Turkish
(F–10 Sequence and
7–10 Sequence)

Victorian Curriculum F–10 Version 2.0

Authorised and published by the Victorian Curriculum and Assessment Authority
Level 7, 200 Victoria Parade
East Melbourne VIC 3002

© Victorian Curriculum and Assessment Authority 2025

The Victorian Curriculum F–10 has been produced for Victorian schools and reflects Victorian priorities and standards. It is derived from the [Australian Curriculum](https://v9.australiancurriculum.edu.au/), released by the [Australian Curriculum Assessment and Reporting Authority](http://www.acara.edu.au/) (ACARA).

The Victorian Curriculum and Assessment Authority (VCAA) provides links to external sites via this website, including to sites which are not controlled or authorised by the VCAA. The VCAA makes no claims as to the accuracy of the information on linked external sites and you are advised to check and comply with the terms of use for each linked site. Read the VCAA [Disclaimer](https://www.vcaa.vic.edu.au/Footer/Pages/Disclaimer.aspx).

Except for logos, trademarks or other content as indicated, the Victorian Curriculum F–10 as published through this site is licensed under the Creative Commons **‘Attribution-Non-Commercial’** licence (CC-BY-NC 3.0 Australia).



Read the full [CC-BY-NC](https://creativecommons.org/licenses/by-nc/3.0/au/legalcode) licence terms.

You may use the Victorian Curriculum F–10 content published on this site for non-commercial purposes in compliance with the CC licence terms, in particular, including an accurate attribution of the author/creator and the source:

**The Victorian Curriculum F–10 content elements are © VCAA, licensed**[**CC-BY-NC**](https://creativecommons.org/licenses/by-nc/3.0/au/legalcode)**. The**[**Victorian Curriculum F–10**](https://f10.vcaa.vic.edu.au/)**and related content can be accessed directly at the**[**VCAA website**](http://www.vcaa.vic.edu.au/)**.**

Third parties may own the copyright in some materials incorporated within this website.

**Commercial use**

For permissions for commercial use or use beyond the scope of the CC-BY-NC licence, please contact the VCAA Copyright Manager and refer to the [VCAA Copyright Policy](https://www.vcaa.vic.edu.au/Footer/Pages/Copyright.aspx).

For copyright information regarding the 'Australian Curriculum', refer to ACARA's [Terms of Use for the Australian Curriculum](https://www.australiancurriculum.edu.au/copyright-and-terms-of-use/).

# Contents

[Introduction 1](#_Toc201309417)

[Rationale 1](#_Toc201309418)

[Aims 2](#_Toc201309419)

[Structure 2](#_Toc201309420)

[Learning in Turkish 4](#_Toc201309421)

[Curriculum – F–10 Sequence 7](#_Toc201309422)

[Foundation to Level 2 7](#_Toc201309423)

[Levels 3 and 4 22](#_Toc201309424)

[Levels 5 and 6 32](#_Toc201309425)

[Levels 7 and 8 42](#_Toc201309426)

[Levels 9 and 10 50](#_Toc201309427)

[Curriculum – 7–10 Sequence 60](#_Toc201309428)

[7–10 Sequence: Levels 7 and 8 60](#_Toc201309429)

[7–10 Sequence: Levels 9 and 10 71](#_Toc201309430)

# Introduction

## Rationale

Communication is a human imperative. Communication in Turkish involves interaction to convey meaning, as well as imagination, creativity and a broad understanding of ourselves and others. Language learning provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples, and to reflect on their experience in various aspects of social life, including their own participation and ways of being in the world.

Learning Turkish broadens students’ horizons in relation to the personal, social, cultural and employment opportunities that an increasingly interconnected and interdependent world can offer. The interdependence of countries and communities means people in all spheres of life are required to negotiate experiences and meanings across languages and cultures. A capability solely in English, despite its status as a world language, can limit global opportunities. A bilingual or plurilingual capability is the norm in many parts of the world.

Learning Turkish develops learners’:

* communication skills
* literacy skills in their first and additional languages
* intercultural capabilities
* understanding of, and respect for, diversity and difference, and openness to different experiences and perspectives
* understanding and appreciation of how culture shapes worldviews, and extends their understanding of themselves, and their own heritage, values, culture and identity
* critical and creative thinking.

Turkish has been taught in some Australian schools and tertiary institutions since the 1950s, as well as in community-run organisations prior to this time. Turkish is the official language of the Republic of Türkiye and one of the official languages of Cyprus, used predominantly in Northern Cyprus. It is the most commonly spoken Turkic language worldwide, and is widely spoken in parts of Europe, the Middle East and the Caucasus, including Azerbaijan.

Turkish speakers have contributed to shaping multicultural Australia. The campaign of the Gallipoli Peninsula during World War I laid the foundations of what was later to become strong Australian–Turkish connections, and is today characterised by warm and mutually respectful relations, cultural exchanges, consular cooperation and economic and bilateral trade relationships.

Learning Turkish provides opportunities for students to engage socially, culturally and economically in many domains, such as business, trade, science, law, education, tourism, diplomacy, international relations, health and communications.

Australia has strong cultural, historical, political and trade connections with Türkiye, including economic and commercial cooperation and expanding relationships in science and technology. Many Turkish companies have branches in Australia. Turkish speakers and the Turkish language make a distinctive contribution to commerce, sport, art, architecture, cuisine, music, religion, fashion, science, literature, film and theatre.

## Aims

The 4 interrelated aims of the Turkish language curriculum are to develop knowledge, understanding and skills to ensure students:

* communicate in Turkish
* understand the relationship between language and culture
* develop intercultural capabilities
* understand themselves as communicators.

## Structure

### Pathways

The Turkish curriculum has been developed to cater for learners with different linguistic experiences, including those with a background in Turkish and those learning Turkish as a second or additional language.

### Sequences

Turkish is presented in 2 sequences that offer different entry points into language learning:

* F–10 Sequence, for students who begin to learn the language in Prep and continue to Year 10
* 7–10 Sequence, for students who begin to learn the language in Year 7 and continue to Year 10.

The VCAA acknowledges that these 2 sequences do not necessarily represent the variety of entry points into the curriculum. Teachers can use the sequences flexibly to meet the needs of their students by making appropriate adjustments to differentiate learning experiences and cater for learners of different backgrounds.

In Turkish, students progress along a curriculum continuum. The F–10 Sequence is presented in 5 bands, beginning with Foundation to Level 2, followed by Levels 3 and 4, Levels 5 and 6, Levels 7 and 8 and Levels 9 and 10. The 7–10 Sequence is presented in 2 bands: Levels 7 and 8 and Levels 9 and 10.

### Strands and sub-strands

Content in the Turkish curriculum is organised under 3 interrelated strands, each with a number of sub-strands (as shown in Table 1).

Table 1: Strands and sub-strands within the Turkish curriculum

| Strand | Engaging with Turkish Language and Culture (F–2 only) | Communicating Meaning in Turkish | Understanding Language and Culture |
| --- | --- | --- | --- |
| Sub-strands | Engaging with Turkish languageEngaging with Turkish culture | Interacting in TurkishMediating meaning in and between languagesCreating text in Turkish | Understanding systems of languageUnderstanding the interrelationship of language and culture |

#### Engaging with Turkish Language and Culture

This entry-level strand appears in Foundation to Level 2 only. It involves students’ early exploration of and play with language learning. There are 2 sub-strands.

##### Engaging with Turkish language

Developing receptive language skills in the classroom environment; exploring, noticing, listening and recognising, and then progressing to responding and using oral communication.

##### Engaging with Turkish culture

Exploring and noticing connections between language and culture.

#### Communicating Meaning in Turkish

This strand involves students learning to use language for communicative purposes in interpreting, creating and exchanging meaning. There are 3 sub-strands.

##### Interacting in Turkish

Communicating and exchanging ideas, opinions, experiences, thoughts and feelings in non-verbal, spoken and written interactions; participating in planning, negotiating, deciding and taking action.

##### Mediating meaning in and between languages

Locating, obtaining, interpreting and conveying information through a range of spoken, written, viewed and multimodal texts; moving between languages and cultures non-verbally, orally and in writing; recognising different interpretations.

##### Creating text in Turkish

Creating a range of spoken and written texts for specific contexts, purposes and audiences.

#### Understanding Language and Culture

This strand involves students learning to analyse and understand language and culture as resources for interpreting and shaping meaning in intercultural exchange. There are 2 sub-strands.

##### Understanding systems of language

Understanding the linguistic features of the language, including sound, writing, and grammatical and textual conventions.

##### Understanding the interrelationship of language and culture

Analysing and reflecting on the role of language and culture in shaping meaning and identity.

### Achievement standards

Achievement standards describe what students are typically able to understand and do, and they are the basis for reporting student achievement.

In Turkish, students progress along a learning continuum. The learning sequence undertaken by students will determine the number and progression of achievement standards:

* F–10 Sequence – the first achievement standard is provided at Level 2 and then at Levels 4, 6, 8 and 10
* 7–10 Sequence – the first achievement standard is provided at Level 8 and then at Level 10.

### Content descriptions

In the Turkish curriculum, content descriptions sequence and describe the knowledge, understanding and skills that teachers need to teach and students are expected to learn.

### Elaborations

Elaborations are examples that provide guidance on how the curriculum may be transformed into a classroom activity or learning opportunity. They are provided as advisory material only.

## Learning in Turkish

Students acquire communication skills in Turkish. They develop understanding about the role of language and culture in communication. Their reflections on language use and language learning are applied in other learning contexts. Language learning also promotes an appreciation of diverse attitudes, beliefs and values.

Students of Turkish in Victorian schools come from a wide range of backgrounds. Some students will be learning Turkish for the first time, while others may have existing connections to Turkish as background speakers or through early learning experiences. Students who bring prior knowledge of Turkish to the classroom may have experience of regional variations of Turkish or may speak several languages at home.

### Turkish language

Turkish belongs to the Turkic family of languages within the Uralo-Altaic group. In 1928, the founder of the Republic of Türkiye, Mustafa Kemal Atatürk, replaced the Ottoman alphabet with the Roman alphabet, a process that included modifications to the language.

Turkish is a phonetic language and uses the Roman alphabet with additional diacritic marks. It uses 29 letters derived from the Latin alphabet. The decoding of Turkish words is assisted by a familiarity with English or other languages that use the Roman alphabet. The use of diacritics on some letters represents an extra complexity. While the grammatical system is comparatively regular, there are differences between Turkish grammar and languages spoken by some learners, for example, the absence of gender forms and articles.

Learning Turkish is also aided by the agglutinated nature of the language – that is, the addition of suffixes to root words regulates grammatical elements and generates new words and meanings, for example, the root word gör (see) becomes görmek (to see) and gördüm (I saw). The Turkish word order is subject + object + verb; however, this may change in spoken language or when there is variation in required emphasis or meaning, as when the word whose meaning is emphasised is placed closest to the verb.

Learning Turkish develops students’ understanding of the language and culture of the Turkish-speaking communities. It also enhances students’ awareness of the nature of language learning and promotes an appreciation of diverse attitudes, beliefs and values. Knowledge of the Turkish language and culture enriches travel experiences and increases employment opportunities.

### Macro skills

The macro skills of listening, speaking, reading, writing and viewing – also known as language modes – are interrelated. The learning of one skill often supports and extends the learning of others. To acknowledge these interrelationships, content in the Languages curriculums incorporates these macro skills in an integrated and interdependent way.

Teaching and learning contexts will necessarily draw from more than one of these skills to support students’ effective learning. For example, students will learn new vocabulary, such as words, phrases and expressions, through listening, reading and viewing. They will apply their knowledge and understanding in their speaking and writing, as well as in their comprehension of spoken, written, viewed and multimodal texts.

The macro skills are strongly aligned to all 3 strands in the Turkish curriculum (as shown in Table 2) and are implicit in the content of the sub-strands and across the content descriptions.

Table 2: The relationship between macro skills and the strands within the Turkish curriculum

|  |  |
| --- | --- |
| Strand | Macro skills |
| Listening | Speaking | Reading | Writing | Viewing |
| Engaging with Turkish Language and Culture | ü | ü |  |  | ü |
| Communicating Meaning in Turkish | ü | ü | ü | ü | ü |
| Understanding Language and Culture | ü | ü | ü | ü | ü |

### Texts

Students use a wide range of texts designed for language learning, such as textbooks, teacher-generated materials and online resources. Learning is enriched by exposure to a range of authentic Turkish texts, such as websites, films, stories, songs, television programs, advertisements and magazines.

Texts can be spoken, written, viewed or multimodal and in print or digital/online forms. They include all forms of augmentative and alternative communication; for example, gestures, real objects, photographs and images. Multimodal texts combine different modes of communication such as images and written or spoken language.

Texts provide important opportunities for learning about languages and cultures. Purposeful activities can be organised around texts to meet the needs of the students in the classroom. Many of the tasks that students undertake in and out of school involve understanding and producing texts in everyday and workplace contexts.

Teachers are best placed to guide the selection of texts for students to listen to, read, view, write and create. The texts and resources will become increasingly sophisticated and varied as students progress through their schooling.

