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TABLE OF CONTENTS

[CURRICULUM ELEMENTS 4](#_Toc145681998)

[Foundation 4](#_Toc145681999)

[Years 1–2 8](#_Toc145682000)

[Years 3–4 16](#_Toc145682001)

[Years 5–6 25](#_Toc145682002)

[Years 7–8 (F–10) 34](#_Toc145682003)

[Years 9–10 (F–10) 43](#_Toc145682004)

CURRICULUM ELEMENTS

Foundation

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| **Year level description** |
| In Foundation, Turkish language learning builds on the Early Years Learning Framework and each student’s prior learning and experiences with language. Students communicate with peers, teachers, known adults and students from their own and other classes. Background-language learners may also interact in Turkish within their family. Students strengthen and extend their communication and interpersonal skills by interacting with peers in Turkish through play-based and action-related learning. They receive extensive support through modelling, scaffolding and revisiting.  Students experience and imitate the sounds and gestures of Turkish language. They participate in shared listening and viewing of texts that represent Turkish and Turkish-speaking contexts. Spoken, written and multimodal texts may include conversations, picture books, traditional and contemporary rhyming verse, songs and stories, films, animated cartoons and performances. Background-language learners may bring examples of known Turkish contexts or texts to the classroom. Students learn that language can be represented in different ways, including using the Roman alphabet in English and using the Roman alphabet with diacritic marks on some letters in Turkish. They learn that languages and cultures are connected, and that what is familiar to one person can be new to somebody else. |
| **Achievement standard** |
| By the end of the Foundation year, students use play and imagination to interact and create Turkish texts, with support. They identify that Turkish and English look and sound different. They recognise that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others’ cultural identity. |

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|  | | **Foundation** |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| with support, recognise and communicate meaning in Turkish  AC9LTF01 | * using simple greetings relevant to the time of day, the celebration or event, and their relationship to the person, for example, *Merhaba. Günaydın! Hoşgeldiniz-Hoşbulduk. Bayramınız kutlu olsun!* * responding to teacher’s greetings and sharing class routine responses such as the date and weather * asking and responding to, “How they are?”, for example, *Nasılsın? İyiyim. Çok iyiyim. Heyecanlıyım. Sen/siz nasılsın/nasılsınız?* * introducing themselves, their friends and family members, for example*, Benim adım … Ben beş yaşındayım. Bu benim arkadaşım, … Bu benim annem. Bu benim babam.* * identifying and classifying colours, fruits and vegetables, pets and farm animals, class objects and toys * naming and labelling rooms of their house, for example, *salon, oda, mutfak, banyo* * expressing likes and dislikes, for example, *Kirazı sevmem. Karpuzu severim*. * following instructions such as listen, look, draw, colour, cut, paste, for example, *Dinle. Bak. Çiz. Boya. Kes. Yapıştır.* * participating in class activities such as singing, nursery rhymes and songs that may include actions, movement or dance, for example, *Mini mini bir kuş donmuştu. Arı vız vız.* * identifying familiar objects in the classroom by labelling, naming, pointing, matching, clicking and dragging, drawing and tracing letters * playing games such as counting, sorting, ordering, matching as a whole class or individually, using classroom hardware, for example, interactive whiteboard, tablet * using simple gestures to add emphasis to expressions, for example, lifting heads up when saying “No” and lowering heads down when saying “Yes” * role-playing daily routines, using formulaic expressions, for example, *Sabahleyin kalkarım. Kahvaltı yaparım. Okula giderim, Teşekkür ederim. Rica ederim. Lütfen. Affedersiniz.* * imitating Turkish speech, pronunciation and stress, and incorporating appropriate gestures, facial expressions and body language * participating in group reading of familiar stories or sensory books in Turkish, repeating key words and simple descriptions | |
| explore, with support, language features of Turkish noticing similarities and differences between Turkish and English  AC9LTF02 | * observing that written Turkish uses the same letters as written English, although Turkish has 29 letters and English has 26 * noticing that some letters in Turkish have diacritic marks to assist with pronunciation * tracing the letters of the alphabet and imitating the sound, for example, *a, b, c, ç …* * participating in alphabet songs, chants, rhymes to imitate Turkish pronunciation, intonation and stress * making connections with Turkish words and phrases used in everyday life, for example, identifying food names such askebab, pide, yoghurt * experimenting with sounds (animal sounds, etc.) used in Turkish, for example, using the sounds *hav hav* (woof woof), *miyav miyav* (miaow miaow), *gıt gıt gıdak* (cluck cluck), *möö* (moo), *vak vak* (quack quack) and comparing these sounds with animal sounds in English and other languages represented in the class * identifying cognates in Turkish and English, for example, princess *– prenses*, photograph – *fotoğraf*, television – *televizyon* * noticing when Turkish or English is being used in the classroom | |
| explore connections between language and culture  AC9LTF03 | * locating Türkiye on a world map, understanding that Turkish is the national language of Türkiye, and spoken in Turkish-speaking communities in Australia and around the world * using the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) map of the languages of Australia to notice the language(s) of First Nations Australians in their local area and/or across Australia * noticing how local names of streets, places and landmarks can have their origins in language(s) of First Nations Australians * exploring the different languages spoken by class members and listening to the different sounds and ways of saying common expressions such as, “Good morning”, “My name is …” * observing, through visual and audiovisual resources, including photos and video clips, that members of Turkish-speaking communities may do everyday things differently from themselves, such as shaking hands, kissing on cheek, and starting a meal with *Afiyet olsun!* * noticing their own use of words, expressions or behaviours that make them who they are, including words from different languages, and ways of celebrating or speaking that may not be familiar to other people * exchanging ideas, feelings and understandings of language and culture through play-based experiences, for example, playing dress-ups, pretend café/restaurant and market stands, and using puppets * recognising Turkish folk dances/songs and lullabies such as *halay, Tren gelir hoş gelir, Dandini dandini dastana* * playing traditional Turkish games, such as *Yağ satarım bal satarım, saklambaç, körebe, elim sende,* and games of cultures represented in the class | |

Years 1–2

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| **Band level description** |
| In Years 1 and 2, Turkish language learning builds on each student’s prior learning and experiences with language. Students continue to communicate and work in collaboration with peers and teachers through purposeful and structured activities involving listening, speaking, viewing and early writing skills. They interact in Turkish language to share information about themselves and their immediate environments, using play-based and action-related learning. Background-language learners may also interact in Turkish in their local community. In informal settings, students use local and digital resources to explore Turkish-speaking communities in Australia, Türkiye, Cyprus and diverse locations around the world. They continue to receive extensive support through modelling, scaffolding, repetition and reinforcement.  Students recognise key words and phrases, imitate gestures and pronunciation, and use modelled language to communicate with others. Background-language learners may bring prior knowledge of spoken language and gestures to the classroom. Students transition from spoken to written language and recognise that some letters take diacritic marks. They create simple imaginative and informative texts that may include pictorial representations, words and short statements. They collaborate and respond to spoken, written and multimodal texts that may include conversations, traditional and contemporary songs and rhymes, picture and story books, animated cartoons, films and performances. They notice that languages contain words which have been borrowed from another language, and that there are similarities and differences between languages and cultures. |
| **Achievement standard** |
| By the end of Year 2, students use Turkish language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts, using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create text. They copy letters and diacritic marks to make words.  Students imitate the sounds and rhythms of spoken Turkish. They demonstrate understanding that Turkish has conventions and rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of Turkish and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s). |

