing you may want to consider using Google docs.

1.2 The residents move in

Students assign the residents and their pets to the open units in the building. Students indicate the following about the residents: age, sex, and nationality.
Example: In the large apartment on the first floor (unit #4) lives an old lady. She is the widow of an industrial magnate. She lives alone with two Persian cats and a parrot. To keep her company, she welcomes every year a study-abroad student. Her new host this year is Steve, an American student.

Activities and Implementation strategies
A. The demographics of Istanbul. Time needed to complete the activity: 50 minutes

Simulation
A. The district description. Time needed to complete the activity: 75 minutes
B. Placing residents in apartment units. Time needed to complete the activity: 50 minutes
Two approaches can be used to place the residents in the apartment units:

1. Use a round-robin approach to placing the residents in the available apartments. Go clock-wise around the room and ask the first participant to announce the first resident moving in: ‘A rich divorcé moves into apartment # 6’; the second student on the right takes his/her turn and announces: ‘A young couple recently married moves into apartment #5’, etc.

2. Use index cards, one set has cards with a basic description of a resident on each and the others set has cards with the apartment type and number. Aware of what the make-up of the local population is, the cost of buying or renting in this apartment building, students should be mindful of who is likely to move into
the building. Students should specify whether the people moving in are renters or owners. For option 2, drawing cards may lead to some unexpected lodging situation, such as a family of six moves into a tiny studio apartment or a teenager moves into a large 5-bedroom apartment.

1.3 First and last names

Not everyone in Turkey is named ______________. Most Turkish family names originated _____________.

Activities and Implementation strategies
A. What’s in a name? Time needed to complete the activity: 50 minutes
B. Explore the stereotypes. Time needed to complete the activity: 20 minutes

Simulation
A. First and last names of the residents of your building.
Time needed to complete the activity: 50 minutes
Using the information consulted for the previous activity, students give first and last names to their residents, their age, and place of origin.

1.4 Jobs

Who does what in the building? Who works, who doesn’t? Indicate the jobs and occupations held by the residents of the building. Some residents in the apartment building do not work because they don’t need to, they are independently wealthy. Others don’t work because they are retired. Still, others don’t work because they are jobless. Some women may not work because they are stay-at-home mom. They care for their family and children.

Activities and Implementation strategies
A. Job ratings. Time needed to complete the activity: 50 minutes

Simulation
A. The residents and their jobs. Time needed to complete the activity: 50 minutes
As students select a line of work for the residents of the building, please remind them that they will need to keep in mind that they will have to be somewhat specific. If someone is an engineer, a student, a state employee, etc, or a retired person, give some details. He or she is an engineer, fine, but an engineer in which industry? A computer engineer? An electrical engineer? He or she is a student, wonderful, but a student in what? A law student? A business student? He or she is retired, he or she deserved it after so many years of service, but of service in what? He or she is a retired teacher, a retired army officer, a retired postal worker. As students assign a job to each of the residents, remind them to avoid cliches. Not all women are secretaries, elementary school teachers or nurses. Not all men are CEOs and engineers or plumbers. Students should make sure that at least one or two residents have unusual jobs/occupations such as spy, private eye, bodyguard, ballerina, or concert pianist. Students should indicate what these residents like to do outside of work. Do they have particular hobbies? Does Ms X practice meditation? Does Mr and Mrs Y ballroom dance? Does Mr X collect old stamps?

1.5 The store

On the left-hand corner of the apartment building’s first floor is a small store or business. What kind of store/business is it? How does it impact the residents’ life and the neighborhood as a whole?

The nature of the store/business on the first floor of the apartment building can have an impact on the life of
the apartment building and its residents. A jewelry store, a bookstore, or a hair salon do not have the same advantages or drawbacks than let’s say a restaurant, a coffee shop or a bakery.

Activities and Implementation strategies
A. Famous department stores in Istanbul. Time needed to complete the activity: 50 minutes
Prepare a treasure hunt for each of the store web sites below. Ask students to choose one of the web sites below and find the information that you asked them to locate on the web site.
B. IstanbulCity.com. Time needed to complete the activity: 50 minutes

Simulation
A. Store on the block. Time needed to complete the activity: 50 minutes
1. Students choose the nature of the store or business.
2. Students pick a name for the store or business. They think about what would be a common name for a hair salon (Curls, Shear Pleasure, etc), a restaurant, a bakery (Golden Buns) or a bookstore (The Reader’s Corner, By the Book).
3. Students design the store or business logo.
4. A popular holiday is just around the corner, students describe what can be seen in the window of the store or business, this includes items in display, decorations, etc.
5. Students design signs, announcements, etc. that can be found in the store/business. One for business hours. One which may ask customers to leave their pets outside. One which may indicate which languages are spoken. One which may indicate whether checks and credit cards are accepted.

1.6 Phone numbers

Most of the residents in your building have a land line, the majority of the residents also have cell phones. In the entrance of the apartment building, a listing of the residents with their professions and phone numbers is provided.

