

**Copyright and Terms of Use Statement**

**© Australian Curriculum, Assessment and Reporting Authority 2023**

The material published in this work is subject to copyright pursuant to the Copyright Act 1968 (Cth) and is owned by the Australian Curriculum, Assessment and Reporting Authority (ACARA) (except to the extent that copyright is held by another party, as indicated).

The viewing, downloading, displaying, printing, reproducing (such as by making photocopies) and distributing of these materials is permitted only to the extent permitted by, and is subject to the conditions imposed by, the terms and conditions of using the ACARA website (see, especially, clauses 2, 3 and 4 of those terms and conditions). The terms and conditions can be viewed at [https://www.acara.edu.au/contact-us/copyright](https://aus01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.acara.edu.au%2Fcontact-us%2Fcopyright&data=04%7C01%7CSharon.Foster%40acara.edu.au%7C9931e11fa7684c603e6308d98331bbfb%7C6cf76a3aa824427092003d71673ec678%7C0%7C0%7C637685071906340874%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=U5O4Vlbpf271IGmGiMh7fDwU4pLzzAiHpCQFylkp6s4%3D&reserved=0)

# **TABLE OF CONTENTS**

[F–10 AUSTRALIAN CURRICULUM: Turkish language support resource 3](#_Toc137138627)

[Part 1: Language structures and features 4](#_Toc137138628)

[Part 2: Thematic contexts for language use 16](#_Toc137138629)

F–10 AUSTRALIAN CURRICULUM: Turkish language support resource

**Introduction**

This Turkish Language resource was developed to support teachers as they plan teaching and learning programs to implement the Australian Curriculum: Turkish. It is optional and includes illustrative examples of language and language use.

The resource provides suggestions for sequential development in 2 parts:

* Part 1 – language structures and features
* Part 2 – thematic contexts for language use.

Content in both parts is presented in 3 broad levels – beginner, intermediate and advanced – and is independent of the year bands and sequences in the curriculum, the language-learner background and the time spent on task.

Teachers can use suggestions in the resource to assist their planning of programs based on the AC: Turkish. The resource may assist teachers to meet the diverse language needs and learning backgrounds of students at different entry points into second-language or background-language learning.

For example:

* a Year 5 student is learning Turkish as a second-language learner for the first time. The teacher can use the cognitive demand of the Years 5 and 6 curriculum achievement standards and content descriptions supported by the beginner language structures and features, and/or thematic contexts, to cater for the linguistic needs of the student.
* a Year 3 class has both second-language and background-language learners of Turkish. The teacher can use the cognitive demand of the Years 3 and 4 curriculum supported by the beginner and intermediate language structures and features, and/or thematic contexts, to assist in differentiation.

**About language structures and features**

Part 1 provides language structures and features that are neither exhaustive nor mutually exclusive. The 3 levels demonstrate how a particular structure or feature could be developed at different stages of a continuum of language learning.

**About thematic contexts for language use**

Part 2 provides examples of thematic contexts for language use. They are designed to give teachers ideas about how to support a progression of learning related to contexts and concepts of language use. Teachers are encouraged to adapt these to allow for student agency and to meet the abilities, backgrounds, interests and needs of their students, using the approaches, methodologies and pedagogies that best suit their students’ learning.

Part 1: Language structures and features

Table 1 begins with ‘Conventions of sound system’ followed by structures and features organised in alphabetical order.

