

**At the Market Place / Post-Reading / Activity 1**

Give a hand-out to each student in class. Ask them to draw the picture that the narrator might have taken at the park. When they finish, ask them to walk around in class, show their pictures to each other and talk about their reasons. Students vote for the best picture. Display the pictures on the bulletin board.

**At the Market Place / Post-Reading / Activity 2**

Put the students in groups. Each group writes down the things that the narrator could have taken their pictures of at the market place.

Possible answers:

*Dress seller, the clothes that the dress seller was wearing, the entrance to the market place, the tables, the tea, the scrap dealer, the onion seller's hands and freckles ...*

Groups walk around the class and check each other's findings.

**At the Market Place / Post-Reading / Activity 3**

Give a hand-out to each child. Ask them to create a book cover. Explain what a [testimonial](#) is. Show some examples if necessary.

Possible answers:

Title: *A Day at a Market Place*

Summary: *The narrator is at the market place. He wants to take some pictures. But someone stops him!*

Testimonials: *"There are many stories within one story!" , "Amazing stories behind the lines!" "An outstanding book that you will want to read over and over."*

When they finish, they walk around the class and have a look at each other's book covers. Display the book covers on the bulletin board.

**At the Market Place / Post-Reading / Activity 4**

Give a hand-out to each child. Ask them to answer the questions.

Possible answers:

1. What would be the title of the film? *Stories Within a Story*
2. Which actor/actress could play the narrator? Why? *The narrator should be Engin Altan Düzyatan because ...*
3. Why does your story make a very good film? Write your reasons. *It talks about many different issues in people's lives in Turkey...*
4. Suggest a place to film your story. *This can take place in one of the big cities, for example Istanbul.*
5. What could be first scene of the film? Suggest your ideas. *The first shot could be of the narrator's feet. We see his feet walking down the street, and then we slowly start hearing the sounds of the market place. Then we see the dress seller ...*

Check the students' answers in class.

### **At the Market Place / Post-Reading / Activity 5**

Give a hand-out to each student. Ask them to complete the information about the characters.

Possible answers:

Narrator

His hobbies: *He likes taking pictures, trekking, watching films ...*

His favourite films: *His favourite film is Issız Adam.*

His favourite type of music: *He likes jazz music.*

His favourite websites: *www.photographers.com*

His latest Facebook update: *I am going to Topkapı Palace to take some pictures tomorrow.*

Dress seller

His hobbies: *He likes surfing on the internet and chatting with people.*

His favourite films: *He likes watching western films.*

His favourite type of music: *He likes arabesk music.*

His favourite websites: *www.newideas4marketing.com*

His latest Facebook update: *Just sent a letter to my dad!*

When they finish, they share their ideas in groups.

### **At the Market Place / Post-Reading / Activity 6**

Give a hand-out to each student. Ask them to write the letter that the dress seller left for his parents when he ran away from home.

Possible answer:

*Dear Mum and Dad,*

*I am leaving home. I don't want to kill anyone. I want to study and I want to be a doctor. You don't understand me. If you had understood me, you wouldn't have given me that gun. Don't look for me! I will be far away from you.*

*Your son*

Ask your students to read their letters in class. Display them on the bulletin board.

### **At the Market Place / Post-Reading / Activity 7**

Put the students in groups. Give each group the hand-out and ask them to complete the dress seller's CV.

Possible answer:

Name: *Hasan*

Family name: *Hasanoğulları*

Date of Birth: *01.10.1990*

Place of Birth: *Iğdır*

Email address: *hasanatthemarket@hotmail.com*

Work experience: *X marketplace as a dress seller from 2012 – now*

*Y marketplace as a fruit seller from 2010-2012*

Interests: *I like reading books, listening to music and surfing on internet.*

My dream job: *My dream job is to be a showman in hotels and entertain people.*

Students walk around the class and have a look at each other's work. Brainstorm what kind of a job the narrator could do apart from being a dress seller in the market place.

### **At the Market Place / Post-Reading / Activity 8**

Put the students in pairs. Give each pair the hand-out. Ask them to complete it.

Possible answers:

*Narrator: He is living in Italy at the moment as a professional photographer. He is taking pictures of famous models from all over Turkey. He has won many awards for the photographs that he has taken ...*

*Dress seller: He is living in Antalya now. He got married and he has two children. He has his own shop. At the same time, he is going to university ...*

*Scrap dealer: He is living in Istanbul. He has his own factory now. He won the lottery and made a fortune.*

Students share their ideas with others in class.