Activities and Implementation strategies
A. Telephone numbers in Turkey, a bit of history. Time needed to complete the activity: 30 minutes
B. Choosing your plan. Time needed to complete the activity: 20 minutes
C. The influence of the cell. Time needed to complete the activity: 20 minutes.
Students read the following article and create a similar poll to be conducted among the residents of the house. Each group makes their own poll and posts the results for the rest of the residents to see.

Simulation
A. Choosing your phone. Time needed to complete the activity: 15 minutes.
Students choose their cell phone. Students post an entry in their LiveJournal describing their cell and what they love/hate about it.
B. Creating your emergency list. Time needed to complete the activity: 15 minutes
Students make a list of useful phone numbers in case of emergency. Students select the phone numbers that they might actually use. It’s also a great idea to include phone numbers of their family/friends/neighbors for emergencies that 911 can’t help them with. Student consider where in their apartment they will put the list.
C. Store’s ad in the Yellow Pages. Time needed to complete the activity: 20 minutes

Students create an ad for the store located on the first floor of the apartment building for the yellow pages. It is to be included in the directory. Students examine the samples given below and use the already created logo, name, etc.
1.7 “Phone plays”

Residents in the apartment building place and receive calls. They call friends and family. Friends and family call them, and if they are not home, they leave a message on their answering system. The residents also place professional calls, if they work from home. They also call various services. Sometimes, they get crank calls, other times, they may place a few themselves.

Activities and Implementation strategies
A. Phone conversation in Turkish, how do you start it, how do you end it, when is it safe to end it without appearing rude? Time needed to complete the activity: 50 minutes.

Simulation
A. Role play the following phone conversations. Time needed to complete the activity: 50 minutes
Before starting the role plays, each resident’s name and phone number is written on two individual index cards, which are folded and then placed in a box. In a few instances, the name and phone number do not match on both cards. There should be enough cards for all the students in the class.

1. Phone calls
A student places a call to the number written on his/her card. S/he clearly states the number wished to be reached and the name of the person called: Hello, is this 475-0096? may speak with Mrs. X? The student who has the number called answers: Yes, this 475-0096. Mrs. X speaking. Or another possible option could be: Yes, this 475-0096. Mrs. X is not available at this moment. This is Mr. X, her husband, speaking, may I take a message. Student chooses to either call back later, leave a message, etc.

2. The answering machine.
Most residents have a voicemail. In 15 seconds, they give enough information and instructions to people calling while they are away and who wish to leave a message. Students prepare a message, they record it on Skype and other students call leaving a message.
Students should make sure that the outgoing messages are different. They should take into account the profession and the personality of the person who recorded the message. Some messages will be friendly and outgoing, others will be impersonal; others will be professional in nature.
3. Answering machine for the store.
Like many businesses, the store has the automatic message with options before you get to a representative. Students listen to sample messages and create one for the store downstairs using Audacity.

1.8 Tell me what you drive and I’ll tell who you are...

The residents in the building use different means of transportation to get around. Some have wheels, others don’t. Here is the vehicles that can be found in the parking garage of the apartment building: 2 small size cars; 4 large sedans, a showy sports car, 1 mini van, 2 motorcycles, 3 bicycles, 4 children bicycles, 2 strollers, a wheelchair.

Activities and Implementation strategies
A. Driving in Turkey, rules of the road. Time needed to complete the activity: 50 minutes
Students look at the driving rules and see if and how they are different from driving rules in the US. Compare the street signs as your starting point and then look up the rules you believe might be different.

B. What cars do Turks like to drive? Time needed to complete the activity: 50 minutes
Simulation
A. To whom do these belong? Time needed to complete the activity: 50 minutes
Using the information gathered in the previous activities, students describe each of the vehicles owned by residents in the apartment building. Is it new? Used? Is it in good condition? Color? Brand? License plate? Any stuffed animals in the back window? Anything else, like a seat for a baby? Each vehicle is written on an index card, which is folded and put in a box. Each student picks a card and decides who the vehicle belongs to. They then proceed with the description.

B. License Plate. Time needed to complete the activity: 15 minutes
Based on the information provided on the web site, students create a license plate for their vehicle. Students make sure that there is an explanation as to why they chose to go with this or that format (is it a regular plate for regular people, do they have a diplomat license plate or a military one due to their profession? etc.)

C. Driver ID. Time needed to complete the activity: 30 minutes
Students create their driver ID.

D. Car for sale. Time needed to complete the activity: 50 minutes
A few of the residents are selling their car/motorcycle/bicycle; or are looking for a car/motorcycle/bicycle to purchase, students write the ad. Sample ads can be found on the following web sites:
Students then proceed to role-play a phone call placed to the person selling the vehicle they are interested in.
II. Decorating the apartment building

2.1 Neighborhood, facade, and entrance

“Istanbul, designated European Capital of Culture for 2010, is a bustling metropolis gaining eminence for straddling two continents, Europe to the west of the Bosphorus Straits and Asia to the east. There are an estimated 700,000 new residents arriving in the city each year creating an immense demand for housing which has triggered an unprecedented building boom.”

