

June 13, 2011

**A DEEP APPROACH® TO TURKISH  
SUGGESTION CARD FOR SELF-DIRECTED LEARNING**

**CARD NUMBER: 3**

**THEME: LOVE AND FAMILY / AŞK VE AİLE**

LEVEL: Intermediate

EDUCATIVE PROJECTS:

1. Cross-Cultural Analysis of Family and Social Life
2. Study Identity Formation in a Turkish Family
3. From Dating to Marriage: Prepare your List!

*Module developed by Esra Alagöz*



LANGUAGE STANDARDS BEING DEVELOPED (See ACTFL Standards):

**Communication (1.1):** Engage in conversations about love and family, provide and obtain information, express feelings and emotions, and exchange opinions.

**Culture (2.1):** Demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

**Culture (2.2):** Demonstrate an understanding of the relationship between the products and the culture studied by looking into the concept of love and family in Turkey.

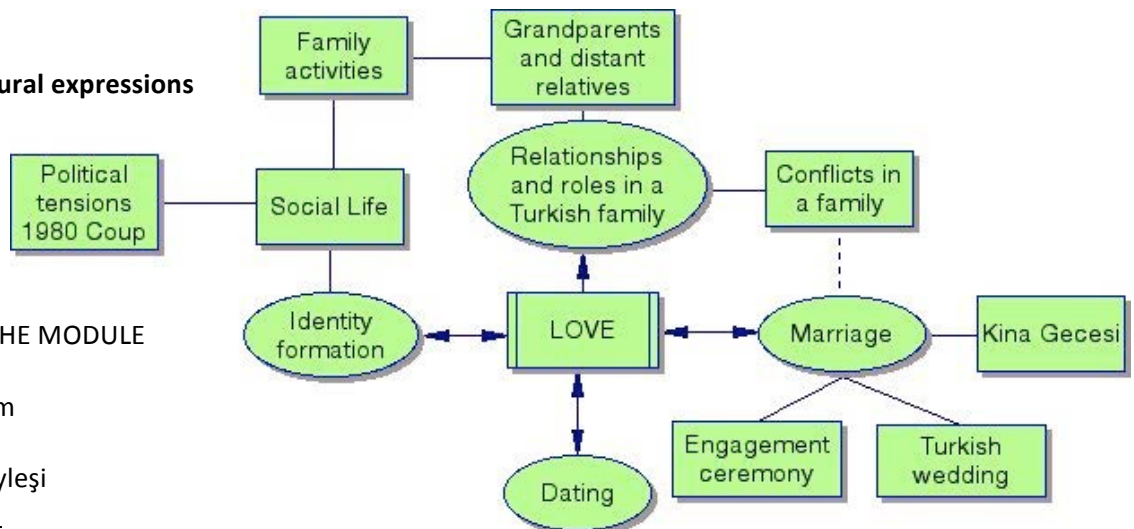
**Connection (3.1):** Reinforce and further your knowledge of love and family as lived in Turkey.

**Comparison (4.2):** Demonstrate understanding of the concept of culture through comparisons of love and family in Turkey and in your own culture.

**Communities (5.1):** Use the language both within and beyond your personal setting.

**MIND MAP**

**Gestures and cultural expressions**



**VIDEOS USED IN THE MODULE**

Main Videos:

1. Babam ve Oğlum
2. Kına Gecesi
3. Öğrencilerle Söyleşi

Additional Videos:

1. Just married (interview)
2. Selda and İbrahim Akcan: A young couple (interview)
3. Family values (interview)
4. Family (interview)

## 1) BAĞLAM/CONTEXT

This theme will engage you in intellectual activities through authentic materials, such as interviews with Turkish youth and older people, as well as excerpts from the movie *Babam ve Oğlum* by Çağan Irmak, a Turkish film director, producer and screenwriter. The movie was filmed in 2005 and became one of the most successful movies in Turkish box office history. You will discover the traditional and cultural activities families engage in, as well as gestures, vocabulary and phrases specific to marriage, dating and family relationships. You will also develop public speaking and communication skills through group presentations and peer work. The writing activities offered in each project will stimulate your creative thinking through narrative simulations.



