

Turkish Study Guides 31-40

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STUDY GUIDE 31

Study Goals

- Understand and use the Reported Past Tense (-miş)
- Differentiate between past tenses in Turkish (-DI vs. -miş)
- Build fluency in expressing hearsay, rumors and indirect experience
- Talk about past life events and achievements
- Practice informal conversations, biographies, and simple storytelling

Materials

- Yeni Istanbul A2 Course Book, pp. 62-65
- Yeni Istanbul A2 Workbook, pp. 24-25
- Colloquial Turkish, pp. 186-191
- LangMedia Turkish Collection: [Reported Past Tense](#)

Assignments for Independent Study

- Open your Yeni Istanbul A2 coursebook and answer the questions in the Hazırlık Çalışması section on pg. 62.
- Think about something you recently heard about a neighbor, friend, celebrity or classmate. Can you say it in Turkish? Try using "-miş" if possible!
- Read the dialogue on pg. 62 aloud at least twice. Underline all the -miş forms you find.
- Reflect: Why is this tense used here instead of -DI?
- Answer the 4 reading questions at the top of pg. 63 (activity 3) in complete sentences.
- Study both grammar charts on pp. 63-64 about Reported Past Tense with verbs and Reported Past Tense with nominal sentences.
- Practice aloud. Read both affirmative, negative and question forms. Make simple example sentences for yourself.
- Complete exercises 4-6 by filling in the blanks with the correct grammar form. Take notes on any suffix patterns you find tricky.
- **HAND IN:** Write a phone conversation (8–10 lines) between two friends catching up after a long time. One person shares things they heard about

their mutual acquaintances. Use at least 4 different -mlş forms. Include greetings and closings and include one surprising piece of news.

- Open your Colloquial Turkish book. Study the reported past tense and complete exercises 8-9 on pp. 186-191.
- Read the grammar explanations carefully. Note the difference between -DI and -mlş in tone and usage.
- Watch the LangMedia videos on [Reported Past Tense](#). While watching, write down 5 full sentences that use -mlş form. Try repeating each sentence after the speaker and record yourself if possible.
- Turn to Yeni Istanbul course book and listen to the audio “Ünlü Olmadan Önce” on pg. 65. Match each celebrity with their former job.
- Write 1-2 sentence biographies using the reported past tense.
- **HAND IN:** Do activity 8 on pg. 65 and choose a famous person or someone from your life. Write 5-7 sentences about their past using -mlş and some -DI where appropriate. Who are they? What did they do? What have you heard or read about them?
- **HAND IN:** You couldn’t attend class, and your classmate left you a voice message to update you on what happened. Write the message as a monologue using the reported past tense. Write 6-8 sentences, use at least 4 -mlş verbs or nominal forms and mention at least 1 thing the teacher said.
- Open your Yeni Istanbul A2 workbook and complete activities 1-4 on pp. 24-25.

Conversation Session Preparation

- Be prepared to warm up by asking and answering questions about recent events in your community and country that you have not personally experienced.
- Be prepared to perform a roleplay in which two friends are catching up after a long time, one from the US and one from Turkey. They catch up with each other as well as ask and answer questions about a wider circle of friends and family. Use the proper past tense depending on context!
- Be prepared to perform a roleplay in which you are a museum guide and lead your group to an exhibit about Atatürk (or another famous figure). You need to give a summary of who they are and their life, and answer questions from the tour group. Switch roles and repeat.
- Be prepared to perform a roleplay in which you are reporting to a student org meeting on a series of tabling events that you supervised but did not attend. Describe the several events, how many people were reported to

come, etc. Answer questions from the other “student org members”, and you may also switch roles and repeat.

Homework Due at Your Tutorial

- **HAND IN:** Write a phone conversation (8–10 lines) between two friends catching up after a long time. One person shares things they heard about their mutual acquaintances. Use at least 4 different -mlş forms. Include greetings and closings and include one surprising piece of news.
- **HAND IN:** Do activity 8 on pg. 65 and choose a famous person or someone from your life. Write 5–7 sentences about their past using -mlş and some -DI where appropriate. Who are they? What did they do? What have you heard or read about them?
- **HAND IN:** You couldn’t attend class, and your classmate left you a voice message to update you on what happened. Write the message as a monologue using the reported past tense. Write 6–8 sentences, use at least 4 -mlş verbs or nominal forms and mention at least 1 thing the teacher said.

STUDY GUIDE 32

Study Goals

- Understand and use the Reported Past Tense (-miş) in storytelling
- Learn and use intensified adjectives
- Practice using -CA and -CIK suffixes for tone and nuance
- Listen to and analyze modern and traditional Turkish tales
- Write and share your own modern fairy tale

Materials

- Yeni Istanbul A2 Course Book, pp. 66-69
- Yeni Istanbul A2 Workbook, pp. 26-27.

Assignments for Independent Study

- Open your Yeni Istanbul A2 coursebook and look at the Hazırlık Çalışması on pg. 66. Match each story to its description. Say each sentence aloud.
- Think: Which stories do you know in Turkish or your own culture? Can you summarize one briefly?
- Read the story on pg. 66 aloud. Underline all verbs in reported past tense (-miş). Circle any intensified adjectives (e.g. koskocaman).
- Answer the 4 questions in Activity 2 (pg. 67) in full sentences.
- **HAND IN:** Write a reflection (8-10 sentences) about your favorite fairy tale when you were a child. Use past tense -DI for your personal memories and use -miş when describing things that you only learned later. Try to use at least one -CA or -CIK suffix and one intensified adjective.
- Study the chart of strengthened adjectives on pg. 67. Repeat the words aloud. What do you notice about their rhythm and form?
- Complete the paragraph in activity 3 by using the correct intensified adjectives.
- **HAND IN:** Imagine you're telling someone a legend you recently heard. Write a storytelling dialogue (at least 10 lines). Try to use positive, negative and question forms of -miş.