Teachers in government schools should refer to the [Department of Education social media use policy](https://www2.education.vic.gov.au/pal/social-media/policy) if using social media texts, such as blogs, with students. Teachers in Catholic and independent schools should refer to their sector authorities for advice on social media policies.

### Intercultural understanding

In the Languages curriculum area, the focus is on both language and culture, as students learn to communicate meaningfully across linguistic and cultural systems, as well as different contexts. This process involves reflection and analysis, as students move between Turkish, English and/or their own existing language(s). It is a reciprocal and dynamic process that develops language use and intercultural awareness and understanding.

### The use of Turkish and English

Students should use Turkish to communicate whenever possible in classroom, local or digital environments. The use of English provides opportunities for students to reflect on, explore and discuss ideas, and to use metalanguage to talk about and compare languages and cultures.

# Curriculum – F–10 Sequence

## Foundation to Level 2

### Band description

In Foundation to Level 2, Turkish language learning builds on the Victorian Early Years Learning and Development Framework and each student’s prior learning and experiences with language. In the early stages, the focus is on engagement through imagination and play-based learning. Students first engage with the language and culture through listening, viewing, speaking and action-related learning activities, stimulating their curiosity, and then strengthen and extend their skills by interacting with others in Turkish.

Students learn to communicate with others, and a focus on play is a strong feature throughout this band. They imitate the sounds, shapes and patterns of spoken Turkish, and receive extensive support through modelling, scaffolding and revisiting their learning as their understanding develops. Background language learners may interact in Turkish within their family and/or the Turkish-speaking community, and may bring prior knowledge of the language and culture to the classroom.

Through engaging with texts of increasing depth and complexity, students are given opportunities to expand their linguistic repertoire. They develop their vocabulary, and identify and explain their understanding of the language and grammatical features using simple metalanguage. They explore similarities and differences between Turkish, English and/or other languages. They explore the written language, beginning with reading a variety of texts and progressing to creating their own texts about their personal world as they develop their linguistic skills. Background language learners may bring examples of known Turkish contexts or texts to the classroom.

Culture and language are intertwined throughout every facet of language learning, and students discover that what is familiar to one person can be new to another.

### Achievement standard

By the end of Level 2, students identify the different sounds and rhythms of the Turkish language by listening to and viewing a variety of texts. They compare these sounds with other languages, noticing how pronunciation changes and discovering how languages are influenced by each other. They explore Turkish through play, first imitating sounds and patterns, then replicating expressions and phrases, before producing responses using formulaic and familiar language. They recognise that Turkish sounds are represented by letters that may have diacritic marks, and they can match these with words, copying and combining them in increasingly complex ways. They develop and expand their vocabulary, from simple sounds to frequently used words and phrases, using the pronunciation and intonation patterns of spoken Turkish. They expand their repertoire of Turkish words and phrases through listening, viewing and reading, and then progress to creating simple sentences and responses using modelled language.

Students identify familiar words and phrases to obtain meaning from a variety of multimodal texts relating to their personal world. They begin to explain their understanding of the features and grammatical structures of Turkish using simple metalanguage. They start to develop written competence by copying letters, including those with diacritic marks, to form words, and then produce the language with support. They respond to texts using frequently used words, phrases and sentence patterns in both written and spoken language. They apply their understanding of some of the conventions and features of the spoken and written Turkish language. They use common grammatical structures to create their own simple texts, with the support of visual and/or spoken cues.

Students explore and recognise the influence of culture on language and identity. They recognise that Turkish is spoken in communities and regions in Australia and around the world, and relate this to their own language(s) and culture(s).

### Content descriptions and elaborations

#### Strand: Engaging with Turkish Language and Culture

##### Sub-strand: Engaging with Turkish language

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| notice that Turkish looks and sounds different to other languagesVC2LT2E01 | * sharing the word for ‘hello’ in different languages known to them, looking at merhaba and the word for ‘hello’ in other written languages, and making observations about similarities and differences between languages
* participating in daily routines at the start of each class, such as singing, nursery rhymes and songs that may include actions, movement or dance, for example, ‘Kırmızı Balık Gölde’; ‘Mini Mini Bir Kuş Donmuştu’; ‘Arı Vız Vız’
* playing Simon says in English and its Turkish equivalent Simon diyor ki to help children notice differences in sounds and language structure (e.g. ‘Simon says touch your head’ – Simon diyor ki başınıza dokunun; ‘Simon says jump’ – Simon diyor ki zıplayın; ‘Simon says clap your hands’ – Simon diyor ki alkışla) or singing ‘Old Macdonald had a farm’ in English and its Turkish equivalent ‘Ali Babanın Çiftliği’
* responding to the teacher’s greetings and participating in class routine exchanges, such as comparing Turkish and English greeting words, for example, Nasılsın? with ‘How are you?’ and İyiyim with ‘I’m fine’; talking about the date and weather; asking and responding to ‘How are you?’, for example, Nasılsın? İyiyim / Çok iyiyim / Heyecanlıyım. Sen nasılsın? or Siz nasılsınız?
* introducing themselves, their friends and family members, for example, Benim adım… Ben beş yaşındayım. Bu, benim arkadaşım… Bu, benim annem. Bu, benim babam.
* naming and labelling classroom objects, then using the Turkish names while using them
* following classroom-related instructions such as dinle, bak, çiz, boya, kes, yapıştır
* 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 …’
* engaging in role-playing daily routines using common Turkish phrases, imitating the speech, pronunciation and stress patterns, for example, practising expressions like Sabahleyin kalkarım; Kahvaltı yaparımand Teşekkür ederim, and using gestures to emphasise meaning such as nodding for ‘yes’ and shaking the head for ‘no’
* using Turkish ‘big books’ with vivid images to focus on repetitive vocabulary like anne, baba, çocuk, merhaba, nasılsın, günaydın and asking students to repeat these words and mimic the pronunciation
 |
| develop oral language skills through exploring and listening to the sounds and patterns of the languageVC2LT2E02 | * participating in alphabet songs, chants and rhymes to imitate Turkish pronunciation, intonation and stress
* tracing the letters of the alphabet and imitating the sound such as a, b, c, ç…
* observing that written Turkish uses the same letters as written English, noticing that some letters in Turkish have diacritic marks to assist with pronunciation (e.g. ç, ı, İ, ğ, ö, ş, ü)
* experimenting with sounds used in Turkish, such as using and comparing animal sounds in Turkish with those in English and other languages represented in the class, for example, hav hav (woof woof), miyav (meow), gıt gıt gıdak (cluck cluck), möö (moo), vak vak (quack quack)
* identifying cognates in Turkish and English (e.g. princess – prenses, photograph – fotoğraf, television – televizyon)
* making connections with Turkish words and phrases used in everyday life, for example, identifying food names such as kebab, pide, yoghurt
* noticing when Turkish or English is being used in the classroom, for example, focusing on the language or words the teacher is using and identifying whether it is Turkish or English, when asked to do so
* imitating appropriate gestures and actions when greeting different people, such as shaking hands, kissing hands of elders and kissing people on both cheeks, and recognising differences between how they greet their teachers, family members and friends, for example, Günaydın öğretmenim! Nasılsınız?; Merhaba Ayşe! Nasılsın?
* exchanging greeting cards or notes with peers using modelled language, for example, Doğum günün kutlu olsun! Nice yıllara.; Tebrikler!; Dersten sonra top oynayalım mı?
* expressing likes and dislikes such as Kirazı sevmem.; Karpuzu severim.
 |
| recognise and respond to greetings, instructions and language relating to their personal world using one- or 2-word responses and/or single-idea phrases VC2LT2E03 | * recognising and responding to classroom instructions such as Otur.; Oku.; Çiz.; Boya.; Kes.; Yapıştır.; Ayağa kalk.; Kapıyı kapat.; Akıllı tahtayı aç.
* 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!, and using everyday social exchanges, such as thanking someone, Teşekkür ederim; apologising, Özür dilerim; or offering good wishes for special occasions such as Bayramınız kutlu olsun!; Afiyet olsun!; Geçmiş olsun!; Tebrik ederim!
* locating or moving objects in the classroom according to directions given (e.g. Kurşun kalemi masaya koy.; Yerine otur.; Resmi panoya as.)
* forming a circle and creating a question-and-answer routine, for example, asking the student next to them, Adın ne?; Bugün nasılsın?; Nerelisin?
* introducing and describing themselves and others (e.g. Adın ne?; Benim adım…; Senin adın ne?; Bu, benim babam. Babamın adı Aydın.), and then 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.
* sharing information about favourite experiences with peers, for example, Bugün benim doğum günüm.; Yarın bayram!; Pazartesi günü sinemaya gidiyorum.
* 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’
* 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
* completing a shared wall chart by matching labels to pictures or drawings such as food and drink items or classroom furniture (e.g. meyveler ve sebzeler; içecekler; sağlıklı/sağlıksız beslenme; sınıfımızdaki eşyalar)
 |

##### Sub-strand: Engaging with Turkish culture

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| explore connections between language and culture through play and/or imaginationVC2LT2E04 | * exchanging ideas, feelings and understandings of language and culture through play-based experiences, for example, playing dress-ups, pretend cafe or restaurant and market stand, and using puppets
* playing traditional Turkish games, such as yağ satarım bal satarım; saklambaç; körebe; elim sende, and games of cultures represented in the class
* listening to and singing along with well-known Turkish songs and lullabies, for example ‘Halay’; ‘Tren Gelir Hoş Gelir’; ‘Dandini Dandini Dastana’ and songs from Aboriginal and Torres Strait Islander cultures, such as ‘Inanay’, recognising that all cultures have children’s songs
* 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, for example, Bayramda el öpmek, using words such as abi, abla, teyze, amca to show respect
* recognising 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
* using repetition, gestures, mime and finger puppets to support language development through actions, drawings and simple statements and expressions, for example, head nodding for ‘yes’ can be replaced by saying hıhı; disapproval or disagreement can be represented by making a sound like nt nt; standing up when the teacher enters the room indicates respect
* 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!’; ‘vice versa’
* engaging in cultural exploration activities by watching videos and making posters, for example, watching a video showcasing a Turkish bazaar and observing the vibrant sights and sounds, such as colourful stalls filled with various goods and people interacting, and then creating a Turkish Bazaar poster and labelling items in Turkish, practising vocabulary such as elma, muz, kabak, portakal, baharat, giysi
* presenting information about their backgrounds and interests in show-and-tell, for example, Bu benim en sevdiğim oyuncağım.; Bu benim ailemin fotoğrafı.; Bu benim odam, pembe hali, iki yatak.
* 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: Communicating meaning in Turkish

##### Sub-strand: Interacting in Turkish

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| communicate using formulaic and modelled language relating to aspects of their personal worldVC2LT2C01 | * 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!
* viewing children’s television programs, such as Sevimli Dostlar; Pepe; Niloya, and responding by singing, chanting, mimicking and acting out favourite moments
* recognising the importance of using either formal or informal language depending on context, for example, not using given names when addressing elders such as teachers or parents
* creating illustrated lists of words and phrases in both Turkish and English that 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
* creating a storyboard with labels, using modelled language
* 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!
* 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’; ‘Yağ Satarım Bal Satarım’; ‘Ali Baba’nın Çiftliği’; ‘Tembel Çocuk Kalksana’
* viewing scenes of the shadow-puppet play Karagöz ve Hacivat, repeating key words and expressions, and drawing and describing the characters, for example, Hacivat akıllı, bilgili ve kurnaz birisidir. Hacivat’ın sivri sakalı vardır. Karagöz bilgisiz ve komik birisidir. Karagöz top sakallıdır.
 |
| participate in a range of guided language activities using formulaic expressions, and visual and spoken cuesVC2LT2C02 | * demonstrating comprehension of individual words, phrases and sentences in simple spoken, written and digital texts, for example, labelling, drawing, miming or onscreen pointing, clicking and dragging
* engaging in show-and-tell, introducing themselves, their family, friends and belongings using Benim adım… Bu, benim arkadaşım… Bu, benim kedim…
* 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, for example, watching an episode of a popular children’s television show focusing on vocabulary, numbers and daily routines
* playing games, following simple instructions (e.g. gece/gündüz – deve/cüce)
* role-playing situations such as asking for help or playing at the playground, for example, Pardon! Bir su alabilir miyim?; Tuvalete gidelim mi?; Lütfen; Teşekkür ederim
* performing simple rhymes and action songs that build on familiar language and content, and using non-verbal forms of support such as clapping, gestures and facial expressions
* watching short videos and responding to questions or prompts
* practising vocabulary, for example, practising high-frequency verbs using flashcards with images and/or written words, and using gestures to accompany the verbs where appropriate
* 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’; ‘Goldilocks ve Üç Ayı’; ‘Zencefilli Kurabiye Adam’ and responding to favourite elements through play-acting, role-playing or movement using puppets, props or actions
 |