**MEKAN VE ZAMAN/SPACE AND TIME:** Interpretations of familial relationships in today's Turkey from younger and older persons' perspectives and use of the movie *Babam ve Oğlum*, which includes reflections about political tensions in Turkey in the 1980s.

## 2) TEMATİK PROJELER/THEMATIC PROJECTS

Three projects are suggested for this module.

### **Project 1: Aile Ve Sosyal Hayatın Kültürler Arası Bir Analizini Yapın - Do A Cross-Cultural Analysis of Family and Social Life**

First project will familiarize you to the traditional activities that Turkish families do together. You will watch the video excerpts to have a better understanding of traditions among family members. You will take notes of interesting points about relationships and prepare a report comparing these to the ones in your culture.

### **Project 2: Bir Türk Ailesinde Kimlik Gelişimini İnceleyin - Study Identity Formation in a Turkish Family**

This project starts with a warm-up activity for which you will read a short summary of the movie and watch the video clip. By using the keywords you will write an alternative ending to the movie. Then, you will analyze the identity formation and roles in a Turkish family. Combining the information you gathered from video clips, Internet search and previous project you will write a short (500 words) article about the roles and sources of conflicts in a Turkish family.

### **Project 3: Flörtten Evliliğe: Listenizi Hazırlayın! - From Dating to Marriage: Prepare your List of Gifts!**

For the third project, you will pretend that a Turkish friend wants you to organize her/his wedding and henna night. You will make a to-do list of all the things you need to do in order for her/him to have a complete Turkish wedding. Finally, you will watch an interview with a group of teenagers discussing the concepts of love and marriage. You will debate how globalization affects these concepts.

#### **Video clips for Projects 1 and 2:**

1. Excerpts from *Babam ve Oğlum*
  - Boşarım seni
  - Ona bir oda ver
  - Durgun gördüm seni
  - Sermaye
  - Dede-torun
  - Çay saati
  - Deniz ve babası

**PROJECT 1: AİLE VE SOSYAL HAYATIN KÜLTÜRLER ARASI BİR ANALİZİNİ YAPIN  
DO A CROSS-CULTURAL ANALYSIS OF FAMILY AND SOCIAL LIFE**

**TABLE 1 INSTRUCTIONAL ORGANIZERS and EMBEDMENT MAP**

Cross-Cultural Analysis of Family and Social Life			
ACCESS		VOICE	
INTERPRET	ANALYZE	PRESENT	INTERACT
<p><b>READ/WATCH/LISTEN</b></p> <p>Watch the movie clips from <i>Babam ve Oğlum</i>.</p> <p>Exchange your notes with your peer. Read each other's notes and search the Internet for other family activities that are not included in the movie clips presented here.</p>	<p><b>FOCUS ON LANGUAGE</b></p> <p>Modals</p> <ul style="list-style-type: none"> <li>- Optative</li> <li>- Obligation</li> <li>- Imperative</li> </ul>	<p><b>WRITE/SPEAK/RECORD</b></p> <p>Take notes while watching the movie clips. Make sure your notes include the activities that a Turkish family does together and the characteristics of those activities.</p> <p>Then make a list of occasions that families in your culture get together for and try to find connections between the two cultures in terms of the family social life.</p>	<p><b>EXCHANGE AND ACT</b></p> <p>Discuss with your peers the social activities that the family engages in that are presented in the clips.</p> <p>Then reflect on the behaviors that you think are specific to those occasions and to a Turkish family, while paying attention to the gestures and manners. Explain your opinions about the Turkish traditions in family and social life presented in the clips.</p>

<p><b>ACTION:</b></p> <p>Organize a debate based on notes and a comparative analysis.</p>	<p><b>THEME:</b></p> <p>Family ad social life within the Turkish culture.</p>	<p><b>OPERATIONS:</b></p> <p>Take notes; list family activities; use modals.</p>
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**ÖNERİLER/GUIDELINES**

**A. Nelere dikkat edeceğim?**

1. Film kesitlerini izlerken ailedeki yakın akrabalarla ve sosyal çevreyle olan ilişkilere dikkat ediniz.
2. Her aktivitenin kendine özgü olan özelliklerini (mesela piknikte neler yapılır?) belirleyiniz.