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| **Strand: Communicating meaning in Turkish** | | **Years 1–2** |
| **Sub-strand: Interacting in Turkish** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| recognise and respond to modelled classroom-related greetings, instructions and routines; and personal introductions  AC9LT2C01 | * using simple greetings relevant to the time of day, context or relationship to the person, for example, *Merhaba! Günaydın! Tünaydın! İyi günler! İyi akşamlar! İyi geceler! Hoşça kal! Güle güle! Hoş geldiniz! Hoş bulduk!* * imitating appropriate gestures and actions when greeting different people, for example, shaking hands, kissing hands of elders and kissing people on both cheeks * recognising differences between how they greet their teachers, family members and friends, for example, *Günaydın öğretmenim! Nasılsınız? Merhaba Ayşe! Nasılsın?* * using everyday social exchanges, such as thanking someone, *Teşekkür ederim;* apologising, *Özür dilerim*; or offering good wishes such as *Bayramınız kutlu olsun! Afiyet olsun! Geçmiş olsun! Tebrik ederim!* for particular occasions * exchanging greeting cards or notes with peers, using modelled language, for example, *Doğum günün kutlu olsun. Nice yıllara! Tebrikler! Dersten sonra top oynayalım mı?* * recognising and responding to classroom instructions such as *Otur. Oku. Çiz. Boya. Kes. Yapıştır, Ayağa kalk. Kapıyı kapat. Akıllı tahtayı aç* * locating or moving objects in the classroom according to directions given, for example, *Kurşun kalemi masaya koy. Yerine otur. Resmi panoya as.* * introducing and describing themselves and others, for example, *Adın ne? Benim adım …, Senin adın ne? Bu benim babam. Babamın adı Aydın.* * sharing information about their family background, such as their country or region of origin, and languages spoken at home, for example*, Türkiye’den geldik. Ben Türküm. Türkçe konuşurum.* * showing and describing favourite items, for example, *Benim bir köpeğim var. Onun adı Minnoş. Benim en sevdiğim oyuncak toptur. Bu benim Türkçe masal kitabım. Bu benim tabletim.* * expressing their likes and dislikes, for example, *Ben çileği çok severim. Ben elmayı hiç sevmem.* * sharing information about favourite experiences with peers, for example, *Bugün benim doğum günüm. Yarın bayram! Pazartesi günü sinemaya gidiyoruz.* | |
| participate in a range of guided, play-based language activities using formulaic expressions, visual and spoken cues  AC9LT2C02 | * reinforcing vocabulary by playing a range of games such as matching pairs, filling in gaps, drag and drop, memory games and bingo, using secure digital tools and applications * classifying objects according to their attributes such as shape and colour, or sorting by number, using simple question forms and affirmative/negative responses, for example, *Sende pembe dikdörtgen var mı? Hayır, yok. Mavi var. Üç tane mavi dikdörtgen alayım. Ben bir kırmızı kareyle çatı yapacağım. Yeşil dairelerle ağaç yapmayacağım* * participating in activities that involve taking turns, making choices or swapping items, such as games used to reinforce numbers and memory skills, for example, *Jale sıra sende. Ben bu topu istiyorum. Kaç top var? Bu benim defterim. Bu seninki. Bu kimin tableti? Bu Deniz’in.* * singing and performing actions in songs, poems, chants, counting or rhyming games, for example, *Mini mini bir kuş donmuştu, Çan çan çikolata, Sağ elimde beş parmak, Kutu kutu pense, El ele verin çocuklar.* * performing songs with a strong, regular beat, for example, *Türk Çocukları, Sol sağ sol sağ yarın bayram olsa, Hoş gelişler ola, Dağ başını duman almış* * performing rhymes such as *Portakalı Soydum,* tongue twisters such as *Bu köşe kış köşesi, Şu köşe yaz köşesi …*, poems such as *Ben bir küçük insanım, Hem aklım var hem canım … ,* and songs such as *Sağ elimde beş parmak …* * using repetition, gestures, mime and finger puppets to support language development through actions, drawings and simple statements and expressions * participating in a craft activity and collaboratively choosing items needed to complete the task, for example, *Pamuktan kardan adam yapalım. Düğmelerden göz yapalım. Burnuna turuncu çubuk koyalım.* * designing a ‘class tree’ with photos or drawings of students and contributing to simple descriptions, for example, *Bu kelimeyi ben yazmak istiyorum. Büyük bir ağaç çizelim.* * completing a shared wall chart by matching labels to pictures or drawings such as food and drink items or classroom furniture, for example, *meyveler, sebzeler, içecekler, sağlıklı/sağlıksız beslenme, masa, sandalye, kitaplık* | |
| **Sub-strand: Mediating meaning in and between languages** | | |
| locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases  AC9LT2C03 | * demonstrating comprehension of individual words, phrases and sentences in simple spoken, written and digital texts, for example, by labelling, drawing, miming or onscreen pointing, clicking and dragging * locating specific details about places, events, objects or characters featured in picture books, charts or posters, for example, responding to questions such as, *Masaldakiler nerede yaşıyorlar? Neyi kutluyorlar? Masaldaki kişiler kimler? Bu masal bize ne anlatmak istiyor?* * matching items from print/digital pictures or word lists to vocabulary sets associated with particular categories, such as people, animals or food groups, for example, *insanlar, hayvanlar, yiyecekler* * recognising that gestures and body language are integral to communicating in language for First Nations Australians, and showing examples of how they are also integral to communicating in Turkish and the language(s) they may speak at home * collecting information from visual, written or multimodal texts and categorising the findings, for example, to create lists of favourite colours, animals or toys * listening to spoken texts such as class and school announcements or conversations, identifying key words and facts, such as names, places, numbers or times * listening to a story and sequencing images or assigning captions to match pictures, for example, *Resimleri sıralayalım. Bundan sonra ne geliyor?* * participating in shared readings of Turkish versions of familiar stories, such as *Aç Tırtıl* ‘The Very Hungry Caterpillar’, *Goldilocks ve Üç Ayı* ‘Goldilocks and Three Bears’, *Zencefilli Kurabiye Adam* ‘Ginger Man’ and responding through play-acting, role-playing or movement to favourite elements, using puppets, props or actions * using contextual cues while reading or viewing, for example, using video and other visual prompts to reinforce words and phrases, and responding with key words, phrases or gestures * viewing scenes of the shadow puppet play *Karagöz ve Hacıvat*, repeating key words and expressions, and drawing and describing the characters, for example, *Hacıvat akıllı, bilgili ve kurnaz birisidir. Hacıvat’ın sivri sakalı vardır. Karagöz bilgisiz ve komik birisidir. Karagöz top sakallıdır* * viewing children’s television programs, such as *Sevimli Dostlar, Pepe, Niloya*, and responding by singing, chanting, mimicking and acting out favourite moments | |
| notice that language carries cultural meaning in classroom-related greetings, introductions, instructions and routines  AC9LT2C04 | * recognisng Turkish words and phrases used for greetings, apologies and appreciations, such *as hoş geldiniz, hoş bulduk, geçmiş olsun, merhaba, hoşça kal, günaydın, iyi günler, iyi akşamlar, iyi geceler*, and discussing how and when they are used * identifying gestures or body language that are used more often in Turkish than in English, for example, raising the head to indicate ‘no’, tutting to indicate shock or upset, raising the index finger to ask permission to speak in class * identifying the meaning and sounds of key words and expressions that feature in Turkish and English versions of popular children’s rhymes, games and songs, such as *Alfabe Şarkısı* ‘ABC Song’, *Yağ satarım bal satarım* ‘Duck duck goose’*, Ali Baba’nın Çiftliği* ‘Old MacDonald’ and *Tembel Çocuk Kalksana* ‘Are you sleeping?’ * noticing words or expressions in Turkish that are not easy to translate into English, for example, Ellerine sağlık. Çok yaşa! Sen de gör! Geçmiş olsun! * understanding that some Australian terms and expressions only have meaning in the Australian context and have no equivalent in Turkish, for example,’ the outback’, ‘bush tucker’, ‘Good on ya!’ * making own bilingual/picture dictionaries, captions, signs, labels and descriptions to convey cultural ideas, for example*, sınıf etiketleri, selamlaşma, geleneksel çocuk oyunları* | |
| **Sub-strand: Creating text in Turkish** | | |
| with support, use words, familiar phrases and modelled language to create spoken, written and multimodal texts, copying letters with diacritic marks as appropriate  AC9LT2C05 | * using a family album to talk about their extended family and community, for example, Bu benim dedem. O bizimle yaşıyor. Dedem bana her gece kitap okur. Bu bizim Türk bakkalı. Oradan simit alırız. * presenting information about their backgrounds and interests in ‘Show and Tell’, for example, Bubenim en sevdiğim oyuncağım., Bu benim ailemin fotoğrafı. Bu benim odam.taint * contributing to shared recounts of events, such as excursions, sports days or community celebrations, for example, hayvanat bahçesine gezi, futbol maçı, 23 Nisan Ulusal Egemenlik ve Çocuk Bayramı, * matching bilingual captions/labels to images of First Nations Country/Place locations in their local area or elsewhere in Australia * conveying basic information about a particular experience, for example, Kuzenlerimle mangal yapıyoruz, using drawings with captions containing key words and simple phrases * working in pairs to gather information about personal interests of each other and presenting their findings to the whole class, for example, Defne yüzmeyi çok sever. Her pazar havuza gider. * creating illustrated lists of words and phrases, in Turkish and English, which are similar in sound and meaning, for example, polis, ambulans, doktor, spor, müzik, hobi * creating individual bilingual picture dictionaries or labels for objects used in the classroom and at home * creating new situations or settings for popular characters from texts such as the Cin Ali stories by drawing and captioning in print or digital forms * performing simple rhymes and action songs that build on familiar language and content, and use non-verbal forms of support such as clapping, gestures and facial expressions * creating a story board with labels, using modelled language * sequencing short sentences and pictures in print or digital versions of short conversations or picture stories in Turkish to complete speech bubbles in Turkish or English | |
| **Strand: Understanding language and culture** | | **Years 1–2** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| recognise and imitate the sounds and rhythms of Turkish  AC9LT2U01 | * becoming familiar with the Turkish alphabet, for example, by identifying sounds of specific phonemes such as *ı, ö, ü, ç, ğ, ş* * recognising that Turkish is a phonetic language and is written as it sounds, and differentiating between 8 vowels and 21 consonant sounds of Turkish through imitation, repetition and experimentation * identifying vowels and consonants in 2-letter/3-letter/4-letter syllables, for example, *ba, bak, bank* * developing pronunciation, phrasing, syllabification and intonation skills by singing, reciting and repeating words and phrases in context * noticing that different intonation patterns of sentences create different meanings, as in the distinction between questions, statements and exclamations, for example, *Hava soğuk. Hava soğuk değil*. *Geliyor musun? Gelsene!* * recognising that the letters a, e, c, j,i are pronounced differently from English * reading out loud to develop correct pronunciation, intonation, rhythm and stress * listening to pronunciation of the Turkish alphabet modelled by the teacher or audio scripts and participating in activities such as spelling words out loud, games using letter patterns or writing dictated words and phrases * experimenting with sounds in onomatopoeic words, such as those related to animal sounds*, üüürüüü (horoz), miyav miyav (kedi), möö (inek), hav hav (köpek), cik cik (kuş)* and comparing with the pronunciation of equivalent animal sounds in English | |
| recognise that the Roman alphabet, with diacritic marks on some letters, and features of language, are used to construct meaning in Turkish  AC9LT2U02 | * becoming familiar with the Turkish alphabet and writing conventions, for example, by spelling of specific phonemes such as *ı, ö, ü, ç, ğ, ş* and comparing them with English sounds * noticing that each letter in Turkish represents a single sound * recognising the uppercase of *ı* is I and *i* is *İ*, for example, *ışık – Işık, inek – İnek* * understanding that the letters q, x, w in English are not represented in the Turkish alphabet * noticing that Turkish and English use the same conventions for punctuation such as full stop, comma, exclamation mark and question mark * constructing simple sentences such as *Annem elma aldı. Adım Canan.* | |
| notice that Turkish has features that may be similar to or different from English  AC9LT2U03 | * noticing words that are similar in Turkish and English, such as *radyo, yoğurt, tren, taksi,* byusing matching word cards, pictures, large print dictionaries, word lists and labels * recognising that Turkish uses loan words from English, such as *internet* – internet*,* *televizyon* – television*, ceket* – jacket*-,* *film-*filmand *futbol* – football*,* and that English uses words from Turkish, such as yoghurt –*yoğurt,* coffee – kahve, kiosk – *köşk,* turquoise – *turkuaz* * creating a class record of Turkish words used in English, such as *doner kebab, shish kebab, dolma, cacik*, and comparing how these words are pronounced and spelt in both languages * comparing and contrasting the meaning and sounds of keywords and expressions that feature in Turkish and English versions of popular children’s rhymes, games and songs, such as *Ali Baba’nın Çiftliği* ‘Old MacDonald’*,* and *Tembel Çocuk Kalksana* ‘Are you sleeping?’ * understanding texts as different forms of communication which can be spoken, written, digital or visual, can be very short, for example*, tekerleme, bilmece, not, fıkra, e-posta*, or much longer, for example, *mektup, masal* and *hikaye* * understanding that different types of texts have different features, for example, repetition and rhythm in action songs and chants such as *Komşu komşu, Yağ satarım bal satarım, Portakalı soydum* * beginning to use metalanguage to talk about texts, for example, by identifying text types such as *bilmece, tekerleme, masal, fıkra*, and recognising typical features, for example, *masal*starts with *Bir varmış, bir yokmuş, evvel zaman içinde* ... and ends with *Gökten üç elma düşmüş, biri masalı anlatana, biri dinleyene, biri de bütün iyi insanlara; tekerleme* and *bilmece* both have rhymes and rhythms * noticing how familiar texts such as poems or stories are sequenced and organised, for example, by identifying titles, connections between pictures and texts, or familiar lines, as in *23* *Nisan şiirleri, resimlerle Atatürk’ün hayatı, Keloğlan resimleri ile başlıklar, bayram günü* | |

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| **Sub-strand: Understanding the interrelationship of language and culture** | |
| notice that people use language in ways that reflect cultural practices  AC9LT2U04 | * demonstrating Turkish gestures that are associated with cultural traditions, such as greeting elders by kissing their hand and placing it on the forehead to show respect * understanding that interactions such as greetings vary according to time of day, occasion, degree of familiarity and age of people involved, for example, *Günaydın! Merhaba! İyi akşamlar! Nasılsın?* or *Nasılsınız? Ne haber? Ne var, ne yok? Selam!* * recognising the importance of using either formal or informal language depending on context, for example, not using first names when addressing elders such as teachers or parents * exploring symbols and languages used by First Nations Australians and by Turkish-speaking communities in a range of contexts, for example, identifying the colours of flags in Turkish and discussing what the colours represent in English * understanding that different forms of Turkish are used by people in different contexts and relationships, for example, the appropriate use of pronouns, *sen* and *siz*, and honorifics, *Orhan bey, Ayla hanım, sayın, Hakan ağabey, Cengiz amca, Ayşe teyze* * identifying language or behaviours that fit well in Turkish families or community contexts, but not in other contexts or situations, for example, receiving spending money during *bayram* * noticing cultural differences when viewing images, video clips, singing songs, dancing or listening to stories from Turkish-speaking regions, and responding to teacher prompts such as *Neyi farkettiniz? Neden öyle düşünüyorsun? Farklılıkları ve benzerlikleri nelerdir?* * exploring the meaning of ‘culture’, and how it can involve visible elements such as ways of dressing, eating and dancing |

Years 3–4

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| **Band level description** |
| In Years 3 and 4, Turkish language learning builds on each student’s prior learning and experiences with language. Students continue to communicate and work in collaboration with peers and teachers through purposeful and creative play in structured activities involving listening, speaking, viewing and some writing. They use Turkish to interact with peers and teachers and plan activities in familiar settings that reflect their interests and capabilities. Background-language learners may also bring their experience of interacting in Turkish in their local community to the classroom. In informal settings, students use local and digital resources to explore Turkish-speaking communities in Australia and diverse locations across the world. They may continue to need support through modelling, scaffolding, repetition and the use of targeted resources.  Students develop active listening skills and use gestures, words and modelled expressions, imitating Turkish language sounds, pronunciation and intonation. Background-language learners may bring knowledge of words and expressions to the classroom. Students use their literacy capabilities in English and/or Turkish to recognise similarities and differences between Turkish and English, such as the use of the Roman alphabet in both languages and diacritic marks in Turkish. They locate information, respond to, and create informative and imaginative texts. They access authentic and purpose-developed Turkish language texts such as picture books, traditional and contemporary stories and songs, digital and animated games, timetables, recipes and advertisements. They recognise that languages influence each other and that language and culture reflect practices and behaviours. |
| **Achievement standard** |
| By the end of Year 4, students use Turkish language to initiate structured interactions to share information related to the classroom and their personal worlds. They use modelled language to participate in spoken and written activities that involve planning. They locate and respond to key items of information in texts, using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic syntax to create texts.  Students imitate sound combinations and rhythms of spoken Turkish. They demonstrate understanding that Turkish has non-verbal, spoken and written language conventions and rules to create and make meaning. They recognise that some terms have cultural meanings. They identify patterns in Turkish and make comparisons between Turkish and English. They understand that the Turkish language is connected with culture, and identify how this is reflected in their own language(s) and culture(s). |