Table 1: Language structures and features

|  |
| --- |
| **Language structures and features** |
| Conventions of sound system | **Beginner** | **Intermediate** | **Advanced** |
| alphabet and pronunciation* 29 letters of Turkish alphabet
* Turkish alphabet does not include the letters q, x, w
* 8 vowels (*a, e, ı, i, o, ö, u, ü*) and 21 consonant sounds
* each letter has only one sound in spoken or written format
* diacritic marks change the pronunciation of letters
* some letters are pronounced differently from English, for example,
* *a* (as in bar), *c* (as in jar), *e* (as in apple), *i* (bee), *j* (as in mirage), *u* (as in through)
* pronunciation of long and short vowels with and without the diacritic mark, and how the length of the vowel and the diacritic mark can change the meaning of words, for example, *kar* (snow) or *kâr* (profit), back (*a, ı, o, u*) and front (*e, i, ö, ü*) vowels in Turkish and vowel harmony rule to high-frequency words
* the sounds and spelling of letters *a-e*, *ı-i, o-ö, u-ü, ş, ç, ğ*
* sounds of specific phonemes such as ı, ö, ü, ç, ğ, ş
* pronunciation and spelling of high-frequency words with yumuşak g (soft g) ğ, as in yağmur and ağaç. This sound is never used at the beginning of words
* onomatopoeic words, such as those related to animal sounds, *üüürüüü* (cock-a-doodle-doo), *miyav miyav* (meow meow), *möö* (moo), *hav hav* (woof woof), *cik cik* (tweet tweet)
* stress, intonation patterns and rhythms, as in statements, questions or exclamations, for example, *Kapı açık kaldı. İnanmıyorum. Gerçekten mi? Ay! Ya! Öf be!*
 | consonant harmony and sound assimilation* consonant softening: if a word ends with a strong consonant (*p, ç, t, k*) and takes a suffix starting with a vowel, the strong consonants soften to (*b, c, d, ğ*), for example, *kitap-kitabı, ağaç-ağacı, kağıt-kağıdı, kapak-kapağı.* Note: this rule does not apply to proper nouns in written form, for example, *Mehmet-Mehmet’i, Zonguldak-Zonguldak’a*
* principles of consonant harmony, sound assimilation of consonants and grammatical knowledge to spell and write unfamiliar words, for example, suffixes such as *-cı* *kapıcı, -ci* *gezici, -çı sanatçı, -çi saatçi, -cu uykucu, -cü büyücü, -çu yoğurtçu, -çü gümüşçü*
* principles of consonant harmony when the word ends with (*f, s, t, k, ç, ş, h, p*) and a suffix beginning with strong consonant follows, such as *-da sokakta, -de sütte, -cı kebapçı, -ci simitçi*
* final consonants devoicing and doubling as in *kitap-kitabı, kanat-kanadı, sokak-sokağa,* *git-gittim* and *sır-sırrım*
* differences in the pronunciation of long and short vowels with and without accent, and understanding that the length of a vowel and accent can change meaning as in *hala-hâlâ,* and palatalise the previous consonant as in *kar-kâr*
* pronunciation of loan words, including vowels and consonant clusters, for example, *plaj, spor, tren*
* pronunciation of vowels and consonant clusters in loan words, for example, the stress and pronunciation of vowels in *mükemmel* and consonant clusters *tr- tren, -ks faks, sp- spor* and *pl- plaj*
* intonation patterns and distinction between questions, statements and exclamations, for example, *Geliyor musun? Geliyorum!* / *Geliyorsun? Evet, geliyorum! / Gelsene!*
 | **vowel elision, pronunciation, intonation, stress, pitch, rhythm, accent*** vowel elision rule in 2-syllable words and how this is related to suffixes, for example, *burun-burnu, beyin-beyni, göğüs-göğsü, karın-karnı* and *oğul-oğlu*
* vowel elision rule in some words in spoken Turkish, for example, *burada-burda, şurada-şurda, orada-orda* and *nerede-nerde*
* sound assimilation in spoken Turkish which does not exist in the written form, for example, the written word *şarj* is pronounced *şarz*, *herkes* is pronounced *herkez* and *eczane* is pronounced *ezzane*
* different use of homophones in Turkish, learning how these affect meaning in sentences, for example, *gül, yüz, dolu, ben, aç* and *çay*
* use emphasis to enhance meaning, for example, using high-pitch tone and primary stress at the end of words, as in *Geldim* ***ya****!*
* how stress is usually placed on the last syllable in Turkish, except in the case of some question words, compounds and placenames, such as ***An****kara,* ***Tür****kiye,* ***han****gi,* ***ni****çin*
* effect of non-verbal language and tone in reinforcing meaning in spoken Turkish, for example, *Buyurun! Vay be! Mahvoldum ya!, İnanmıyorum! Git yaa! Eeee, başka? Hadi be! Öf ya!*
* rhythm and tempo in recitation of poems and folk songs, developing understanding of the function of stress and applying it to unfamiliar words and phrases in more complex sentences and texts
* use of lexical stress in Turkish, and the relation between morphemes and stress, where usually the left-most morpheme is the one that determines the stress, as in a range of compounds such as *atlıkarınca, kadınbudu, imambayıldı, akşamüstü, güneydoğu, Fenerbahçe* and *depremzede*
* elision in informal interactions, for example, *Napcaz? Gelcen mi? Naber?*
* pause and tone for required effects such as emphasis or persuasion
* tongue twisters, for example, *Bu köşe yaz köşesi, şu köşe kış köşesi, ortada su şişesi*
* the pronunciation of long and short vowels with and without the accent, and understanding how the length of the vowel and the accent can change the meaning of words, as in *murâdına-Murat* and *hala-hâlâ*, and palatalise the previous consonant as in *kar-kâr*
 |
| Conventions of writing system  | **Turkish script*** letters of the Roman alphabet with diacritic marks on the letters such as *ç, ğ, ö, ü*
* writing conventions and spelling of specific phonemes, such as ı, ö, ü, ç, ğ, ş
* written form *geleceğim* and *alacaksın* instead of the spoken and colloquial use of predicates *gelcem, alcam*; using the correct spelling *geliyorum* instead of *geliyom*
* Turkish word order in a sentence is subject+object+verb
* Turkish has the same conventions for punctuation as English
* structure for most text types follows similar conventions as English, for example, the use of paragraphs
 | **writing patterns*** Turkish syllables only have one vowel, and apart from loan words, they never have vowel sequences, for example, *ders, Türk, sirk, kürk*
* spelling patterns, the spacing rule and the application of vowel harmony to question endings such as *Alır mısın? Alıyor musun?*
* an apostrophe is used for separating proper nouns from their inflectional suffixes, as in *Tarık’ın* and *İstanbul’da*, *Avustralya’nın*
* derivational suffixes with proper nouns do not require an apostrophe, for example, *Avustralyalıyım. İzmirli. İstanbullu musun?*
* loan words are incorporated into Turkish by changing the spelling to fit Turkish pronunciation and the principles of great vowel harmony, for example, *mektup, kalem, sandalye, polis, ambulans*
 | conventions of spelling* grammatical knowledge to the spelling and writing of unfamiliar words, for example, suffixes such as *-cı arabacı,* *-ci tamirci, -cu basketbolcu, -cü yüzücü, -çı aşçı, -çi çiftçi, -çu topçu* and *-çü çöpçü*
 |
| Adjectives | common adjectives* adjectives come before nouns as in describing *mavi* (colour), *büyük/küçük* (size), *üçgen* (shape) and *sekiz* (quantity*),* for example*, mavi kalem, büyük ev, küçük çocuk, yeşil üçgen, sekiz kişi*
* demonstrative adjectives, for example, *bu kitap, şu defter, o kalem*
 | adjective-forming suffixes* adjective-f*orming* suffixes such as *-lı elmalı, -li kedili, -lu okullu, -lü üzümlü, -lik kalemlik, -lık ayakkabılık, -luk tuzluk, -lük sözlük, -cı bilgisayarcı, -ci aceleci, -cu telefoncu, -cü öncü, -çı dansçı, -çi dişçi, -çu tavukçu, -çü sütçü; -gı yargı, -gi sevgi, -gu sorgu, -gü örgü; -sız şanssız, -siz eşsiz, -suz mutsuz, -süz güçsüz*
 | for degree and emphasis* adjectives to express degree and emphasis come before nouns, for example, *masmavi gökyüzü, simsiyah göz, küçücük civciv* (degree) and