3. Yapılan aktivitelerde gözünüze çarpan ve size ilginç gelen geleneksel jest, davranış ve konuşma şekillerini not alınız.
4. Kendi kültürünüzdeki aile bireyleriyle yapılan aktiviteleri gözden geçirip iki kültür arasında bağlantılar kurunuz.

### A. What am I going to watch for?

1. Pay attention to the close relationships within the family and the community.
2. Find the characteristics of each activity (for instance, what do Turkish people do in picnics?).

### B. Nasıl yazacağım?

1. Film kesitlerini izlerken aile fertlerinin sosyal çevreleriyle ne tür aktiviteler için bir araya geldiklerini ve bu toplantılarda size ilginç gelen Türk adetlerini not alınız.
2. Aldığınız notları grup arkadaşınızla karşılaştırıp bu adetlerin Türk kimliğiyle nasıl bütünleştiği hakkında fikirler edininiz. Aklınıza gelen fikirleri notlarınıza ekleyiniz.
3. Notlarınızı tekrar gözden geçirip kendi kültürünüzle karşılaştırmalı bir rapor hazırlayınız.

3. Jot down interesting gestures, behaviors and language.
4. Think about the family activities in your own culture and make connections between the two.

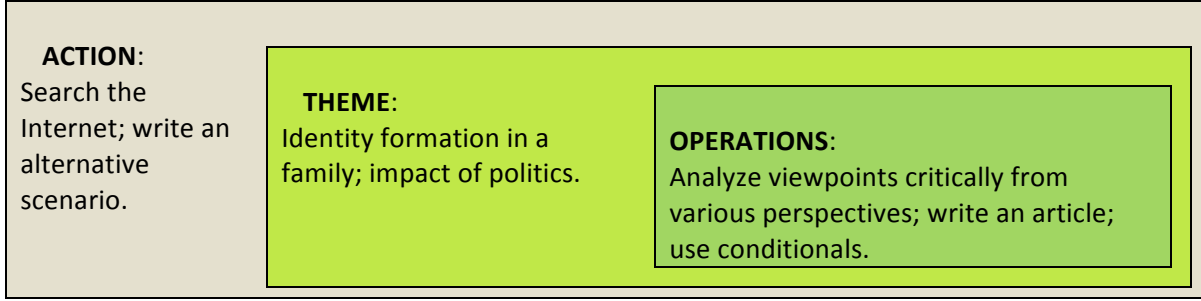
### B. How am I going to write ?

1. Take notes about the activities that family members do with other members of the community and the exchanges/gestures/traditions that you find interesting in these gatherings.
2. Compare your notes with your group members and discuss how these traditions complement the Turkish identity. Add any new ideas to your list.
3. Revise your notes and prepare a report that compares the two cultures.