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| **Strand: Communicating meaning in Turkish** | | **Years 3–4** |
| **Sub-strand: Interacting in Turkish** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| initiate exchanges and respond to modelled questions about self, others, and classroom environment, using formulaic expressions  AC9LT4C01 | * sharing information about themselves, such as details of their daily routines, family, friends and things they like to do, for example, *Şarkı söylemeyi severim, Akşam kitap okurum, Sabah erken kalkarım, Bazen kardeşim ile oyun oynarım, Hafta sonunda futbol oynarım. Uyumadan önce dişlerimi fırçalarım. Uyandıktan sonra kahvaltı yaparım.* * asking and responding to questions about themselves and others, such as *Adın ne? Nerelisin? Ailen Avustralya’ya nereden geldi? Ben Türküm ve Avustralyalıyım. Ailem Avustralya’ya İzmir’den geldi.* * asking and answering questions that involve concepts such as time, place or number, including days of the week, months and seasons, for example, *Saat kaç? Saat 5. Hangi mevsimdeyiz? Kış mevsimindeyiz. Bugün ayın kaçı? Bugün ayın 20’si. Adresin nedir? Adresim ...* * expressing and responding to good wishes associated with key events in their community such as *Bayramınız kutlu olsun! Sizin de, Mutluluklar dilerim.Teşekkür ederim. Elinize sağlık! Afiyet olsun! Çok yaşa! Sen de gör!* * exchanging simple written forms of correspondence such as invitations, messages for birthdays, Mother’s and Father’s Days, religious celebrations and national days, for example, *Yarınki doğum günü partime gelir misin?* *Doğum günün kutlu olsun!* *Anneler/Babalar günün kutlu olsun! Bayramınız mübarek olsun! 23 Nisan Ulusal Egemenlik ve Çocuk Bayramınız kutlu olsun!* * following directions while moving in the classroom or in the playground, for example*, Sağa dön. Önüne bak. Geri gel, İleri git.* * comparing preferences, for example, *Futbol yerine tenis oynamak istiyorum. Benim en sevdiğim meyve muzdur. Ben kirazı muzdan daha çok severim.* * exchanging positive and encouraging comments on their own and others’ learning, for example, *Başardım! Artık ben de yapabiliyorum. Sen bunu çok iyi yapıyorsun. Bana da gösterir misin?,* andseeking advice and help from others, for example, *Tekrar edebilir misin, lütfen? Bu ne demek? O ne demektir? Anlamıyorum. Yardım edebilir misin? Bana yardım eder misin?* | |
| participate in activities that involve planning with others, using a range of familiar phrases and modelled structures  AC9LT4C02 | * exchanging opinions when negotiating roles and responsibilities for a class activity or performance, for example, Ben söyleyeyim sen yaz olur mu? Ben çizmesem olur mu? * working collaboratively and sharing decisions about content and vocabulary when designing a poster for a specific event, creating a picture book or word wall, for example, 29 Ekim Cumhuriyet bayramı için bir poster hazırlayalım. Nasreddin Hoca ile ilgili resimli, büyük bir kitap yapalım. Öğrendiğimiz yeni kelimeleri panoya asalım. * participating in a group game, taking turns and using appropriate expressions, for example, Hadi bunu beraber yapalım. Sıra sende. Ben bunu daha iyi yapabilirim. * participating in group recitals of poems on special occasions such as Mother’s Day, national days and cultural celebrations * participating in group activities such as role-plays, organising a class birthday party, and designing a treasure hunt, for example, Sen hangi karakter olmak istersin? Senem’e doğum günü pastası alalım. Yumurtaları nereye saklayalım? * preparing together and displaying a set of class rules, for example, Konuşmak için elini kaldır, Birisi konuşurken dikkatli dinle, Herkese karşı saygılı ol. * designing a class survey in groups, agreeing on the questions to ask and presenting the findings in spoken or written form, for example, Haydi anket için konumuzu belirleyelim. Ne soralım? Sınıfımızda en sevilen meyve muz oldu. * preparing, rehearsing and presenting a Turkish-themed item at school assembly * working collaboratively, using digital applications to make games to practise Turkish vocabulary, phrases or expressions | |

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| **Sub-strand: Mediating meaning in and between languages** | |
| locate and respond to key information related to familiar content obtained from spoken, written and multimodal texts  AC9LT4C03 | * recognising vocabulary, key phrases and sentences when listening to or viewing simple community texts such as sports programs or announcements, for example, spor, takım, sporcular, oyunun kuralları; Gösteri saat 7’de başlayacak. Kapılar bir saat sonra açılacak. Kapıda lütfen biletlerinizi gösterin. * obtaining information from each other and their teacher about likes, dislikes and interests, for example, en sevdiğin hayvanlar, spor, ya da oyun, and presenting findings in formats such as individual/group profiles, charts or graphs * collating information about aspects of Türkiye or Australia from texts such as magazines, brochures or maps, for example, Türkiye ve Avustralya’nın dünya haritasındaki konumu, turistik yerleri, yöresel yemekleri * participating in shared and guided reading of texts such as cartoons, poems, fairytales, and fables, responding to questions about characters, ideas and events * learning that First Nations Australian languages change according to connections and relationships between people, and giving examples of how this occurs in Turkish * collecting information from texts such as advertisements of school and community events, canteen and restaurant menus and presenting on school notice board * responding to words of songs through movement and dance, for example, Kırmızı balık gölde ..., Ellerim tombik tombik ..., Pazara gidelim ... * acting out elements of classic texts narrated by the teacher, such as Şirin Kız ve Üç Ayı, İki İnatçı Keçi, using facial expressions and actions to mirror emotions and emphasise meaning * responding to traditional songs and folk music such as halay, Erik dalı, Silifke’nin yoğurdu, for example, using wooden spoons to mark rhythm and creating and narrating their own versions of the dance |
| develop strategies to comprehend and adjust Turkish language in familiar contexts to convey cultural meaning  AC9LT4C04 | * predicting the meaning of unknown words and expressions by using context in texts such as greeting cards, invitations or public signs * finding cognates in texts to expand vocabulary knowledge, for example, *üniversite, televizyon, tren, telefon* * matching words to describe family members and relatives in Turkish and English, noticing words that have no English equivalents, such as *dayı/amca/enişte, hala/yenge/teyze, ağabey/abla* * matching Turkish and English words and phrases used in everyday conversations, for example, *ev ile ilgili kelimeler, yiyecekler, nesneler, haftanın günleri, aylar ve mevsimler*, and sorting the matched pairs into groups based on equivalence or non-equivalence * using multimodal resources to design word banks to talk about areas of personal interest or to compile common Turkish expressions, sayings and idioms that convey Turkish cultural practice * learning to use print and digital dictionaries to assist comprehension by discovering the meaning of unknown words in texts * translating and comparing familiar Turkish and English expressions, using bilingual and monolingual dictionaries, and identifying those that have no literal translation such as *Başın sağolsun. Darısı başına. Güle güle kullan. Gözün aydın. Hoş bulduk.Allahaısmarladık.* * devising simple activities that involve alternating or combining repeated words or phrases in Turkish and English, for example, using questions, idiomatic expressions and responses to develop skills in adjusting language to cultural contexts * collecting and classifying words, phrases and expressions in Turkish that also exist in English, such as *televizyon*, *radyo*, *prens, prenses*, identifying any differences in meaning or usage, for example, *köşk* – kiosk, *Osmanlı –* Ottoman * finding ways to express meaning in Turkish of Australian-English terms and expressions, for example, ‘bushwalking’ and, “Good on you!” to newly arrived migrants |
| **Sub-strand: Creating text in Turkish** | |
| create and present informative and imaginative spoken, written and multimodal texts using formulaic expressions, simple sentences and modelled textual conventions  AC9LT4C05 | * presenting information via picture stories or multimodal displays on aspects of their lives that would interest Turkish-speaking children of their own age in other contexts, for example, *Futbol ve Ben, Ailemle Piknik, Bayram Kahvaltısı, Folklor Klubündeki İlk Günüm* * presenting information to other children in the school or to their families about shared in-class projects, for example, *Okulumuzdaki sebze bahçemiz, sınıf içinde hazırladığımız zorbalığa hayır oyunu* * explaining a favourite computer game, sport or playground game, highlighting key terms and supporting information with pictures, gestures or demonstrations * creating texts such as flyers, posters or posts on the school website to advertise special events such *as bayram kutlamaları, çokkültürlülük kutlamaları, okul kermesi, nineler ve dedeler günü, Avustralya Temizlik Günü* * creating simple descriptions in Turkish and matching them to appropriate First Nations Country/Place locations in their local area or elsewhere in Australia * creating bilingual signs, posters, notices and labels in print and digital forms to be displayed in the classroom and around the school * developing simple directions and clues in print, spoken or visual formats for activities such as a treasure hunt or mystery tour, for example, *sağa dön, sola dön, ileri git, düz git* * creating a class book or digital display about their local environment, making connections with topics they have been studying in other curriculum areas, for example, *Çevremizdekibitkiler, çarşıdaki dükkanlar, parklar ...* * writing a script in Turkish for a role-play about aspects of their daily routine and presenting to a Turkish-speaking audience * composing simple dialogues between imagined characters in challenging or amusing situations, using expressions and gestures that convey emotion or humour and capture elements that are typical of the context or character * using models such as the nursery rhyme *Komşu komşu* to create and present a digital story or scripted play that uses words and expressions to build rhythm and rhyme |

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| **Strand: Understanding language and culture** | | **Years 3–4** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| recognise and use modelled combinations of sounds, pronunciation and intonation patterns of Turkish to form words and phrases  AC9LT4U01 | * learning about back (a, ı, o, u) and front (e, i, ö, ü) vowels in Turkish and applying the vowel harmony rule to high-frequency words * applying the rule of vowel harmony for suffixes with root words and learning about exceptions to the rule in relation to loan and compound words and to some Turkish words such as *bugün, kardeş* and *kalem* * developing awareness of the devoicing and doubling of final consonants, as in *kitap- kitabı, kanat-kanadı, sokak-sokağa* and *git-gittim, sır-sırrım* * learning the pronunciation and spelling of high-frequency words with *yumuşak g* (soft g) ğ, as in *yağmur* and *ağaç,* and understanding that this sound is never used at the beginning of words * noticing how people adapt language when speaking with young children, using expressions such as *bebişim, cici,* and how young children speak differently to adults and older children, for example, using the ending -*cik*as in *anneciğim ve babacığım* when talking to parents | |
| recognise some language conventions, grammatical structures and basic syntax in familiar texts and contexts  AC9LT4U02 | * understanding spelling patterns, the spacing rule and the application of vowel harmony to question endings such as *Alır mısın? Alıyor musun?* * understanding the use of an apostrophe for separating proper nouns from their inflectional suffixes, as in *Tarık’ın* and *İstanbul’da, Avustralya’nın* * describing quantity, using cardinal numbers, *yüz, iki yüz, üç yüz, bin,* and ordinal numbers using the *-inci* suffix and its variations, *birinci, ikinci, üçüncü* * asking and responding to questions to seek information, such as *Olay ne? Nerede geçti? Neler oldu? Neden oldu? Ne zaman oldu? Karakterler kimdi?,* and using imperative forms such as Başla! Başlayabilirsin, Kalk! Kalkabilirsin! Çabuk gel! * using a range of simple conjunctions to link basic ideas and action, for example, -*den önce (öğleden önce), -den sonra (öğleden sonra), ile/-(y)le (kalemle, silgiyle), ama, çünkü* * constructing simple and compound sentences such as *Eve geldim. Hediyeyi gördüm. Eve gelince hediyeyi gördüm.* * using comparatives and superlatives such as *en* and *daha* plus *çok/az* to talk about likes, dislikes and interests, for example, *En sevdiğim oyun. Daha çok arkadaş istiyorum. Arkadaşımdan daha az param var.* * using a range of verbs, adjectives and adverbs to describe and elaborate on action, time, places and people, for example, *Mavi köşkte yaşıyordu. Kısa saçlı biriydi. Çok dikkatli yürü!* and *Dün sabah geldi.* * understanding and using *-(i)r*, *-(u)r, -(a)r* simple present tense suffixes to express habitual actions and facts, for example, *Güneş doğudan doğar. Batıdan batar. Dişlerimi fırçalarım.Erken yatarım.Erken kalkarım.* * recognising and using simple verb tenses with negation and affirmation suffixes to form sentences such as *biliyorum/bilmiyorum, okur/okumaz, uyudu/uyumadı, geleceğim/gelmeyeceğim, gitmiş/gitmemiş* * using common interrogative pronouns such as *kim, hangi, ne, neden, kaç, for example, Bu akşam bize saat kaçta geleceksin? Doğum günü partisine kimler gelecek?* * identifying exclamations and exploring the range of emotions they express and the contexts in which they are used, for example, *Ay! Ya! Öf be!* * understanding and using the simple past tense suffix *-d(i/ı),* for example, *Annem çarşıdan ekmek aldı* * indicating direction, using prepositions, for example, *ileride, ortasında, üzerinde, köşesinde, aşağıda, yukarıda, doğu, batı, kuzey, güney* * using honorifics such as *Yaşar amca, Ayşe teyze* | |
| recognise familiar Turkish language features and compare with those of English, in known contexts  AC9LT4U03 | * understanding that Turkish is a phonetic language and that every letter represents a single sound * noticing that Turkish uses diacritic marks to assist pronunciation * recognising that Turkish and English have the same punctuation rules, for example, using a capital letter at the beginning of sentences and a full stop at the end of a sentence, commas, question marks and exclamation marks * comparing how people speak or refer to other people in Turkish and English, such as to older relatives, classmates or teachers, and recognising that Turkish and English have different ways of showing politeness, for example, *abla, ağabey, amca, teyze, öğretmenim* * comparing familiar texts in Turkish and English and noticing features they have in common, for example, the start of fairy tales in Turkish *Bir varmış, bir yokmuş, evvel zaman içinde* ... compared with ‘Once upon a time …’ in English, and analysing rhymes, lines and verses in Turkish and English poems * exploring different types of texts in Turkish and English, and identifying purpose and intended audience, for example, differences between *elektronik yazılı, mesaj-telefon, görüşmesi, yazılı diyalog, masal-fıkra* * finding English words used in Turkish, such as *web sitesi, sosyal medya* and *tişört,* considering differences between these and the types of Turkish words used in English * identifying loan words from other languages, for example, *tren, doktor, baklava, çikolata, sıfır, şeker, tiyatro, balkon,* and discussing why particular kinds of words are more likely to be adopted * recognising the sentence structure in Turkish as subject+object+verb, for example, *Burak* (subject) *ayakkabısını* (object) *temizledi.* (verb), whereas English sentence structure is subject+verb+object | |
| **Sub-strand: Understanding the interrelationship of language and culture** | | |
| identify connections between Turkish language and cultural practices  AC9LT4U04 | * recognising how language varies when used to greet, apologise and show appreciation with friends, family, elders and less familiar people, for example, the use of first names only in greeting cards to friends compared to the use of honorifics to older family members or authority figures, such as *teyze, amca* * noticing that languages carry cultural information, for example, identifying words or expressions in Turkish, English or other languages which only ‘work’ in that language, for example, *Güle güle kullan, Afiyet olsun, Helal olsun, Ellerine sağlık* * finding examples of forms of address or expressions associated with cultural events that reflect Turkish values and traditions, for example, *Dedeciğim, iyi bayramlar.Allah kabul etsin* * exploring representations of information used in cultural expressions of First Nations Australians, and making connections with those of Turkish language and culture(s), for example, the different regional words used by First Nations groups to identify themselves such as Zenadth Kes,Koori, Koorie, Noongar and Nunga, and comparing this with Turkish-speaking cultural groups * noticing how values such as politeness, affection or respect are conveyed in Turkish, for example, by comparing interactions in their family and home community with interactions they observe in non-Turkish-speaking families and communities, for example, *yavrum, canım, bir tanem, lütfen* * comparing their impressions of aspects of children’s lives in different Turkish-speaking regions as represented in video clips, television programs and stories, for example, ways of playing games, preparing and eating food, telling stories or interacting at school, home or in the community * recognising variations in language use among different community or social groups, and identifying how they reflect cultural values, hierarchies or relationships, for example, referring to anyone older than you as uncle *amca* or older brother *ağabey* and aunt *teyze* or older sister *abla* * recognising that in each culture there are general rules about what to say and do, when, where and with whom, and that these rules differ from culture to culture * demonstrating gestures or behaviours that they feel ‘belong’ with the Turkish language and are associated with their sense of identity, comparing with other gestures or behaviours that they identify with other cultures * exploring the meaning of ‘culture’, and how it involves a range of elements unique to a person’s identity, such as dress, food, where they live, how they celebrate, and the language(s) they speak | |