##### Sub-strand: Mediating meaning in and between languages

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| locate key information in a variety of texts with support, and respond using gestures, images, words and/or formulaic phrasesVC2LT2C03 | * listening to spoken texts such as class and school announcements or conversations and identifying key words and facts, such as names, places, numbers or times
* matching items from print/digital pictures or wordlists to vocabulary sets associated with particular categories, such as people, animals or food groups, for example, insanlar, hayvanlar, yiyecekler
* demonstrating comprehension of individual words, phrases and sentences in simple spoken, written and digital texts, for example, labelling, drawing, miming or onscreen pointing, clicking and dragging
* collecting information from visual, written or multimodal texts and categorising the findings, for example, creating lists of favourite colours, animals or toys
* 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?
* 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
* working in pairs to gather information about each other’s personal interests and presenting their findings to the whole class, for example, Defne yüzmeyi çok sever. Her pazar havuza gider.
* listening to pronunciation of the Turkish alphabet modelled by the teacher or audio scripts and participating in activities such as spelling words out loud, playing games using letter patterns or writing dictated words and phrases
* recognising that Turkish is a phonetic language and is written as it sounds, and differentiating between the 8 vowels and 21 consonant sounds of Turkish through imitation, repetition and experimentation
* reading out loud to develop correct pronunciation, intonation, rhythm and stress
 |
| explore and make meaning from sounds, words and phrases for familiar objects or terms in Turkish through play, and discover how languages influence each otherVC2LT2C04 | * developing pronunciation, phrasing, syllabification and intonation skills by singing, reciting and repeating words and phrases in context
* recognising that Turkish uses loan words from English (e.g. internet, televizyon, ceket, film, futbol) and that English uses words from Turkish (e.g. yoghurt, coffee, kiosk, turquoise)
* 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 key words and expressions that feature in Turkish and English versions of popular children’s rhymes, games and songs, such as ‘Ali Baba’nın Çiftliği’ and ‘Tembel Çocuk Kalksana’
* using and manipulating classroom aids such as coloured shapes to create understanding of number, adjectives and word order, for example, Benim iki mavi karem ve bir üçgenim var
* 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?
* experimenting with sounds in onomatopoeic words, such as those related to animal sounds, for example, ü ürü üü (horoz); miyav (kedi); möö (inek); hav hav (köpek); cik cik (kuş), and comparing with the pronunciation of equivalent animal sounds in English
* noticing that Turkish and English use the same conventions for punctuation, such as full stop, comma, exclamation mark, question mark
* 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!
* constructing simple sentences, such as Annem elma aldı.; Adım Canan.
 |

##### Sub-strand: Creating text in Turkish

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| create spoken and written texts, copying letters, some with diacritic marks, as appropriate, and using words, familiar phrases and modelled languageVC2LT2C05 | * becoming familiar with the Turkish alphabet, for example, identifying sounds of specific phonemes such as ı, ö, ü, ç, ğ, ş
* recognising the upper case of ı is I and i is İ, for example, ışık – Işık; inek – İnek
* understanding that the letters q, x and w in English are not represented in the Turkish alphabet
* noticing that each letter in Turkish represents a single sound
* recognising that the Turkish letters a, e, c, j and i are pronounced differently from their English pronunciation
* becoming familiar with the Turkish alphabet, for example, identifying sounds of specific phonemes such as ı, ö, ü, ç, ğ, ş
* noticing words that are similar in Turkish and English (e.g. radyo – radio; yoğurt – yoghurt; tren – train; taksi – taxi) by using matching word cards, pictures, large-print dictionaries, wordlists and labels
* completing cloze/information-gap activities by filling in the gaps of a conversation with words, familiar phrases and modelled language
* recording provided or created conversations, asking and answering questions about various topics related to their personal world using modelled language, for example, their name and age; where they live; their siblings and pets
 |

#### Strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| imitate the pronunciation and intonation of spoken Turkish, and understand how sounds are producedVC2LT2U01 | * connecting letters and using vowel marks to form words, with support, and using familiar phrases and modelled language to create spoken, written and multimodal texts
* listening to the language in a short video clip with Turkish subtitles, and noticing that Turkish is a phonetic language that sounds generally as it is written
* listening to or viewing audio and visual texts from a range of regions in Türkiye and recognising that different dialects are spoken in Türkiye and accents vary in Turkish-speaking communities (comparisons can be drawn with variations in English by watching short clips of videos featuring British, American and Australian English)
* comparing vowel sounds in Turkish and English, for example, making up nonsense words and trying to spell them to conform with Turkish phonetics, by playing spot the odd one out from strings of words such as masa, sarı, kaba and baba
* reproducing Turkish sounds and intonation patterns through imitation, for example, reciting nursery rhymes or tongue twisters and singing songs, such as ‘Küçük Kurbağa’ or ‘Mini Mini Bir Kuş’
* using Turkish patterns of intonation, pronunciation and stress, for example, playing rhyming tennis, where students say vowels to each other in nonsense words, changing the vowels and then the consonants (e.g. lala, lele, lili, lolo, lulu, mama, meme, mimi, momo, mumu)
* observing that words that stress the final letter often have a specific accent or emphasis, and finding examples in a simple text such as a nursery rhyme or poem, for example, ‘Kırmızı Balık’
* listening to and imitating Turkish speakers or recorded audio passages to practise pronunciation and intonation in Turkish
* understanding that when pronouncing Turkish, it is important to pronounce each syllable clearly, practising with tongue twisters such as Kara kedi, kara kedi, kara kedi koş
* understanding that statements and questions have different intonation patterns, and using gestures to indicate the intonation patterns they hear, for example, moving the arm up as the intonation rises for questions such as Sen nereye gidiyorsun?
 |
| identify sound combinations to produce simple words, and then an increasing number of frequently used words and phrasesVC2LT2U02 | * recognising basic sound combinations in Turkish and how these may differ from English (e.g. ç in çiçek, ş in şapka and g in güneş) by using catchy chants like Çiçeğin çiçek gibi çiçek! or Şapka şapşal şapkayı şapşal!
* recognising the nasal sounds in Turkish (e.g. ın in inek and an in ananas)
* recognising the differences between how phonograms are pronounced in English and Turkish, for example, o in English ‘coins’ and o in Turkish otobüs
* recognising the sounds of more complex combinations (e.g. il in ilkbahar or ev in evcil)
* practising rolling their rs by reciting rhymes and chants with rolled rs, such as ‘Kırk kırık kiraz yersem, kırk kırık kova vız gelir!’
* recognising that the letter c in Turkish sounds like ‘j’ in English, and that the letter ş sounds like ‘sh’ in English, and making a list of 'tricky letters' with pronunciation hints
* using common adjectives for colour and size in various contexts such as classroom items (e.g. küçük kalem; beyaz tahta) and animals (e.g. büyük köpe; siyah kedi), and using frequently used verbs in a variety of contexts such as oynamak, koşmak, yemek
* playing a dictionary or digital device game to collect as many words as possible relating to a topic provided by the teacher in a set amount of time, such as a game where students find as many words related to aile as possible in 3 minutes
* playing games to identify sound combinations and create simple words, for example, combining letter cards or blocks to make words such as combining the letters a, r and k to make words like arka, kar, rak
* following instructions such as bak, dinle, yaz and oku, and adding lütfen once they are familiar with the words (e.g. bak lütfen; dinle lütfen)
 |
| recognise and explore how the Roman alphabet, diacritic marks and features of language are used to construct meaning in TurkishVC2LT2U03 | * imitating the pronunciation of the 29 letters of the Turkish alphabet by singing along with an online video of the Turkish alphabet song
* becoming familiar with the Turkish alphabet, noticing similarities to and differences from English, for example, noticing the diacritic marks, singing the alphabet, and discussing similarities and differences in the sounds and letters
* noticing the possible confusion between how the letters i and ı are pronounced in English and Turkish, providing examples such as kiraz, kış, kitap, kız, kına and inek and practising the correct pronunciation when playing snap with words or images featuring these sounds
* noticing how the letter ğ in Turkish is always silent, and practising the pronunciation of words such as ağrı, dağ, ağa, en sevdiğim
* learning the structure of simple statements and questions based on models (e.g. Nasılsın?; Nerelisin?; Benim adım… )
* learning simple verbs to describe actions and using them in formulaic expressions such as Televizyon izliyorum; Müzik dinliyorum; Kitap okuyorum, then creating a gesture to match the verb, and finally playing Simon says with the verbs and their matching gestures
* using pronouns to identify people (e.g. ben, sen, o, biz, siz, onlar) and then playing a pronoun race where images of well-known Turkish characters from books, television or films are displayed on the board with their English pronouns, with students racing to correctly match the corresponding Turkish pronoun in the fastest time, for example, Turkish soccer players
* recognising the formulaic use of the verbs olmak and sahip olmak to give personal information about state or identity(e.g. İki kardeşim var. Kısayım. Altı yaşındayım. Yeşil gözlerim var. Uzunum.) and then creating a class chart of olmak and sahip olmak with images underneath to match the verbs
* recognising that adjectives are used to describe people, places and things, for example, matching simple adjectives to pictures, using the words uzun, kısa, büyük, küçük, kırmızı elma, yeşil elma
* using basic particles as part of formulaic language and recognising particles written with diacritic marks, for example, ile – Ali ile Ayşe parka gitti; ve – Elma ve armut aldım
 |
| identify that written and spoken Turkish has grammatical structures and other language features that may be similar to or different from English and/or other languagesVC2LT2U04 | * comparing the Turkish alphabet to other forms of written expression, such as the Arabic, Cyrillic and/or English alphabets, to understand different writing systems
* noticing that both Turkish and English use punctuation conventions such as full stops, capital letters, commas and question marks
* copying or tracing high-frequency Turkish words (e.g. numbers) with attention to proper spelling and writing order, for example, bir, iki, üç, dört, beş
* noticing the similarities and difference between Turkish and English in relation to word order in compound words, for example, güneş gözlüğü in güneş + gözlük = sunglasses, and noticing other differences such as the absence of the verb ‘to be’ in Ben iyiyim and Ben çok iyiyim
* recognising that simple statements in Turkish tend to follow English word order, but that questions do not, for example, ‘Do you have a cat?’ vs. Kediniz var mı?
* noticing when the word order is the same in both Turkish and English, for example, in subject + verb + object sentences such as Ben elma seviyorum
* replacing words in modelled sentences to express a personal meaning, for example, replacing elma in Ben elma seviyorum with muz to say Ben muz seviyorum
* noticing the affirmative and negative versions of verbs used to show agreement or disagreement, for example, making a circle and asking questions such as Kardeşin var mı? Evet/Hayır or Kedi sever misin? Evet/Hayır, with all students who answer in the affirmative having to swap places with another student
* becoming aware of the use of the pronoun o in Turkish, which can refer to ‘he’, ‘she’ or ‘it’, noticing that o doesn’t refer to a gender, for example, O öğrenci; O bebek
* understanding that for Turkish speakers, silence during spoken interactions can indicate thinking about information, whereas for English speakers it could mean uncertainty or discomfort
 |

##### Sub-strand: Understanding the interrelationship of language and culture

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| reflect on how language, culture and identity are interconnected and discuss how Turkish-speaking communities are similar to or different from othersVC2LT2U05 | * exploring the meaning of culture and how it can involve visible elements such as ways of dressing, eating and dancing
* 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 family or community contexts, but not in other contexts or situations, for example, receiving spending money during bayram
* 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
* showing examples of how gestures and body language in Türkiye are similar to or different from the language(s) they speak at home
* exploring symbols and languages used by Aboriginal and Torres Strait Islander Peoples and by Turkish-speaking communities in a range of contexts, for example, identifying the colours of flags in Turkish, and then discussing what the colours represent in the Aboriginal and Turkish flags
* interacting with a guest speaker from the local Turkish-speaking community and learning how Turkish is used and valued in different places
* viewing and responding to multimodal texts to explore where Turkish language is used in Australia, such as a video clip of a scene from a restaurant, shop or market
* watching videos or reading books about different Turkish-speaking communities
* recognising that languages and communities have different protocols regarding the use of terms of respect, for example, there are ways of addressing Aboriginal and Torres Strait Islander Peoples using familial terms (e.g. ‘Uncle’ or ‘Aunty’) depending on the relationship, and comparing these terms with Turkish and/or other languages
 |
| identify where Turkish is used around the world and recognise that there are many different languages spoken in communities throughout Australia VC2LT2U06 | * locating Türkiye, Australia and countries/places of significance to students in the class on a digital or print world map, and understanding that Turkish is the national language of Türkiye and is spoken in Turkish-speaking communities in Australia and around the world
* noticing that many languages from different parts of the world are spoken in Australia and may be represented in their classroom, and creating a speech bubble that introduces them and the language(s) they speak
* discussing the colours and symbols used in the flags of Aboriginal and Torres Strait Islander Peoples, Turkic countries and other countries known to students, and explaining what these colours represent in English
* colouring in countries on a world map where Turkish is an official language (Türkiye, Cyprus) and where Turkic languages are spoken (e.g. Azerbaijan, Turkmenistan, Uzbekistan)
* developing number knowledge and identifying the similarities and differences between the use of cardinal and ordinal numbers in English and Turkish, for example, birinci, ikinci, üçüncü…
* creating simple timelines using the given information of an Australian Turkish-speaking community: dates of immigration, important milestones (e.g. launching a Turkish school) and their legacy (e.g. industry, buildings, bakeries)
* sharing their own backgrounds and the languages spoken at home by creating a chart that lists frequently used phrases such as ‘hello’, ‘excuse me’, ‘thank you’, or their favourite traditional or festive foods
* recognising and celebrating that Australian communities are made up of many different languages and cultures, for example, by observing International Mother Language Day on 21 February or Harmony Week, and coming to class in the traditional clothing of their choice
* watching videos or reading books about different Turkish-speaking communities
* viewing pictures of Turkish signs, as well as signs in other languages, from restaurants, markets and other shops in Australia, and viewing bilingual signs in Australia and other countries, for example, from airports and tourist destinations
 |

## Levels 3 and 4

### Band description

In Levels 3 and 4, Turkish language learning builds on each student’s prior learning and experiences with language. Students communicate and work in collaboration with their peers and teachers through purposeful and creative play in structured activities that involve listening, speaking, reading, writing and viewing. They use Turkish to interact with their peers and teachers and to participate in activities in familiar settings that reflect their interests and capabilities. Background language learners may also bring their experience of interacting in Turkish with their family and/or their local community to the classroom.