- Study the grammar focus about -CA and -CIK on pg. 68. Check out the examples showing how they add politeness, affection or moderation. Read the sample sentences out loud.
- Complete Activity 4 and fill in the blanks like in the example sentences.
- Listen to the audio story on pg. 69. Complete Activity 5 by marking each sentence D (doğru) or Y (yanlış).
- Pick one sentence that uses -mış and try rewriting it in the -DI form. How does the meaning change?
- **HAND IN:** Choose 3-4 objects from the word cloud on pg. 69, activity 6. Write your own short modern fairy tale (at least 10 sentences). Use -mış past tense where appropriate. Include at least 2 intensified adjectives and 2 -CA/-CIK suffixes.
- Open your Yeni Istanbul A2 workbook and complete activities 1-4 on pp. 26-27.

Conversation Session Preparation

- Be prepared to warm up by asking and answering questions about stories that you have heard - as a child, growing up, recent rumors and gossip.
- Be prepared to perform an activity in which you take turns speaking a sentence of a "legend". Example: "Once there was a person" -> "They were very famous". Each sentence is new, so just make it up as you go, one after the other!
- Be prepared to perform a roleplay in which you're meeting with your boss after a shift at a coffee shop. Customers have had some consistent complaints that day, and you want to bring them to your boss' attention and share the complaints.
- Be prepared to perform a roleplay in which you are sitting with a friend after class, and you know they know a lot about the urban legends/myths of the campus. Ask them questions about ghost stories and other legends on campus (you may base this on your own campus, or just be inventive).

Homework Due at Your Tutorial

- **HAND IN:** Write a reflection (8-10 sentences) about your favorite fairy tale when you were a child. Use past tense -DI for your personal memories and use -mış when describing things that you only learned later. Try to use at least one -CA or -CIK suffix and one intensified adjective.

- **HAND IN:** Imagine you're telling someone a legend you recently heard. Write a storytelling dialogue (at least 10 lines). Try to use positive, negative and question forms of -mIş.
- **HAND IN:** Choose 3-4 objects from the word cloud on pg. 69, activity 6. Write your own short modern fairy tale (at least 10 sentences). Use -mIş past tense where appropriate. Include at least 2 intensified adjectives and 2 -CA/-CIK suffixes.

STUDY GUIDE 33

Study Goals

- Understand and retell Turkish jokes and humorous narratives
- Use “diye” for indirect speech and reporting
- Learn conjunctions: hem...hem, ne...ne, ya...ya
- Talk about dreams and dream interpretations
- Practice writing and speaking about funny or surreal experiences

Materials

- Yeni Istanbul A2 Course Book, pp. 70-73
- Yeni Istanbul A2 Workbook, pp. 28-30

Assignments for Independent Study

- Open your Yeni Istanbul A2 coursebook and look at the Hazırlık Çalışması on pg. 70. Answer the questions aloud or in writing.
- Read the Nasreddin Hoca joke aloud twice for fluency and rhythm. Underline all expressions with reported speech (especially “diye”).
- Answer the 4 comprehension questions in activity 3 using full sentences.
- Think: What’s the punchline? Why is it funny? (Or is it funny at all?)
- Study the grammar section for indirect speech on pg. 71 and read the example sentences aloud.
- Do activity 4. Complete the story by filling in the blanks with the words in the box.
- Do activity 5. Fill in the blanks using “diye” with the correct clauses. Say each sentence aloud.
- **HAND IN:** Write a short joke or joke-style story (5–6 lines). Use “diye” for indirect speech at least 2 times. Include a punchline.
- Study the grammar section about conjunctions on pg. 72.
- Complete activity 6 with the correct conjunctions. Try saying each sentence aloud and imagine a real life situation where you would use it.
- **HAND IN:** Write a dialogue (6-8 lines) between two friends sharing news or updates they recently heard. Use “diye” to report what someone said or thought. Include the conjunctions hem...hem, ya...ya, and ne...ne at least

once. The conversation can be about everyday life, or something completely random or absurd like a Nasreddin Hoca story.

- Check out the listening section on pg. 73.
- First, do activity 8 and match each dream with its possible meaning.
- Then, listen to the audio for Activity 10 and mark each sentence as D (doğru) or Y (yanlış).
- **HAND IN:** Write (8-10 sentences) about a strange or vivid dream you've had. Use "diye" to report thoughts or speech in the dream. Use at least one conjunction from the grammar section. Try to include one metaphor or surreal image. You can get inspiration from the model dream in Activity 11.
- Open your Yeni Istanbul A2 workbook and complete activities 1-5 on pp. 28-30.

Conversation Session Preparation

- Be prepared to warm up by asking and answering questions about dreams or jokes that have been on your mind recently.
- Be prepared to perform a roleplay in which you are doing stand-up comedy for a small test audience. Take five minutes to write a joke or two, or you can just improvise. Introduce yourself by standing up and delivering your jokes. Switch roles and repeat.
- Be prepared to perform a roleplay in which you are a dream interpreter and someone comes to you with a very odd/funny dream. Try to offer interpretations of what it means and to draw out more information from your client. Switch roles and repeat.
- Be prepared to perform a roleplay in which you are part of a group of reporters discussing sources for an article. Everyone needs to specify what they have heard and from who. Choose an issue for the "article" relevant to your current situation, for example housing costs on campus.