Years 5–6

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| **Band level description** |
| In Years 5 and 6, Turkish language learning builds on each student’s prior learning and experiences with language. Students communicate and work in collaboration with peers and teachers in purposeful, creative and structured activities involving listening, speaking, reading, viewing, and writing. They interact in Turkish to exchange information and ideas relating to their interests, school and local environment, and engage with Turkish-speaking communities in person or via digital access. Background-language learners and second-language learners may work independently and/or in groups to collaborate and share learning, with support. Students use print and digital resources to extend their learning.  Students engage with a range of spoken, written and multimodal texts that may include authentic stories, posters, notes, invitations and procedures. Background-language learners may share authentic resources from their local community with their peers. Students recognise how diacritic marks affect pronunciation and meaning. They understand that some words and expressions are not easily translated, and that communication and identity reflect diverse cultural practices, behaviours and values. |
| **Achievement standard** |
| By the end of Year 6, students initiate and use strategies to maintain interactions in Turkish language that are related to their immediate environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Turkish or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas and use conventions appropriate to text type.  Students apply rules for pronunciation and intonation in spoken Turkish. They apply conventions of spelling and punctuation, and use modelled structures, when creating and responding in Turkish. They compare language structures and features in Turkish and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity. |

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| **Strand: Communicating meaning in Turkish** | | **Years 5–6** |
| **Sub-strand: Interacting in Turkish** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| initiate and sustain modelled exchanges in familiar contexts related to students’ personal worlds and school environment  AC9LT6C01 | * exchanging information about significant people, such as family members, friends and teachers, their relationship, physical appearance and characteristics/qualities, for example, *Babamın azmine hayranım. Berna’nın kahverengi saçları vardır. O, çok çalışkandır.* * agreeing, or disagreeing politely with each other’s opinions or negotiating changes when working together and discussing topics related to the school environment and their personal worlds, for example, *Bence de. Haklısın aynı fikirdeyim. Bence öyle değil. Ben sana katılmıyorum. Ne tercih edersiniz? Şöyle yaparsak … daha iyi olur.* * sharing information about social activities, special community celebrations or events, for example, *29 Ekim Cumhuriyet Bayramında ben şiir okudum. Ramazan bayramında dedem bana harçlık verdi.* * participating in online exchanges such as secure video blogs with sister schools in Türkiye or other Turkish-speaking contexts, comparing interests, routines and social activities * exchanging written or digital texts such as cards, emails or letters to invite, congratulate or thank someone, for example, *Lütfen buyurun! Davetlisiniz. Gözün aydın! Güle güle oturun! Hayırlı ve uğurlu olsun! Tebrikler! Teşekkür ederim* * sustaining interactions with others by asking questions, using active listening skills and providing feedback, for example, *Siz ne düşünüyorsunuz? Evet! Tabii ki. İlginç! Sen ne dersin?* * interacting during group learning experiences by asking each other questions, for example, *Ben ne yapabilirim? Sen not alır mısın? Bu sayfayı mı okuyacaktık? Ne dersiniz?* * conducting a simulated interview with someone they consider a role model such as a sports figure, a musician, artist, teacher, family or friend, for example, *Kendinizi kısaca tanıtır mısınız? … a ilginiz ne zaman başladı* * providing each other with feedback about their learning experiences, giving advice or reminders, for example, *Süper! Harika! Mükemmel! Unutma! Çok zor!* | |
| participate in activities that involve planning and negotiating with others, using language that expresses information, preferences and ideas  AC9LT6C02 | * exchanging information to organise a meeting with friends, discussing where and when it will take place, for example, Yarın kaçta buluşalım? Toplantı için hangi tarih ve yer sizin için uygundur? Kimler katılacak? * planning and creating displays or resources such as timelines, schedules, posters or school and community events * making print or digital invitations and arrangements for a shared event or experience such as a class party, special Turkish-speaking visitors or a film afternoon * planning a real or imagined trip to Türkiye, agreeing on itinerary and packing list, for example, Bu yaz Türkiye’ye gidip Bodrum’da tatil yapacağım. Yanına mutlaka güneş kremi almalısın. * participating in and adapting scenarios related to purchasing goods and services such as bargaining scenarios, buying souvenirs or ordering food, for example, Aa bu çok pahalıymış! En son kaça olur? İki ayran iki de döner dürüm alabilir miyiz? * planning a campaign, for example, to introduce healthy Turkish food at the school’s multicultural event(s), raise awareness about pollution or to promote harmony and positive relationships, and creating posters, pamphlets and flyers or making presentations to the class, parents and school community members * planning for a Turkish-speaking guest interview by developing a list of questions such as Kendinizi tanıtır mısınız? İlgi alanlarınız nelerdir? * preparing performance texts such as Hacıvat ve Karagöz oyunları, skeçler, piyesler, marşlar, and Ramazan manileri to present to younger students at a community event or school assembly | |
| **Sub-strand: Mediating meaning in and between languages** | | |
| locate and process information and ideas in a range of spoken, written and multimodal texts, and respond in different ways to suit purpose  AC9LT6C03 | * gathering and comparing information from different sources on topics such as family life, cultural trends, changing social behaviours, community or schooling in Turkish and Australian contexts * collecting and presenting information from a range of print and digital resources about features of their local environment, for example, water, bush care, ecosystem, wildlife * consulting online catalogues and websites, comparing prices and values, discussing intended purchases and budgeting for hypothetical shopping expeditions, for example, *İndirimli satışlar varmış. Bu çok pahalı! Bu hem daha ucuz ve kaliteli.* * listening to or viewing First Nations Australian authors’ stories in English and responding to them using words, formulaic expressions and modelled sentences in Turkish * locating information about children’s social activities in different Turkish-speaking regions of the world, drawing comparisons with typically Australian activities and things they do in their own local-community context * listening to, reading or viewing traditional folktales, contemporary stories and cartoons, responding by retelling or re-enacting the story in their own words or by creating a timeline to track a sequence of events * presenting a critical review of a song, story or television program, using evaluative language such as *Ben … çok beğendim çünkü …, … hiç sevmedim. Çok üzücüydü* * describing their reactions to imaginative texts that evoke responses such as sadness, fear or excitement, relating them to their own experiences by using stem statements such as *Bir defa benim de başıma gelmişti … Ben de benzer bir olay yaşadım …* * conducting interviews with family members or friends to collect stories of migration to Australia, and then identifying words and expressions that reflect important values and feelings such as *gurbet, sıla, özlem, heyecan, güvenlik, dostluk, komşuluk* | |
| apply strategies to interpret and convey meaning in Turkish language in familiar non-verbal, spoken and written cultural contexts  AC9LT6C04 | * gathering information from a range of print and digital resources about social and cultural activities in their community, making a list of terms, expressions such as *Bayramınız kutlu olsun! Geçmiş olsun! Kolay gelsin!Tebrik ederim!,* or behaviours such as welcoming the guests by standing up and waiting for those older than themselves to start eating * identifying words that are similar in Turkish and English, comparing their spelling, pronunciation, intonation and stress, for example, *ağustos, alfabe, ansiklopedi, çikolata, doktor, elektrik, fotoğraf, laboratuvar, paraşüt, tren, veteriner, yogurt* * identifying loan words and phrases used in domains such as food, music or social media and discussing how the Turkish language and associated behaviours reflect contemporary and global influences, for example, the use of *İnternet sitesi, rap yapmak, fast food, part-time, miting* * finding expressions used in advertisements, shop signs or folktales in English that convey similar meanings to Turkish phrases such as *ateş pahası, darısı başına, kulakları çınlamak, pabucu dama atılmak, demli çay* * explaining in English the meaning of Turkish expressions that do not translate literally, comparing with expressions in English for which there are no easy Turkish translations such as *gözüne girmek, dikkat kesilmek, dolap çevirmek* * learning to use bilingual print and digital dictionaries, identifying issues such as multiple meanings for words and the fact that meaning is not always literal * considering English words and expressions used in other curriculum areas, such as drought, bushfires, famine, flood, snowstorm, and earthquakes, and applying strategies to convey the meaning in Turkish, for example, *kuraklık, orman yangınları, açlık, kıtlık, sel, kar fırtınası, depremler* * understanding how language is adapted to reflect levels of politeness and formality, and to reflect relationship, age and intention, for example, comparisons such as: using the pronoun *siz* and the second plural indicator *-iz* to indicate greater politeness in requests such as *Gelir misiniz lütfen?* rather than *Gelsene;* using titles such as *Hanım/Bey/ Sayın* instead of *sevgili, canım,* and using first names to address family and friends in informal letters * using movement, facial expressions and actions to interpret meaning in texts such as *Karagöz ve Hacivat* or *Nasrettin Hoca*, identifying key messages and amusing moments * collecting examples of proverbs used in their families and discussing how to explain their meaning to non-Turkish-speaking friends, for example, *Damlaya damlaya göl olur. Ağaç yaş iken eğilir. Güneş giren eve doktor girmez ... Denize düşen yılana sarılır.* * reflecting on instances when their use of Turkish, English or other languages has been misinterpreted and discussing possible reasons for this, for example, offering cologne to guests to refresh themselves may be misinterpreted by non-Turkish visitors | |
| **Sub-strand: Creating text in Turkish** | | |
| create and present a range of informative and imaginative spoken, written and multimodal texts using a variety of modelled sentence structures to sequence information and ideas, and conventions appropriate to text type  AC9LT6C05 | * presenting information related to elements of Turkish lifestyles and culture to students in the school who are not learning Turkish, for example, *kırsal ve kentsel yaşam, Türk hamamı, Türk kahvesi, geleneksel el sanatları, halk dansları* * designing a menu for a Turkish meal which includes footnotes in English to explain characteristics and ingredients of unfamiliar dishes such as *imambayıldı, Alinazik, mücver, hünkarbeğendi* * creating a multimodal profile of their local community for newly arriving migrants from Turkish-speaking regions of the world highlighting aspects such as local facilities and places of interest * creating a class print or digital poster, locating and describing, in Turkish, a specific First Nations Country/Place location in a local or regional context, or elsewhere in Australia * creating a poster for young people to promote upcoming events in their community, for example, *mezuniyet balosu, eğlence gecesi, 19 Mayıs ve Gençlik ve Spor Bayramı* * assembling an information pack to support new students arriving at their school, including a glossary of key terms that may need explaining, for example*, sınıf, müdür odası, öğretmenler odası, nöbetçi öğretmen, revir, kantin, ofis, lavabo, kütüphane, spor salonu, konferans salonu* * creating an interactive presentation for younger children, friends or members of their extended families to showcase their bilingual/multilingual experience and identify the advantages of being able to communicate in more than one language * creating their own lyrics modelled on a traditional Turkish song such as *Tren Gelir Hoş Gelir* and *Tin Tin Tini Mini Hanım* * creating and sequencing captions in English for images in Turkish storybooks such as *Karagöz ve Hacıvat, Nasrettin Hoca* and *Keloğlan* * creating digital profiles of characters they enjoy in different stories, plays or poems, providing descriptions of physical appearance and character traits, and examples of the ways they speak and behave * composing a personal response or commentary, such as a letter or journal entry, to a message conveyed by a character in a folktale, legend or fable relating to a concept such as truthfulness, courage or honesty, for example, *Ağustos Böceği ile Karınca, Kaplumbağa ile Tavşan, Karga ile Tilki* * using puppet characters from traditional texts such as *Karagöz ve Hacıvat* to create and enact representations of relationships and experiences from their own worlds * creating and performing texts to entertain others, incorporating elements such as dance, mime, singing and narration, and referencing values and traditions associated with Turkish communities | |