Students use local and digital resources to explore Turkish-speaking communities in Australia and diverse locations across the world. They receive support through modelling, scaffolding and repetition, as well as the use of targeted resources. They access authentic and purpose-developed Turkish language texts such as picture books, stories, songs, digital and animated games, timetables, recipes and advertisements. Background language learners may share authentic resources and bring knowledge of words and expressions to the classroom.

Students develop active listening skills and use gestures, words and modelled expressions, imitating the sounds, pronunciation and intonation of Turkish. Students use simple metalanguage to discuss similarities and differences in English and/or Turkish, such as the use of the Roman alphabet in both languages and diacritical marks in Turkish.

They recognise the interconnected nature of language, culture and identity.

### Achievement standard

By the end of Level 4, students use Turkish to initiate structured interactions and share information related to the classroom and their personal worlds. They use modelled language to participate in spoken and written activities. 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 grammatical structures to create texts.

Students imitate the sound combinations and rhythms of spoken Turkish. They demonstrate their understanding that Turkish has non-verbal, spoken and written language conventions and rules to convey meaning. They recognise that some terms have cultural meanings. They identify patterns in Turkish and make comparisons between Turkish and English, using simple metalanguage. They understand how aspects of language and culture contribute to their own and others’ cultural identity.

### Content descriptions and elaborations

#### Strand: Communicating Meaning in Turkish

##### Sub-strand: Interacting in Turkish

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| initiate exchanges and respond to modelled questions about themselves, others and the classroom environment, using formulaic expressions VC2LT4C01 | * using non-gendered forms of address, such as Günaydın çocuklar
* 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?, and seeking advice and help from others, for example, Tekrar edebilir misin, lütfen?; Bu ne demek?; O ne demek?; Anlamıyorum. Yardım edebilir misin?; Bana yardım eder misin?
 |
| participate in activities that involve expressing interests and exchanging information with others, using a range of familiar phrases and modelled structures VC2LT4C02 | * 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.; Nasrettin 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 (e.g. 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
 |

##### Sub-strand: Mediating meaning in and between languages

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| locate and respond to key information related to familiar content obtained from spoken, written, viewed and multimodal textsVC2LT4C03 | * 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 Aboriginal and Torres Strait Islander Peoples’ languages change according to connections and relationships between people, and giving examples of how this occurs in Turkish, for example, identifying ways of addressing Aboriginal and Torres Strait Islander Peoples using familial terms (e.g. ‘Uncle’ or ‘Aunty’) depending on the relationship, and comparing these terms with Turkish and/or other languages
* collecting information from texts on the school noticeboard, such as advertisements for school and community events, or canteen and restaurant menus, and identifying key information
* 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 produce Turkish, adjusting language to convey meaning and/or intercultural understanding in familiar contextsVC2LT4C04 | * 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 (e.g. 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

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| create and present spoken and written texts using formulaic expressions, simple phrases and sentences, and modelled textual conventionsVC2LT4C05 | * 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 Aboriginal and Torres Strait Islander Peoples’ Country or Place locations in their local area or elsewhere in Australia, for example, creating simple descriptions in Turkish about the cultural practices or significant places of one of these Aboriginal groups, with permission, and presenting about traditional ceremonies, art styles or historical events that are important to Victorian Aboriginal communities, if appropriate, using Turkish words, for example, Dans; Geleneksel tören; Sanat; Müzik; Hikaye; Yerel dil; Yerel el sanatları
* 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, evremizdeki bitkiler; 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, or 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
 |

#### Strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| recognise sound combinations and use patterns of pronunciation and intonation to form words, phrases and simple sentencesVC2LT4U01 | * learning about back (a, ı, o, u) and front (e, i, ö, ü) vowels in Turkish and applying the principle of vowel harmony to high-frequency words
* applying the principle 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 and use modelled language, formulaic phrases, simple grammatical structures and language conventions to convey meaningVC2LT4U02 | * 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; 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!; 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, for example, 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 and compare familiar Turkish language structures and features with those of English and/or other languages, using simple metalanguageVC2LT4U03 | * 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 fairytales 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 (e.g. web sitesi; sosyal medya; tişört) and considering differences between these and the types of Turkish words used in English
* identifying loan words from other languages (e.g. 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

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| identify connections between personal identity, language and aspects of culture VC2LT4U04 | * 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 given 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 that only ‘work’ in that language, for example, Güle güle kulan; 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
* learning the Turkish words for directions and regions, for example, Ege; Doğu Anadolu; İç Anadolu; Marmara, through an engaging activity that integrates Aboriginal and Turkish cultures using a map of Australia to locate the regions inhabited by different Aboriginal groups such as the Koori/Koorie in the southeast (Güneydoğu), Noongar in the southwest (Güneybatı) and Nunga in the south (Güney). Additionally, learning Aboriginal groups to identify themselves, such as Zenadth Kes, Koori, Koorie, Noongar and Nunga, and comparing this with Turkish regions like Ege; Doğu Anadolu; İç Anadolu; Marmara
* discussing representations of information used in cultural expressions of Aboriginal and Torres Strait Islander Peoples, and making connections with those of Turkish language and culture(s), for example, the different regional words used by Aboriginal groups to identify themselves such as Zenadth Kes, Koori, Koorie, Noongar and Nunga, and comparing this with Turkish-speaking cultural groups
* noticing how values including politeness, affection or respect are conveyed in Turkish 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 amca (uncle) or ağabey (older brother) and teyze (aunt) or abla (older sister)
* 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 and 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, and comparing them with other gestures or behaviours that they identify with other cultures
 |

## Levels 5 and 6

### Band description

In Levels 5 and 6, Turkish language learning builds on each student’s prior learning and experiences with language. Students continue to communicate and work in collaboration with their peers and the teachers in purposeful, creative and structured activities that involve listening, speaking, reading, writing and viewing. They interact in Turkish to exchange information and ideas within their interests, school and local environment, and engage with Turkish-speaking communities in person or online. Background language learners and second or additional language learners may also work independently and/or in groups to collaborate and share learning, with support. Students continue to receive ongoing support from modelling and from digital and print resources.

Students engage with a range of spoken, written, viewed and multimodal texts that may include stories, posters, images, notes, invitations, video clips and procedural texts. Background language learners may share authentic resources from their local community with their peers.

Students recognise how diacritical marks affect pronunciation and meaning. They identify language structures and features of Turkish, and use familiar metalanguage to reflect on their understanding. They recognise that some words and expressions are not easily translated, and reflect on how diverse cultural practices, behaviours and values influence communication and identity.

### Achievement standard

By the end of Level 6, students initiate and use strategies to maintain interactions in Turkish that are related to their personal worlds and school environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities to share and discuss information, preferences and ideas. 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 suit purpose.

Students use modelled structures when creating and responding in Turkish. They create texts, selecting and using a variety of vocabulary and sentence structures to suit different contexts, and using conventions appropriate to text type. They apply rules for pronunciation and intonation in spoken language and apply conventions of spelling and punctuation in written language. They compare language structures and features in Turkish and English, using familiar metalanguage. They show understanding of how language and culture are interconnected and consider how this is reflected in their own language(s), culture(s) and identity.

### Content descriptions and elaborations

#### Strand: Communicating Meaning in Turkish

##### Sub-strand: Interacting in Turkish

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| initiate and sustain modelled exchanges in familiar contexts related to their personal worlds and school environment VC2LT6C01 | * exchanging information about significant people such as family members, friends and teachers, physical appearance and characteristics/qualities, for example, Babamın azmine hayranım.; Berna’nın kahverengi saçları vardır.; Onun sesi çok güzel.; 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?
* referring to others appropriately and respectfully in different contexts, by using the pronoun o, noticing that o is gender neutral, for example, O öğrenci çok çalışkan.; O arkadaşım harika bir futbolcu.; O öğretmen çok sabırlı.; O çocuk yeni bir oyuncak ald.; O arkadaşım çok iyi bir insan
* 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, musician, artist, teacher, family member 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 discussion and planning with others, using language that expresses information, preferences and ideas VC2LT6C02 | * 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, or posters for 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 an 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 Hacivat ve Karagöz oyunları; skeçler; piyesler; marşlar; Ramazan manileri, to present to younger students at a community event or school assembly
 |

##### Sub-strand: Mediating meaning in and between languages

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| locate information and ideas in a range of spoken, written, viewed and multimodal texts, and respond in different ways to suit purpose VC2LT6C03 | * 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 hem de kaliteli
* viewing Aboriginal and Torres Strait Islander Peoples’ stories, drawings or digital art using words, formulaic expressions and modelled sentences in Turkish to respond, for example, Deve kuşunu görüyorum; Çok büyük ve ilginç; Güneş çok sıcak ve parlak; Güneş ve akarsu görüyorum; Akarsu çok hızlı akıyor; Güneş çok sıcak fakat akarsu çok soğuk
* 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, then creating a short video or digital presentation highlighting keywords and expressions that reflect important values and feelings such as gurbet, özlem, heyecan, güvenlik, dostluk, komşuluk
* 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 comic or storyboard to retell the story in their own words, or by creating a timeline to track a sequence of events
 |
| apply strategies to interpret and convey meaning and/or intercultural understanding in Turkish in familiar non-verbal, spoken and written contextsVC2LT6C04 | * 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 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 internet 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 – such as gözüne girmek; dikkat kesilmek; dolap çevirmek – and comparing them with expressions in English for which there are no easy Turkish translations
* 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, snowstorms 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; using given 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

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| create and present spoken and written texts, using a variety of vocabulary, modelled sentence structures and conventions appropriate to text type VC2LT6C05 | * presenting information related to elements of Turkish lifestyles and culture to students in the school who are not learning Turkish, for example, şehir; köy; Türk hamamı; Türk kahvesi; sanat; halk dansları
* designing a menu for a Turkish meal that 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 Aboriginal or Torres Strait Islander Country or Place in a local or regional context or elsewhere in Victoria or Australia, for example, identifying and mapping the Wurundjeri, Boon Wurrung or Yorta Yorta lands; students can use maps to pinpoint these locations and describe their significance in Turkish, for example, Burası Wurundjeri ülkesidir ve buradaki yerli halk tarafından kutsal kabul edilir
* 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 odas; 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 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 (e.g. 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 Hacivat’ to create and enact representations of relationships and experiences from their own worlds
 |

#### Strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| apply combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency and rhythm in words, phrases and sentencesVC2LT6U01 | * 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
* recognising differences in the pronunciation of long and short vowels with and without accents, and 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!
* practising the sounds and intonation patterns in Turkish when introducing themselves, for example, providing their name, age and stating the Aboriginal Country on which they are learning, such as Biz şu anda Wurundjeri Topraklarındayız
* understanding how stress is usually placed on the last syllable in Turkish, except in the case of some question words, compounds and place names 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
 |
| recognise and use a range of modelled grammatical structures to respond to and create simple texts using conventions appropriate to text typeVC2LT6U02 | * 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 principle 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
* creating short descriptions or stories about significant Victorian Aboriginal places and people using appropriate text conventions, for example, writing a postcard describing a visit to Gunditjmara Country using simple past tense and adjectives, such as Geçen hafta Gunditjmara ülkesini ziyaret ettik. Orada çok güzel manzaralar vardı., using interrogative word endings in different tenses depending on personal pronouns, for example, Geliyor musun?; Gelecek misiniz?
* 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; also 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 the negative marker -m(a), as in 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 Turkish language structures and features with those of English and/or other languages, using familiar metalanguageVC2LT6U03 | * comparing language used in texts, for example, descriptive language in recounts or narratives, humorous language in comics and poems, 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 emojis 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
* understanding that some words originate from Aboriginal languages from different areas around Australia, for example, koala (koala) from the Dharug word gula, meaning ‘no water’, or kanguru (kangaroo) from the Guugu Yimithirr word gangurru, and comparing these words to English and/or other languages and discussing their historical context
* 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
* 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, for example, ‘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

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| recognise that language reflects cultural practices, values and identity, and that this has an impact on verbal, non-verbal and written communicationVC2LT6U04 | * 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, that in Turkish classrooms, teachers are addressed as öğretmenim/hocam whereas in English classrooms, teachers are called by their title and family names, and discussing why these adjustments are necessary
* noticing how language and culture are expressed through Turkish song, dance (e.g. Turkish Halay dance) or artworks, and considering similarities and differences with other communities, including Aboriginal or Torres Strait Islander communities, and noticing how these cultural practices tell stories and preserve traditions
* 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
* reflecting on how interacting in Turkish feels different from interacting in English and identifying elements that feel culturally specific, and noticing ways in which the Turkish language reflects values and traditions of Turkish-speaking communities, for example, Nazar değmesin!; Güle güle kullanın!
* comparing superstitions across cultures, such as Yerde uzanan çocukların üzerinden atlamamak; Geceleyin tırnak kesilmez; Tahtaya vurmak; Yıldız kayarken dilek tutmak, and ‘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 and 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’ and diğer fıkralar; ‘Karagöz ve Hacivat’ gölge/kukla oyunu and masallar; the use of deyimler ve atasözleri in destanlar
* exploring the meaning of ‘culture’, and how it involves visible elements such as ways of dressing, eating and dancing, and less-visible elements including ways of thinking and valuing
 |

## Levels 7 and 8

### Band description

In Levels 7 and 8, Turkish language learning builds on each student’s prior learning and experiences. They work increasingly independently and in groups, and continue to receive feedback and support from their peers and teachers. Students use Turkish, in person or online, to interact and collaborate within and beyond the classroom. They listen, speak, read, write and view to exchange information, ideas and opinions about their worlds. Background language learners and second or additional language learners may also interact and collaborate within and beyond the classroom to facilitate learning.