*sarımtrak gömlek, büyükçe i rev,* *ekşimsi elma* (empahisis) |
| Adverbs | common adverbs* simple adverbs without any suffixes, for example, *Postacı dün gelmedi., Yarın okulda spor yapacağız. Henüz öğretmen sınıfa girmedi, Çocuklar yukarı bakın. Selin çok çalışkan bir çocuktur.*
* to specify locations, for example, *üstünde, altında, yanında, arkasında, önünde, arasında, sağında, solunda*
 |  more complex adverbs * adverbs of location, for example, *Aşağı bak diye seslendi. Biraz geri çekilirsen ben içeri girebilirim. Onu aşağı sokakta görmüşler.*
* to indicate time, for example, *Gece, kapı birdenbire çalındı. Sınav şimdi başlıyor. Altıncı sınıflar yarın kampa gidecek.*
* to indicate direction, for example, *ileride, ortasında, üzerinde, köşesinde, aşağıda, yukarıda, doğu, batı, kuzey, güney*
 | **adverbs to modify time and manner*** -*erek*/-*arak* to indicate the sequence of actions taking place in a sentence, for example, *Koşarak eve geldi.Gülerek çıktı.*
* *-ce/*-*ca* to adjective to make an adverb, for example, *dikkatlice* and *hızlıca*
* adverbial quantifiers, for example, *Sınıfta en hızlı koşan kişi Selda idi. Arkadaşım dün çok üzgün görünüyordu. Piknik sepetinde azıcık yiyecek kaldı.*
* adverbial phrases in idiomatic expressions, for example, *içinden çıkamamak, üste çıkmak, altında kalmak*
 |
| Conjunctions | common conjunctions* conjunctions to link basic ideas and action, for example***,*** *Ayla elma, portakal ve çilek yemeyi sever, Hava bulutlu ama yağmur yağmıyor. Eve gittim, çünkü annem çağırmıştı.*
 | conjunctions to link phrases* simple conjunctions that link ideas and actions, for example, İlkbahar ile yaz en sevdiğim mevsimlerdir. Akıllı bir çocuk, ne var ki biraz yaramaz.
 | **conjunctions as cohesive devices*** more complex conjunctions such as *hem ... hem de, ne ... ne, ki, ancak, yoksa, oysa, hatta, rağmen, yani, -e göre, adeta,* *halbuki,* *mademki*, oysaki, *görüyorum ki, biliyorum ki, tabii ki*
* conjunctions to sequence and link ideas and to maintain the flow of expressions, for example, *Öncelikle, Sonuç olarak, Bu yüzden*
* use of *de/da* as a conjunction, for example, *Ben de araba alacağım. Bu yıl da tatile Türkiye’ye gidiyoruz.*
 |
| Comparatives and superlatives | **comparatives** * daha and çok, az to compare and express likes, dislikes and interests, for example, Kışın Ankara, İstanbul!dan daha soğuktur. Babam gezmeyi çok sever, annem ise kitap okumayı.
 | **comparatives and superlatives*** *en* to express ‘most’*,*for example, *Sınıfın en çalışkan öğrencisi, Taylan’dır.*
* *bana göre, sence, hiç/çok uzun değil,* to evaluate and express opinions, for example*, Bana göre sen çok iyi bir insansın. Sence ben çok hızlı koşabilir miyim? Sinemaya hiç gitmem ama televizyonda çok film seyrederim. Benim saçım senin ki kadar çok uzun değil.*
 | **expressions of differences and sameness** * for example, *SağIığım geçen haftaya göre daha iyim. Hiç kimse Merve gibi bağlama çalamaz. Atilla yaşça Hazel’den büyüktür. Aşağı yukarı seninle aynı kilodayız.*
 |
| Day, date and time | date and time* days of the week and months of the year, for example, *pazartesi, salı, çarşamba, ocak, şubat, mart*
* words associated with telling the time such as hour, minutes, seconds, clock face, hour hand, minute hand, seconds clock hand, for example, *saat, dakika, saniye, saatin yüzü, akrep, yelkovan, saniye kolu*
* date and time at o’clock, for example, *16 Eylül 2022 Cuma, saat 12.00*
* times of day such as morning, noon, afternoon, evening and night, for example, *sabah, öğle,öğleden sonra, akşam, gece*
 | date and before/after o’clock* use of capital letters when writing about a specific date, for example, *Bu Çarşamba günü okulda 29 Ekim Cumhuriyet Bayramı kutlamaları olacak.*
* time at o’clock, half past, quarter past, quarter to, minutes to the hour, for example, *Saat beş. Saat altı buçuk. Saat dördü çeyrek geçiyor. Saat sekize on var.*
* times of day such as in the morning, at noon, in the afternoon, in the evening and at night, for example, *sabahleyin, öğleyin,öğleden sonra, akşamleyin, geceleyin*
 | expressions of time* use of times on 24-hour system or stating time words, for example, *Saat 19.30’da maç başlayacak.* or *Akşam saat 7.30’da maç başlayacak.*
* types of telling or reading time in different formats – analog time as half past one and digital time as one thirty, for example, *analog saat – bir buçuk, dijital saat – bir otuz*
* times of the day, such as dawn, before noon, midafternoon, late afternoon, midnight, for example, *tan yeri, öğleden önce, ikindi vakti, akşam üzeri, gece yarısı*
 |
| Formulaic language and expressions | common expressions* basic metaphors and similes, such as aslan gibi, and common idiomatic expressions and proverbs, for example, Damlaya damlaya göl olur. Ayağını yorganına göre uzat. Gülme komşuna, gelir başına.
 | idiomatic expressions* to express opinions, for example, Yorgan gitti, kavga bitti. Ağaç yaşken eğilir. Bir elin nesi var, iki elin sesi var.
 | idiomatic expressions, quotes and proverbs* common idiomatic expressions, for example, *samanlıkta iğne aramak, kulak misafiri olmak****,*** *tatlıya bağlamak*
* quotes, idiomatic phrases and proverbs, for example, *Onlar, bu toprakta canlarını verdikten sonra, artık bizim evlâtlarımız olmuşlardır. Allah bir yastıkta kocatsın! Darısı başına! Ateş pahası! Nazar değmesin!* *Bir lisan, bir insan.*
 |
| Honorifics | **commonly used honorifics*** *Kemal amca, Ayşe teyze, Murat abi, Burcu abla*
 | **formal and informal honorifics*** *hanımefendi/beyefendi, sayın, bey/hanım, dayı/yenge*
 | **more sophisticated honorifics*** *amca/teyze, abi/ağabey/abla, hoca/öğretmen, bay/bayan*
 |
| Interrogatives | frequently used interrogatives* question words, for example, *Kim? Ne? Nerede? Nereye? Kimle? Ne kadar? Ne zaman? Nasıl? Hangisi?*
* common interrogative word endings and pronouns, for example, *Haftada kaç kez spor yapıyorsun? Sınav hakkında ne düşünüyorsun? Lütfen kendinizi bize tanıtır mısınız? Bu sayfayı mı okuyacaktık? Bunu nasıl yapacağız? Tekrar eder misiniz?*
 | interrogative suffixes and tenses* interrogative word endings in different tenses and personal pronouns, for example, *Geliyor musun? Gelecek misiniz? Geldiniz mi?*
* to obtain information such as *Olay ne? Nerede geçti? Neler oldu? Neden oldu? Ne zaman oldu? Kahramanlar kimlerdi?*
 | more complex interrogatives* interrogative word endings and more complex interrogative pronouns, for example, *Babam bulaşıkları yıkayacak mı*? *Amcam kahve içmiş miydi?* *Sunumu beraber yapacak mıydık? İstanbul’a ne zaman gelmiştiniz?*
* question words ending with *-ler/-lar* to express plurality and formality, for example, *Tatilde* neler *yaptın? Yarın yemeğe* kimler *gelecek? Hangilerini seçtin? Öğrenciler nasıllar? Arkadaşlar,* nerelere *gittiniz?*
 |
| Loan words | **easily recognised loan words*** loan words from English, for example, *internet, televizyon, ceket, film* and *futbol*
* loan words from Turkish, for example, yoghurt, coffee, kiosk, turquoise, doner kebab, shish kebab, dolma, cacik
 | **loan words and phrases*** loan words and phrases from English used in domains such as food, music or social media, for example, the use of *rap yapmak, fast food, part time iş, web sitesi, selfi çekmek*
 | adapted to Turkish language* loan words from English that have been adapted to Turkish language vocabulary, such as *agresif, steril, komünikasyon, teknoloji, empati, komlpikasyon, kek, sponsor, lider*
 |
| Nouns | **commonly used nouns*** gender-neutral aspect of Turkish language
* simple nouns such as *çocuk, kitap, çiçek, kelebek, defter, dağ*
* -*ler/-lar* to express plurality with countable nouns, for example, *çocuklar, ördekler, çiçekler, küpeler*
 | **noun compounds*** -*ler/-lar* to express plurality with countable and non-countable nouns, for example, *defterler, öğrenciler, sevgiler, saygılar, Tatlı rüyalar! Hayallerim suya düştü.*
* common noun compounds, for example, *çevre kirliliği, geri dönüşüm, Türk halıları*
* exceptions to the rule in relation to loan and compound words such as *kalem, bugün* and *cumartesi*
* ICT terms, for example, *bilgisayar, fare, yükleme/indirme, ağ, e-posta, bilgisayar korsanı, yazıcı, aktarma, tıklama, sanal alem*
 | forming nouns* suffixes such as -ma that change verbs into nouns and function as gerunds, for example, *okuma, yazma, inanma, başlama, Okumayı çok seviyorum. Bugün yazma dersimiz var.*
* suffix *-lik, -lık, -luk, -lük,*to form new nouns from existing nouns,for example, *çiçeklik, bayramlık, çocukluk, gözlük*
 |
| Numerical expressions | quantity* cardinal numbers to count quantity, for example, *yüz, iki,üç, bin*
* suffix *-er/-ar* to skip count by 2s, 5s, 10s, for example, *ikişer ikişer sayma, beşer beşer sayma, onar onar sayma*
* suffix -*inci* for ordinal numbers, for example, *birinci, ikinci, üçüncü*
 | reading numbers* phone number groups, for example, *sıfır dört yüz yirmi beş-yüz otuz üç-ikiyüz elli altı (0425 133 256),* and dates *on dört Ekim iki bin yirmi iki (14 Ekim 2022)*
 | counting by numbers* suffix *-er/-ar* to skip count by 3s, 4s, 100s, for example, *üçer üçer sayma, dörder dörder sayma, yüzer yüzer sayma*
* reading or saying numbers in groups for ID, passport, account numbers, for example, *sıfır yetmiş altıyüz seksenbeş dokuzyüz doksandokuz*
 |
| Prepositions | commonly used prepositions* prepositions such as *ile,* for example, *Bir kitap ile defter aldım. Cem ile Filiz oyun parkında oynuyorlar.*
* *ile* joined with the first word, for example, *kitap ile – kitapla, Cem ile – Cem’le*
 | prepositions *için* and *gibi* * preposition *için*, for example, *Bu gül demetini annem için aldım. Bütün bu hazırlıklar bayram içindir.*
* preposition *gibi* for people, places and objects, for example, *Çamaşırlar kar gibi beyaz oldu. Turp gibi bir çocuk. Buz gibi su içtim. İnci gibi dişleri var. Saray gibi bir ev.*
 | prepositional phrases* to compare and for approximation, for example, *Ben Mert kadar uzun boylu değilim. Sana göre ben çok başarılıyım. Leyla, demir gibi güçlü bir kızdır. Gül kadar güzelsin. Bizim takım onlar kadar iyi oynar.*