Istanbul, the property boom has begun:

Activities and Implementation strategies

A. New buildings and facades around Istanbul. Time needed to complete the activity: 50 minutes
In pairs students read the description and takes notes creating columns in which they write words and expressions for the following: materials used, architectural styles and elements, colors, etc.

B. Photo description. Time needed to complete the activity: 50 minutes
Students look through various photos of Istanbul and its neighborhoods on the following web sites:____________________________________________________ Determine the most frequent themes and styles you see.

Describe in detail your favorite picture (that has to do with architecture)

Simulation

A. My neighborhood. Time needed to complete the activity: 50 minutes

Using maps, photos, etc. students describe their neighborhood as they see it. It should be a very personal description, something that has enough details to convey a clear picture to the reader.

B. My apartment building. Time needed to complete the activity: 50 minutes
The first time students moved in the apartment building, the facade made a strong impression on them. They describe to a friend what they saw. What is the style of the apartment building? What is the color of the apartment building? If there are balconies, are they small or large? Do they have a wrought iron railing? Are there statues? Be explicit.

C. The entrance of my apartment building. Time needed to complete the activity: 50 minutes
As they walked into the apartment building, students noticed the door, they looked around the entrance focusing their eyes on several interesting things. They describe to a friend what they saw. What is the style of the door? Modern, old. Is there a doorman? Is there an access key pad? Is there a concierge? Are the residents listed in the entrance? Are there mailboxes? What is the color of the walls? Be explicit.

2.2 The residents

Simulation

A. My neighbors. Photo collage. Time needed to complete the activity: 50 minutes
Students are now a bit more familiar with the residents of the apartment building, ask them to draw a diagram with who lives on which floor in which apartment. They must include their picture as well as some biographical information such as name and first name, date and place of birth, job. Indicate the neighbors you have the most interactions with and the ones you hardly know. Add any extra details they know about the neighbors they communicate with: do they have a dog? Do they have small children? Do they usually leave for work early in the morning and return late at night? What do they drive?
2.3 The billboard

Too much skin on Istanbul billboards? A debate is raging in Istanbul about just how much skin advertising billboards should be allowed to show. The dispute highlights the deep divisions between Muslims and secularists in the country.

Activities and Implementation strategies
A. Commercial billboard. Time needed to complete the activity: 50 minutes.
Ask students to watch the following commercial:
Then put students in small groups and direct them to the following URL:

Ask them to answer as many questions as possible about this commercial. Once groups have completed their analysis, have them compare notes and discuss what they discovered, found effective/ineffective about the commercial.

Simulation
B. The billboard nearby. Time needed to complete the activity: 50 minutes
Students determine the kinds of billboards that can be seen in the neighborhood, then they proceed to drawing them/creating them using a photo software package and write appropriate commercial slogans. Students can create ads for the store downstairs. What does the store sell/offer? What kinds of ads can be seen in the windows? Are there any signs/ads on the building? Mortgage offers, apartment rents, window installations, etc.?

2.4 A bedroom

In my mother’s bedroom:
Thin bottles for perfume,
Powder on the little desk,
Colorerful ribbons on her bed,
Snow-white curtains,
A pink nightgown,
Indian moccasins with colorful beads.
The wooden-varnished floor
Has a rustic neatness.
The ceiling light is bright,
A white glass shade:
Still it harbors some insects.
You can see the bible
Resting along side her bed,
Its warped in brown covered leather
Flyleaf’s hanging out.

By Dennis Siluk

Activities and Implementation strategies
A. Let’s go furniture shopping. Time needed to complete the activity: 50 minutes
Referring to the floor plan of their apartment students go shopping to Ikea http://www.ikea.com.tr/. They have a budget they need to stick to and they have to bear in mind the size of the room so as not to buy too much or too little furniture, and make sure that the pieces they buy are not too small or big for the place. Students can
use google sketch-up to organize the furniture in their space.
B. Tell me how you furnish your bedroom, I’ll tell you who you are.
Time needed to complete the activity: 50 minutes.

Students imagine whose bedroom it is in the building based on what they know about the people and explain why they think this is so or so’s bedroom.

Simulation
A. Snooping around. Time needed to complete the activity: 50 minutes
Read the following situation to students: “You have been invited for dinner by your next door neighbor. In the middle of dinner you excuse yourself to use the bathroom. On your way to the bathroom, one of the bedrooms’ door is ajar. Your curiosity gets the best of you and you peek inside. Describe the room you saw, indicate how it is furnished, etc. The furniture, how it is arranged, photographs, objects displayed can give an idea of the personality, interests and lifestyle of the person who sleeps in this room.

Note: For a couple of these activities, you may want to suggest to students that they use Google SketchUp: http://sketchup.google.com/product/gsu.html to have a 3D-visual rendition of their bedroom or that of a neighbor. Several tutorial videos are available on YouTube.
III. Messages of all sorts

3.1 Graffiti

Children, teenagers, or adults, all like engaging in writing graffiti on walls. Paint, charcoal, chalk can be used to write graffiti. Some are a simple line, others can be multiple lines, some are accompanied by a drawing or symbol.