Homework Due at Your Tutorial

- **HAND IN:** Write a short joke or joke-style story (5-6 lines). Use "diye" for indirect speech at least 2 times. Include a punchline.
- **HAND IN:** Write a dialogue (6-8 lines) between two friends sharing news or updates they recently heard. Use "diye" to report what someone said or thought. Include the conjunctions hem...hem, ya...ya, and ne...ne at least once. The conversation can be about everyday life, or something completely random or absurd like a Nasreddin Hoca story.

- **HAND IN:** Write (8-10 sentences) about a strange or vivid dream you've had. Use "diye" to report thoughts or speech in the dream. Use at least one conjunction from the grammar section. Try to include one metaphor or surreal image. You can get inspiration from the model dream in Activity 11.

STUDY GUIDE 34

Study Goals

- Identify and describe natural disasters and weather events
- Use and understand the Simple Present Tense (Aorist)
- Talk about climate and weather patterns in different regions
- Compare seasonal norms and discuss the impact of climate on everyday life
- Build fluency in general statements, habits and scientific facts

Materials

- Yeni Istanbul A2 Course Book, pp. 80-84
- Yeni Istanbul A2 Workbook, pp. 31-33
- LangMedia Turkish Collection: [Aorist Tense](#)

Assignments for Independent Study

- Open your Yeni Istanbul A2 coursebook and look at the Hazırlık Çalışması on pg. 80. Match each picture with the correct word.
- Read the informative text “Doğa Olayları” on pg. 81. Read aloud each paragraph slowly. Underline weather and science-related nouns and verbs.
- After reading, write short definitions (in Turkish or English) for: deprem, sel, rüzgar, yer çekimi, gökkuşağı, yıldırım, etc.
- Answer the questions under activity 3 on pg. 82. Write full-sentence answers using Simple Present Tense where possible.
- **HAND IN:** Write a short narrative (6–8 sentences) about a natural disaster you experienced or read about. Use Simple Present Tense for general statements, and -DI tense if describing a specific past experience. Try to include weather vocabulary, sequence markers (önce, sonra) and emotions.
- Study the grammar section and examples on pp. 82–83. Learn how the tense is formed based on vowel harmony and final letter of the verb root. Take notes on the irregular/common exception verbs.
- Complete all the fill-in-the-blank and question-answer activities on pg. 83. Read aloud your completed answers.
- Watch LangMedia video on the simple present ([aorist](#)) tense

- Open your Yeni Istanbul course book and listen to the audio on pg. 84 (iklimler). Fill in the blanks based on what you hear.
- Review the climate descriptions for Tayland, Moğolistan, Norveç, Türkiye and Mali.
- **HAND IN:** Do activity 9 on pg. 84. Answer each question in detail. Write a paragraph (8-10 sentences) about your country's seasons, average temperatures and people's daily routines depending on the weather.
- Practice the dialogue questions under "Konuşma" (activity 8 on pg. 84). Answer in writing first, using full sentences in Simple Present Tense. Then record yourself answering them out loud. Focus on rhythm and vowel harmony.
- **HAND IN:** Write a dialogue between two people discussing natural disasters. Use at least 10 lines and include questions and answers from Activity 8 (pg. 84). Make sure to use the Simple Present Tense where appropriate. You can include personal experiences, general facts or opinions.
- Open your Yeni Istanbul A2 workbook and complete activities 1-12 on pp. 31-33.

Conversation Session Preparation

- Be prepared to warm up by asking and answering questions about seasonal weather patterns in a variety of places.
- Be prepared to perform a roleplay in which you are reporting on a big storm approaching Izmir. Use a real or imaginary "map", or draw on the board, and illustrate/narrate the storm's current and future progress. You may do this co-operatively, taking turns speaking sentence after sentence, or repeat the whole roleplay with a change in roles.
- Be prepared to perform a roleplay in which you are sitting with a friend on a hot day in Istanbul, and you start complaining about the weather and comparing it to when you were younger. Compare and contrast the differences (you may refer to your own life/places you've grown up to extrapolate).
- Be prepared to perform a roleplay in which you are on a bus in Ankara and speaking with a Turkish person from the east of the country, near Lake Van. Try to find out the difference in the weather, seasons, and other general things about the mountainous eastern part of Turkey.

Homework Due at Your Tutorial

- **HAND IN:** Write a short narrative (6–8 sentences) about a natural disaster you experienced or read about. Use Simple Present Tense for general statements, and -DI tense if describing a specific past experience. Try to include weather vocabulary, sequence markers (önce, sonra) and emotions.
- **HAND IN:** Do activity 9 on pg. 84. Answer each question in detail. Write a paragraph (8-10 sentences) about your country's seasons, average temperatures and people's daily routines depending on the weather.
- **HAND IN:** Write a dialogue between two people discussing natural disasters. Use at least 10 lines and include questions and answers from Activity 8 (p.84). Make sure to use the Simple Present Tense where appropriate. You can include personal experiences, general facts or opinions.