  |
| Pronouns | commonly used pronouns* personal pronouns, for example, *ben, sen, o, biz, siz, onlar*
* possessive pronouns, for example, *benim, senin, onun, bizim, sizin, onların*
* demonstrative pronouns, for example, *bu, şu, o, bunlar, şunlar, onlar*
 | informal, formal and interrogative pronouns* familiar and formal second-person singular forms *-n* and *-n(ı)z*, for example, *yemeğin hazır, yemeğiniz hazır* and second-person pronouns,*sen* and *siz*
* common interrogative pronouns such as *kim, hangi, ne, neden, kaç,* *Bu akşam bize saat kaçta geliyorsun? Doğum günü davetiyesini kim yazacak? Bize ne aldın? Yemekte ne var?*
 | relative pronouns* different uses of the suffix -*ki* as a relative pronoun in relative clauses such as *Berkay’ınkinden, benimki,* and as a locative suffix in *yanımdaki* and *evdeki*
 |
| Reduplication |  | **reduplication*** for emphasis, for example,*kapkara, sapsarı, masmavi, bembeyaz, kıpkırmızı, koskcaman, yusyuvarlak, upuzun*
 | **reduplication and doubling*** more complex examples of reduplication, *çirkin mirkin, Selma’yı Melma’yı görmedim*.
* doubling for emphasis, as in *yavaş yavaş, ikişer ikişer, koşa koşa, ağlaya ağlaya*
 |
| Sentence structures | word order* basic word order subject+object+verb in simple statements, imperatives and questions, for example, *Ayşe oku. Ayşe kitap oku. Ayşe kitap okudu. Ayşe kitap okudu mu?*
* affirmative and negative responses such as *Evet. Hayır. Değil. Doğru. Yanlış.*
* sentence structures for subject-verb agreement, for example, *Taylan yemeğini yedi.*
 | simple and compound sentences* simple sentences, for example, *Defne ödevini yaptı.*
* compound sentences, for example, *Defne yemekten sonra kitap okudu ve uyudu.*
* structures using adjectives, adverbs and postpositions to describe actions, places and people, for example, *Mavi köşkte yaşadılar. Kısa saçlı biriydi. Çok dikkatli yürü. Dün sabah geldi.*