Activities and Implementation strategies
A. An inventory. Time needed to complete the activity: 30 minutes.
Ask students to think about the various categories of graffiti one can find: A message, a slogan, a prediction, continue... Come up with a couple of sample graffiti in Turkish for each category you came up with.
B. What’s in a graffiti? Time needed to complete the activity: 25 minutes
Students identify the category of the following graffiti and explain their message as they see it.

Simulation
A. Your turn. Time needed to complete the activity: 20 minutes
Several graffiti are now on the walls of the apartment building, in the entrance and even the stairwell and elevator. The residents are unhappy about this. Students imagine what the graffiti say. Some can be political, some can be personal, etc. Students may want to refer to the list of categories they created in the activity above.

3.2 Announcements and Posters

In the apartment building notices and posters have been pinned/tapped to the announcement board. Some are there to stay, others are only there for a short while. One may be related to general rules of conduct in the building, another could be about cutting off the water for an afternoon to do repairs, another still could be instructions on how to operate the elevator. Some announcements can be polite and friendly (Please refrain from talking loudly in the hallways after 10PM), others can be downright direct and firm (Wipe your feet upon entering the lobby area).

Simulation
A. Announcements of all sorts. Time needed to complete the activity: 50 minutes.
Students imagine and create announcements, posters, ads, and rules of all kinds. Some will make requests, others will advertise for something, others still will indicate rules of conduct, etc.

3.3 Small ads

It is not uncommon for residents in a building to post in the lobby of their apartment building small ads on index cards. They may have something to sell, they may look for a lost pet or object, they may offer their services.

Simulation
A. Small Ads. Time needed to complete the activity: 30 minutes.
Imagine and create 5 small ads of all kinds. Some will make sell something, others will look for something, others will offer various services, etc. For sample wording depending on the subject of the ad, go to:
3.4 Personal notes

Someone came by for a visit, you were not home, they left you a message on your door; you were expecting someone at noon, it is 1:00PM, you have to leave for an appointment, you leave a message on your door, the mailman left a parcel with a neighbor, he left you a message on your door to let you know, etc.

Simulation
A. Professional/personal notes. Time needed to complete the activity: 30 minutes.
Students imagine and create 5 messages of all kinds. Some will be professional, others will be personal, etc. In these messages, people greet you, they give you the name of a place to meet, they leave their cell number, etc.
IV. Role Plays

4.1 Personal and family relations

Family relations or relations between friends are sometimes good, but they can also be strained at times. Imagine who gets along or not with whom in each apartment unit.

Simulation

A. Recap. Time needed to complete the activity: 20 minutes. For each apartment students recap the link, the relationship between the people who live there. Is it a family, a couple? Is there an au-pair, a maid, a house nurse living there? It is suggested that students create a three-column table: Apartment #; Name of the people living in the apartment and relationship.

B. Let’s all get along. Time needed to complete the activity: 30 minutes. Students indicate whether the people living in each apartment get along or not, and if they don’t why? It is suggested that students add one column to the preceding table and add state of the relationship.

4.2 Neighborly relations

Good neighborly relations are key to having a good atmosphere in an apartment building. Do neighbors get along in the apartment building? Are there residents who notoriously cannot get along?

Simulation

Who knows who in the apartment building? Who knows nobody apartment building? Who is not known at all? Students indicate the residents have good, bad, neutral or non-existent relations with and why? For example, Ms. X dislikes Mr. Y because he never says ‘hello’ to her.

B. Networks. Time needed to complete the activity: 50 minutes. Next, students draw a circle like the one here. They place on the circle a number for each apartment and indicate who lives there. Indicate the nature of their relations by drawing different lines.

++++ for good relations

oooo for bad relations

_____ for neutral relations

If they are no relations, no line is necessary.

Using 2 arrows, you can indicate reciprocal relations, with one you indicate one-way relations: Mr. Smith is madly in love (++++++>) with Ms. Small who is unaware of his feelings (no arrow).

In this way students will be quickly able to see the state of relations between residents in the apartment building. They will use this information when engaging in role plays.

C. Neighbor Comparison. Time needed to complete the activity: 20 minutes One of the residents is from a different city or country where neighborly relationships are different from the ones found in this apartment building. After figuring out how neighbors interact here, students look back on previous experiences with neighbors and compare them in the form of a rant where they are either very dissatisfied or extremely pleased with the way neighborly relationships work.
4.3 Brief chats in the stairwell

Simulation
A. Encounters. Time needed to complete the activity: 50 minutes.
As a group, students come up with a list of possible brief chat situations that can occur in a day. For example, one may run into children in costumes, an old man and his dog, a lady with many packages.

4.4 How are you doing?

Running into someone in the stairwell or the lobby can be an opportunity to find how they are doing, how their family is doing, how the children are faring in school, etc.