STUDY GUIDE 35

Study Goals

- Talk about habits and hobbies
- Politely make requests using Simple Present Tense
- Describe ongoing actions using the -mAktA construction
- Respond appropriately to requests and offers in Turkish

Materials

- Yeni Istanbul A2 Course Book, pp. 85-88
- Yeni Istanbul A2 Workbook, pp. 34-35
- Colloquial Turkish, pp. 123-132

Assignments for Independent Study

- Open your Yeni Istanbul A2 coursebook and answer the questions in the Hazırlık Çalışması section on pg. 85.
- Read the passage “Alışkanlıklarımız ve Hobilerimiz.” Underline every verb in Simple Present Tense. Highlight all the hobby vocabulary.
- Do activity 3. Mark each sentence as D (Doğru) or Y (Yanlış).
- Do activity 4. Answer the comprehension questions in full sentences.
- **HAND IN:** Look at Aslı’s weekend schedule on pg. 88. Then, write a paragraph (8–10 sentences) describing your own weekend routine using the simple present tense. Your routine can include what time you wake up and go to bed, meals and snacks, study habits or reading, social activities or relaxation, screen time, exercise, hobbies, etc. Use at least 10 different verbs. Write full sentences. Pay attention to subject-verb agreement and vowel harmony in suffixes.
- Study the grammar section about polite requests on pg. 86. Read the examples out loud.
- Write 3 example sentences of your own where a present tense verb functions as a polite request
- Complete activities 5 and 6. Practice saying these aloud as if you are in a real conversation.

- Open your Colloquial Turkish book and read pp. 123-132. Then complete exercises 1-5.
- **HAND IN:** Look at the scenarios in Activity 10 on pg. 88 and choose one of the situations. Then, write a 8-10 line dialogue between two people. Include a short greeting and closing, and at least 3 different polite requests. Make sure to use the appropriate formal/informal endings depending on the scenario you choose.
- Study the grammar section “Fiil + mAktA” on pg. 86.
- List 5 sample sentences from your daily life that you could rewrite using -mAktA.
- Do activities 7 and 8. Read the completed sentences out loud.
- **HAND IN:** Write a paragraph (6-8 sentences) describing what you are doing these days, using the -mAktA structure. Use at least 5 different verbs in the -mAktA form. You can describe your current studies or work, your recent routines, habits you are actively maintaining, something you are preparing or learning, etc.
- Listen to the dialogues in the listening section (pg. 87). Fill in the blanks while listening. Then, during your second listening, shadow the speakers and repeat each line aloud immediately after the audio.
- Open your Yeni Istanbul A2 workbook and complete activities 1-9 on pp. 34-35.

Conversation Session Preparation

- Be prepared to warm up by asking and answering questions about your weekend routine or your routine at other times.
- Be prepared to perform a roleplay in which you are meeting a friend you haven't seen in ten years who now has kids and a career. Catch up on your lives, partners, friends, jobs, etc.
- Be prepared to perform a roleplay in which you have attended a meeting of a group focused on one of your personal interests. After the meeting, you talk to one of the organizers to learn about the organization's activities and decide if you want to keep coming.

Homework Due at Your Tutorial

- **HAND IN:** Look at Aslı's weekend schedule on pg. 88. Then, write a paragraph (8-10 sentences) describing your own weekend routine using the simple present tense. Your routine can include what time you wake up and

go to bed, meals and snacks, study habits or reading, social activities or relaxation, screen time, exercise, hobbies, etc. Use at least 10 different verbs. Write full sentences. Pay attention to subject-verb agreement and vowel harmony in suffixes.

- **HAND IN:** Look at the scenarios in Activity 10 on pg. 88 and choose one of the situations. Then, write a 8-10 line dialogue between two people. Include a short greeting and closing, and at least 3 different polite requests. Make sure to use the appropriate formal/informal endings depending on the scenario you choose.
- **HAND IN:** Write a paragraph (6-8 sentences) describing what you are doing these days, using the -mAktA structure. Use at least 5 different verbs in the -mAktA form. You can describe your current studies or work, your recent routines, habits you are actively maintaining, something you are preparing or learning, etc.

STUDY GUIDE 36

Study Goals

- Understand and use the reported past tense with the suffix -Dİr
- Make assumptions, predictions and logical conclusions in Turkish
- Summarize books, films and biographies
- Use formal language for biographical and documentary-style speech
- Differentiate between present, past and inferred past
- Practice storytelling and analytical discussion of media

Materials

- Yeni Istanbul A2 Course Book, pp. 89-91
- Yeni Istanbul A2 Workbook, pp. 36-37

Assignments for Independent Study

- Open your Yeni Istanbul A2 coursebook and look at the Hazırlık Çalışması on pg. 89.
- Reflect: Are you a book lover? What genres do you enjoy? Which authors are popular in your country? Do you like them? Why/not?
- Match the writers to their books in activity 3. Use a dictionary or online search to look up unfamiliar names or titles.
- Optional Writing: Write 3–4 sentences introducing a famous author from your culture. What genre do they write in? What are they known for?
- Read the passage “Çalikuşu” on pg. 89. Read it aloud once for fluency. Then, underline any verbs with -Dİr suffixes.
- Answer comprehension questions 4 and 5. Write in full sentences.
- Think critically: When the author uses -Dİr, is it to make an assumption, express a general truth, or report widely accepted information? Jot down 2–3 examples and explain your reasoning in English or Turkish.
- Study the grammar explanation on pg. 90. Pay special attention to the examples that show verbs, adjectives and nouns with the -Dİr ending.
- Complete activities 6 and 7. Read each sentence aloud after completing it.
- Practice forming your own example sentences using -Dİr.