Students access a range of spoken, written, viewed and multimodal texts from a variety of authentic sources, which may include audio and video clips, magazines, advertisements, images, stories and articles. Background language learners may source texts and other resources from their local community to share with peers. Students use their knowledge of some metalanguage in an increasing range of contexts to reflect on similarities and differences between Turkish, English and/or other language structures and features.

Students recognise that language choices reflect cultural values, beliefs and identity.

### Achievement standard

By the end of Level 8, students initiate and maintain Turkish-language interactions in familiar and some unfamiliar contexts related to a range of interests and experiences. They use Turkish to collaborate and problem-solve, and adjust their language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of the similarities and differences between languages, in both familiar and some unfamiliar contexts, by adjusting and reorganising responses. They sequence information and ideas, and select and use vocabulary, sentence structures and expressions to create texts appropriate to context, purpose and audience.

Students apply the conventions of spoken Turkish and continue to enhance fluency. They demonstrate understanding that spoken, written, viewed and multimodal texts use different conventions, structures and features to convey meaning. They comment on structures and features of Turkish text, using some 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.

### Content descriptions and elaborations

#### Strand: Communicating Meaning in Turkish

##### Sub-strand: Interacting in Turkish

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| initiate and sustain exchanges in familiar and some unfamiliar contexts related to their experiences, feelings and views, adjusting their language in response to othersVC2LT8C01 | * 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, Hımm…; Yani…; Şey…; Eee?; Anlayamadım, biraz daha açıklar mısınız?; Biraz daha detay verebilir misiniz?; O kelimeyi bir daha söyler misiniz?; Yapma ya!; Öyle mi?; Gerçekten mi?
* comparing aspects of their personal worlds (e.g. home, school, social lives) including their use of different languages and involvement in different cultural practices, for example, aile yaşamı; düğünler; batıl inançlar; misafirperverlik (konukseverlik); bayramlar
* 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; Cumhuriyet Bayramı
* initiating written or spoken exchanges such as addressing the audience while making a speech, using titles and forms of address that do not assume gender, for example, instead of using Bey (Mr) or Hanım (Mrs/Ms), using Sayın (respected) followed by the person’s name, which is gender neutral
* initiating 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, teacher-moderated online discussions about shared interests, from different contexts and perspectives including fashion, healthy eating, music, dance, sports, online language learning tools, or experiences such as being part of different friendship and interest groups, using Turkish and English
* contributing to posts on secure websites or secure online forums that 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.; Bu konu ile ilgili geri bildiriminiz çok değerli.; Ne düşünüyorsunuz?
 |
| use language to negotiate and problem-solve collaboratively to plan projects and eventsVC2LT8C02 | * organising class events such as a lunch, an important event or a performance
* planning an advertising campaign to improve outcomes for young people, including 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 to 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, such as Okul bülteni için bir makale yazabilirim.; Bence bu konuya blog sayfanda 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, celebrations
* planning interviews with Turkish-speaking residents in nursing homes, on various topics including 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

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| interpret information, ideas and opinions in a range of spoken, written, viewed and multimodal texts, and respond appropriately to context, purpose and audienceVC2LT8C03 | * listening to or reading about issues that concern young people in Turkish-speaking communities and expressing opinions and feelings
* viewing visual media such as documentaries or advertisements on television or online to decode non-verbal cues like gestures, facial expressions and body language, integrating linguistic elements to interpret content and purpose, and then using this information to conduct a survey within Turkish-speaking communities and reporting their findings to the class in Turkish
* conducting research into aspects of Turkish life to produce a multimodal presentation for a school event
* listening to or reading an article or interview of a well-known Aboriginal or Torres Strait Islander person, discussing their opinions and ideas in Turkish, and creating and presenting their personal profile to the class as a speech or digital slide presentation
* 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 (e.g. ‘Türk dizileri’; ‘Türkçe pop’; ‘Şarkılar ve türküler’), identifying either shifts in social or cultural attitudes from those reflected in traditional texts such as efsaneler, or evidence of continuing values across time
* watching Turkish Yeşilçam films and taking notes to participate in classroom discussions regarding similarities to and differences from films produced today
* creating a shared database of information produced in different media that reflects Turkish lifestyles over different times and contexts, classifying material in domains such as fashion, family, leisure, sport, work or culture
 |
| apply strategies to comprehend and produce non-verbal, spoken and written language to convey meaning and intercultural understanding in familiar and some unfamiliar contextsVC2LT8C04 | * 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, poems, storybooks or plays into English, demonstrating how some cultural elements cannot be translated literally, for example, the stories of Hacivat ve Karagöz, the opening rhymes of fairytales 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 fairytales (e.g. ‘Snow White’, ‘Little Red Riding Hood’, ‘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, 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 that identify the intended purpose and audience, for example, using sen (informal you) or siz (formal you) to engage with the audience appropriately, or Lezzetli, sağlıklı ve ekonomik to evoke emotions in advertisements, or Araştırma sonuçları, hipotezin doğru olduğunu göstermektedir for impersonal and unbiased language
* 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, ellerin dert görmesin; afiyet olsun; hayır duası almak; başınız sağolsun
* interpreting language samples that show how people vary their language based on their relationships with others, different situations, social status and cultural backgrounds, including language used by teachers to students, students to students, politicians’ speeches to the electorate
 |

##### Sub-strand: Creating text in Turkish

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| create and present spoken and written texts, sequencing information and ideas, selecting vocabulary, expressions and grammatical structures appropriate to text type and contextVC2LT8C05 | * presenting information from various media sources to raise awareness or prompt action on issues like language learning in Australia, a healthy lifestyle or environmental pollution, and reporting on good news items such as successful fundraising activities or academic or sporting achievements via school website posts or local radio segments, using a mix of print, sound, visual images and hyperlinks
* combining modes of presentation such as displays, videos or music to present Turkish cultural themes like family life, hospitality and marriage, and creating subtitles, captions or commentaries for video clips, displays or slide shows introducing the school community to significant aspects of Turkish cultural and national celebrations
* creating a print or digital poster in Turkish to promote travel to a significant cultural location on an Aboriginal or Torres Strait Islander Country or Place, including what to see and do there
* developing a glossary of digital technologies terms and using the terms in their own texts (e.g. 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, and planning and performing short plays or skits that contain references to familiar stories, legends, dramas or film scripts
* 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, the songs ‘Süt Içtim Dilim Yandı’; ‘Mavi Boncuk’; ‘Sev Kardeşim’; ‘Domates Biber Patlıcan’
* creating texts to share with younger learners, such as big books, comics or voice recordings, incorporating humorous and expressive language
* 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 wordplay by creating their own poems, raps or songs on selected topics such as mevsimler, milli bayramlar
 |

#### Strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| apply conventions of spoken Turkish to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contextsVC2LT8U01 | * enhancing fluency and accuracy in relation to pitch, stress, tone, rhythm and intonation when pronouncing Turkish words and phrases, when discussing a range of familiar topics with classmates including leisure, interests or sport
* applying the vowel elision rule in 2-syllable words and understanding how this is related to suffixes (e.g. burun-burnu, beyin-beyni, göğüs- göğsü, karın-karnı, oğul-oğlu)
* understanding sound assimilation in spoken Turkish that 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, such as gül, yüz, dolu, ben, aç and çay, and learning how these affect meaning in sentences
* 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 to respond to and create a range of texts using conventions appropriate to audience and text typeVC2LT8U02 | * 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: emphatic reduplication (e.g. kapkara, upuzun), -m reduplication (e.g. çirkin mirkin; Selma’yı Melma’yı görmedim) and doubling (e.g. yavaş yavaş; ikişer ikişer; koşa koşa; ağlaya ağlaya)
* using more complex conjunctions such as hem … hem de; ne … ne de; 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 (e.g. 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 the structures and features of Turkish, and compare them with English and/or other languages, using some metalanguageVC2LT8U03 | * 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
* applying their understanding of key features of familiar types of Turkish and English texts to understand unfamiliar content (e.g. in print and digital public announcements, commercials, advertisements or itineraries)
* comparing examples of text types in Turkish and English (e.g. horoscopes, advertisements, 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-hanım teyzeciğim and with canım-canım teyzeciğim; kuzucuklarım and canım kuzucuklarım
 |

##### Sub-strand: Understanding the interrelationship of language and culture

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and valuesVC2LT8U04 | * 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 (e.g. the use of titles such as bey/hanım, usta, çırak, muavin, yardımcı, paşa, öğretmen, hoca), and considering how concepts such as respect and hierarchy are expressed in English
* reflecting on significant cultural experiences or events, for example, köy düğünleri; misafirperverlik; imece; komşuluk ilişkileri; geleneksel kışlık yiyecek hazırlıkları
* researching symbols and colours used by Aboriginal and Torres Strait Islander Peoples and by Turkish-speaking communities in a range of contexts, for example, identifying mutual aspects that highlight the shared use of symbols and colours in expressing cultural identity, protecting beliefs and preserving traditions in both Aboriginal and Torres Strait Islander and Turkish-speaking communities
* 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, for example, the tales of the epic hero Dede Korkut, Gallipoli, the crescent and star on the Turkish flag
 |

##

## Levels 9 and 10

### Band description

In Levels 9 and 10, Turkish language learning builds on each student’s prior learning and experiences. They continue to receive guidance, feedback and support from their peers and teachers. Students use Turkish to initiate and sustain interactions that communicate their own and others’ experiences of the world. They listen, speak, read, write and view to communicate with other speakers of Turkish in local and global settings through authentic community and secure, teacher-moderated online events. Background language learners and second or additional language learners may also support each other in their literacy development.

Students access and create written and spoken texts, increasingly of their own choosing. They access an increasing range of authentic and purpose-developed resources, which may include textbooks, audio and video clips, feature articles, television programs, social media and other multimodal texts. Background language learners may source resources from their local and global communities to share with peers.

Students expand their knowledge and control of spoken and written Turkish language structures and features. They acknowledge that there are diverse influences on communication and cultural identity, and that these influences can shape their own behaviours, values and beliefs.

### Achievement standard

By the end of Level 10, students contribute to and extend interactions in Turkish in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret and evaluate information, ideas and perspectives in texts. They contribute to discussions involving diverse views, negotiate outcomes and compare experiences. They demonstrate 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 features and conventions of spoken Turkish to enhance and extend fluency. They demonstrate understanding of the conventions of spoken and written texts, in both formal and informal contexts, and the connections between them. They apply knowledge of language, structures and features to make and predict meaning. They analyse Turkish texts using metalanguage. They reflect on their own cultural perspectives and identify and draw on their experience of learning Turkish to evaluate how this learning influences their ideas and ways of communicating.