Simulation
A. How are you doing. Time needed to complete the activity: 50 minutes.
As a group, students come up with a list of possible conversations which can be centered or not around a common theme such as health, children schooling, car problems, etc.

4.5 A helping hand

Simulation
A. What’s up? Time needed to complete the activity: 30 minutes.
Brief encounters in the stairwell or the lobby can be the perfect opportunity to ask for some information: Did you see my dog? Is there a good mechanic nearby? Could you recommend a baby sitter for my 2-year old daughter?, etc.

As a group, students make a list of questions that could be asked and use these as starting points for brief conversations.

B. A helpful hand. Time needed to complete the activity: 30 minutes.
Could you lend me a hand? What are neighbors for if not to help out? You are baking and you ran out of milk, you go knock on your neighbor’s door to borrow some. Your phone is not working, you go knock on your neighbor’s door to ask if you can use her phone ... As a group, students make a list of things that the residents would need to borrow and use these as starting points for brief conversations. Students make sure that the request comes with an explanation and/or a promise to return or replace what is borrowed. The neighbor can either give what was requested or find a good excuse to say no.

4.6 Gossiping

Talking about others, spreading rumors can fuel many conversations in an apartment building.

Simulation
A. Spreading rumors? Time needed to complete the activity: 50 minutes.
Using the information gathered for activity 4.1 and 4.2, students imagine who among the residents could say bad things about other residents in the apartment building.
As a group, students list all the things that could be said against someone in the apartment building and create categories (physical: He has a funny face; intelligence: She is as dumb as a post; clothing: Did you see how she dresses, short skirts, at her age!; morals: He cheats on his wife; etc.
As one resident engages in gossiping with another resident, the person they were gossiping about approaches to greet them both.
Do you know the new resident on the third floor? Students imagine that two residents are talking about a third one who recently moved in. One is very nosy and asks the other all sorts of questions about the new person. As a group, students think about all the questions that the nosy resident might want to ask, and then engage in gossiping about the new person.

4.7 Phone calls

Imagine that all the residents are on the phone, either calling someone or receiving a call.

Simulation
A. Hello! Time needed to complete the activity: 20 minutes.
As a group, students determine who is calling who and for what reason. For example, Mrs. X gets a call from her daughter who tells her she got a new job; Mr. Z gets a call from his who tells him that he is going to be a grandfather, etc.

B. Phone pranks. Time needed to complete the activity: 30 minutes.

4.7 Fortune telling

One resident in the building can predict one’s fortune. Her neighbor has come to consult her.

Simulation
A. I see... Time needed to complete the activity: 30 minutes.
As a group, students determine who the fortune teller could be. The fortune teller will make accurate comments about her neighbor’s past; then she will say what the future holds for her neighbor with respect to: health; money matters; travel; love; job; family life; finally she will give some advice.

4.8 Cooking up a storm

Many residents are fine cooks and they don’t mind sharing a recipe or two with their neighbors, at least the ones they get along with.

Activities and Implementation strategies
A. Common dishes. Time needed to complete the activity: 30 minutes.
Students examine recipes of staple dishes and dishes, find out about the ingredients needed, how it is cooked and served.

Simulation
A. How do you make this, this is delicious?
Time needed to complete the activity: 30 minutes. Ms. or Mr. X has invited some of her neighbors over for dinner. Ms or Mr. Y finds one of the foods served that evening to be absolutely delicious and enquires how to prepare this particular dish, sauce or dessert. Students play the scene.
B. An exotic dish. Time needed to complete the activity: 30 minutes.
One of the resident is a foreigner and s/he offers to explain a recipe from her/his country of origin. The other resident writes it down.
C. It’s a celebration. Time needed to complete the activity: 30 minutes. For this holiday get together (select holiday) Ms. or Mr. X has put together a special menu. In small groups, students decide which foods are served and why. You may want to consult these links to find out about culinary terms in Turkish and Turkish recipes:
V. Personal matters

5.1 Portrait

What people wear, how they behave, how they speak, what they look like, all this helps us figuratively draw a portrait. Sometimes the portrait we draw can be fairly faithful to the person, sometimes it is not.

Simulation
Students can work individually on the portrait of one person and at the end, only the details only common to all written productions are kept and one portrait including the details that have been retained, is written by the group; or each student writes one portrait, either the portrait of the person they are or the portrait of someone else.

A. Portraits. Time needed to complete the activity: 50 minutes.
Students go back to activity 2.2 (photos of residents), select one resident and describe his/her: physical appearance and face, usual style of clothing, general appearance and the impression it conveys their tastes and habits.

Find your soul-mate. Time needed to complete the activity: 50 minutes.
Maybe some residents who are single visit online relationship web sites and look at photos trying to determine the character of the person. Students create their own profile for such a web site and browse other profiles. They later chat with their friends telling them about what kind of people they met through the web site and explain why they chose to email one or another person based on their profile.