spoken and written sentence structures* spoken/colloquial predicates and suffixes, such as *gelcem* or *alcan,* and written forms such as *geleceğim* and *alacaksın*, for example, using *geliyorum* in written text and *geliyom* in spoken text
 | compound and complex sentences* compound sentences, for example, *Ayşe telefonda konuşur ve bilgisayarda oyun oynar.*
* complex sentences, for example, *Zeynep ne telefonda konuşmaktan ne de bilgisayarda oyun oynamaktan hoşlanır.*
* the use of subordinate clauses and support details, for example, Tarkan’ın *9 Eylül İzmir konseri, iki milyonu aşkın seyirci sayısıyla, gelmiş geçmiş tüm ücretsiz açıkhava konserleri arasında "dünyanın en kalabalık ilk beş konserinden biri" olarak tarihe geçti.*
* complex and complex-compound sentences in different tenses, for example, *Koray eşyalarını toplayıp, odasını temizledikten sonra yola çıkacak. Öykü yola çıkmadan önce eşyalarını topladı ve odasını temizledi.*
 |
| Suffixes | **nominal and possessive suffixes*** rule of great vowel harmony when adding nominal case endings *-(e), -(i), -d(e), -d(e)n* to nouns, for example, *ev, eve, evi, evde, evden* or *okul, okula, okulu, okulda, okuldan*
* possessive suffixes such as *evim/evimiz, evin/eviniz, evi/evleri* or *okulum/okulumuz, okulun/okulunuz, okulu/okulları*
 | **suffixes and vowel harmony*** root words matched to suffixes to apply the rule of vowel harmony*,* for example*, sorunsuz, çiçekli, annemgil, sürekli, sütçü*
 | **more complex suffixes and their function*** reflexive, reciprocal, causative and passive verbal mood suffixes in simple sentences, for example, *Ozan yıkandı ve sonragiyindi.* (reflexive),*Maçtan sonra arkadaşı ile buluştu.* (reciprocal), *Dün kuaförde saçını kestirdi.* (causative),*Bugün işten kovuldu.*(passive)
* use of optative endings, for example, *-(y)eyim*, *-(y)elim*, *-(y)in* and *-sin* in first person, or *alayım, alalım, alın* and *alsın* in different tenses and in sentences to express a request
* verbal conjugations and nominal declensions through common noun-forming and adjective-forming suffixes, such as *-(a)l* as in *sanal*, *-(a)y* as in *deney*, *-(a)k* as in *kurak*, *-(c)a* as in *çocukça*, *binlerce*, *İngilizce*, *güzelce*, **-***l(i)k mevsimlik, -l(u) tuzlu -(d)aş/(d)eş* as in *kardeş*, *-(ç)ı* as in *kebapçı*, *simitçi, eskici*
* ways of forming new words, phrases and expressions with the suffixes *-daş, -lik* and *-cı*, for example, *yoldaş****,*** *demlik*and*tarayıcı*
* nominalisation to form complex words such as *ders kazanımları, yemek pişirme teknikleri* and *yüzme stilleri*
 |
|  Verbs | common verbs* simple verbs such as *otur, kalk, elini kaldır, koş, yürü, gel, git, oku, yaz*
* imperative forms such as *Başla! Kalk! Otur! Çabuk gel!*
* simple present tense suffixes *-(i)r, -(u)r, -(a)*r to express habitual actions and facts, for example, *Güneş doğudan doğar, batıdan batar.* and *Dişlerimi fırçalarım. Erken yatarım. Erken kalkarım.*
* negation, affirmation and suffixes to form simple sentences, for example, *Biliyorum./Bilmiyorum, Okur./Okumaz. Uyudu./Uyumadı. Geleceğim./Gelmeyeceğim. Gitmiş./Gitmemiş.*
* the negative marker -*m(a/e)* in verbs, as in *Bayramda tüm okullar tatile girmeyecek.*
* the adverb for negation -*değil* to negate any sentences without a verb, and using appropriate suffixes as in *değil-im, değil-sin*, for example, *Ben aç değilim.*
 | tenses* verb conjugations in different tenses, for example, *oku-mak* in the present tense is *oku-r-um, oku-r-sun, oku-r oku-r-uz, oku-r-sunuz, oku-r-lar;* and in the past tense is *oku-yor-um, oku-yor-sun, oku-yor, oku-yor-uz, oku-yor-sunuz, oku-yor-lar*
 | more complex verbs* conditional marker *-s(e)* and/or the word *eğer* in compound and complex sentences, for example*, (Eğer) yarın işim erken biterse, seninle buluşabilirim.*
* complex sentences to make suggestions, for example, *Bence bugün odanı toplarsan daha iyi olur. Dilerseniz bu ürünü taksitle alabilirsiniz.Eğer öğrendiklerini tekrar etmezsen, sınavlarda başarılı olamazsın.*
* compound verb tenses using suffixes such as -um, for example, *Biliyordum. Okurdum. Uyuduydum. Gelecektim. Gitmiştim.*
* auxiliary verbs formed by adding verbs such as *etmek, kılmak, kalmak*and *olmak* to nouns and attaching them to single-syllable words, for example, *reddetmek, affetmek, kaybolmak* and*yardım etmek, zorunlu kılmak, geç kalmak*
* suffixes used to create mood, for example, *yazabilmek, koşabilmek, okuyabilmek* (potential), *Tayla giyindi ve süslendi.* (reflexive), *Babası ile araba için tartıştı.* (reciprocal), *Dün kuaförde saçını boyattı*. (causative), *Pirinç ayıklandı ve pilav pişirildi.* (passive)
* more complex verbs, compound and complex sentence structures, and parts of speech to describe, recount, reflect, inform and express opinions, for example, *Farkettim ki, seninle tamamen aynı fikirdeyim.*
* passive voice endings in simple instructions, for example, *Mektuba hitap ile başlanır. Elektronik mesajda kısaltmalar kullanılır.*
 |

Part 2: Thematic contexts for language use

Thematic contexts representing perspectives that shape the students’ world are suggested in Table 2.