## PROJECT 2: BİR TÜRK AİLESİNDE KİMLİK GELİŞİMİNİ İNCELEYİN STUDY IDENTITY FORMATION IN A TURKISH FAMILY

TABLE 2 INSTRUCTIONAL ORGANIZERS and EMBEDMENT MAP

Study Identity Formation in a Turkish Family			
ACCESS		VOICE	
INTERPRET	ANALYZE	PRESENT	INTERACT
<b>READ/WATCH/LISTEN</b> Read the summary of the movie Babam ve Oğlum. Read the information about the 1980 coup in Turkey.  Search the Internet for more information about the political tensions during that period.  Analyse viewpoints expressed critically from various perspectives.	<b>FOCUS ON LANGUAGE</b>  Use conditionals	<b>WRITE/SPEAK/RECORD</b>  Write an alternative scenario to the movie by using the keywords in one of the boxes. Write a short article (1,000 words) about the distribution of roles in a Turkish family. Make sure your article includes both Sadık's and his father's viewpoints, as well as social, cultural, and historical factors that may have an impact on their viewpoints .	<b>EXCHANGE AND ACT</b>  Watch the movie clips "boşarım seni", "sermaye", "durgun gördüm seni" and "Ona bir oda ver" from Babam ve Oğlum.  Discuss Sadık and his father's conflicts considering identity formation and roles in a Turkish family.



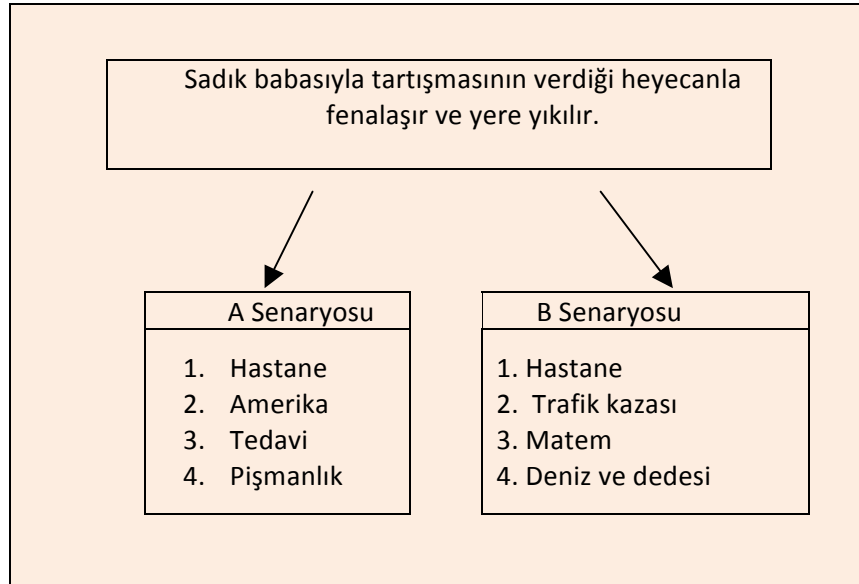
## ÖNERİLER/GUIDELINES

### A. Alternatif senaryo aktivitesini nasıl yapacağım?

1. *Babam ve Oğlum* filminin özetini okuyunuz.
2. "Ona bir oda ver" adlı klipi seyrediniz.
3. Daha sonra aşağıda verilen anahtar kelime kutularından birini seçip *Babam ve Oğlum* filmine alternatif bir senaryo yazınız.

### A. How am I going to do the alternative scenario activity?

1. Read the summary of the movie *Babam ve Oğlum*
2. Watch the clip "Ona bir oda ver"
3. Write an alternative scenario to the movie *Babam ve Oğlum* by using the keywords in one of the boxes.



### B. Makaleyi nasıl yazacağım?

1. İnternet kaynaklarını araştırarak Türkiye’de 1980 darbesinin sebeplerini ve etkilerini inceleyiniz.
2. "boşarım seni", "sermaye" ve "durgun gördüm seni" kliplerini izleyiniz. Bu klipleri izlerken aile içindeki rol dağılımı hakkında verilen ipuçlarını not alınız.

### B. How am I going to write the article?

1. Research the reasons and the results of the 1980 coup in Turkey.
2. Watch the clips "boşarım seni", "sermaye" and "durgun gördüm seni". Take notes about the clues of the distribution of roles in a Turkish



family that are communicated throughout these clips.