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| **Strand: Understanding language and culture** | | **Years 5–6** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| apply knowledge of combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency and rhythm to known words and phrases  AC9LT6U01 | * recognising differences in the pronunciation of long and short vowels with and without accents * understanding that the length of a vowel and accent can change meaning, as in *hala-hâlâ*, and can palatalise the previous consonant, as in *kar-kâr* * understanding sound assimilation, for example, how in words ending in k, the k softens to become *yumuşak* g (soft g), ğ before suffixes starting with a vowel, for example, *kulak – kulağıma, küçük-küçüğüm* * understanding how to use emphasis to enhance meaning, for example, using high-pitch tone and primary stress at the end of words, as in *gel′dim ya!* * understanding how stress is usually placed on the last syllable in Turkish, except in the case of some question words, compounds and placenames, such as *Ankara, Türkiye, Bulgaristan, Gürcis′tan, hangi, niçin* * applying the principles of vowel harmony and sound assimilation of consonants and 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, -çü çöpçü, -da tabakta, -ta kitapta, -ta ağaçta, -te sepette* * understanding the pronunciation of loan words, including vowels and consonant clusters, for example, *plaj, spor, tren, traş, kravat* * recognising the effect of non-verbal language and tone in reinforcing meaning in spoken Turkish, for example, when expressing *Buyurun! Vay be! Bittim ya! İnanmıyorum! Git yaa! Eeee, başka? Hadi be! Öf ya!* * recognising how variations in language use reflect different feelings, moods or attitudes, for example, the respectful tone of devotional texts compared with the liveliness, humour and colour of *Nasrettin Hoca fıkraları, Temel fıkraları, Çizgi filmler, fabllar* * adapting modelled examples of tongue twisters such as *Al Şu Taka Tukaları Taka Tukacıya Götür* to experiment with a range of letter combinations and sounds | |
| use knowledge of modelled grammatical structures and formulaic expressions to compose and respond to texts, using appropriate punctuation and textual conventions  AC9LT6U02 | * recognising and using verb conjugations, for example, ‘oku-mak’ in simple present tense: oku-r-um, oku-r-sun, oku-r, oku-r-uz, oku-r-sunuz, oku-r-lar and in present continuous tense: oku-yor-um, oku-yor-sun, oku-yor, oku-yor-uz, oku-yor-sunuz, oku-yor-lar * recognising and using nominal conjugations through adjective- and noun-making suffixes such as -lı, -li, -lu, -lü as in kar-lı, kir-li, toz-lu…; -lik, -lık, -luk, -lük as in yaz-lık, göz-lük…; -cı, -ci, -cu, -cü/-çı, -çi, -çu, -çü as in gemi-ci, kira-cı, su-cu, ekmek-çi..; -gı, -gi, -gu, -gü as in sar-gı, sil-gi,..; -sız, -siz, -suz, -süz as in ev-siz, tuz-suz * applying the rule of major vowel harmony when adding nominal case endings *-(e), -(i), -d(e), -d(e)n* to different nouns, such as *ev-e, ev-i, ev-de, ev-den, ev-in* * learning the correct written form of suffixes, for example, instead of using spoken/colloquial predicates such as *gelcem* or *alcan*, using the written form, *geleceğim* and *alacaksın;* instead of using *geliyom*, using the correct spelling *geliyorum* * using interrogative word endings in different tenses depending on personal pronouns, for example, *Geliyor musun? Gelecek misiniz?* * using the negative marker *-m(a)*, as i*n Bayramda tüm okullar tatile girmeyecek.* and the adverb for negation*, değil,* to negate any sentences without a verb, and using appropriate suffixes, *değil-im, değil-sin,* as in *Bayramda tüm okullar tatile girmeyecek değil mi?* * using conjunctions and comparatives to evaluate and express opinion, for example*, -a göre, sence, hiç/çok uzun değil* * using appropriate endings for subject+verb agreements in simple and compound sentences, for example, *Herkes onu çok seviyor, hiçkimse ona kızamıyor.* * using the conditional marker (suffix) -s(e) and/or the word eğer in compound sentences, for example*, (Eğer) yağmur yağarsa geziye gitmeyeceğiz.* * recognising and using compound and some complex sentences, for example*, Akşam erken yatmama rağmen sabah uyuyakaldım. Sınavdan düşük not aldım çünkü hiç çalışmadım.* * recognising different types of formal and informal honorific forms such as *Sayın, Bey/Hanım, amca, teyze* | |
| compare some Turkish language structures and features with those of English, using some familiar metalanguage  AC9LT6U03 | * comparing language used in texts, for example, descriptive language in recounts or narratives, humorous language in comics and verse, persuasive language in advertisements, instructional language in recipes and manuals, expository language in news reports * analysing characteristic features of texts, for example, the use of abbreviations and emoticons in texting, rhetorical questions in advertisements, numerical terms in recipes and receipts, emotive and rhyming words in song lyrics, headings in secure blogs and on websites * discussing the use of imagery in different kinds of creative texts, identifying how this helps to convey meaning and engage/entertain the audience in Turkish and English * discussing how poems or song lyrics, such as *Bir başkadır benim memleketim* and *Çanakkale Türküsü* create moods such as *özlem ve acıma* and tap into particular emotions by using techniques such as repetition, rhyme and direct forms of address, and compare with techniques used in English poems and song lyrics * building metalanguage to talk about grammar, using terms such as bağlaçlar, özne ile yüklem uyumu, -de/-da ekler, ilgi zamiri ­-ki, edatlar * learning basic metaphors, similes such as *çantanın gözü,* *aslan gibi,* and common idiomatic expressions and proverbs, for example, *Damlaya damlaya göl olur. Ateş pahası! Nazar değmesin!;* and comparing these figures of speech with usage in English | |
| **Sub-strand: Understanding the interrelationship of language and culture** | | |
| recognise that language reflects cultural practices, values and identity, and that this impacts on non-verbal, spoken and written communication  AC9LT6U04 | * understanding that the use of honorifics such as *Ali ağabey (Abi), Fatma abla, Mehmet amca, Mustafa dayı, Ahmet bey, Nazmiye hanım* can be varied when speaking to an older person who is less familiar, depending on their age and degree of closeness * identifying adjustments they make when moving between Turkish and English at school and at home, such as using different forms of address to show respect or affection, for example, in Turkish classrooms, teachers are addressed as *öğretmenim/hocam* whereas in English classrooms, teachers are called by their title and last names, and discussing why these adjustments are necessary * reflecting on how interacting in Turkish feels different from interacting in English and identifying elements that feel culturally specific * exploring, in Turkish or English, how language and culture are expressed through First Nations Australians’ song, dance or artworks, considering similarities and differences in an aspect of the cultural expressions of Turkish-speaking people or communities * understanding that people interpret and respond to intercultural experiences in different ways depending on their own cultural perspectives, recognising the validity of different perspectives and questioning notions of ‘right’ or ‘wrong’ ideas or behaviours * noticing ways in which the Turkish language reflects values and traditions of Turkish communities, for example, *Nazar değmesin! Güle güle kullanın!* * comparing superstitions across cultures, for example, *Yerde uzanan çocukların üzerinden atlama. Geceleyin tırnak kesilmez. tahtaya vurmak, yıldız kayarken dilek tutmak* compared with ‘breaking a mirror will bring you 7 years of bad luck’, researching their origins and considering their relevance today * considering how Turkish interactions such as mealtimes reflect cultural practices and values associated with family life, food and social relationships, for example, greetings, mealtimes, table manners * identifying examples of values and traditions that may not be familiar to members of other language communities, for example, ways of addressing people, behaviour and interactions around mealtimes * understanding the cultural significance of features of types of texts such as anonymous or Anatolian stories in the lyrics of *türkü*, the use of oaths in *Andımız*, characterisation in Turkish *Nasrettin Hoca ve diğer fıkralar*, *Karagöz ve Hacıvat gölge/kukla oyunu* and *masallar*, the use of *deyimler ve atasözleri in destanlar* * exploring the meaning of ‘culture’, how it involves visible elements such as ways of dressing, eating and dancing, and less visible elements such as ways of thinking and valuing | |

Years 7–8 (F–10)

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| **Band level description** |
| In Years 7 and 8, Turkish language learning builds on each student’s prior learning and experiences. Students use Turkish language, in person or via digital access within and beyond the classroom. Background-language learners and second-language learners may interact and collaborate within and beyond the classroom to facilitate learning. Students listen, speak, read, view and write to exchange information, ideas and opinions about their worlds. They work increasingly independently, individually and in groups, and continue to receive feedback and support from peers and teachers as required. Students access a range of spoken, written and multimodal texts from an increasing range of authentic traditional and contemporary sources which may include audio and video clips, online magazines, advertisements, stories and articles. Background-language learners may source texts and other resources from their local community to share with peers. Students use their English and/or Turkish literacy knowledge of metalanguage in an increasing range of contexts to reflect on similarities and differences between Turkish and English language structures and features. They recognise that language choices reflect cultural identity, beliefs and values. |
| **Achievement standard** |
| By the end of Year 8, students initiate and maintain interactions in Turkish language in familiar and some unfamiliar contexts related to a range of interests and experiences. They use Turkish to collaborate and problem-solve, and adjust language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses. They select and use vocabulary, sentence structures and expressions to create texts.  Students apply the conventions of spoken Turkish to develop fluency. They demonstrate understanding that spoken, written and multimodal texts use different language conventions, structures and features to convey meaning. They comment on structures and features of Turkish text, using metalanguage. They reflect on how the Turkish language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity. |