- **HAND IN:** Write a short summary (6-8 sentences) of a novel or short story you've read before. Include title and author, what it's about, where/when it takes place, who the main characters are. Use -Dlr when appropriate to make generalizations or state known facts.
- Do activity 9. Listen to the dialogue about the film Hokkabaz. Choose the correct options in the sentences. Then, say each sentence aloud, emphasizing the -Dlr structures.
- **HAND IN:** Study the example story prompts in activity 10. Choose one of the two story prompts and write a 6–8 sentence continuation and ending. Use at least 2 examples of -Dlr and a mix of past and present tenses to show sequence of events and logical conclusions.
- **HAND IN:** Choose one of the scenarios in activity 11 on pg. 91. Write a paragraph (6-8 sentences) answering the prompt using a mix of factual and assumed information. Try to include at least 3 different tenses.
- Open your Yeni Istanbul A2 workbook and complete activities 1-4 on pp. 36-37

Conversation Session Preparation

- Be prepared to warm up by taking turns summarizing a favorite novel, TV show, or other media.
- Be prepared to perform a roleplay in which you want to make a documentary about student life at your campus with a friend. This will have two parts:
 - Brainstorm the topic and script in Turkish
 - Perform the script for the class
- Be prepared to perform a roleplay in which you are an author talking about your book at a book-store event. (You may use a book/story you know as the basis for your 'book' in the roleplay.) Tell a story of how you wrote it, and about the characters.
- Be prepared to perform a roleplay in which you are an elderly grandparent sitting on a patio with a young grandchild. They ask you to tell stories of your childhood and the way things used to be.

Homework Due at Your Tutorial

- **HAND IN:** Write a short summary (6-8 sentences) of a novel or short story you've read before. Include title and author, what it's about, where/when it takes place, who the main characters are. Use -Dlr when appropriate to make generalizations or state known facts.

- **HAND IN:** Study the example story prompts in activity 10. Choose one of the two story prompts and write a 6–8 sentence continuation and ending. Use at least 2 examples of -Dlr and a mix of past and present tenses.
- **HAND IN:** Choose one of the scenarios in activity 11 on pg. 91. Write a paragraph (6-8 sentences) answering the prompt using a mix of factual and assumed information. Try to include at least 3 different tenses.

STUDY GUIDE 37

Study Goals

- Use the ability suffix -(y)Abilmek in positive and negative forms
- Talk about skills and personal abilities
- Discuss qualifications in a job interview
- Practice real-world language around work, chores and responsibilities
- Describe others' skills and limits
- Express polite refusals and assumptions

Materials

- Yeni Istanbul A2 Course Book, pp. 98-101
- Yeni Istanbul A2 Workbook, pp. 38-39

Assignments for Independent Study

- Open your Yeni Istanbul A2 coursebook and look at the Hazırlık Çalışması on pg. 98. Match the sentences with the pictures. Say each sentence out loud. Pay attention to pronunciation of the -(y)Abilmek forms.
- Now, write 3 more sentences about your own abilities using the same structure.
- Read the job interview dialogue on pg. 99. First, read silently, then once again out loud to practice fluency.
- As you read, underline or highlight all verbs that use the -(y)Abilmek form. Think about how these forms are used in a polite, professional context.
- Complete activity 2. Answer the comprehension questions in full sentences.
- Complete activity 3. Mark the sentences as Doğru (D) or Yanlış (Y). Then correct any "Y" sentences in writing.
- Study the grammar section on pg. 100 carefully. Take notes in your notebook. Pay attention to: What is the positive form? What is the negative form? How does tense change the structure?
- Do grammar exercises 4–7 on pg. 100. For each sentence, fill in the blank, then read it out loud. Practice the rhythm and flow of Turkish verbs with suffixes. Pay attention to meaning. Are you expressing ability, inability, or assumptions?

- Complete exercise 8. Match the questions with the appropriate answers. After each one, read your completed sentences aloud.
- Listen to the audio for activity 16. Do activities 9-10 with the information you hear.
- **HAND IN:** Choose 3 professions from the list on activity 11. Write a short job ad for each (2-3 sentences per job). Each ad should include the job title and 2-3 required skills expressed using -(y)Abilmek.
- **HAND IN:** Write a short paragraph (6-8 sentences) about your own skills and what kinds of jobs you could do. Mention at least 3 things you can do and 2 you cannot. Use both affirmative and negative forms of -(y)Abilmek.
- **HAND IN:** Pick any job (real or imaginary). Write a dialogue (10-12 lines) between you and an employer. Use both affirmative and negative forms of -(y)Abilmek to talk about your qualifications and limits. Try to be polite and professional. Include greetings and closing lines.
- Open your Yeni Istanbul A2 workbook and complete activities 1-8 on pp. 38-39.

Conversation Session Preparation

- Be prepared to warm up by asking and answering questions about skills and talents.
- Be prepared to perform a roleplay in which you are in an interview for your dream job. The boss asks a series of questions about your qualifications, and you advocate for yourself while answering the questions.
- Be prepared to perform a roleplay in which you are talking to someone who wants to volunteer for an organization helping Syrian refugees find a home in Izmir. Ask them questions about their qualifications, passions, and interests. You may take a moment to brainstorm the questions before the roleplay.
- Be prepared to perform a roleplay in which you are being interviewed for a waiter job at an upscale Istanbul restaurant. Answer the boss' questions about your qualifications, and be ready to ask some follow up questions about the role.

Homework Due at Your Tutorial

- **HAND IN:** Choose 3 professions from the list on activity 11. Write a short job ad for each (2-3 sentences per job). Each ad should include the job title and 2-3 required skills expressed using -(y)Abilmek.