3. Sadık'ın babasıyla yaşadığı fikir çatışmasını Türk ailesindeki rol dağılımı ve ergenlik çağındaki bir gencin gelişimi açısından inceleyip grup arkadaşınızla tartışınız. O dönemde Türkiye'de yaşanan gerilimleri baba-oğul ilişkisini incelerken göz önünde bulundurunuz.
4. Sadık'ın ve babasının bakış açısını da yansıtarak Türk ailesindeki rol dağılımını anlatan bir makale yazınız. (500 kelime)
3. Analyze Sadık's discussion with his father in terms of identity development and distribution of roles in a Turkish family and discuss this with your group mate(s). Consider the political tensions of that period while you are discussing the father-son relationship.
4. Write a paper about the distribution of roles in a Turkish family. Make sure you include Sadık's perspective in your analysis. (500 words).



### ***“Babam ve Oğlum” – Summary of the movie***

Defying his father's desires for him to study agricultural engineering, Sadık leaves his village on the Aegean coast and goes to Istanbul to study journalism. During his years at the university, Sadık becomes politically active, which angers his father. After a huge fight, Sadık leaves his home and his father disowns him.

Sadık gets married in Istanbul and, in the early hours of the morning on September 12, 1980, Sadık's pregnant wife starts having contractions. They go outside and look for a ride to the hospital, but they cannot find anyone in the street since the country is taken over in a military coup. Sadık's wife gives birth in a park and dies, but their son, Deniz, lives.

Because of his political activities, Sadık is arrested, tortured, and imprisoned for three

years, during which time he falls ill. A few years after his release, he learns that he has lung cancer and that he is dying. He decides to take Deniz back to his family farm on the Aegean coast, and entrusts his son to the care of his mother and father, who still does not speak to him.

Trying to come to terms with their past and each other, Sadık and Hüseyin try to solve their disagreements. Sadık also has to face his first love and the questions from his old friends. However, his sickness takes over and Sadık passes away. His parents take custody of Deniz who comes to term with his father's loss at the end of the movie.

**PROJECT 3: FLÖRTTEN EVLİLİĞE: LISTENİZİ HAZIRLAYIN!  
FROM DATING TO MARRIAGE: PREPARE YOUR LIST!**

**TABLE 3 INSTRUCTIONAL ORGANIZERS and EMBEDMENT MAP 3**

From Dating to Marriage: Prepare your List!			
ACCESS		VOICE	
INTERPRET	ANALYZE	PRESENT	INTERACT
<b>READ/WATCH/LISTEN</b> Watch the “Kına Gecesi” and “Öğrencilerle söyleşi” videos as part of the activities.	<b>FOCUS ON LANGUAGE</b> Use the abilitative and present passive tense.	<b>WRITE/SPEAK/RECORD</b> Watch the “Kına Gecesi” video. Assume you are the wedding planner for a Turkish friend. Create the checklist for the pre-wedding and wedding.	<b>EXCHANGE AND ACT</b> Share the checklist you created as the wedding planner with your classmates. Discuss the concepts of love, dating and marriage in the framework of Turkish culture with your group. Talk about the possible effects of globalization on these concepts.

<b>ACTION:</b> Create wedding checklists.	<b>THEME:</b> Globalization in the context of love and marriage.	<b>OPERATION:</b> Use abilitative and present passive.
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**Materials for Project 3:**

Videos: “Kına Gecesi” and “Öğrencilerle söyleşi”

## ÖNERİLER/GUIDELINES

### Neler yapacağım?

1. Kına Gecesi videosunu izleyiniz. Türk bir arkadaşınızın sizden düğününü ve kına gecesini organize etmenizi istediğini varsayınız. Herşeyin yolunda gitmesi ve arkadaşınızın Türk adetlerine uygun bir düğün yaşaması için yapmanız gerekenlerin bir listesini çıkarınız.
2. Yaptığınız listeyi sınıftaki arkadaşlarınızla paylaşıp listenin son versiyonunu tahtaya yazınız. İzlediğiniz videolarda olmayan fakat sınıftaki paylaşımınız sonucunda belirlediğiniz maddeleri de listenize ekleyiniz.
3. “Öğrencilerle söyleşi” videosunu izleyiniz. Türk kültüründeki aşk, flört ve evlilik kavramlarını 3-4 kişilik gruplara ayrılarak tartışınız. Globalleşmenin bu kavramlar üzerindeki etkisini izlediğiniz videoyu da göz önünde bulundurarak tartışınız.