Table 2: Thematic contexts for language use

|  |
| --- |
| **Thematic contexts** |
| **Self and others** | **Self and community** | **Personal and global environments** |
| **Beginner** | **Intermediate** | **Advanced** |
| My personal world* greeting and farewelling others, for example, *Merhaba. Günaydın. Hoşça kal. Güle güle.*
* introducing self and others providing information such as age, place of residence, for example, *Benim adım Tuğçe. Ben 9 yaşındayım. Sidney’de yaşıyorum.*
* describing oneself, for example, *Ben Türk’üm.*
* identifying family members, pets and significant people in my life, for example, *Annem, babam ve iki kardeşimle yaşıyorum. Bir köpeğim var.*
* introducing friends, for example, *En yakın arkadaşımın adı Tuna.,* describing the qualities of people, and using adjectives of character and appearance, for example, *Tunadürüst ve yardımsever birisidir. Canan uzun saçlı ve mavi gözlü bir kızdır.*
* discussing likes and dislikes, such as colours, animals, food, games, sport and activities, for example, *En sevdiğim renk mavidir. Ata binmekten ve tenis oynamaktan hoşlanırım.*
* sharing how one feels, for example, *Bugün çok heyecanlıyım.*
 | Myself and others* describing own character, for example, *Ben zeki ama utangaç biriyim.*
* describing family, friends and significant people in my life, for example, *Babam yemek yapmayı çok sever. Öğretmenim çok kibar.*
* talking about physical characteristics and personality traits, for example, *Sınıfa yeni gelen arkadaşımız uzun boylu ve komik birisi.*
* discussing different types of families, for example, *Annemin geniş bir ailesi var. Babaannem bizimle yaşıyor.*
* talking about pets and responsibility, for example, *Her gün okuldan sonra köpeğimi yürüyüşe çıkarırım.*
* researching significant Turkish people, for example, *Atatürk, Türkiye Cumhuriyeti’nin kurucusudur.*
* sharing information about things I do with my friends/family, for example*, Kuzenlerimle hafta sonlarında pikniğe gideriz.*
* conducting surveys of classmates’ sport and leisure time activities, creating a chart of the data and discussing the results
* justifying likes and dislikes, for example, *Yemeklerde maydanozu hiç sevmem fakat dereotuna bayılırım.*
* qualifying preferences for movies, video games, music, reading, etc., for example, *Fantastik kitapları okumayı severim ama o türdeki filmler bana göre değil.*
* conveying feelings, for example, *Sana kızgınım. Buna çok şaşırdım. Bugün kendimi daha iyi hissediyorum. Çok mutluyum.*
 | **Understanding myself and others*** discussing emotions, feelings, beliefs and opinions, for example, *Kendini benim yerime koysan nasıl hissedersin? Bana göre bu düşünce doğru değil.*
* expressing wishes, dreams, desires and aspirations, for example, *Keşke senin kadar kararlı olsaydım. En büyük hayallerimden birisi de dünyayı gezmektir.*
* justifying preferences for a healthy lifestyle, fitness training, study, social and environmental issues, for example, *Bitkisel ağırlıklı beslenmeyi tercih ediyorum. Çevremizi korumak için daha duyarlı davranmalıyız.*
* sharing thoughts and opinions about the influence of significant people
* discussing responsibilities towards oneself and others, for example, *Gününü planlamak işlerini kolaylaştırabilir.*
* discussing the importance of friendship or the qualities of a friend
 |
| **This is me*** sharing ideas about what makes me who I am, such as my language, my culture, my country, for example, *Türkçe konuşuyorum. Ailem Türkiye’den geldi. Evde babam bize Türk yemekleri pişirir.*
* discussing naming conventions and traditions of cultures represented in the class, for example, *Bayramda büyüklerimizi ziyaret ederiz. Misafirlerlerimize Türk kahvesi ve lokum ikram ederiz.*
* noticing diversity of languages and cultures in classroom, for example, *Giuseppe İtalyanca konuşur.*
 | **My language, my culture*** sharing opinions and experiences about language and culture, for example, *Bence Türkçe öğrenmek çok zor değil. Türkler misafirperverdir.*
* discussing the influence of customs and traditions, such as different ways of celebrating New Year
* sharing information about languages and cultures represented in the classroom, for example, looking at the influence of geography and history on language and culture
* comparing regional diversity within Türkiye and Australia (food, music, folk dances, etc.), and discussing the significance of some symbols and icons ofTürkiye (tulips, evil eye bead, colours, symbols of Turkish flag, etc.)and Australia (coat of arms, Aboriginal and Australian flags, fauna and flora of each state and territory, etc.)
 | **Living in the 21st century** * discussing globalisation and its influence on language, culture and traditions, for example, researching the technological terms which are the same in Turkish and English or why McDonalds in Türkiye sells Köfte-Burger
* reflecting on the influence of various cultures in Türkiye and Australia, for example, cuisine, fashion, social life, entertainment, leisure activities and business
* reflecting on Turkish identity such as connection between language and gestures, language and cultural practices, identity and place, and the effect of being away from a country of origin
* recognising and understanding the uniqueness of regional diversity in Türkiye, such as geographical features, climate, landmarks, local accents, traditions and historic/tourist sites
* finding evidence of trade between Türkiye and Australia, and vice versa, and considering its influence on Turkish and Australian people
* discussing differing perspectives on global issues or concerns and identifying solutions
* debating advantages and disadvantages of modern and traditional life
* discussing the use of social media and how social media influences relationships/leisure time
 |
| **My classroom*** exchanging greetings for different times of day, for example, *günaydın, tünaydın, iyi akşamlar, iyi geceler*
* responding to roll call, for example, *Buradayım. /Burda., a*nd responding to classroom instructions, for example, *Tamam öğretmenim.*
* asking for permission, assistance, clarification, etc., for example, *Tuvalete gidebilir miyim? Bana yardım eder misiniz? Anlamadım, tekrar eder misiniz?*
* identifying classroom objects, for example, *akıllı tahta, masa, sıra, sandalye, kalem, defter*
* describing the classroom such as *geniş bir sınıf,* and describing the qualities of objects in the classroom such as *iyi bir kitap, renkli masa ve sandalyeler*
* asking and responding to questions about date and time, for example, *Bugün günlerden ne?* *Saat kaç? Eve gitme zamanı geldi mi?*
 | **Class and school environment*** excusing and apologising, for example, *Özür dilerim. Affedersin. Kusura bakmayın.*
* discussing school rules and responsibilities, for example, *Dersler saat 9’da başlıyor. Sakın geç kalma! Eşyalarına sahip çık.*
* sharing class and school routines, and activities
* telling time – to the hour, past the hour, half past the hour
* using appropriate phrases, expressions and interjections in interactions with teachers and peers, for example, *Efendim? Öğretmenim, gelir misiniz lütfen? Jale, bugün bize okuldan sonra gelsene.*
* discussing similarities and differences between schools in Türkiye and Australia, for example, timetables, uniforms, start and finish of school day/academic year
* noticing diversity of cultural aspects, for example,assembly or extra-curricular activities such asreciting *Andımız* (Students’ oath) and *İstiklal Marşı* (National Anthem), playing in a music band, student clubs
 | **School life in Türkiye and in Australian contexts*** evaluating advantages and disadvantages of education systems in Türkiye and Australia, for example,differences in the age to start school, and other differences in primary, middle and secondary schools
* researching differences among various levels and types of schools in Türkiye
* comparing choice of subjects, assessments and examinations, and graduation in Türkiye and Australia, for example*,* secondary school/university entry exams
* debating positives/negatives of oral and written examinations, for example, the dominance of multiple-choice questions in high-stakes exams
* imagining features of ‘My ideal school’
* sharing thoughts with teacher and peers about what I plan to be/do in the future, for example, *Üniversitede hukuk okumak istiyorum.* *Yasal yaşımı doldurunca sürücü ehliyeti alacağım.*
 |
| **Where I call home*** making drawings or plans, labelling and describing inside and outside of my house(s), apartment(s), etc., for example, *Bizim evimizde iki yatak odası var. Üç katlı bir apartmanda oturuyoruz.*
* noticing differences in terminology, for example, *misafir odası* and ‘guest room’
* sharing information about ‘My special place at home’, for example, *Odamda bir kitaplığım var.*
* talking about where I like to spend my time, for example, *Salonda ailemle oyun oynamayı severim.*
 | **My home and neighbourhood*** describing where I live and how it can affect the way I live, for example, *Oturduğumuz semtte büyük bir çarşı var.*
* discussing family activities, chores and responsibilities at home, for example*, Babam bulaşık yıkar. Annem alışveriş listesini hazırlar.*
* discussing neighbourhood facilities, for example, *Yerel kütüphanemizde Türkçe birçok kaynak bulunuyor.*
* comparing types of housing/residences in different regions of Türkiye and Australia, such as the city and country, for example, *Türkiye’deki köy evleri/şehirdeki evler, Avustralya’daki müstakil evler/apartmanlar*
* discussing how geography impacts lifestyles
* sharing views about, designing and describing my ideal home and/or place to live
* collaborating with the community to solve problems, for example, recycling waste or raising awareness on environmental issues
 | **My home, my neighbourhood, my world*** debating ideas about what makes an ideal village or city, for example, *Şehirlere nazaran köylerde ulaşım daha kolaydır çünkü trafik sorunu yoktur.*
* comparing how people live and socialise in and outside home in Türkiye and Australia, for example, visiting neighbours without planning beforehand in Türkiye (*çatkapı gitmek*) and visiting neighbours by planning beforehand in Australia
* researching ideas about responsibility for my environment from different local, national and global perspectives
* debating ideas about how people could improve our world
* discussing the benefits of intercultural experiences such as exchange programs or homestays
* comparing lifestyles across Türkiye and Australia
 |
| **Let’s eat*** talking about being hungry and thirsty, for example, *Acıktım. Susadım*.
* describing taste, for example, *Çok lezzetli. Bu çok tuzlu/tatlı.*
* recognising familiar Turkish food in Australia, such as *kebap, pide, gözleme, dolma, sarma*
* recognising that Australian cuisine has been influenced by many different cultures
* using modelled structured expressions about likes and dislikes regarding food, drinks and snacks, for example, *Pideyi çok severim. Dolmayı sevmem.*
* participating in real and simulated scenarios, buying and ordering food at various venues, for example, *Ben bir döner alabilir miyim? İki tane çay, lütfen.*
 | **Eating in/eating out*** discussing different kinds of eating establishments, for example, *Gözlemeleri paket yapabilir misiniz? İki kişilik masa, lütfen.*
* planning real or imagined outing to Turkish restaurant, organising transport and providing/following directions to the destination
* interacting in conversation to order a meal in restaurant scenario, for example, *Menüyü alabilir miyiz? Önce mezelerden başlayalım. Ana yemek için şiş kebap ve pilav alalım.*
* planning a special occasion such as a party and inviting guests, negotiating menus and managing budgets
* deciding what to wear in relation to venue, occasion and weather
* comparing traditional and modern dishes and cuisine
* comparing dining etiquette in Türkiye and Australia
* following/creating recipes to prepare Turkish dishes