- **HAND IN:** Write a short paragraph (6–8 sentences) about your own skills and what kinds of jobs you could do. Mention at least 3 things you can do and 2 you cannot. Use both affirmative and negative forms of -(y)Abilmek.
- **HAND IN:** Pick any job (real or imaginary). Write a dialogue (10-12 lines) between you and an employer. Use both affirmative and negative forms of -(y)Abilmek to talk about your qualifications and limits. Try to be polite and professional. Include greetings and closing lines.

STUDY GUIDE 38

Study Goals

- Use the ability modal to express permission, prediction, suggestion and polite requests
- Differentiate the functions of modal verbs: permission, possibility, request and suggestion
- Practice asking for and granting/refusing permission in polite, culturally appropriate ways
- Understand how –(y)Abilir work in formal service contexts
- Give travel advice and discuss past travel experiences
- Make suggestions and give advice using modal verbs and vocabulary about health, environment and relationships

Materials

- Yeni Istanbul A2 Course Book, pp. 102-104
- Yeni Istanbul A2 Workbook, pp. 40-41

Assignments for Independent Study

- Open your Yeni Istanbul A2 coursebook and look at the Hazırlık Çalışması on pg. 102. Read the example sentences carefully. Identify whether each sentence expresses permission, suggestion, prediction or request. Say each sentence out loud.
- Write down 2 new examples for each of the following categories: asking permission, making a prediction, making a request, and giving a suggestion.
- Read the hotel dialogue on pg. 102 aloud once for fluency and rhythm.
- Read it a second time and underline all examples of –(y)Abilir in positive, negative, and question forms.
- Do activity 2. Mark whether the sentences express permission (izin) or request (rica).
- Study the grammar section on pg. 103.
- Do activity 3. Classify each sentence according to whether it expresses requests (rica), probability (ihtimal) or izin (permission).

- Do activity 4. Fill in the blanks with the correct verb forms using the root verbs provided. Say each sentence out loud.
- **HAND IN:** Write a dialogue (10-12 lines) between a traveler and a hotel receptionist. The traveler is asking for different types of help and information. Use at least 3 examples of polite requests, at least 2 examples of permission, and at least 1 suggestion. End with a polite thank you and goodbye.
- Review the vocabulary in activity 5 (pg. 104). Look up the meanings of any unknown words.
- Do activity 6. Listen to the recording and choose the correct answers based on what you hear.
- Practice summarizing the listening. What happened to Alex? Where is he going? What does he ask?
- Do activity 7. Read the questions aloud. Answer them with detailed, complete answers. Write your answers down for each question.
 - Optional: Record yourself or role-play both parts to simulate conversation.
- **HAND IN:** Choose a country you've visited or want to visit. Describe your travel experience or your plan, including when and why you went or want to go, what challenges you faced or expect, and a piece of advice you'd give someone going there for the first time. Write 6-8 sentences.
- **HAND IN:** Choose 2 of the topics in activity 8 (pg. 104) and write a short paragraph (5-6 sentences each) giving advice or suggestions. Use -(y)Abilmek forms for all advice. Include at least one negative suggestion too.
- Open your Yeni Istanbul A2 workbook and complete activities 1-6 on pp. 40-41.

Conversation Session Preparation

- Be prepared to warm up by asking and answering questions related to permission - May I do x, y, and z?
- Be prepared to perform a roleplay in which you talk to a hotel receptionist. You want to get a room, as well as discover information about the city (decide the city with your classmates/conversation partner). Try to use polite requests, goodbyes, and other forms.
- Be prepared to perform a roleplay in which you are giving a talk to a group of people from Antalya going on a tour to New York City. Tell about a time that you visited there, including what you liked and your challenges in culture, logistics, and so on. They will also ask questions.

- Be prepared to perform a roleplay in which you are a customer service representative for a tour company in Istanbul, and a group of Americans appear. The events they had planned for the week fell through, and they ask you for advice on reservations and how to fill the time.

Homework Due at Your Tutorial

- **HAND IN:** Write a dialogue (10-12 lines) between a traveler and a hotel receptionist. The traveler is asking for different types of help and information. Use at least 3 examples of polite requests, at least 2 examples of permission, and at least 1 suggestion. End with a polite thank you and goodbye.
- **HAND IN:** Choose a country you've visited or want to visit. Describe your travel experience or your plan, including when and why you went or want to go, what challenges you faced or expect, and a piece of advice you'd give someone going there for the first time. Write 6-8 sentences.
- **HAND IN:** Choose 2 of the topics in Activity 8 (pg. 104) and write a short paragraph (5-6 sentences each) giving advice or suggestions. Use -(y)Abilmek forms for all advice. Include at least one negative suggestion too.

STUDY GUIDE 39

Study Goals

- Understand and use the structures -yIp and -mAdAn
- Describe multiple sequential or simultaneous actions
- Express things done without doing something else
- Give suggestions to tourists and describe places to visit
- Talk about and describe street food culture
- Practice permission, ability, prediction and polite request forms
- Use culturally appropriate language for travel, food and informal writing

Materials

- Yeni Istanbul A2 Course Book, pp. 105-109
- Yeni Istanbul A2 Workbook, pp. 42-45

Assignments for Independent Study

- Open your Yeni Istanbul A2 coursebook and look at the Hazırlık Çalışması on pg. 105. Read the sentences aloud and match them with the pictures.
- Read the four tourist experience descriptions in the reading section (pg. 105) carefully.
- Underline all the examples of -yIp constructions.
- Underline the sentences that describe a sequence of activities.
- Read the list of statements in activity 2. Decide which are True (D) or False (Y) based on the reading. Rewrite the false ones with corrections using your own words.
- Study the grammar section for -yIp structure on pg. 106. practice saying the sample sentences aloud. Notice how "ve" is not used with -yIp.
- Do activity 3. Fill in the blanks with the correct -yIp form.
- Then, create 3 of your own -yIp sentences about your typical day or a recent trip, and practice saying them aloud with correct stress on the endings.
- Do activity 4. Combine the sentence pairs using the -yIp structure. Read the new sentence aloud.
- Study the grammar section on pg. 107 and read the description of how -mAdAn is used to describe an action done without doing something else.