### Content descriptions and elaborations

#### Strand: Communicating Meaning in Turkish

##### Sub-strand: Interacting in Turkish

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to their own and others’ experiences of the world, adjusting their language in response to others VC2LT10C01 | * 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 (e.g. equity, the environment, 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 (e.g. 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 bağlama 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 different languages in various contexts, while ensuring to ask how they prefer to be addressed or referred to, respecting their gender identity and expression
* 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, and addressing any misunderstandings that arise in these interactions for effective communication, for example, Okuduğunuz metindeki bu düşünce izlediğiniz filmde nasıl işlenmiştir?; Hangi dilde duygularını daha rahat ifade ediyorsun?; Çok özür dilerim sen beni yanlış anladın, öyle demek istememiştim
* 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?
* giving encouragement, criticism or praise to peers in debates or discussions, for example, Sunumun harika olmuş.; Soruları daha detaylı cevaplayabilirdin.; Ayrıntılara dikkat et)
 |

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiences VC2LT10C02 | * 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 points such as what was a success and what needs to be changed or improved, 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 (e.g. bence, bana göre)
* participating in simulated interviews, alternately 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 alternative ways of achieving common outcomes, for example, Kafede buluşalım diyorsun fakat orası çok uzak.; İstersen bize gel, hem beraber öğle yemeği yemiş oluruz.; Pazar günü müsait 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 zarar verenler cezasız mı kalacak?; Bu muhteşem tarihi yerleri mutlaka ziyaret etmelisiniz!
 |

##### Sub-strand: Mediating meaning in and between languages

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| interpret and evaluate information, ideas and perspectives in a broad range of spoken, written, viewed and multimodal texts and respond appropriately to context, purpose and audience VC2LT10C03 | * 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’
* investigating the life of a famous person, interviewing an older Turkish speaker to identify key influences on their identity or researching a historical event or personality of personal interest, and then creating a text such as a simulated interview, letter, essay, report or 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 Aboriginal and Torres Strait Islander authors’ stories in English and creating an author profile in Turkish
* summarising and presenting information related to topics or themes studied in other curriculum areas, using different modes of presentation to cater to different learning styles (e.g. 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 (e.g. newspaper articles, media reports, 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
* viewing a performance of Mevlevi Dervişleri or Halk Dansları and interpreting the movements, the significance of the costumes and the 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, identifying commonalities and differences in perspectives and expression by soldiers on either side of the combat, and discussing concepts such as courage, loyalty or social justice portrayed in traditional texts through characters like Köroğlu, Çakırcalı Efe, Robin Hood or Karacaoğlan, and their relevance to today’s society
 |

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| apply strategies to respond to non-verbal, spoken and written interactions and produce texts to convey meaning and intercultural understanding in familiar and unfamiliar contextsVC2LT10C04 | * comparing Turkish and English community notices related to health or education (e.g. those in doctors’ waiting rooms or school notices) and identifying and explaining cultural references such as similarities and differences that reflect cultural contexts and communicative styles, for example, in media texts like letters to the editor or opinion pieces on traditional or contemporary Turkish culture
* 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 in ‘The water diviner’ (‘Son Umut’), and discussing the nature of translation with reference to strategies like decoding literal meaning (word-for-word), reading for meaning (sense-for-sense) and cultural reading (reading between the lines)
* discussing the use of Avustralya Türkçesi among people in different contexts, for example, the use of words such as ‘yep’, ‘mate’ and ‘you know’ within sentences in Turkish
* evaluating the effectiveness of resources used to assist translation such as bilingual and monolingual dictionaries, electronic translators and spelling guides (e.g. İmlâ Kılavuzu)
* comparing the translations of short literary texts such as folktales (e.g. ‘Keloğlan’, ‘Nasrettin Hoca Fıkralan’), riddles or folk songs (e.g. türkü and mani) and traditional plays like ‘Karagöz ve Hacivat’, and discussing the adjustments needed to retain meaning when translating from Turkish to English; and analysing humorous texts like ‘Hababam Sınıfı’, ‘Temel Fıkraları’ and ‘Nasrettin Hoca Fıkraları’, or cartoons, identifying techniques used to engage and amuse the audience, and considering whether the humour would still hold if translated into 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, comparing the lyrics of popular songs in Turkish and 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.; Acısını çıkarmak.; Saman altından su yürütmek, discussing how their meaning can be conveyed in English
* 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 olsu; 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

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| create and present texts for diverse contexts and purposes, selecting vocabulary, expressions, grammatical structures and a range of textual conventions to engage different audiencesVC2LT10C05 | * creating a multimedia self-profile that captures elements of the experience of learning a language or living across languages, communities and cultural traditions, and collaborating with peers to create dramatic or humorous representations of situations or events encountered in their own lives, reflecting their experiences in a multicultural and multilingual society
* documenting their experience of learning and using Turkish in the school context by maintaining a reflective journal that records responses to stimulus questions (e.g. Türkçe öğrenmek aynı zamanda Türk kültürünü öğrenmeme yardımcı oluyor.; Dil eğitimi hafızamızı güçlendirir ve beynin çok yönlü çalışmasına yol açar.) and 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 an Aboriginal or Torres Strait Islander Country or Place and, with permission, referring to cultural knowledge of the site
* creating a bilingual virtual tour of the school for new or prospective students
* designing texts such as video clips, memes or magazine covers to draw attention to issues of concern to their peer group and discussing the selection of the most effective language, images and cultural references (e.g. kadın hakları; hayvan hakları; küresel ısınma; geri dönüşüm; enerji birikimi), and then creating digital clips or social media posts designed to persuade, dissuade, inform or inspire (e.g. sağlıklı yaşamı destekleyen posterler; doğal felaketler için yardım kampanyası; seyahat broşürü; geri dönüşüm projesi)
* creating digital presentations to report on events such as a Turkish Film Festival, Tulip Festival, coffee festival or a theatre production, including excerpts from interviews with actors, singers or directors
* 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
* 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
 |

#### Strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| apply features and conventions of spoken Turkish to extend fluency, and to respond to and create a range of texts in familiar and unfamiliar contextsVC2LT10U01 | * extending fluency and accuracy in relation to pitch, stress, tone, rhythm and intonation when pronouncing Turkish words and phrases, when interviewing classmates about a range of familiar topics (e.g. recycling or social justice issues)
* 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, depremzede
* using elision in informal interactions (e.g. Napcaz?; Gelcen mi?; Naber?)
* experimenting with different registers and vocal and stylistic effects in creating specific emphases in different types of spoken and written texts (e.g. 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 (e.g. 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 and reports
 |
| apply understanding of context and grammatical structures to predict meaning, and to respond to and create a range of texts that include some complex structures, ideas and conventions appropriate to formality and text typeVC2LT10U02 | * 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 (e.g. hanımeli, kahvaltı, başrol, denizaltı, yapboz)
* using nominal compounds (e.g. 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 and 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, 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, 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 (e.g. 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 takım oldu
 |
| reflect on and evaluate Turkish texts, using metalanguage to analyse language structures and features VC2LT10U03 | * 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, 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

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| reflect on and evaluate how identity is shaped by language(s), culture(s), beliefs, attitudes and values, and how these affect ways of communicating VC2LT10U04 | * discussing whether being bilingual or multilingual contributes to a more flexible sense of identity in ways that involve culture as well as language, and exploring how ways of thinking, communicating and behaving reflect identity, for example, 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 that differ from those used by people from other language backgrounds, such as waiting until the eldest person starts to eat or waiting until guests sit down before sitting down yourself, and tracking variations in language use among different community or social groups, identifying how they reflect cultural values, hierarchies or relationships, for example, referring to older individuals with respectful terms such as büyüklerim for ‘my elders’ or büyüğüm for ‘my elder’
* reflecting on and explaining the protocols required to authentically co-create an Acknowledgement of Country or Place with Aboriginal and Torres Strait Islander Peoples, to present in Turkish to a group of Turkish-speaking visitors at a school assembly
* exploring how the use of the 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 (e.g. 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 a 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 (e.g. 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 (e.g. aile hayatı; batıl inanç; yemek kültürü; yayla; 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 (e.g. 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
 |

# Curriculum – 7–10 Sequence

## 7–10 Sequence: Levels 7 and 8

### Band description

In Levels 7 and 8, students are beginning their learning of Turkish language, and this will be influenced by the students’ background and by their prior experiences of language learning. Students use Turkish to describe their personal worlds and interact and collaborate with their teacher and their peers, in person or in secure, teacher-moderated online environments, within and beyond the classroom.

Listening, speaking, reading, writing and viewing activities are supported by scaffolding, modelling and feedback. Background language learners and second or additional language learners may work collaboratively to facilitate learning. Background language learners may also interact in Turkish within their family and in their local community.

Students access authentic and purpose-developed spoken, written, viewed and multimodal resources, which may include conversations, audio and video clips, textbooks, advertisements, images, teacher-curated blog posts and magazines. Background language learners may source texts and other resources from their local community to share with peers.

Students use their knowledge of some metalanguage to reflect on similarities and differences in language structures and features between Turkish, English and/or other languages. They recognise the difference between using the Roman alphabet in Turkish and English, including the use of diacritical marks. They recognise that language choices reflect cultural values, beliefs and identity.

### Achievement standard

By the end of Level 8, students use Turkish to interact and collaborate with others, and to share information and plan activities in familiar contexts. They recognise and respond to familiar gestures, questions and instructions when interacting with others. They locate and respond to information in texts and use visual and contextual cues to help make meaning. They respond in Turkish or English, and demonstrate their understanding of context, purpose and audience in texts. They use familiar language, modelled sentences, grammatical structures and some textual conventions to create Turkish texts appropriate to audience.

Students begin to use pronunciation, intonation and rhythm in spoken Turkish to develop fluency. They demonstrate understanding that Turkish has conventions for non-verbal, spoken and written communication. They comment on aspects of Turkish and English language structures and features, using some metalanguage. They understand how aspects of language and culture contribute to their own and others’ identity.