5.2 The Turkish residents: Biographies

Simulation
Several students can work individually on one same biography and at the end, only the details only common to all written productions are kept and one biography including the details that have been retained, is written by the group; or each student writes one biography.

A. Biographies. Time needed to complete the activity: 50 minutes.
In one or two pages students write the biography of a good friend of yours among the residents. His or her life does not need to be extraordinary, ordinary lives can be just as interesting.

5.3 The foreign residents: Biographies

Simulation
Several students can work individually on one same biography and at the end, only the details only common to all written productions are kept and one biography including the details that have been retained, is written by the group; or each student writes one biography.

A. Biographies. Time needed to complete the activity: 50 minutes.
In one or two pages students write the biography of a good friend of theirs among the residents. His or her life does not need to be extraordinary, ordinary lives can be just as interesting.
5.4 What are they doing?

It is Friday evening, it is 8:00PM more precisely. The work week is over and the weekend is about to start. On this Friday evening, what are the residents of the building doing or saying?

Simulation
A. It’s 8:00PM, what are they doing? Time needed to complete the activity: 20 minutes.
In one sentence or two, students describe what the residents are doing at that time. If you are good at drawing, you can create a one strip story board with captions.

B. It’s 8:00PM, what are they saying? Time needed to complete the activity: 30 minutes.
Students imagine what they might be saying: they are talking at the dinner table, on the phone, to their pet. If students are good at drawing, they can create a one strip story board with bubbles.

5.5 Memories

Many people like flipping through photo albums to remember important moment in their lives. When meeting with old friends they like to reminisce on their lives. Several residents in the apartment building write their personal memoirs. As a group select the residents for whom you are going to write a journal entry. It is an anniversary date and they remember.

Simulation
A. I remember.... Time needed to complete the activity: 50 minutes. Individually or in pairs, students start with I remember... and continue the reminiscing. Students can illustrate their entry if they would like, see example.
VI. Open senses

6.1 Noises of all sorts

Noises are all around us: phone ring, door bell, radio and television, delivery truck, cleaning crew, loud conversations, sirens, etc. Sometimes they are barely audible, sometimes they are so loud that they prevent us from falling asleep or wake us up early in the morning.

Activities and Implementation strategies
A. Comparing Turkish and English onomatopoeia in comics. Time needed to complete the activity: 50 minutes. Students are asked to come up with a list of common onomatopoeia in English. They are then asked to look up its equivalent in Turkish.

Simulation
A. Morning noises. Time needed to complete the activity: 50 minutes.
It is 6:00 a.m. one of the resident is awake and cannot go back to sleep. S/he hear all thing that’s going on in the building and outside on the street. S/he notes at least 10 usual, unusual, surprising, strange, ... noises.
B. Evening noises. Time needed to complete the activity: 15 minutes. It is 8:00 p.m., then 9:00 p.m., then 10:00 p.m. Gradually the apartment building quietens down as people are going to bed. One resident notes at least 10 usual, unusual, surprising, strange, ... noises that can be heard in the apartment building.

6.2 Busy Sunday morning

The week was busy and Sunday is the day to catch up on what could not get done. Some people exercise, others meet with friends in cafes, others are buying groceries for lunch and dinner, etc.

Simulation
A. Sunday morning...? Time needed to complete the activity: 20 minutes.
What do the residents do on Sunday morning? As a group students decide what each of the residents might be doing and illustrate.
B. Grocery shopping. Time needed to complete the activity: 30 minutes.
As a group, students determine what each resident is likely to bring home. Most residents buy most of their groceries on the weekend. However, whether one is young or old, male or female, single or married with children, athletic or not, gourmet quantities will be purchased. or not, fit or sick, will likely mean that types of food in different and how they bring it home.

6.3 Smells of all kinds

It is a tradition to eat well on Sunday in Russia. The residents for the most part follow this tradition but several don’t, which create a mix of smells, some wonderful, others not. Which smells come from which apartment? Who cooks what?

Simulation
A. Smelly business. Time needed to complete the activity: 20 minutes.
As a group, students select 10 apartments and describe in a few sentences what kinds of smells are wafting out.
B. Smells in your life. Time needed to complete the activity: 20 minutes.
Students write a blog post about the smells in their life, those you really like and those you dislike a lot & why.
VII. Written correspondence

7.1 Postcards, cards, and letters

While the art of writing letters, greeting cards, and postcards is not as common as it used to be, when the mail comes in, there is always some anticipation that a letter or card from an old friend might be found among bills and junk mail.

Implementation strategy
A. It’s in the mail. Time needed to complete the activity: 50 minutes.
As a group, students select 4 residents and imagine the content of letters, cards, and postcards that they receive from friends and relatives throughout the year. Students write 3 postcards, 2 greeting cards, and 2 letters, one of which should be from someone on vacation.
B. Official letters. Time needed to complete the activity: 25 minutes.
The residents of the building have some sort of a problem with the downstairs business (they are too loud, too crowded, cause energy blackouts, etc.). Write a complain letter from the residents (it could be a letter to a local news paper or a letter to the local government).