### 3) İNTERNET BAĞLANTILARI/INTERNET LINKS

1. For Project 1  
<http://1gun1gun1cocuk.blogspot.com/2009/05/turk-aile-yaps-mangal-ve-piknik.html>
2. For Project 3  
<http://www.mutlugelin.com/haberler/ciftlein-dugun-konsepti-tercihi-kir-dugunu.html>
3. For Project 2  
[http://tr.wikipedia.org/wiki/Babam\\_ve\\_O%C4%9Flu\\_m](http://tr.wikipedia.org/wiki/Babam_ve_O%C4%9Flu_m)
4. For Project 3  
<http://www.ispartakulturturizm.gov.tr/BelgeGoster.aspx?F6E10F8892433CFF92C077108DECE19D8D588401D144147C>
5. For Project 1  
<http://www.turkeytravelplanner.com/details/Food/Raki.html>
6. For Project 1  
<http://yaseminmutfakta.blogspot.com/2007/07/piknik-piknik-olal.html>
7. For Project 1  
<http://hunerlibayanlar.blogspot.com/2008/06/be-ay-sofras.html>
8. For Project 2  
[http://www.tabut.net/uploads/monthly\\_06\\_2008/post-10266-1212452812.jpg](http://www.tabut.net/uploads/monthly_06_2008/post-10266-1212452812.jpg)
9. For Project 2  
[http://tr.wikipedia.org/wiki/12\\_Eyl%C3%BCI\\_Darbesi](http://tr.wikipedia.org/wiki/12_Eyl%C3%BCI_Darbesi)
10. For Projects 1 and 2  
<http://www.imdb.com/title/tt0476735>

<http://deepapproach.wceruw.org/index.html>

### What Am I Going To Do?

1. Watch the video “Kına Gecesi”. Imagine that a Turkish friend wants you to organize her/his wedding and henna night. Make a to-do list of all the things you need to do in order for her/him to have a complete Turkish wedding.
2. Share your list with your classmates and write the final version on the board. Make sure you add the items that you came up with your group, to the list.
3. Watch the video “Öğrencilerle söyleşi”. Discuss the concepts of love, dating and marriage in Turkish culture within groups of 3- 4. Analyze the affects of globalization on these concepts, considering the video you have just watched.





#### 4) DEĞERLENDİRME/ EVALUATION

##### Project 2: Türk ailesindeki rol dağılımı makalesi

ALDIĞI PUAN	PUAN ARALIĞI	KRİTERLER	GERİBİLİRİM
<b>İÇERİK</b>			
	Çok iyi 30-27	konuya hakim, ana düşünceyi destekleyen cümleler kullanmış, konuyla alakalı özgün örnekler vermiş	
	İyi 26-22	Konu hakkında bilgisi var Ana düşünceyi destekleyen fakat sınırlı cümleler kullanmış Konuyla alakalı fakat detaysız örnekler vermiş	
	Orta 21-17	Konu hakkında bilgisi yetersiz Ana düşünce yeterince desteklenmemiş Konuyu yeterince geliştirmemiş	
	Yetersiz 16-13	Konu hakkında bilgisi yok Konuyla alakasız örnekler kullanmış veya örnekler ve argümanlarla ana düşünceyi desteklememiş	
<b>ORGANİZASYON</b>			
	Çok iyi 20-18	Anlatımı açık, duru ve etkileyici düşünceleri tutarlı ve mantıklı Organizasyonu akıcı ve özlü	
	İyi 17-14	Düşünceleri bazen tutarsız Anlatımı yeterince akıcı değil Organizasyonu mantıklı fakat yer yer kopuk	
	Orta 13-10	Anlatımı özensiz ve karışık Düşünceleri iyi ifade edilmemiş ve kafa karıştırıcı Organizasyonu yetersiz	
	Yetersiz 9-7	Düşüncelerini ifade edememiş Anlatımı kapalı Organizasyon yok	
<b>KELİME BİLGİSİ VE DİL KULLANIMI</b>			
	Çok iyi 20-18	kelime seçimi ve kullanımı etkili kültürel ifadeler doğru ve yerinde kullanılmış kullanılan kelimeler beklenen seviyeye uygun	