### Content descriptions and elaborations

#### 7–10 Sequence strand: Communicating Meaning in Turkish

##### 7–10 Sequence sub-strand: Interacting in Turkish

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| interact with others using modelled language to exchange information in familiar contexts about themselves and their personal worldsVC2LT8CM01 | * exchanging greetings relevant to the time of day, context or relationship such as Merhaba!; Günaydın!; Tünaydın!; İyi günler!; İyi akşamlar!; İyi geceler!; Hoşça kal!; Güle güle!; Hoş geldiniz!; Hoş bulduk!, noticing differences between how they greet teachers or family members, for example, Hoşça kalın öğretmenim!; Siz nasılsınız Deniz teyzeciğim?; İyi geceler Arda!
* sharing information about themselves, for example, Benim adım… Ben 12 yaşındayım. Sen kaç yaşındasın?; Ben Türkiyeliyim.; Hangi dilleri konuşuyorsun?; Ben Avustralya’da doğdum ve Melburn’de yaşıyorum.; Ben çalışkan bir insanım.; Sen nasıl birisin?
* exchanging information about family and friends, for example, Ailende kaç kişi var?; Benim büyük bir ailem var.; Üç erkek kardeşim ve bir ablam var.; Ablam sessiz ve sakin birisidir.; En yakın arkadaşım alışveriş yapmayı çok sever.; En yakın arkadaşından bahseder misin?
* conducting a survey among their classmates, asking about their siblings' personal likes and dislikes, and then compiling the data and preparing a report summarising their findings by using gender-neutral words in Turkish, such as using kardeş (sibling) instead of erkek kardeş (brother) or kız kardeş (sister), for example, Kardeşin/Kardeşlerin hangi oyunları oynar?; Kardeşin/Kardeşlerin hangi yemekleri sever?; Sınıf arkadaşlarımın kardeşleri çoğunlukla futbol oynamayı seviyor.; Sınıf arkadaşlarımın kardeşleri genellikle mantı ve döner seviyor
* discussing daily routine, for example, Okuldan sonra neler yaparsın? Okuldan sonra televizyon seyrederim.; Hafta sonunda sen ve arkadaşların neler yapmaktan hoşlanırsınız? Arkadaşlarımla hafta sonu alışveriş merkezine gideriz.; Ailenle Pazar günleri neler yaparsınız? Ailemle Pazar günleri pikniğe gideriz
* expressing likes, dislikes and preferences, for example, Arkadaşlarımla sinemaya gitmeyi severim.; Suyu gazoza tercih ederim.; En sevdiğin Türk yemeği ne?; Akşam yemeği için makarna yerine salata yiyeceğim.; Ne tür kıyafetlerden hoşlanırsın?
* offering and responding to culturally appropriate good wishes and thanks associated with significant events in the Turkish-speaking community, such as Afiyet olsun!; Elinize sağlık!; Teşekkür ederim.; Bir şey değil!; Çok yaşa!; Sen de gör!; Bayramınız kutlu olsun!; Mutluluklar dilerim.; Tebrikler!, and exchanging emails, cards, letters or text messages to invite, congratulate or thank someone using phrases like Lütfen buyrun!; Gözün aydın!; Güle güle oturun!; Hayırlı olsun!; Bayramınız kutlu olsun!; Mutluluklar dilerim!
* exchanging information about special events or special community celebrations, for example, Babalar gününde babana ne hediye alacaksın?; Doğum günü partim gelecek hafta.; Bayramda kimleri ziyaret ettiniz?, or about aspects of their cultural background, for example, Evde hem Türkçe hem de İngilizce konuşuyoruz.; Anneannemle sadece Türkçe konuşuyorum.; Bayramlarda babaannem misafirlerine yaprak sarması ve baklava ikram eder.; Siz bayramları nasıl kutluyorsunuz?
* sharing information about their social life and their involvement in different activities and hobbies, for example, Boş zamanlarımda kitap okurum.; Hafta sonu ailemle pikniğe gideceğiz.; Okuldan sonra folklör kursuna gidiyorum
* participating in online exchanges with sister schools in Türkiye or other Turkish-speaking communities, asking and answering questions about studies, interests and daily routines such as Kaçıncı sınıftasın?; En sevdiğin ders hangisi?; Okuldan sonra futbol oynuyorum.; Akşamları saat onda yatıyorum.; Cumartesi günleri bağlama kursuna gidiyorum
 |
| develop language to interact in exchanges, routines and tasks related to their classroom and interests VC2LT8CM02 | * asking each other questions, making suggestions or checking on progress, for example, Ben ne yapabilirim?; Sen not alır mısın?; Bu sayfayı mı okuyacaktık?; Cevapları maddeler halinde yazsak daha iyi olur.; Ne dersiniz?
* praising or encouraging each other, for example, Çok güzel!; Aferin!; Harika!; Tebrikler!; Başarılarının devamını dilerim.; Seninle gurur duyuyorum.
* using appropriate language to seek clarification, to attract attention or to ask for something to be repeated, such as Sence bu doğru mu?; Tekrar eder misiniz?; Arkadaşlar bakar mısınız?; Bunu nasıl yapacağız?
* developing language appropriate to classroom routines, for example, pencereyi aç/kapat; tahtayı sil; otur; kalk; yaz; dinle; kitabını aç
* stating a problem and asking for advice, for example, Bilgisayar şifremi unuttum, ne yapabilirim?
* commenting on activities and their learning, for example, … başardık; Bu konu biraz zordu.; Bu parçayı anlamadım.; … öğrendik
* considering and commenting on the contributions and views of others, for example, Sana katılıyorum.; Fikirlerine katılmıyorum çünkü…; Haklısın ama…, and interacting with peers to share experiences of and opinions about teenage life, such as Boş zamanlarımda dizi izlerim.; Okulda arkadaşlarımla vakit geçirmeyi seviyorum
* discussing daily life of young people in Türkiye and Australia, and expressing preferences, for example, Okuldan sonra futbol antrenmanım var.; Boş zamanlarımda müzik dinlemeyi seviyorum.; Sosyal medyaya en fazla bir saat zaman ayırıyorum
 |
| engage in modelled spoken and written exchanges with peers to organise activities relating to daily life and school environmentVC2LT8CM03 | * participating in imagined scenarios such as visiting a city in Türkiye, being lost and taking turns to ask and give directions, for example, ‘… nasıl gidebilirim, tarif eder misiniz?’ ‘Bankadan sola dön. Düz git. Kütüphaneden sağa dön.’
* exchanging details such as time, place, activity and participants when organising events, using texts such as phone conversations, emails and simulated text messages, for example, Saat 6’da tren istasyonunun önünde Emir ile buluşacağım.; Selin ile sinemaya gideceğiz.
* participating in group activities such as surveys or interviews that involve asking and responding to questions and collecting data about individual preferences, attitudes and lifestyles, for example, Haftada kaç kez spor yapıyorsun?; En sevdiğin yemek ne?; Seyahat etmekten hoşlanır mısın?; Bilgisayar oyunlarını sevmiyorum
* engaging in shared planning, creating and negotiating to design displays or resources (e.g. timelines, schedules, posters, appeals for a fundraiser) for an upcoming event such as a visit of a Turkish-speaking guest to the classroom, for example, developing planned interview questions such as Lütfen kendinizi bize tanıtır mısınız?; … hakkında ne düşünüyorsunuz?; Ne zaman… yapmaya başladınız?
* engaging in a real or simulated interaction at a market, such as commenting on the quality and negotiating the price, for example, Domates ne kadar?; 36 numara ayakkabı var mı?; Kaç beden giyiyorsunuz?; Ceketin kalitesi iyiymiş.; Dün aynısını daha ucuza almıştım.
* participating in a real or simulated excursion to a Turkish restaurant, including interactions such as discussing the menu, food and drink preferences and ordering in a culturally appropriate way, for example, Menüyü alabilir miyim?; İlk önce çorbalara sonra da ana yemeklere bakalım.; Yemeğin yanında salata ister misin?; Fiyatlar biraz pahalı ama yemekler lezzetli
* planning and participating in activities that combine language and cultural elements, such as an excursion to a Turkish exhibition, film festival, performance, restaurant or community event, for example, Ne zaman gideceğiz?; Saat onda, … da buluşalım.; Neler getirelim?; Üniforma giymeyelim.; Önce biletimizi alalım.; Sonra sinemaya gidelim
* contributing to a school-created secure blog with other students learning Turkish and sharing ideas about organising a Turkish cultural day at school
* organising a real or imagined visit to a Turkish home and using culturally appropriate expressions to communicate with the host, such as hoş geldiniz/hoş bulduk.; Elinize sağlık.; Her şey için teşekkürler.; Yine bekleriz
 |

##### 7–10 Sequence sub-strand: Mediating meaning in and between languages

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| locate information and ideas in familiar spoken, written, viewed and multimodal texts, responding appropriately to context, purpose and audience VC2LT8CM04 | * listening to video or audio texts and responding to true or false questions, and listening for key facts in short live or recorded spoken texts (e.g. announcements, phone messages, television advertisements), transposing them into note form to communicate to others
* viewing a selected Turkish video or advertisement or listening to an audio clip, and identifying the speakers in the conversation by noting their roles and relationships to each other, and the setting of the conversation by describing the location and context and any relevant background details
* listening to, reading or viewing Aboriginal and Torres Strait Islander authors’ stories in English and responding to them in spoken or written Turkish
* compiling details of their family biographies through interviewing and recording family members, presenting key elements in oral, visual or digital presentation modes
* identifying factual or personal information in an email and responding in spoken or written Turkish
* identifying specific information in texts, such as items and costs in menus and shopping catalogues from Türkiye, and making comparisons with menus and catalogues from Australia, then sequencing instructions and actions in those texts, for example, İlk önce Türkiye’deki alışveriş kataloglarını, sonra Avustralya’dakilerini inceleyelim, daha sonra ikisini karşılaştıralım
* classifying data collected via class surveys on issues such as school subjects, music preferences or favourite foods and presenting findings in table or graph form
* locating facts and statistics about famous sites (e.g. Kapadokya, Pamukkale, Kapalıçarşı, Ayasofya, Galata Kulesi) from sources such as websites, documentaries, travel brochures and magazine articles, and navigating secure online applications to find out about transport and services in Türkiye, then using this information to create a simulated conversation with a taxi driver or person in a hotel
* listening to, reading and viewing a range of simple imaginative texts such as folktales, shadow puppetry or short stories, recognising the many different ways a story can be told (e.g. through Türk Halıları ve Kilimleri) and noticing ideas, or discussing the uniqueness of symbols, colours, stories and feelings represented in carpets and rugs from different regions and designing a story sequence for their own rug or carpet, or comparing aspects of cultures represented in the class
* reading and viewing cartoons, comics and stories in Turkish, then manipulating the images or captions for an Australian context, accessing fictional and imaginative texts and representing physical or character traits in digital profiles of characters
 |
| develop and apply strategies to interpret and respond to Turkish texts, and to convey meaning and intercultural understanding in Turkish in familiar contextsVC2LT8CM05 | * developing strategies to interpret gestures, body language and non-verbal cues, for example, clicking tongue to express ‘No’; raising chin and moving eyebrows up to express ‘No’; waving hand up and down, palm towards the ground to signal to come beside them
* using dictation to develop listening skills for understanding
* translating public signs and notices, comparing versions with other class members and considering reasons for differences in how they transferred meaning from one language to the other
* identifying and translating words and expressions that refer to cultural values or histories and are difficult to translate into English, for example, başınız sağ olsun; sıhhatler olsun; geçmiş olsun; hayırlı olsun; nazar değmesin
* using dictionaries or electronic translation tools to find meaning of words or expressions and applying familiar Turkish structures to suit context
* evaluating the effectiveness of bilingual dictionaries and electronic translation tools, identifying issues such as alternative or multiple meanings of words and the importance of context to meaning
* translating and interpreting familiar social interactions such as emails, phone conversations or greetings on special occasions, noticing similarities and differences between Turkish and English language versions
* using prior knowledge to access culture-specific vocabulary and images to interpret meaning
* examining literal translations of everyday interactions in different domains of language use such as school, home or special interest activities, identifying culturally significant concepts reflected in expressions such as Ellerinize sağlık!; Afiyet olsun! used after meals; yine bekleriz in a restaurant; or Kusura bakma.; Affedersiniz used for apologising or excusing
* exploring, expanding and consolidating word usage, using electronic translation tools to translate and interpret idioms, proverbs, sayings and set phrases
 |

##### 7–10 Sequence sub-strand: Creating text in Turkish

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| create spoken and written texts using appropriate vocabulary, expressions and grammatical structures and some textual conventionsVC2LT8CM06 | * creating greeting cards for different occasions (e.g. to a relative to say … bayramınız kutlu olsun or wish them Doğum günün kutlu olsun)
* creating a print or digital poster in Turkish to promote travel to a significant cultural location on an Aboriginal Country or a Torres Strait Islander Place, including what to see and do
* writing an email introducing themselves to a real or imagined Turkish host family, sharing personal information, likes and interests or creating a multimedia presentation for their peers on their personal and social worlds, including hobbies and leisure activities such as sports, and school
* using various presentation modes such as photo montages, journals, recorded interviews or videos to create informative content to share their social and educational experiences in Australia with extended family or friends overseas, for example, to introduce their school, school subjects or home to peers and teachers at a sister school in Türkiye, creating a poster to present classroom instructions and responsibilities
* designing a flyer for a class event or performance that uses Turkish and English, considering how to convey information and ideas in each language
* creating a video, digital presentation, web post or print profile of a significant Turkish cultural or historic event, incorporating different presentation modes such as visual displays and recorded commentaries to profile events, characters or places related to Turkish culture, history or experience such as Gelibolu ve Anzaklar, Atatürk and Göç
* composing songs, jingles, posters or video clips to promote real or imagined Australian products for a Turkish market, writing and participating in dialogues between characters in a short drama or skit, rap or poem
* using secure digital tools to create video clips or photo stories featuring imaginative characters, places and events, or creating texts such as plays, cartoons, comics, animations or video clips with voice-overs or subtitles
* creating a narrative in spoken or written text with each class member contributing to the text when it is their turn, for example, a story starting with ‘On that day I was happy because …’
 |