7.2 Emails and other electronic communication

In the morning and the evening, many residents check their email and reply.

Activities and Implementation strategies
A. How to write an email. Time needed to complete the activity: 15 minutes.
Analyze the email messages you wrote yourself and the ones you received. Write down rules and observations about the language and etiquette of email writing.

Simulation
A. Deciphering new language. Time needed to complete activity: 30 minutes.
Your neighbor asks for your help to determine what people are saying in chat-rooms and on Facebook. All these abbreviations make absolutely no sense! Browse chatrooms and Facebook entries for more buzz words and abbreviations, jot down a few and try to figure out what they mean.

7.3 Invitations

A variety of events prompt the sending of invitations to relatives, friends, colleagues, etc. On an invitation, you will not only find the reason that prompted it and the name of the person(s) who are inviting, but also a few standard line, when and where the event you are invited to will take place, a recommendation or suggestion (where to park, directions to follow, etc.).

Simulation
A. Time to celebrate. Time needed to complete the activity: 50 minutes.
As a group, students decide who receives an invitation and for what occasion. It could be for a house warming, a retirement, a birthday, a wedding anniversary, etc. Students write 3 or 4 each, they refer to the documents provided and table of useful expressions.
VIII. Interests and hobbies

8.1 The collectors

Several of the residents in the building are collectors, but what do they exactly collect? Arms, stamps, insects, porcelain dolls, autographs, etc.

Simulation
A. So little time, so many things to collect. Time needed to complete the activity: 50 minutes.
As a group, students decide who collects in the apartment building and what. Then they make as complete a list of their collections. Finally, students pick three different and distinct collections, describe them and recount how their owners acquired the various pieces: auction, trips, eBay, yard sales, dumpster diving, flea markets, etc.
B. A rare item. Time needed to complete the activity: 30 minutes.
Each of the three collections selected includes a rare item. Students describe what it represents for its owner and how s/he acquired it. They recount how it once got lost and was then recovered

8.2 In the basement

Each resident living in a two bedroom apartment or larger has a basement. Since you now know each resident well, what do you think they keep in their allotted space.

Simulation
A. What’s that in the corner? Time needed to complete the activity: 50 minutes.
As a group, students decide whose basement you are going to snoop in. In pairs, they proceed to describe what you find, who it belongs to, what the story about it is and how it came to be relegated to the basement.
B. The secret. Time needed to complete the activity: 50 minutes.
In one of the storage spaces, one of the residents is hiding a series of objects. What are they? What is the relation between these objects and this resident? Why are the objects kept secret? Why has the resident not gotten rid of them?

8.3 Favorite books

Some of the residents love reading, others don’t. Some only read crafts books, others read love stories, others still read philosophical essays.

Implementation strategy
A. Popular reads. Time needed to complete the activity: 50 minutes.
Students examine the weekly chart of Turkish favorite reads and compare it to the NY Times list of favorite reads in America. What are the most popular genres? Which authors are popular right now? What do critiques say about these books? Some of the popularity ratings can be found here:
B. People’s opinions. Time needed to complete activity: 50 minutes.

Simulation
C. The library. Time needed to complete the activity: 50 minutes. Describe the library of each of the residents. Are there plenty of books or just a few? What types of books? What genres? How is the library organized?
Students browse Live Journal community and be ready reading and why. Write your own post with similar to summarize what kind of books people recommend content.
8.4 Music selections

The residents have different tastes when it comes to music. In the summer as the windows are open, you can hear a cacophony of sounds and beats.

Activities and Implementation strategies
A. Music trends. Time needed to complete the activity: 50 minutes.
Students examine the weekly Top40 chart of Turkish favorite and music and compare it to the Top 40 chart in America. Who are most popular artists? What kinds of music are popular? What do critiques say about these artists and their single or album? Listen to a few of them and indicate which ones you prefer and why.

B. Lyrics. Time needed to complete activity: 20 minutes.
One of your friends collects people’s favorite song lyrics and asked you to write down the lyrics of your favorite song to include in their collection. Students browse web sites of popular Turkish radios to select song and then write down the lyrics to email to their friend.

Simulation
A. Tell me which music you listen to and I’ll tell you who you are.
Time needed to complete the activity: 50 minutes.
As a group, students make a list of the types of music the residents listen to. Then, they indicate who listens to what? when? how loud? and how the neighbors react.
IX. Role Plays

9.1 Encounters and visits

Simulation
A. Let’s talk. Time needed to complete the activity: 50 minutes.

In the stairwell Two neighbors with small children run into each other. One of them asks the other what kind of baby care they have arranged. Does their child go to a childcare or is there a nanny who comes in. What childcare options are available in the neighborhood? Students continue the conversation.

In the elevator one resident steps into the elevator as a teenage kid leaves it running. One look inside the elevator shows that it now displays various writings and images that have not been there before. The resident rushes after the kid. Students imagine and play the scene.