	iyi 17-14	Kelime seçimi ve kullanımı iyi düzeyde Kültürel ifadelerin ve kelimelerin kullanımında ufak hatalar var fakat anlam anlaşılabilir. Yeterli sayıda beklenen seviyede kelime kullanmış	
	Orta 13-10	Kelime seçimi ve kullanımı orta düzeyde Kültürel ifadelerin ve kelimelerin kullanımında sık sık hatalar yapmış beklenen seviyede kelime kullanımı yetersiz	
	Yetersiz 9-7	Kelime seçimi ve kullanımı yetersiz düzeyde Kültürel ifadeler ve kelimeler kullanmamış beklenen seviyede kelime kullanmamış	
<b>DİLBİLGİSİ</b>			
	Çok iyi 25-22	Etkili, girift cümleler kullanmış Zaman, tekil-çoğul, özne-yüklem, etken-edilgen, belirteçler, vb uyumlarında birkaç hata var	
	iyi 21-18	Etkili fakat basit cümleler kullanmış. Zaman, tekil-çoğul, özne-yüklem, etken-edilgen, belirteçler, vb uyumlarında hataları var fakat anlam kaymasına sebep olmuyor.	
	Orta 17-11	Cümle kuruluşlarında hatalar yapmış. Zaman, tekil-çoğul, özne-yüklem, etken-edilgen, belirteçler, vb uyumlarında çok fazla hataları var ve bu hatalar anlam kaymasına sebep oluyor.	
	Yetersiz 10-5	Cümleler bozuk. Anlam ve tartışılan fikirler anlaşılmıyor.	
<b>İMLA VE NOKTALAMA</b>			
	Çok iyi 5	imla ve noktalama işaretlerinde çok az hata var	
	iyi 4	imla ve noktalama işaretlerinde birkaç hata var fakat anlam kaymasına sebep olmamış.	
	Orta 3	imla ve noktalama işaretlerinde hatalar var. Bu hatalar anlam kaymasına sebep oluyor.	
	Yetersiz 2	imla ve noktalama işaretlerinde çok fazla hatalar var. anlam karışık ve anlaşılmıyor.	

## Project 2: “Alternatif senaryo” aktivitesi

Ölçütler	Yüzeysel	Gelişen	Derin
A. Karakterlerin özelliklerinin uyumu ve sürekliliği			
B. Hikayenin teması ve olaylar dizisinde uyumluluk			
C. Sürükleyicilik			
D. Anahtar kelimelerin kullanımı			
E. Karşılıklı konuşmalara yer verme			
F. Dilin Kullanımı			
G. Betimlemelere yer verme			
H. Dilbilgisinin doğru kullanımı			

### 5) YARDIMCI TEMALAR/ FOLLOW-UP

- Discussion of the philosophical aspects of *kına* (and why marriage is an important event in Turkish culture)
- The effects of 1980 coup and political tensions during that time period on Turkey’s democratization process.



### 6) MÜZİK/MUSIC

Listen to the song “Benim Babam” composed by Fatih Kısaparmak which he wrote for his father. Below is a short biography of him.

Fatih Kısaparmak is a famous Turkish Folk Music artist. He is also known as ‘the father of the folksong’. He was born in 1961 in Elazığ. He studied music in Ankara State Conservatory. He published many articles, interviews and poems in literature and art journals. In 1985, he started to pursue his career as a singer and composer. He has released many albums including Kilim (1987), Güneşi Biz Uyandırdık (1991), and Ben İki Kere Ağladım (2004).