### **At the Market Place / Post-Reading / Activity 9**

Ask students what kind of things they would buy for themselves if they went to the market place. Write down their answers on the board. Give each student the hand-out and ask them to complete it.

Possible answers:

To your dad: *I would buy peppers.*

Your reason: *My dad likes eating peppers a lot.*

To your dad: *I would buy lemons for my mum.*

Your reason: *She likes drinking lemonade.*

To your best friend: *I would buy socks.*

Your reason: *She has a collection of different socks.*

To yourself: *I would buy a white t-shirt.*

Your reason: *I wear white t-shirts a lot.*

Students walk around the class and check each other's work.

### **At the Market Place / Post-Reading / Activity 10**

Ask "What do people do to advertise the things that they want to sell?" Brainstorm with the students. Divide the class into groups and give the hand-out to each group to complete.

Possible answers:

*I would give a small free gift for each thing that the customers buy.*

*I would bring a singer and make her sing a song.*

*I would hire a fortune teller. She would read the fortunes of customers who spend a lot of money.*

...

Each group shares their answers.

### **At the Market Place / Post-Reading / Activity 11**

Divide the class into groups and give the hand-out to each group to complete.

Answers:

1. *Why did the narrator go to the market place?*

2. *Why didn't the dress seller want the narrator to take his picture?*

3. *Why did the woman give an award to the scrap dealer's father?*

4. *Why did the onion seller hide his hands?*
5. *Why did the dress seller run away from home?*
6. *What did the narrator do after he left the market place?*

Check the answers in class.

### **At the Market Place / Post-Reading / Activity 12**

Ask students if they like the story or not. Ask their reasons. Give each student the hand-out and ask them to write a letter to their friends about their feelings about the story. Remind them to add at least five reasons to their letters.

Possible answers:

*... I really like this story. There are many different characters and you read about all their stories in this short story. You understand how life is different in various parts of the country ...*

*... I didn't like the story. I don't understand why the narrator went to the park after the market place ...*

Students read each other's letters and write a reply.

### **At the Market Place / Post-Reading / Activity 13**

Write the characters of the story on the board. Talk about each character and what the students have learnt about them from the story. Put the students in pairs and give them the hand-outs. Ask students to complete the hand-outs.

Possible answers:

*Narrator: Taking photographs is his hobby. He likes listening to stories ...*

*Dress seller: He ran away from home. He is a good person. He is afraid. He doesn't want to kill anyone ...*

*Scrap dealer: They collect junk materials from the garbage. He is working with his father ...*

*Onion seller: He is shy. He has got freckles on his face. His hands are dirty ...*

They share their answers with the rest of the class.

### **At the Market Place / Post-Reading / Activity 14**

Give each student a hand-out and ask them to complete it.

Possible answers:

*To: myfriend@email.com*

*Hi,*

*Hope you are well. Yesterday I went to the marketplace to take some pictures. While I was just about to take the picture of a dress seller, an old woman asked me to talk to the dress seller because he didn't hear her. She wanted to exchange the dress that she had bought last week...*

When each student finishes writing the summary, ask them to give their hand-outs to the students who they are sitting next to. Everyone reads the email and writes an answer.

Possible answers:

*To: narrator@email.com*

*Hi,*

*Thank you for your mail. What a strange day it was for you. They must have very difficult lives. Did you take any pictures of them? ...*

Everyone gets back their hand-outs and reads them. You can continue the activity by making them write answers to each other's e-mails.

### **At the Market Place / Post-Reading / Activity 15**

Write the names of the characters in the story on the board. Talk about each of them with the students. Put the students in groups and give each group the hand-out. Ask them to complete.

Possible answers:

*They are all working at the market place. They are very friendly. They do not want their pictures to be taken. They like talking. They all have different stories. They are hard working. They didn't go to university ...*

Students walk around the class to see what others have written.

### **At the Market Place / Post-Reading / Activity 16**

Write "Blood Feud" on the board. Talk about what effect a blood feud might have on a person's life. Put the students in pairs. Give each student the hand-out and ask them to complete it.

Possible answers:

*Dear Dad,  
It's been a long time. Time has changed! Hope you have changed too! There are many laws against blood feuds now.*

When they finish, read the letters in class and talk about his father's reaction when he gets this letter from his son.

### **At the Market Place / Post-Reading / Activity 16**

Give the hand-out to each student and ask them to complete it.

Possible answers:

*This book is about a photographer who goes to the market place on an ordinary day and learns about ...  
He wanted me to get mixed up in a blood feud...  
This is a must read story! You understand how it is difficult to ...*

Students vote for the best bookmark. Display their work on the bulletin board.