On one of the floors one of the residents comes home from work. He exits the elevator when he notices policemen around the open door to his apartment. More neighbors might be present at the sight. Students imagine and play the scene.

At the front door one resident steps out of the apartment building when he notices a decorated car near the entrance. He sees the son of one of the residents all dressed-up. It piques his curiosity and he strikes a conversation. Students imagine and play the scene.

In the elevator two teenagers meet in the elevator on their way from school. One of them has recently transferred to a different school. The other one asks him/her what the new school is like. Students imagine and play the scene.

9.2 Board meeting

Today is the day the annual meeting of the building’s board meets. All the residents are in attendance. Decisions must be made regarding a number of key issues.

Simulation
A. Let’s talk. Time needed to complete the activity: 50 minutes.
As a group, students decide what the agenda of the board meeting will be, that is what key issues will be brought up, and which decisions will be made. Then, they role play the meeting.

9.3 Events of all kinds

Simulation
A. Let’s talk. Time needed to complete the activity: 50 minutes.
Every day brings yet another event in the apartment building. Some of them are more serious than others. Individually students imagine one event that happens, describe the out-comes on an index card and drop it in a box. Students pick one card and role play the situation described.
X. Stories

10.1 A love story

There are several love stories going on in the building, some are romantic, others happy or sad ending.

Simulation
take place both in and outside of class. The use of a wiki is recommended to facilitate collaborative writing. In groups of 3 students write a short romance novel. You have two options
1. Option 1: You pick two residents and you write a collective novel for which you write 12 chapters of 20-30 lines each. Each chapter is written twice, one from the point of view of one and one from the point of view of the other.
2. Option 2: You pick two residents and you write a collective novel for which each of you write 2 chapters of 2 pages each for a total of 6 chapters if the story ends happily or each of you write 4 chapters of 1 page each for a total of 12 chapters if the story ends sadly. Imagine one of these love stories with its network of intrigues, its outcomes for the couples involved and their families, and tell the story all the way to Budding novelist. Time needed to complete the activity: It should take a good three to four weeks to write it. Planning of chapters takes place in class, writing and editing.

10.2 A detective story

A residential building is a microcosm. Among the residents. motives abound. It is among the residents that you will find the victim(s), the suspects, and the murderer.

Simulation
A. Budding novelist. Time needed to complete the activity: It should take a good three to four weeks to write it. Planning of chapters takes place in class, writing and editing take place both in and outside of class. The use of a wiki is recommended to facilitate collaborative writing.

In groups of 3, students write a detective novel where each of you write 4 chapters of 1 page each for a total of 12 chapters. You may want to go back to some of the previous activities to inform your story, relationship between neighbors; noises; coming and goings on the weekend; smells, storage areas, etc. It should take a good three to four weeks to write it.

10.3 Ten years later ...the epilogue

Ten years later, what have the residents become? Where are they? Who is dead? married? divorced? Who got remarried? With whom? Who succeeded? Who is rich, poor, famous? Who is happy or unhappy?

Simulation
A. What have they become? Time needed to complete the activity: 50 minutes.
As a group, students make a list of hypotheses. Then, students choose one of the teenagers in the apartment building who is now an adult. S/he walks down the street looking for the apartment building where s/he grew up. S/he cannot find it. S/he runs into people she knew then and remember how the apartment building ended: What happened? How did it happen? What happened to the residents who used to live there?
Students role play the scene. I don’t remember... Oh Mr. X, the man who used to... I’ve heard that... I believe that...’
10.4 The end

Something happened to the apartment building and the residents have been asked to leave.

Simulation
A. Budding poets? Time needed to complete activity: 100 minutes.
It is up to the students, accident, fire, bomb, demolition, students imagine the end of the apartment building and write it in a poem form. In groups of 3, students decide the focus they want to give to their poem and then choose a format in which to write it.

Their poem can be a Diamante: A Diamante Poem follows a very specific format – there are seven lines, and each line must have a specific number and type of words. When finished, the poem will be in the shape of a diamond!

Line 1 = Topic (noun)
Line 2 = Two describing words (adjectives)
Line 3 = Three action words (-ing verbs)
Line 4 = Four words: Two words about the topic and two words that are opposite of those in line 2
Line 5 = Three action words for the ending noun (-ing verbs)
Line 6 = Two words to describe ending noun (adjectives)
Line 7 = Ending noun (opposite of Line 1)

______________________
(noun)

____________ (adjective) (adjective)

____________ (-ing verb) (-ing verb) (-ing verb)

_____________ ___________________ ___________________ ___________________
(word describing noun 1) (word describing noun 1) (word describing noun 2) (word describing noun 2)

_____________ ___________________ ___________________ ___________________
(-ing verb) (-ing verb) (-ing verb)

____________ (adjective) (adjective)

____________
(noun)

Or students can write a Free Verse Poem. A Free Verse Poem does not rhyme and follows no specific rhythm or pattern. When they write free verse, they decide, they make up their own rules! They choose how the poem should look, feel, and sound.
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