### **Vocabulary for “Benim Babam”**

Kasket: A type of cap  
Sako: a type of jacket  
Yürek: heart  
Maaş: salary  
Naçar: helpless  
Kara gün: bad day(s)  
Mazlum: oppressed  
Çaresiz, biçare: helpless, desperate  
Dert (etmek): to worry

Mert: brave  
Mangal (yürekli): brave  
Fedakar: self-sacrificing  
Bir dikili ağacı olmamak: does not have any possessions  
Onur: honour  
Sırtını yaslamak: to rely on the protection of (someone)  
Tepeden tırnağa: from head to toe

### **Lyrics for the song “Benim Babam” by Fatih Kısaparmak**

Bu adam benim babam, sekiz köşe kasketiyle  
Omuzunda sakosuyla hey

Cebinde yok parası, Bafradır sigarası  
Yüreğindedir yarası  
Altı çocuk büyütmüş, bir işçi maaşıyla  
Bu adam benim babam hey

Ağlama benim babam, ağlama naçar babam  
Kara gün geçer babam hey  
Bir kapıyı kapayan, gene açar babam  
Ağlama benim babam hey

Ağlama mazlum babam, ağlama naçar babam  
Kara gün geçer babam hey  
Bir kapıyı kapayan, gene açar babam  
Allah büyük babam hey

Bu adam benim babam, derdi dağlardan büyük  
Çaresiz beli bükük hey

Bu adam benim babam, derdi dağlardan büyük  
Biçare beli bükük hey

Bir gün olsun gülmemiş, rahat nedir bilmemiş  
Gözyaşını silmemiş  
Bir lokma ekmek için, kimseye eğilmemiş  
Bu adam benim babam hey

Ağlama arslan babam, dert etme naçar babam  
Kara gün geçer babam hey

Bir kapıyı kapayan, gene açar babam  
Allah büyüktür babam hey

Dert etme naçar babam, aldırma naçar babam  
Kara gün geçer babam hey  
Bir kapıyı kapayan, gene açar babam  
Aldırma benim babam hey

Benim babam mert adamdı, mangal gibi yüreği  
Yufka gibi kalbi vardı, hayatım boyunca ona özendim  
Fedakârdı. Bir dikili ağacı olmadı belki  
Ama kendisi, onuruyla yaşayan koskoca bir çınardı  
Üstümdeki kol kanat, sırtımı yasladığım dağ gibiydi  
Ben babamın oğluyum, tepeden tırnağa Anadolu'yum

#### 7) KAYNAKÇA/BIBLIOGRAPHY

Özsoy, S. A. (1999). Turkce-Turkish. Boğaziçi Üniversitesi Döner Sermaye.

Özden, T (2005, December 19). *Çağan Irmak: Filmim gözyaşlarında boğuldu*. Aksiyon. Retrieved from:  
<http://www.aksiyon.com.tr/aksiyon/yazarDetay.do?haberno=12997>

#### 8) SUNUMLAR/POWERPOINT PRESENTATIONS

The first presentation titled "Coup" could be used in Project 2 to further your knowledge about the 1980 coup in Turkey, its causes and effects.

The second presentation titled "Henna" could be used to present more information about the tradition of Turkish henna night.

#### 9) YARDIMCI KONUŞMA KALIPLARI/PRE-ORAL ACTIVITY SHEET

It is traditional to serve Turkish coffee during pre-marriage ceremonies in Turkey. It is usually the bride who makes the coffee. In fact, the foam of the coffee demonstrates the bride's talent in cooking. A thicker foam means a better cook. Bride asks the guests how they want their coffee:

- Kahvenizi nasıl alırsınız/ istersiniz? (how would you like your coffee?)

-Sade (without sugar)/ orta (with a little bit sugar)/ şekerli (with sugar) lütfen (please).





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