  | **International food habits and trends*** arranging and making plans to dine out
* exploring e-commerce and secure online/app services such as food delivery
* exploring traditional versus modern attitudes towards food waste, for example, banana leaf packaging versus plastic waste
* investigating innovative and sustainable inventions such as food containers and eating utensils
* discussing Turkish cuisine, the availability of fruit/vegetables and food trends
* understanding importance of regional Turkish foods such as *tarhana, pastırma, sucuk, mantı*
* understanding importance of eating etiquette in different situations such as a family dinner, take-away meal, wedding reception or picnic/barbeque with family and friends
* participating in simulated scenario to host a Turkish-speaking visitor for a meal

  |
| **Let’s go shopping*** participating in modelled shopping scenario, for example, *Bu ne kadar? Bundan iki tane alabilir miyim?*
* exploring packaging of foods and other items from Türkiye
* designing signage for selling items of the student’s choice
* understanding currency, for example, value of the Turkish lira

  | **At the market*** participating in real or simulated shopping, for example, *Bugün çarşıda alışveriş yapacağım. Okumak için yeni kitap almak istiyorum. Nereden kitap alabilirim?*
* using appropriate measurements, currency, numbers, collective numbers, quantity, shopping lists, for example, *Kilosu 15 liradan iki kilo domates aldım. İkisini de alacağım.*
* using cultural expressions in social interactions when buying and negotiating food choices/ingredients, for example, *İkisi 30 dolar olur mu? İndirim yapar mısınız? Biraz pahalı geldi.*
 | **Trade and marketing*** researching how globalisation influences changes in eating habits in general, and then considering Turkish food influences on Australia, for example, *burger, döner, kebap, pide, pizza, suşi*
* comparing Turkish and Australian advertisements and marketing strategies regarding food, clothes, etc.
* researching the import/export relationship between Türkiye and Australia