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| **Strand: Communicating meaning in Turkish** | | **Years 7–8 (F–10)** |
| **Sub-strand: Interacting in Turkish** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| initiate and sustain exchanges in familiar and some unfamiliar contexts related to students’ experiences, feelings and views, adjusting their language in response to others  AC9LT8C01 | * using fillers, asking for clarification, requesting more details or how to spell or say a word, phrase or expression in Turkish to sustain interaction, for example, Eee? Anlayamadım, biraz daha açıklar mısınız? Biraz daha detay verebilir misiniz? O kelimeyi ird aha söyler misiniz? Yapma ya! Öyle mi? Gerçekten mi? * comparing aspects of their personal worlds, such as home, school and social lives, including their use of different languages and involvement in different cultural practices, for example, aile yaşamı, düğünler, batıl inançlar, misafirperverlik (konukseverlik) * sharing significant events or milestones in their lives as members of a multicultural society and comparing with those of their peers, for example, Türkiye’ye ilk ziyaret, Avustralya’ya ilk geliş, düğünler * **i**nitiating written exchanges such as writing to a student in a Turkish-speaking community, requesting information and responding appropriately, for example, Sevgili … Sana … hakkında ... bilgi almak için yazıyorum. Bana yardımcı olur musun? Mektubuma cevap verdiğin için teşekkür ederim. Paylaştığın bilgiler çok işime yaradı. * sharing opinions about issues of shared interest, such as parental expectations, peer pressure or standing up for self and others, identifying points of consensus or disagreement, for example, *Annem işlerimi çabucak ve zamanında yapmamı ister ama babam bu konuda biraz daha esnek. Akran baskısı negatif yönde olduğunda gençler zarar görebilir. Farklılıklarımızı birbirimizi kırmadan konuşup ortak yolu bulmaya çalışmalıyız.* * acknowledging others’ ideas and opinions and indicating agreement or disagreement in non-judgemental ways, for example, Sana katılıyorum ama … Seninle tamamen aynı fikirdeyim. Sana katılmıyorum çünkü … Ben aynı fikirde değilim * engaging in face-to-face or secure online discussions about shared interests, from different contexts and perspectives, for example, fashion, healthy eating, music, dance, sports, online language learning tools or experiences such as being part of different friendships and interest groups, using Turkish and English * contributing to posts on secure websites or secure online forums which provide examples of challenges involved in bilingual communication in Turkish or English, for example, sayings such as ‘to cost an arm and a leg’, ‘snags’ and ‘good on you!’ versus ateş pahası, ekmek arası, aferin! * using descriptive and expressive language to encourage feedback and to express empathy or indicate agreement or opinion, for example, *Nasıl sence bu yazı? Böyle iyi olmuş mu? Çok mantıklı geliyor. Ne hissettiğini anlayabiliyorum. Katılıyorum. Haklısın. Bence bu doğru. Devam et iyi gidiyorsun.* | |
| collaborate in activities that involve the language of transaction, negotiation and problem-solving to plan projects and events  AC9LT8C02 | * organising class events, for example, a lunch, an important event or a performance * planning an advertising campaign to improve outcomes for young people, for example, to encourage reading, exercising, taking up a hobby, improving technology literacy or promoting the importance of keeping their mother tongue or home language(s) alive * making a video or multimodal presentation to exchange information about the area in which they live and places of significance for them, for example, Doğduğum ev/hastane. Okula ilk başladığım semt. Futbola ilk başladığım kulüp. * participating in a collaborative project such as contributing to a school newsletter, secure blog or making posters to promote awareness and understanding of an important issue for the school community, for example, Okul bülteni için bir makale yazabilirim. Bence bu konuya blogunda yer vermelisin. * participating in simulated transactions and negotiations, such as to purchase clothing, souvenirs or transport, for example, Bunun fiyatı ne kadar? En son kaça verirsiniz ? Bu çok pahalı ! Biraz indirim yapabilir misiniz ? * planning and collaborating in popular activities and events for young people from Turkish-speaking backgrounds, for example, music concerts, sports, cultural festivals, youth camps, exhibitions and celebrations * planning interviews with Turkish-speaking residents in nursing homes, on various topics such as migration, life experiences in Australia, career choices and family history, and preparing a presentation using digital tools and apps * connecting with peers to promote Turkish language and culture in local libraries and primary schools * creating resources collaboratively to help others, such as compiling helpful hints for new students, a guide for those travelling to Türkiye for the first time, or a step-by-step instruction sheet for teaching a new skill * creating shared reference resources to support class projects on different topics such as health, environment, science, geography, tourism, and classifying information according to concepts | |
| **Sub-strand: Mediating meaning in and between languages** | | |
| interpret information, ideas and opinions in a range of spoken, written and multimodal texts, and respond appropriately to cultural context, purpose and audience  AC9LT8C03 | * listening to or reading about issues that concern young people in Turkish-speaking communities, and expressing opinions and feelings * listening to or viewing informative texts such as television documentaries or feature articles, and noting key words, specialised terms or points of information to reuse in their own newsflash or article * conducting research into aspects of Turkish life to produce a multimodal presentation for a school event * listening to, reading or viewing First Nations Australian authors’ stories in English and responding to them in spoken or written Turkish * using the internet responsibly to research, or using secure digital tools to engage with Turkish-speaking students around the world, to discover young people’s lifestyles across cultures and contexts, and comparing information to identify the influence of factors such as geography, climate, and social and community environment * gathering information about well-known people in fields such as sports, entertainment, pop culture, the arts or history, to create a profile to present to their peers * listening to popular song lyrics or viewing current television programs and comparing representations, values and social commentary with those conveyed in traditional short stories such as *Kaşağı* or *Eskici,* and novels such as *Çalıkuşu or Hababam Sınıfı* * discussing television series or songs, such as *Türk dizileri, Türkçe pop, şarkılar ve türküler*, identifying either shifts in social or cultural attitudes from those reflected in traditional texts such as *efsane,* or evidence of continuing values across time * watching Turkish *Yeşilçam* movies and taking notes to participate in classroom discussions regarding similarities and differences with movies produced today * creating a shared database of information produced in different media which reflects Turkish lifestyles over different times and contexts, classifying material in domains such as fashion, family, leisure, sport, work or culture | |
| interpret and adjust non-verbal, spoken and written language to convey meaning in Turkish language in familiar and some unfamiliar cultural contexts  AC9LT8C04 | * paraphrasing words or expressions that require cultural knowledge of events or personal celebrations, such as *kına gecesi*, noting the dangers of literal translation, for example, *Çay, kahve alır mısın?* Instead of *Çay, kahve içer misin?* * identifying language associated with cultural categories such as family life, clothing or superstitions when translating short texts from Turkish into English, noticing when expressions require explanation as well as translation * translating short excerpts of folktales, stories, songs or plays into English, demonstrating how some cultural elements cannot be translated literally, for example, the opening rhymes of fairy tales such as *Bir varmış, bir yokmuş. Evvel zaman içinde, kalbur saman içinde, pireler berber, develer tellâl iken ben anamın beşiğini tıngır mıngır sallar iken* … or the closing of stories such as *Gökten üç elma düşmüş, biri masalı anlatana, biri dinleyene, biri de bütün iyi insanlara.* * comparing versions of fairy tales such as *Snow White*, *Little Red Riding Hood* and *Cinderella* in Turkish, noticing challenges related to the use of tenses, such as *miş’li Geçmiş Zaman*, to vocabulary equivalence and to the translation of cultural elements * noticing variations in language use according to context and relationship, for example, by identifying differences in exchanges in English such as, “Apologies for any inconvenience caused”, “Not at all”, “Sorry mate”, “No worries” and in Turkish, *Kusurumuza bakmayın lütfen. Çok özür dilerim anneciğim. Rica ederim. Lafı mı olur? Ne olur affedin beni!* * comparing their own translations of short texts with those of their classmates, then comparing both to versions produced by bilingual print or digital dictionaries, discussing reasons for variations and discrepancies * recognising features of language used in different texts which identify the intended purpose and audience, for example, *Beğenmiyorum. Hiç beğenmedim. Bu hoşuma gitti. Tam bana göre!* * considering why some topics of conversation such as *duygular, saygı göstermek* may be approached differently in Turkish and English, and adjusting language appropriately * identifying and interpreting examples of colloquialisms, slang and idioms typically used by young people, such as *fırça çekmek, tuzlu, kafa ütülemek, boş yapmak sallamak* * analysing how Turkish proverbs and idioms are used differently in different text types and modes of delivery, for example*, fıkralar, hikayeler, mektuplar* or *resmi konuşmalar* * interpreting language samples that show how people vary their language based on their relationships with others, different situations, social status and cultural backgrounds, for example, language used by teachers to students, students to students, politicians’ speeches to electorate * recognising features of language used in different texts which identify intended purpose and audience, for example, *Beğenmiyorum. Hiç beğenmedim. Bu hoşuma gitti. Tam bana göre!* * identifying expressions, words and phrases in Turkish children’s songs, poems and storybooks which have no direct English equivalents, for example, from the stories of *Hacıvat ve Karagöz,* the words *sadaka* and *mirasyedi;* from *Dilenci Hacıvat*, the phrase *avucunu yalamak;* from *Parayı Kim Buldu?* The expression *Ellerin dert görmesin* | |

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| **Sub-strand: Creating text in Turkish** | |
| create and present spoken, written and multimodal, informative and imaginative texts for specific purposes, selecting vocabulary, expressions, grammatical structures, features and conventions appropriate to text type and context  AC9LT8C05 | * presenting information gathered from different media sources to raise awareness or invite action on a social or community issue such as language learning in Australia, a healthy lifestyle, or environmental pollution, using a combination of print, sound, visual images and hyperlinks * reporting on good news items such as successful fundraising activities, academic or sporting achievements via posts on the school website or segments on local radio * combining modes of presentation such as displays, videos or music to present an overview of Turkish cultural themes such as family life, hospitality and marriage * creating a print or digital poster in Turkish to promote travel to a significant cultural location on a First Nations Country/Place, including what to see and do * creating subtitles, captions or commentaries for texts such as video clips, displays or slide shows which introduce the school community to significant aspects of Turkish cultural and national celebrations * developing a glossary of ICT terms and using the terms in their own texts, for example*, bilgisayar, fare, yükleme/indirme, ağ, e-posta, biligisayar korsanı, yazıcı,aktarma, sanal alem, uygulama, tablet, özçekim* * creating menus or programs for Turkish-themed events, with key items or information in Turkish and explanatory footnotes or glossaries in English * collaborating with peers to create imagined scenarios between contemporary versions of characters or events encountered in traditional Turkish literature or songs * selecting an imaginative text that they enjoy, such as a poem or song, and adapting it to a different text genre such as a rap or children’s story, for example, *Süt içtim dilim yandı, Mavi Boncuk, Sev kardeşim, Domates biber patlıcan- Barış Manço* * creating texts to share with younger learners, such as big books, comics or *Vokis,* incorporating humorous and expressive language * planning and performing a short play or skits which contain references to familiar stories, legends, drama or film scripts * telling the story of *Türk halıları ve kilimleri* in their own words, comparing their interpretations of the design, symbols and colours in the rug * experimenting with alliteration, repetition and word play by creating their own poems, raps or songs on selected topics such as *mevsimler, milli bayramlar* |