Pay close attention to the negative structure and how the verb root is modified.

- Do activity 5. Fill in the blanks using the -mAdAn construction.
- Do activity 6. Combine sentence pairs to form new ones using -mAdAn.
- Write 3 sentences of your own describing actions you did "without doing" something else.
- **HAND IN:** Write a comparison paragraph (8–10 sentences) between two different sightseeing experiences with one that went smoothly, and one that didn't go as planned. Use at least 3 examples of -yIp to describe the flow of events, and 2 examples of -mAdAn to describe what you couldn't do or skipped. Focus on real or imaginary cities. Include food, weather and transport details. End your paragraph with a reflection: Which experience was better, and why?
- Review the street food vocabulary in activities 7 (pg. 108) and 11 (pg. 109). Say the names of each item aloud. Which have you tried before? Which would you like to try? Say it out loud.
- Listen to the audio for activity 8. Mark which food items were mentioned.
- Complete the comprehension check in activity 9 by marking statements as D (true) or Y (false).
- **HAND IN:** Write a dialogue (8–10 lines) between you and a tourist asking for help planning their Istanbul visit. Use polite request and suggestion forms. Include at least 2 uses of -yIp and 1 use of -mAdAn. Use travel or street food vocabulary. End the dialogue with a farewell and one last piece of advice.
- **HAND IN:** Read the model email on pg. 109. Then, write a short message (6–8 sentences) responding to Ayça. Give suggestions for things Eda can do with the dog, especially using advice, possibility and the -yIp and -mAdAn structures.
- Open your Yeni Istanbul A2 workbook and complete activities 1-8 on pp. 42-45.

Conversation Session Preparation

- Be prepared to warm up by asking and answering questions about times you and your classmates have gone sightseeing or on trips near and far.
- Be prepared to perform a roleplay in which you are showing a friend around some Istanbul street food carts. Use pictures from the internet for illustration. Point out the food and explain how to order. Switch roles and repeat.

- Be prepared to perform a roleplay in which you and a friend went to two different places in Istanbul earlier in the day, meeting up for dinner to catch up. You went to the Hagia Sophia, and your friend went to Topkepi Palace. (Your conversation partner may have pictures and some information about these places if you don't know much). Discuss and compare your sightseeing experiences.
- Be prepared to perform a roleplay in which you are giving a friend with a new pet advice about how to take care of it. Use a pet that you are familiar with. The friend isn't sure how to take care of the pet, what to feed it, and has a lot of questions. You provide as much advice as you can.

Homework Due at Your Tutorial

- **HAND IN:** Write a comparison paragraph (8–10 sentences) between two different sightseeing experiences with one that went smoothly, and one that didn't go as planned. Use at least 3 examples of -yIp to describe the flow of events, and 2 examples of -mAdAn to describe what you couldn't do or skipped. Focus on real or imaginary cities. Include food, weather and transport details. End your paragraph with a reflection: Which experience was better, and why?
- **HAND IN:** Write a dialogue (8–10 lines) between you and a tourist asking for help planning their Istanbul visit. Use polite request and suggestion forms. Include at least 2 uses of -yIp and 1 use of -mAdAn. Use travel or street food vocabulary. End the dialogue with a farewell and one last piece of advice.
- **HAND IN:** Read the model email on pg. 109. Then, write a short message (6–8 sentences) responding to Ayça. Give suggestions for things Eda can do with the dog, especially using advice, possibility and the -yIp and -mAdAn structures.

STUDY GUIDE 40

Study Goals

- Course wrap-up
- Recycle grammar and vocabulary

Materials

- Yeni Istanbul A2 Course Book
 - Unit 4, pp. 74-77
 - Unit 5, pp. 92-95
 - Unit 6, pp. 110-113

Assignments for Independent Study

A Note Before You Begin

This final study guide is designed to be a comprehensive wrap-up of everything you've learned in this course. It will challenge you to revisit, reinforce and apply a wide range of vocabulary and grammar topics from previous units. So yes, it might feel a little intense. But hang in there! You've come a long way, and you're almost at the finish line.

During your sessions this week, your conversation partner or instructor will engage with you based on the activities you chose, so choose ones that genuinely interest you and show off what you've learned. Take your time, do your best, and enjoy this final opportunity to bring all your skills together!

PART 1: Watch & Answer

- Watch the videos on pp. 74, 92, 110
- Answer the question(s) if given.