 |
| **Let’s celebrate!*** exploring similarities of and differences in celebrating special occasions such as birthdays and New Year
* using formulaic phrases for different celebrations, for example*, Doğum günün kutlu olsun! Yeni yılın kutlu olsun!*
* participating in traditional activities and games, for example, *körebe, saklanbaç, seksek, ip atlama*
* designing, reading and writing party invitations
* sharing cultural perceptions about food, such as different foods at different celebrations, for example, *Bayramlarda baklava, tulumba tatlısı, lokum ve kahve ikram ederiz.*
 | **Celebrating my culture and tradition** * identifying practices and traditions associated with different celebrations, for example, *Bayramlarda büyüklerimizin ellerini öper, harçlık alırız.*
* following/creating recipes to prepare Turkish dishes for special occasions or celebrations, for example, *kısır, dolma, börek*
* identifying how traditional dishes have changed or adapted to modern cuisine and international influences
* discussing what to wear for an occasion or activity, for example, *Bayramlarda en iyi kıyafetlerimizi giyeriz. Spor yaparken eşofman giyeriz.*
 | **The significance of celebrations and festivals** * examining and comparing the significance of celebrations and festivals from around the world, for example, celebrations at Chinese New Year, Eid al-Fitr at the end of Ramadan, Easter and Christmas
* discussing famous Turkish festivals and celebrations, and how they reflect cultural practices
* discussing culturally appropriate gifts for important celebrations
 |
| **Australia and Türkiye*** exploring the geography of Türkiye
* discovering icons and symbols of Türkiye, for example, *nazar boncuğu, lale, turkuaz rengi, ay yıldız*
* singing national anthems of Türkiye and Australia
* understanding regional diversity in Türkiye, for example, traditional clothing, music, dance, architecture and customs
* sharing information among classmates about their country of heritage, for example, geography, important symbols and icons, important national days and celebrations
* exploring Turkish places and influences near my place of residence, for example, a Turkish restaurant or Turkish associations
* discovering traditional art forms of different regions of Türkiye, for example, *Ebru sanatı, mozaik sanatı, çini sanatı, hat sanatı*
 | **Australian/Turkish influences*** comparing Türkiye and Australia from the perspectives of geography, history and government
* researching significant Australian-Turkish or Turkish-Australian people
* connecting with the visual and performing arts of Türkiye and Australia, such as *Karagöz and Hacıvat, Türk sanatçıların konserleri, tiyatro oyunları*
* researching famous people who have learnt to speak Turkish
* researching Australians who have used Turkish language in their careers
 | **Australian/Turkish connections*** researching trade relationship between Türkiye and Australia
* researching historic and significant events that connect Türkiye and Australia
* discussing Turkish migration to Australia, and vice versa
* debating the importance of trade between Türkiye and Australia, and vice versa
* discussing the benefits of cultural exchanges, for example, to encourage unity, flexibility and adaptability, to exchange values, and to build tolerance and respect
* discussing the influence of Turkish film/music through the ages
* discovering and sharing information about Turkish and Australian collaboration
 |
| **The environment around me*** using vocabulary and expressions related to nature, for example, *ağaç, çiçek, çimen, göl, güneş, rüzgar*
* naming animals in Turkish, for example, *kedi, köpek, kuş, at, aslan, fil*
* learning about Turkish animals and habitats, for example, *Van kedisi, Sivas kangalı, Ankara keçisi*
* researching animals unique to Türkiye and those unique to Australia
 | **My community and environment*** sharing thoughts on what my community is doing to improve the environment, for example, Clean Up Australia Day, a working bee at school
* researching Turkish community initiatives for the environment

  | **Global perspectives on environmental issues*** discussing individual ideas and opinions about the environment
* debating innovative, sustainable and ethical issues such as ethical clothing, animal rights, plastic waste
* researching the impact of natural disasters such as *kuraklık, sel, depremler, orman yangınları* on the environment
* debating ways to provide aid and assistance such as *yiyecek/kıyafet yardımları, para toplama, kan/organ bağışı* to communities affected by natural disasters
* reflecting on the responsibility of individual, community and multinational companies to clean up and preserve the environment for future generations

 |
| **Let’s explore where we live*** comparing terms ‘country’, ‘city’ as in *“kasaba/köy”* and *“şehir”*
* describing places in my neighbourhood, for example, *kasap, bakkal, manav, postahane*
* identifying forms of transport, for example, *araba, tren, otobüs, uçak*
* getting around places in my area, for example, *Okula annemle yürüyerek giderim. Parka bisikletle giderim.*
* following simple directions, for example, *Düz yürü. Parktan sağa dön. Karşıya geç.*
* participating in scenarios for getting around a real or imagined place
 | **Holidays/travelling*** organising real or simulated travel, discussing and negotiating preparations for travel
* getting around, such as reading maps and timetables
* giving and following directions, and locating places
* considering clothes to suit a variety of activities and weather conditions, for example, *Kışın kalın giyecekler giyeriz. Yazın ince giyecekler giyeriz.*
* researching outdoor activities in Türkiye, such as kayaking, mountain climbing, cycling, camping and bushwalking
* creating a multimodal presentation about a real or imagined past holiday, including place, activities, etc.
* sharing plans for my next holiday, for example, *Türkiye’de turlara katılacağım.*
* discussing where Turkish people like to go on holiday, what they prefer to do, and choices of accommodation

 | **A trip to Türkiye*** preparing for a real or virtual tour of Türkiye, for example, working out a budget for the trip and deciding which places to visit such as tourist spots, historic sites, cultural and eco-friendly locations
* discussing the benefits of student language exchanges to Türkiye
* debating the topic ‘My dream holiday’
* evaluating a past holiday and reflecting on what I would do differently next time, and why
* advising friends and family on how to prepare for a holiday in Türkiye, such as awareness of customs and traditions, food and places to stay
* promoting a specific type of holiday, such as eco-tourism, health benefit, relaxing holiday, cultural experience, shopping tour or cuisine-focused experience
* role-playing a scenario as tour guide at a significant tourist site in Türkiye, for example, *Şimdi gideceğimiz yerde 14. yüzyıldan kalıntılar bulunmaktadır. Şu anda sağda Galata kulesini görmektesiniz.*
 |
| **How I pass my time*** sharing information about activities, hobbies and pastimes, for example, playing with modelling clay or plastic construction toys, swimming
* learning about favourite sports in Türkiye and Australia, such as *yağlı güreş, futbol*
* describing daily routine, for example, *Sabah kalkarım. Dişlerimi fırçalarım. Okula giderim*.
 | **Recreation, routines and responsibilities*** discussing preferences for books, movies, games, music, sports, etc., for example*, Bilim kurgu kitaplarından hoşlanırım. Rap dinlemeyi severim.*
* comparing community sports and hobbies in Türkiye and Australia
* creating a multimodal presentation of ‘A day at home/a typical day at school’ for Turkish-speaking school student
* identifying a person they would like to spend time with, and why

  | **Reflecting on the past and planning for the future*** describing past events, for example, *Çok küçükken Türkçe öğrenmeye başladım. Geçen sene Türkiye’ye gitmiştik.*
* composing a profile that starts with *Bu benim büyük dedem. Türkiye’den gelen ilk göçmenlerden biriymiş. Kardeşleri ile birlikte Avustralya’ya çalışmak için gelmişler.*
* sharing views and opinions about personal growth from primary to secondary school, for example, ideas, perceptions, self-discipline and aspirations
* discussing influences and role models that have shaped me growing up, such as family, artists, musicians, teachers and activists
* sharing first memories of school, travelling
* interviewing people close to me about what they did in their free time when they were my age, and presenting findings to class
* comparing cultural attitudes among school students regarding free time, relationships and ambitions, hopes and aspirations
* discussing plans for the immediate and/or more distant future, such as the end of the year
* talking about jobs, professions and careers in the future, for example, *Ben büyüyünce doktor olmak istiyorum , çünkü hasta insanlara yardım etmeyi seviyorum.*
 |