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| **Strand: Understanding language and culture** | | **Years 7–8 (F–10)** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| apply knowledge of conventions of spoken Turkish to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contexts  AC9LT8U01 | * applying the vowel elision rule in 2-syllable words and understanding how this is related to suffixes, for example, *burun-burnu, beyin-beyni, göğüs- göğsü, karın-karnı* and *oğul-oğlu* * understanding 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* * practising pronunciation of vowels and consonant clusters in loan words, for example, the stress and pronunciation of vowels in *mükemmel* and consonant clusters *tr- in tren,-ks- in faksla*, *sp- in spor,* and *pl- in plaj* * identifying the different use of homophones in Turkish, learning how these affect meaning in sentences, for example*, gül, yüz, dolu, ben, aç* and *çay* * experimenting with rhythm and tempo in recitation of poems and ballads, developing understanding of the function of stress and applying it to unfamiliar words and phrases in more complex sentences and texts | |
| apply understanding of grammatical structures and expressions to compose and respond to texts  AC9LT8U02 | * applying reflexive, reciprocal, causative and passive verbal mood suffixes in simple sentences, for example, *Ozan yıkandı ve sonra giyindi.* (reflexive), *Maçtan sonra arkadaşı ile buluştu*. (reciprocal), *Dün kuaförde saçını kestirdi*. (causative), *Bugün işten kovuldu.* (passive) * applying formal and informal second-person singular forms *-n* and *-n(ı)z*, for example, *Yemeğin hazır! Yemeğiniz hazır!* And second-person pronouns, *sen* and *siz* * understanding and using the 3 types of reduplication for emphasis, for example, emphatic reduplication, *kapkara, upuzun, -m* reduplication, *çirkin mirkin, Selma’yı Melma’yı görmedim.,* and doubling as in *yavaş yavaş, ikişer ikişer, koşa koşa, ağlaya ağlaya* * using more complex conjunctions such as hem ... hem de, ne ... ne, ki, ancak, yoksa, oysa, hatta, yani, -e göre as in Ayşe hem telefonda konuşur hem de bilgisayarda oyun oynar. Zeynep ne telefonda konuşmaktan ne de bilgisayarda oyun oynamaktan hoşlanır * using a range of interrogative word endings and more complex interrogative pronouns, for example, *Babam kahveyi yapacak mı? Sunumu beraber yapıyor muyuz? O da gelmesin mi?* * conjugating verbs in different tenses to form new words and phrases, for example, *Açıkladım. Açıklayacaklar. İyi açıklıyor. Açıklamış.* * using different auxiliary verbs formed by adding verbs such as *etmek, kalmak* and *olmak* to nouns and attaching them to single-syllable words, for example, *yardım etmek,affetmek, geç kalmak,sessiz kalmak, kaybolmak hasta olmak* * using different types of formal and informal honorific forms, such as Hanım/Bey, Amca/Teyze, Hanımefendi/Beyefendi, Sayın, Abi/Ağabey/Abla, Hoca/Öğretmen, Bay/Bayan | |
| reflect on similarities and differences between Turkish and English language structures and features, using metalanguage  AC9LT8U03 | * developing metalanguage for identifying and explaining different types of sentence structures relating to grammatical functions such as subject, object and predicate, and comparing with English * recognising the format and stylistic conventions of different Turkish and English texts, such as addressing audience in formal and informal speeches, letters, emails and signing off * understanding how Turkish and English texts achieve cohesion by using elements such as paragraphing or conjunctions to sequence and link ideas and to maintain the flow of expression, for example, *Öncelikle, Sonuç olarak, Bu yüzden gibi bağlaçlar* * applying their understanding of key features of familiar types of Turkish and English texts to understand unfamiliar content, for example, in print and digital public announcements, commercials, advertisements or itineraries * comparing examples of text types in Turkish and English, such as horoscopes, advertisements or weather forecasts, explaining their choice of particular language and texts * analysing how texts in Turkish and English establish register by identifying words and expressions that suggest degrees of formality, audience and context, for example, *siz/sen, sayın, saygıdeğer, müstakbel, beyefendi/hanımefendi,* the use of first-person diminutives, -*c(i)ğ(i)m (anneciğim)* with *bey-bey amcacığım* or *hanım teyzeciğim* and with *canım-canım teyzeciğim, kuzucuklarım* and *canım kuzucuklarım* | |

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| **Sub-strand: Understanding the interrelationship of language and culture** | |
| reflect on and explain how identity is shaped by language(s), culture(s), attitudes, beliefs and values  AC9LT8U04 | * sharing understandings of what culture is and of how it relates to language and to identity, using statements such as *Kültür … demektir, Kültür … oluşur. Kültür ve dil bir milletin en önemli özelliklerindendir. Kültür dili, dil kültürü yaratır* * identifying how words, expressions and actions reflect relationships and social hierarchies in Turkish, and considering how concepts such asrespect and hierarchy are expressed in English, for example, the use of titles such as *bey/hanım, usta, çırak, muavin, yardımcı, paşa, öğretmen, hoca* * reflecting on significant cultural experiences or events, for example, *köy düğünleri, misafirperverlik, imece, komşuluk ilişkileri, geleneksel kışlık yiyecek hazırlıkları* * examining, in Turkish or English, how First Nations Australians’ languages have strong connections to Country/Place and how these can be compared to language variation across Turkish-speaking countries and regions/regional dialects * explaining aspects of Australian lifestyles and terminology to Turkish-speaking friends and relatives, for example, the use of abbreviations and colloquialisms such as ‘barbie’, ‘arvo’, ‘brekkie’, ‘g’day’, ‘fair dinkum’ or ‘no worries!’ * analysing humorous bilingual texts such as comics, stories or dialogues between Turkish-speaking characters in Australia * researching culturally-important symbols and how they relate to identity and national pride, such as symbols from historical events or in myths and legends |

Years 9–10 (F–10)

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| **Band level description** |
| In Years 9 and 10, Turkish language learning builds on each student’s prior learning and experiences. Students use Turkish language to initiate and sustain interactions that communicate their own and others’ experiences of the world. They listen, speak, read, view and write to communicate with speakers of Turkish locally and globally through authentic community and online events. Background-language learners and second-language learners may support each other in their literacy development. Background-language learners may raise awareness of, and facilitate class involvement in, local-community events. Students access and create spoken, written and multimodal texts, increasingly of their own choosing. They continue to receive guidance, feedback and support from peers and teachers.  Students access an increasing range of authentic and purpose-developed resources which may include traditional and contemporary literature, textbooks, audio and video clips, feature articles, television programs and social media. Background-language learners may source resources from their local and global communities to share with peers. Students expand their knowledge and control of Turkish pronunciation, intonation, structures and features. They acknowledge that language and culture shape identity and that these influences can shape their own behaviours, beliefs and values. |
| **Achievement standard** |
| By the end of Year 10, students contribute to and extend interactions in Turkish language in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret texts by evaluating and synthesising information, ideas and perspectives. They show understanding of how features of language can be used to influence audience response. They create texts, selecting and manipulating language for a range of contexts, purposes and audiences. They apply and use complex sentences and structures to create and respond to spoken and written texts. They use a variety of tenses to sequence events and use language features to enhance meaning and cohesion.  Students incorporate the features and conventions of spoken Turkish to extend fluency. They demonstrate understanding of the conventions of spoken and written texts and the connections between them. They apply knowledge of language structures and features to make and predict meaning. They support analysis of Turkish texts, using metalanguage. They reflect on their own cultural perspectives and identity, and draw on their experience of learning Turkish, to evaluate how this learning influences their ideas and ways of communicating. |

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| **Strand: Communicating meaning in Turkish** | | **Years 9–10 (F–10)** |
| **Sub-strand: Interacting in Turkish** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to students’ own and others’ experiences of the world, adjusting their language in response to others  AC9LT10C01 | * using strategies to initiate and sustain interactions and conversations by seeking opinion and agreement, for example, *Bugün hava çok güzel değil mi? Bence ceketin fiyatı çok uygun, sence?* * exploring concepts related to their own and each other’s social worlds, such as equity, the environment or gender roles, explaining their views in terms of values and expectations * comparing aspirations in relation to social, educational and professional futures, including consideration of the role languages will play in these projections, for example, *Türkçe öğretmeni olmak istiyorum. Doktor olunca Türkçe konuşmak çok yararlı olacak* * using secure digital technology to communicate with young people in other contexts, discussing aspects of their social lives such as the importance of popular culture, friendship groups and interests * posting on a school-created secure blog to share with others their social, cultural and intercultural experiences, for example, *Arkadaşımın doğum günü partisinde arara eşliğinde türküler söyleyip halaylar çektik. Türk kültüründe eve gelen misafirlere ilk önce kolonya ve çikolata ikram edilir. Evimize gelen arkadaşım eve girmeden ayakkabımızı çıkarmamızı çok yadırgadı.* * interviewing their peers about their opinions on effective communication, focusing on issues such as their use of social media and of different languages in different contexts * acknowledging elements of others’ arguments or challenging ideas in a respectful manner, for example, *Bazıları böyle düşünse de ben tamamen farklı düşünüyorum.* * asking peers questions that require the use of analytical or comparative language in response, for example, *Okuduğunuz metindeki bu düşünce izlediğiniz filmde nasıl işlenmiştir? Hangi dilde duygularını daha rahat ifade ediyorsun?* * responding to questions that encourage reflection and require the use of evaluative language, for example, *Bugün ilgini çeken neler öğrendin? Ailende en çok kiminle iyi geçiniyorsun?* * apologising for misinterpreting or misunderstanding in interactions, for example, *Çok özür dilerim sen beni yanlış anladın, öyle demek istememiştim.* * giving encouragement, criticism or praise to peers in debates or discussions, for example, *Sunumun harika olmuş. Soruları daha detaylı cevaplayabilirdin. Ayrıntılara dikkat et.* | |
| contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiences  AC9LT10C02 | * negotiating a particular course of action, for example, planning a day out with a homestay guest, creating an itinerary for a group of Turkish-speaking visitors, or celebrating an important Turkish festival with the school community * working collaboratively to raise awareness of environmental, social or ethical issues by organising a secure real or simulated forum with students from Turkish-speaking communities, for example, Çevre kirliliğini önlemek hepimizin görevidir. Toplum olarak daha duyarlı ve bilinçli olmalıyız. Tüm canlıların yaşam alanlarına saygı göstermeliyiz * evaluating a ‘Turkish language and culture day’, discussing what was a success, what needs to be changed or improved, etc., for example, Özellikle Türk mutfağından ikramlar ziyaretçilerin ilgisini çekti. Gelecek sene çocuklar için oyun köşesi hazırlanabilir. Türk halk dansı gösterisi öğleden sonraya alınabilir. * participating in discussions on issues that affect their school, home or community lives by making suggestions or checking on progress, for example, zorbalık, evde iş bölümü, Türk festivalinde çocuklar için neler yapılmalı, and clarifying their own statements, for example, bence, bana göre * participating in simulated interviews, alternatively taking the role of prospective employer and job applicant, for example, İş tecrübelerinizden bahseder misiniz? Daha önce bir yıl oyun parkında çalıştım. Şu anda bir markette kasiyer olarak çalışıyorum. * negotiating compromise or alternate ways of achieving common outcomes, for example, Kafede buluşalım diyorsun fakat orası çok uzak. İstersen bize gel ama Pazar günü müsait oluruz, hem beraber öğle yemeği yemiş oluruz. * discussing issues related to their own and each other’s experiences such as diversity, identity, health and wellbeing or technology, and sharing their views in terms of values and expectations * negotiating arrangements, weighing up alternatives and reaching shared decisions, for example, Yarın sinemaya mı gidelim parka mı? Daha serin bir günde parka gidilebilir. Hem sinemada vizyona giren yeni filmi izleriz. Haklısın, bence de iyi fikir. * using persuasive language to encourage a change of opinion, such as writing an essay or creating a targeted advertisement, for example, Zehirli atıklar kesinlikle doğaya bırakılmamalıdır. Çevreye arar verenler cezasız mı kalacak? Bu muhteşem tarihi yerleri mutlaka ziyaret etmelisiniz! | |
| **Sub-strand: Mediating meaning in and between languages** | | |
| evaluate and synthesise information, ideas and perspectives in a broad range of spoken, written and multimodal texts, and respond appropriately to cultural context, purpose and audience  AC9LT10C03 | * accessing a variety of texts to understand the experiences of Turkish-speaking youth in daily life activities, and collating information to share in a secure blog, ‘A Day in the life of a Turkish high-school student’ * researching a topic of personal interest, such as a historical event or personality, and writing an essay, report or developing a multimodal presentation * listening to, reading or viewing texts such as interviews, documentaries and speeches to obtain different perspectives, and using the information to demonstrate understanding, for example, *İzlediğim belgesele göre, gelir düzeyi ve kültür seviyesinin gelişmesi eğitim olanaklarıyla doğrudan bağlantılıdır.* * listening to or reading First Nations Australian authors’ stories in English, and creating an author profile in Turkish * investigating the life of a famous person or interviewing an older Turkish speaker to identify key influences (people and events) on their identity, and then creating a text to enact a simulated interview or writing a letter to this person * summarising and presenting information related to topics or themes studied in other curriculum areas, using different modes of presentation to cater for different learning styles, for example, using charts, diagrams, recorded spoken commentary or a demonstration to explain issues/concepts such as ecosystems or recycling * distinguishing between fact and opinion in texts such as newspaper articles, media reports or secure blogs, using critical analytical skills and textual knowledge to recognise elements such as bias and perspective and collating a report on findings * researching their own cultural biographies, for example, talking with relatives in Australia and elsewhere to know more about their family’s heritage, history or circumstances, and presenting information in a multimodal format * providing a commentary of a performance of *Mevlevi Dervişleri, Halk Dansları*, interpreting movements, significance of costumes and key ‘messages’ of the performance * identifying features of traditional forms of literature, for example, meter, the use of repetition, identification of the composer in a refrain as in *halk şiiri veya türküsü*, comparing with characteristic features of more contemporary literature, such as poems by *Ümit Yaşar Oğuzcan* or *Atilla İlhan* or novels by *Ayşe Kulin* or *Elif Şafak* * comparing the impact of different texts relating to *Gelibolu* and *Çanakkale,* including songs, films, diaries and letters, and identifying commonalities and differences in perspectives and expression by soldiers involved in either side of the combat * identifying concepts such as courage, loyalty or social justice portrayed in traditional texts through characters such as *Köroğlu, Çakırcalı Efe, Karacaoğlan,* Robin Hood, and discussing their relevance to today’s society | |
| interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts  AC9LT10C04 | * comparing Turkish and English community notices relating to health or education, such as notices in doctors’ waiting rooms or school notices, identifying similarities and differences that reflect cultural context and communicative styles * comparing advertisements for the same product in different languages, such as *Türkiye ve Avustralya’daki cep telefonları, Yiyecek ve içecek ya da yemek reklamları arasındaki fark*, discussing why particular language or images have been selected and distinguishing between culture-specific and universal representations and interests * evaluating the effectiveness and accuracy of subtitles used in Turkish or English films, video clips or documentaries, finding examples of meaning ‘lost in translation’ such as The Water Diviner – *Son Umut (Su Cengaveri*) * identifying and explaining cultural references in media texts such as letters to the editor or opinion pieces on issues related to traditional or contemporary Turkish culture, for example, *Bir elin nesi var iki elin sesi var.* * discussing the use of *Avustralya Türkçesi* among people in different contexts, for example, the use of words such as ‘yep’, ‘mate’, ‘you know’ within sentences in Turkish * evaluating the effectiveness of resources used to assist translation, such as bilingual and monolingual dictionaries, electronic translators and style guides such as *İmlâ Kılavuzu* * comparing their translations of short literary texts such as folktales *Keloğlan, Karagöz ve Hacıvat* and *Nasrettin Hoca*; riddles or folk songs such as *türkü* and *mani*; and discussing the adjustments needed to retain meaning from Turkish to English * exploring how the use of rhythm, rhyme, imagery and metaphor in texts such as *şiirler, maniler, türküler, tasavvuf müziği*, can create effects that reflect cultural traditions and values * comparing how concepts such as sadness, joy or regret are conveyed in music, art, drama and poetry across languages and cultures, for example, by comparing the lyrics of popular songs in Turkish and English * analysing humorous texts such as *Hababam Sınıfı, Temel fıkraları, Nasreddin Hoca Fıkraları, karikatürler*, identifying techniques used to engage and amuse the audience, and considering whether the humour would still hold if translated into English * translating Turkish idioms and proverbs that contain cultural elements and references, such as *Ateş olmayan yerden duman çıkmaz. Bir fincan kahvenin kırk yıl hatırı vardır.Üzüm üzüme baka baka kararır. Ayağına kına yakmak, saman altından su yürütmek*, discussing how their meaning can be conveyed in English * discussing the nature of translation with reference to strategies such as decoding literal meaning (word-for-word), reading for meaning (sense-for-sense) and cultural reading (reading between the lines) * analysing the language used in texts associated with historical, religious, national or civic events such as *bir yastıkta kocayın, maşallah, nazar değmesin, Allah kabul etsin, bayramınız mübarek olsun, sıhhatler olsun, kolay gelsin,* and discussing the relationship between language, culture and experience,as in *kına yakmak, kız isteme ve sünnet töreni* | |
| **Sub-strand: Creating text in Turkish** | | |
| create and present informative and imaginative texts for diverse contexts and purposes, selecting vocabulary, expressions, grammatical structures and a range of features and conventions to engage different audiences  AC9LT10C05 | * creating a multimedia self-profile that captures elements of the experience of learning a language or living across languages, communities and cultural traditions * documenting their experience of learning/using Turkish in the school context, for example, by maintaining a reflective journal that records responses to stimulus questions – *Türkçe öğrenmek aynı zamanda Türk kültürünü öğrenmeme yardımcı oluyor. Dil eğitimi hafızamızı güçlendirir ve beynin çok yönlü çalışmasına yol açar.* * keeping a journal of humorous, satisfying or challenging experiences associated with learning and using Turkish, noting personal reactions and reflections over time, and insights gained into their own communicative behaviour * writing a journal entry, or contributing to a school newsletter in Turkish reflecting on the impact of a visit to a significant cultural location on a First Nations Country/Place, and, with permission, referring to cultural knowledge of the site * creating a bilingual virtual tour of the school for new or intending students * designing texts such as video clips, memes or magazine covers to draw attention to an issue of concern to their peer group and discussing selection of the most effective language, images and cultural references, for example, *kadın hakları, hayvan hakları, küresel ısınma, geri dönüşüm, enerji birikimi* * creating digital presentations to report on events such as a Turkish Film Festival, Tulip Festival, coffee festival or theatre production, including excerpts from interviews with actors, singers or directors * creating digital clips or social media posts designed to persuade, dissuade, inform or inspire, for example, *sağlıklı yaşamı destekleyen posterler, doğal felaketler için yardım kampanyası, seyahat broşürü, geri dönüşüm projesi* * composing expressive texts, such as protest statements, personal letters or persuasive speeches, selecting emotive or powerful language * creating spoken, written, and multimodal texts, such as digital profiles, timelines or journals, to describe significant milestones in their lives, influential people, events or experiences that have helped shape their sense of identity * collaborating with peers to create their own dramatic or humorous representations of people, situations or events encountered in their own lives that reflect their experiences of living in a multicultural and multilingual society * composing and performing poems, songs or dramatic monologues that incorporate elements of either contemporary or traditional literary or musical forms * creating riddles to entertain each other, imitating the use of meter, rhythm, rhyme and metaphor exemplified in riddles from Turkish literature and folklore | |