PART 2: Review Tasks by Unit

- UNIT 4 - (pp.74-77)

- **HAND IN:** Do the “Neler Öğrendik?” activity on pg. 77
 - Read each prompt carefully and complete all the sections.
 - Say your answers out loud.
- **HAND IN:** Choose 2 of the following:
 - Daily Expressions (pg. 75): Choose 3–4 expressions you find useful. Write a short fake news story that includes at least two of them. Read your story aloud.
 - Kendini Çek (pg. 75): Interview a family member (real or imaginary) about their childhood. Answer the listed questions in paragraph form (min. 6–7 sentences).
 - Cultural Reading (pg. 76): Read both legends and answer the comprehension questions. Then write your own short legend or myth (5–6 sentences).
 - Bir Adım Ötesi (pg. 76): Study how “diye” is used. Choose 4 of the example sentences and rewrite them using your own situations.
- UNIT 5 - (pp. 92-95)
 - **HAND IN:** Do the “Neler Öğrendik?” activity on pg. 95.
 - Read each prompt carefully and complete all five sections
 - Read your sentences aloud.
 - **HAND IN:** Choose 2 of the following:
 - Daily Expressions (pg. 93): Choose 3–4 expressions. Write a short skit in which someone makes polite requests in a shop, restaurant or airport. Use at least 2 of the expressions.
 - Kendini Çek (pg. 93): Compare daily routines in Turkey and your home country. Write 5–6 sentences and practice saying them out loud.
 - Mikrofon Sende (pg. 93): Design a fictional Turkish movie poster. Write a paragraph with the title, actors, plot and visual ideas (real or imagined).
 - Cultural Reading (pg. 94): Read the descriptions and then write 4–5 sentences about a traditional game or puppet show in your own culture.
- UNIT 6 - (pp. 110-113)
 - **HAND IN:** Do the “Neler Öğrendik?” activity on pg. 113.
 - Complete the sections 1-3.
 - Read your sentences aloud.
 - **HAND IN:** Choose 2 of the following:

- Daily Expressions (pg. 111): Pick 5 expressions. Write a 6–8 line dialogue between two people negotiating a plan. Use at least 3 of the expressions.
- Kendini Çek (pg. 111): Write a video script reviewing a new fast-food item you tried. Mention ingredients, your opinion, and whether you'd recommend it or not (5–6 sentences).
- Mikrofon Sende (pg. 111): Write a chart with at least 4 things students can do and 4 things they cannot do at school/campus. Use the ability forms you learned in this unit.
- Cultural reading (pg. 112): Read the descriptions and compare the dance from your country with one from the page. Write 4–5 sentences of comparison.
- Bir Adım Ötesi (pg. 112): Read the 3 types of negative “yeterlilik kipi” usage. Create 3 original sentences, one for each usage type. Practice saying them aloud.

PART 3: Reflective Production (Choose One)

- **HAND IN:** Choose one creative final task:
 - Option A: Create a short, imaginative dialogue or mini-script (written or recorded) featuring two or more characters in a Turkish-speaking setting. It could be a school rule argument, a food review vlog, a dream sequence, or a traditional dance rehearsal. Add visuals or dramatic flair if you want! Use as many of the following elements as you can:
 - At least one polite request
 - A reaction to news
 - A refusal or acceptance
 - An activity involving one of the cultures you studied
 - At least two sentences using -yIp or -mAdAn forms
 - At least one sentence using -(y)Abilmek to express ability
 - Option B: Write and illustrate a short reflective narrative titled “Turkey & Me” (can be done as a poster, collage, voiceover video or slide). Your reflection should include:
 - A description of daily habits in your country vs. Turkey
 - A Turkish legend or cultural practice you found interesting and why
 - A description of something you still can’t do in Turkish and something you’re proud you can do
 - At least one quote or phrase you personally want to remember from this course

- 2–3 grammar examples
- Sketches, drawings, memes or photos to bring your reflection to life

Conversation Session Preparation

- Be prepared to warm up with a series of activities based on content covering everything you've learned in Turkish to this point.
- Be prepared to perform a series of roleplays based on content covering everything you've learned in Turkish to this point.
- Note: There isn't enough time to review everything in the conversation session. Your CP or mentor will determine what practice is most needed in cooperation with you. And remember that next week is review week, so you will have more time to review then.

Homework Due at Your Tutorial

- **HAND IN:** Do the “Neler Öğrendik?” activity on pg. 77
 - Read each prompt carefully and complete all the sections.
 - Say your answers out loud.
- **HAND IN:** Choose 2 of the following:
 - Daily Expressions (pg. 75): Choose 3–4 expressions you find useful. Write a short fake news story that includes at least two of them. Read your story aloud.
 - Kendini Çek (pg. 75): Interview a family member (real or imaginary) about their childhood. Answer the listed questions in paragraph form (min. 6–7 sentences).
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 - Bir Adım Ötesi (pg. 76): Study how “diye” is used. Choose 4 of the example sentences and rewrite them using your own situations.
- **HAND IN:** Do the “Neler Öğrendik?” activity on pg. 95.
 - Read each prompt carefully and complete all five sections
 - Read your sentences aloud.
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- Kendini Çek (pg. 93): Compare daily routines in Turkey and your home country. Write 5–6 sentences and practice saying them out loud.
- Mikrofon Sende (pg. 93): Design a fictional Turkish movie poster. Write a paragraph with the title, actors, plot and visual ideas (real or imagined).
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- **HAND IN:** Do the “Neler Öğrendik?” activity on pg. 113.
 - Complete the sections 1-3.
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- **HAND IN:** Choose one creative final task:
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 - An activity involving one of the cultures you studied
 - At least two sentences using -yIp or -mAdAn forms
 - At least one sentence using -(y)Abilmek to express ability

- Option B: Write and illustrate a short reflective narrative titled “Turkey & Me” (can be done as a poster, collage, voiceover video or slide). Your reflection should include:
 - A description of daily habits in your country vs. Turkey
 - A Turkish legend or cultural practice you found interesting and why
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 - Sketches, drawings, memes or photos to bring your reflection to life