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| **Strand: Understanding language and culture** | | **Years 9–10 (F–10)** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| apply features and conventions of spoken Turkish to extend fluency in responding to and creating texts in familiar and unfamiliar contexts  AC9LT10U01 | * understanding the use of lexical stress in Turkish, and the relationship 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* * using elision in informal interactions, for example, *Napcaz? Gelcen mi? Naber?* * experimenting with different registers, vocal and stylistic effects in creating specific emphases in different types of spoken and written texts, such as speeches, songs, letters to the editor * knowing when to pause and what tone to use for required effects such as emphasis or persuasion * identifying and applying features such as repetition, pauses, interruptions and contractions, inverted syntax, such as*ben de isterim gelmeyi*and the use of non-verbal language and vocal effects * using challenging word combinations in spoken Turkish tongue twisters, for example, *Kartal kalkar dal sarkar, dal sarkar kartal kalkar.* * experimenting with intonation and stress, improving coherence and increasing expressive range by reading out loud from unfamiliar texts such as newspapers, novels, reports | |
| apply knowledge of grammatical structures to predict meaning and compose texts that contain some complex structures and ideas  AC9LT10U02 | * applying knowledge of a range of noun, verb and adjective endings, such as *-daş, -lik and -cı, -li that* can be used to form new words, for example*, yoldaş, kalemlik, simitçi, özenli* * using compound words, for example, *hanımeli, kahvaltı, başrol, denizaltı, yapboz* * using nominal compounds, for example, *cep telefonu, yolun sonu, okul çantası, Türkiye Cumhuriyeti* * learning about nominalisation to form complex words such as *iş deneyimleri, çocuk gelişimi, test çözme teknikleri* in a range of sentence structures * identifying how adverbs/determiners are used for describing people, places and objects, for example, *Çamaşırlar kar gibi beyaz oldu. Kendimi turp gibi hissediyorum. Çocuk gibi ağladı. Buz gibi su içtim. Saray gibi bir evde yaşıyor. Senin kadar temiz kalpli bir insan görmedim.* * analysing how some adverbs derived from verbs, and adverbial phrases, can modify time and manner of action, for example, the adverb *arak* indicates whether the action expressed by another verb is taking place at the same time or before the action it denotes as in *koşarak geldi, gülerek gitti*; and adding the suffix -ce/-ca to the adjective as in *dikkatlice and hızlıca* * distinguishing between the different uses of *de* as a suffix and a conjunction, noting the impact on meaning if they are used inaccurately, for example, *Araba da ev de senin olsun. Arabada ve evde sigara içmek yasaktır.* * explaining different uses of the suffix -*ki* as a relative pronoun in relative clauses, such as *Yunus’unkinden, benimki*; as a locative suffix, *yanımdaki* and *evdeki;* and as a conjunction as in *halbuki, mademki, oysaki, görüyorum ki, biliyorum ki, tabii ki* * analysing the use of optative endings –(y)*eyim,* -(y)*elim*, -(y)*in* and -*sin* in first person, for example, *alayım, alalım, alın* and *alsın* in different tenses and in sentences to express a request * distinguishing between the use of the simple past tense *-di*, as in, *geldi, gitti* and the evidential past tense *miş* as in *gelmiş*,*gitmiş*,*uyuyormuş* * comparing the use of the progressive form –(i)yor and the simple present –(i)r and past tense -d(i)of verbs that describe actions, for example, *geliyorum, gelirim, geldim* * using a range of complex and complex-compound sentences with different tenses, for example, Ali eşyalarını toplayıp, odasını temizledikten sonra yola çıkmış. Ali yola çıkmadan önce eşyalarını topladı ve odasını temizledi. * using subordinate clauses, for example, *Cumartesi oynanan maçta Atatürk Kupası’nı kazanan Beşiktaş, Galatasaray’ı 89’uncu dakikada 1-0 yenerek kupayı 5’inci kez evine götüren takımoldu*. | |
| reflect on and evaluate Turkish texts, using metalanguage to analyse language structures and features  AC9LT10U03 | * explaining their selection of vocabulary and grammatical and textual features in terms of their intended purpose and audience when composing texts such as emails, songs, slogans or public signs * comparing linguistic structures and features in spoken and written texts such as media, television, advertisements, face-to-face conversations and emails * identifying and analysing literary devices such as hyperbole and metaphor, and considering imagery, humour, music and techniques such as camera angles used in contemporary drama, television programs, poetry and film, and reflecting on the effect in texts * analysing the use of rhetorical devices in texts such as advertisements, editorials or political speeches, identifying culturally specific features and experimenting with similar devices in their own spoken and written communication * comparing language features of Turkish and English versions of a news headline or a school report, noting differences that appear to be culturally significant * analysing how spoken, written and digital texts convey cultural as well as factual information, for example, by identifying priorities and perspectives in regional news headlines, local-community announcements, advertisements or notices in public spaces such as *Bergama’daki çevre problemi* | |
| **Sub-strand: Understanding the interrelationship of language and culture** | | |
| reflect on and evaluate how identity is shaped by language(s), culture(s), attitudes, beliefs and values, and how these affect ways of communicating  AC9LT10U04 | * discussing whether being bilingual or multilingual contributes to a more flexible sense of identity in ways that involve culture as well as language * exploring how ways of thinking, communicating and behaving reflect identity, for example, by noticing when they identify with more than one cultural identity, and how these shifts vary according to context and situation * identifying protocols associated with the use of language, body language and gestures when using Turkish which are different from those used by people from other language backgrounds, for example, waiting until the eldest person starts to eat or waiting until guests sit down before sitting down yourself * reflecting on and explaining the protocols required to authentically co-create an Acknowledgement of Country/Place with a First Nations’ Australian, to present in Turkish to a group of Turkish-speaking visitors at a school assembly * tracking variations in language use among different community or social groups, identifying how they reflect cultural values, hierarchies or relationships, for example, referring to anyone older than you as uncle *amca* or older brother *ağabey* and aunt *teyze* or older sister *abla* * exploring how the use of Turkish language and the representation of Turkish culture in different media have changed over time, for example, comparing old Turkish films and commercials in historical and traditional settings with contemporary films or news channels * identifying differences in interaction patterns, forms of expression and cultural representation that suggest shifts in cultural values and practices, for example*, nesiller arası ilişkiler, kuşak çatışması, kadın-erkek eşitliği, sınıf ayrımı* * identifying changes to language that reflect changes in social relationships and community attitudes, for example, the use of the word *eş, Müdüre Hanım* to reflect women’s rights, and*engelli*instead of *özürlü,* which reflects changing attitudes towards people with disability * identifying how political leaders and language policies can change or promote values and beliefs, for example, the change of Turkish script first to Arabic during the Ottoman period under the leadership of the sultans and then to modern Turkish script under the leadership of Atatürk * analysing cultural concepts reflected in the Turkish language, such as *saygı, sevgi, mecburiyet, sorumluluk, görev, dürüstlük,* and discussing whether they can be expressed in English * identifying traditional Turkish values and cultural references such as *Türk misafirperverliği* in everyday language, for example*, Rica ederim. Başka bir arzunuz var mı? Başımızın üstünde yeriniz var. Ne zahmeti canım! Yine bekleriz!* * identifying terms associated with elements of Turkish culture and lifestyle, such *as aile hayatı, batıl inanç, yemek kültürü, yayla ve Türk düğünü*, discussing how they exemplify Turkish values, traditions and changes over time, and how they might be understood by non-Turkish speakers * identifying perspectives or values reflected in Turkish song lyrics, poems, expressions and idioms, such as *Kırk fırın ekmek yemen lazım. Gel kim olursan ol gel. Saçlarımı süpürge ettim. Tanrı misafiri, misafir odası* and comparing them with values expressed in similar text types in Australian English | |