#### 7–10 Sequence strand: Understanding Language and Culture

##### 7–10 Sequence sub-strand: Understanding systems of language

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| recognise and apply the sounds and conventions of spoken Turkish to develop fluency, and to respond to and create simple texts in familiar and some unfamiliar contextsVC2LT8UL01 | * developing fluency and accuracy in relation to pitch, stress, tone, rhythm and intonation when pronouncing Turkish words and phrases, when discussing a range of familiar topics with classmates (e.g. leisure, interests, sport)
* identifying and using the sounds and spelling of letters ı-I, o-ö, u-ü, ş, ç, ğ in spoken and written Turkish
* learning about strong/back (a, ı, o, u) and weak/front (e, i, ö, ü) vowels in Turkish and applying the principle of vowel harmony to high-frequency words
* recognising the use of yumuşak g (soft g), ğ, only in the middle and end of words, with no words starting with ğ
* recognising different stress, intonation patterns and rhythms, as in statements, questions or exclamations, and understanding how these affect meaning, for example, İnanmıyorum!; Gerçekten mi?; Ali kitabı bana hediye etti.
* understanding the pronunciation of long and short vowels with and without the accent, and how the length of the vowel and the accent can change the meaning of words as in adet-âdet and hala-hâlâ, and palatalise the previous consonant as in kar-kâr
* applying principles of vowel harmony, sound assimilation of consonants and grammatical knowledge to spelling and writing unfamiliar words, for example, suffixes such as -cı, -ci, -cu, -cü as in bankacı, yolcu, oduncu becoming -çı, -çi, -çu, -çü as in kapkaççı, kebapçı, simitçi, and sound assimilation with suffixes such as -da, -de becoming -ta, -te as in sokak+da = sokakta, süt+de = sütte, ağaç+da = ağaçta
* recognising sound combinations and conventions in greetings, apologies, farewells and good wishes, for example, Merhaba Leman Teyze, nasılsın?; Selam Zeynep; Ne haber Suzan?; Hoşça kal.; Allahaısmarladık.; Yine görüşmek dileğiyle, and then applying these when participating in role-plays reflecting social relationships, different ages or backgrounds of speakers
 |
| apply understanding of grammatical structures to respond to and create a range of texts using conventions appropriate to audience and text type VC2LT8UL02 | * understanding that Turkish uses the Roman alphabet with diacritic marks on some of the letters
* recognising spelling patterns such as softening p, ç, t, k before suffixes starting with a vowel, and understanding how these affect meaning, for example, kitap-kitabı, ağaç-ağacı, kağıt-kağıdı, kapak-kapağı
* learning to apply the familiar and formal second-person singular forms -(ı)n and -n(ı)z, for example, Kalemini verir misin?; Kaleminizi verir misiniz?, and second-person pronouns sen and siz
* using subject pronouns and possessive pronouns, including ben, sen, o, bizim, sizin and onların
* using a range of common interrogative word endings and pronouns, for example, Haftada kaç kez… yapıyorsun?; … seviyor musun?; Lütfen kendinizi bize tanıtır mısınız?; Pencereyi açar mısın?; Kapıyı kapatır mısın?; Bunu nasıl yapacağız?; Tekrar eder misiniz?
* using interrogative pronouns ‘who’ and ‘what’ (e.g. kim, ne) as in Pencereyi kim açtı? Bu ne?
* recognising and using a range of common compounds such as özür dilerim; geç kalmak; ders çalışmak; iş adamı; inşaat mühendisi; lise öğrencisi; Türk halısı
* applying the principle of major vowel harmony when adding nominal case endings -ı, -i, -de, -den to different nouns such as ev-e, ev-i, ev-de, ev-den
* applying simple verb tenses, using affirmation, negation and suffixes to form simple and compound sentences, for example, biliyorum/bilmiyorum, okur/okumaz, uyudu/uyumadı, geleceğim/gelmeyeceğim, gitmiş/gitmemiş
* understanding, recognising and responding to sentences by learning the subject + object + verb word order in simple and compound statements, imperatives and questions, for example, Ali topu attı.; Ali topu al ve at!; Ali topu bana atar mısın?; Taylan yemeğini yedi.; Onlar eve gelecekler.; Defne yemekten sonra ödevini yaptı ve uyudu
* recognising and using verbal conjugations and nominal declensions through common noun and adjective-forming suffixes such as -ca as in çocukça, binlerce, İngilizce, güzelce, -(h)ane as in hastahane and -cı/-çi as in kebapçı, simitçi, eskici, using a range of adjectives, adverbs and postpositions to describe actions, places and people, for example, hızlı yürü; güzel ev; çalışkan öğrenci; kısa saçlı bir çocuk
* learning the correct written form of suffixes, for example, using the written form geleceğim and alacaksın instead of the spoken and colloquial use of predicates gelcem, alcan; using the correct spelling geliyorum instead of geliyom
* using demonstratives such as bu, şu, o, bunlar, şunlar, onlar, and understanding and applying the pluralisation of nouns in Turkish with suffixes such as -ler and -lar, for example, kalemler, kitaplar, bunlar, şunlar, onlar; applying the use of apostrophe for separating proper nouns from their inflectional suffixes, for example, Arda’nın, İstanbul’un, İzmir’in
 |
| compare the structures and features of Turkish with English and/or other languages using some metalanguageVC2LT8UL03 | * comparing features of different types of texts encountered in and out of school, considering differences in structure, layout, language features and register (e.g. the use of imperatives and instructional language in recipes or when giving directions)
* identifying characteristic elements of texts associated with national, religious or cultural events like festivals or weddings, for example, formulaic and respectful language such as Bayramınız kutlu olsun; Allah analı babalı büyütsün; Allah mesut etsin; Allah kavuştursun and comparing with typical elements or features of equivalent texts in English
* identifying differences between spoken and written forms of familiar text types such as invitations, apologies or greetings, noticing variations in grammar, structure and cohesion, for example, Sizleri de aramızda görmekten mutluluk duyarız.; Mutlaka gelin.; Affınızı rica ederim.; Çok üzgünüm
* building knowledge about grammar in Turkish and English (e.g. bağlaçlar; özne ve yüklem uyumu; -de/-da ekler; ilgi zamiri -ki; edatlar)
* using metalanguage to talk about texts, for example, referring to textual elements such as structure, mood, register and identifying features of text types, including mektuba hitap ile başlanır and elektronik mesajda kısaltmalar kullanılır
* identifying examples of Turkish word-borrowings from other languages, noticing groups of words or expressions in particular categories or areas of interest such as food, music and sport, for example, hamburger, nota, gitar, Avustralya futbolu
* recognising the influence of Turkish on English, for example, identifying words commonly used in Australian English (e.g. yoghurt – yoğurt; coffee – kahve; horde – ordu; kebab – kebap; turquoise – turkuaz)
* classifying loan words from English used in Turkish in terms of domains of language use, including technological words (e.g. televizyon, radyo, internet, video, cd)
 |

##### 7–10 Sequence sub-strand: Understanding the interrelationship of language and culture

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and valuesVC2LT8UL04 | * recognising that language is used differently to reflect levels of politeness and formality, for example, the use of the pronoun siz instead of sen and the second plural indicator -iz, and the use of professional titles or honorifics with elders and strangers instead of their names: Seren Teyze/Seren Hanım gelir misiniz lütfen? compared with Mustafa gelir misin lütfen?; Melek gelsene!; Hale buraya gel!; Doktor Hanım, Müdür Bey
* explaining protocols associated with the use of body language and gestures that reflect cultural values or traditions in Turkish-speaking interactions, such as kissing hands, standing up to greet or farewell, avoiding crossing the legs or placing hands in pockets to show respect
* listening to and/or reading examples of an Acknowledgement of Country in Turkish and creating their own version that names the local Country (the land on which they are learning) for a Turkish-speaking audience
* understanding that Turkish culture and language constantly change due to contact with other cultures and languages, and in response to developments in communications, popular culture and technology, for example, through the adoption and adaptation of new words and expressions (e.g. e-posta; yazıcı; tarayıcı; genel ağ; fare; tıklamak; sanal âlemde gezmek; sanal gerçeklik)
* discussing how values such as politeness, affection or respect are conveyed in Turkish by viewing family interactions in Turkish films and television series, and comparing them to interactions in non-Turkish-speaking families, using terms of affection like güzelim, hayatım, Ayşeciğim, tatlım, kuzum, canım and terms of politeness like lütfen; rica ederim
* understanding the use of set phrases related to cultural and religious customs such as nazar değmesin; çok yaşa; afiyet olsun
* discussing different ways of celebrating national or religious festivals by the cultures represented in the class and the values that underpin them, such as Ramazan Bayrami; 30 Ağustos Zafer Bayramı
* listening to songs and acknowledging how aspects of language, culture, attitudes, beliefs and values are represented
* researching how cultural expectations for travellers vary between Türkiye and Australia
 |

##

## 7–10 Sequence: Levels 9 and 10

### Band description

In Levels 9 and 10, Turkish language learning builds on each student’s prior learning and experiences. Students use Turkish to initiate and sustain interactions that communicate their own and others’ experiences of the world. They listen, speak, read, write and view to communicate with other speakers of Turkish in local and global settings through authentic community and online events. Students continue to receive guidance, modelling, feedback and support from their peers and teachers. Background language learners and second or additional language learners may also support each other in their literacy development.

Students use authentic and purpose-developed resources, increasingly of their own choice, to access and/or create a range of spoken, written, viewed and multimodal texts. These may include textbooks, audio and video clips, magazines and images, online and print articles, and secure, teacher-moderated social media. Background language learners may source texts and other resources from their local and global communities to share with peers.

Students expand their knowledge and control of spoken and written Turkish language structures and features. They acknowledge that there are diverse influences on communication and cultural identity, and that these influences can shape their own behaviours, values and beliefs.

### Achievement standard

By the end of Level 10, students initiate and sustain Turkish to exchange and compare ideas and experiences about their own and others’ personal worlds. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate their understanding of different perspectives. They identify and evaluate information and respond in Turkish or English, adjusting their language to convey meaning and to suit context, purpose and audience. They use structures and features of non-verbal, spoken and written Turkish to create texts.

Students apply features and conventions of spoken Turkish to enhance fluency. They select and apply knowledge of language conventions, structures and features to interact, make meaning from, and create spoken and written texts appropriate to different levels of formality. They discuss the structures and features of Turkish texts using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning Turkish, to discuss how this influences their ideas and ways of communicating.

### Content descriptions and elaborations

#### 7–10 Sequence strand: Communicating Meaning in Turkish

##### 7–10 Sequence sub-strand: Interacting in Turkish

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, experiences and opinions about their own and others’ personal worldsVC2LT10CM01 | * participating in class tasks using gender-inclusive language by referring to people with terms that do not specify gender such as oyuncu (performer), instead of aktör (actor) or aktris (actress), when discussing roles for a school play, and sporcu (athlete), instead of erkek sporcu (male athlete) or kadın sporcu (female athlete), when planning a sports event
* using strategies to sustain interactions, excuse and apologise, clarify and make requests, for example, Affedersiniz.; Özür dilerim.; Lütfen tekrar eder misiniz?; Bakar mısınız?; Aa öyle mi?; Onu hiç düşünmemiştim
* asking and responding to questions, expressing opinions and clarifying statements in structured discussions or debates, for example, Örnek verir misin?; Bana göre…; Şöyle ki…; Seninle aynı fikirde değilim
* using evaluative language to acknowledge strengths in others’ arguments or challenge views in a courteous manner, for example, İnanıyorum ki…; Haklısın ama bence…; Seninle tamamen aynı fikirdeyim; Hemfikiriz; Katılıyorum
* sharing with peers aspects of their own identity and personal worlds, for example, describing significant events, role models and pastimes, for example, Doğum günün ne zaman?; Tatilde ne yaptın?; Basketbol oynamaktan hoşlanır mısın?; Okuldan sonra yüzmeye giderim.; En sevdiğin sanatçı/kahraman kimdir?
* communicating through secure digital spaces such as text messages, using informal abbreviations, for example, görüşürüz: grsrz.; Selam: slm.; Kendine iyi bak: kib
* discussing issues that are relevant to this stage of their lives such as school, peer pressure, the use and impact of social media or the nature of parental expectations, and identifying points of agreement or disagreement, for example, Okula alıştım çünkü arkadaşlar edindim.; Türkçe’yi sevmeye başladım çünkü gerçek hayattan konuşuyoruz.; Türkçe öğrenmeye seneye devam edebilirim.; Gece dışarı çıkmak tehlikeli olabilir.; Sosyal medya yanlış yönlendirebilir.; Ailelerin bizden beklentileri vardır
* participating in discussions on local issues that they see impacting their current or future lives, such as environmental change, by focusing on questions such as Çevremizi korumak için neler yapmalıyız?; Arkadaşlarınla sosyal medyayı nasıl kullanıyorsun?
* engaging in online discussions with Turkish-speaking students in different contexts and expressing preferences in shared-interest topics such as music, sports, fashion and travel, for example, Ben futbol oynamaktan hoşlanıyorum ama müzik dinlemekten hoşlanmıyorum.; Antalya’ya gitmek isterim ama önce İstanbul’u gezmek isterim
* comparing their aspirations in terms of personal and professional opportunities, for example, Liseyi bitirince Türkiye’de üniversiteye gitmek istiyorum.; Sen nerede okumak istersin?; Okulu bitirdikten sonra seyahat etmek istiyorum.; Mühendis olmak istiyorum
 |
| use Turkish language in exchanges to question, offer ideas and opinions, negotiate, compare and discuss VC2LT10CM02 | * participating in discussions and responding to questions about their opinions (e.g. Sana katılıyorum.; Evet, ama…)
* interacting with peers to share experiences and opinions about teenage life such as responsibilities, relationships and aspirations, for example, Her sabah odamı toplarım.; En iyi ablamla anlaşırım.; Gelecekte başarılı bir insan olmak istiyorum
* expressing opinions and comparisons about school rules and offering suggestions for changes, for example, Okul kuralları değişmeli.; Bence ders programı değişmeli.; Salı günü Matematik değil Türkçe olmalı.; Beyaz çorap yerine siyah çorap olmalı.; Neden peki?; Çünkü…
* discussing their responsibilities at home and at school and comparing with those of young people living in Türkiye or other Turkish-speaking communities around the world, noting the relative importance of concepts such as küçükleri korumak; derslerde başarılı olmak; Türkçe öğrenmek büyük sorumluluk; iki kültür arasında yaşamak; aile şirketinde çalışmak
* comparing their reflections on the experience of learning Turkish in school, identifying personal learning strategies and preferred learning modes and using statements such as Ben çok sık tekrar yapıyorum.; Yeni kelimeleri defterime yazarım.; Şimdi daha rahat Türkçe konuşabiliyorum.; Türkçe televizyon programlarını daha rahat anlayabiliyorum.; Yazmaktansa dinlemeyi tercih ederim
* exchanging opinions about significant Turkish events such as Kurtulus Savaşı’nın Türkiye için önemi; 18 Mart Çanakkale Zaferinin Avustralya ve Türkiye için ortak önemi; TBMM’nin açılışının demokrasiye etkisi
* developing skills to debate views on local and global issues such as protecting the local environment, sustainable futures, pop culture or social media using descriptive and expressive language to persuade the audience, for example, bana göre…; buradan bakarsak…; bir açıdan böyle öteki açıdan şöyle; bence doğru; çevre kirliliği ve etkisi
* preparing and presenting an oral or multimodal presentation on different viewpoints about topics such as leisure, shopping and celebrations
 |
| use spoken and written exchanges to discuss, plan and reflect on activities, events and experiences with peersVC2LT10CM03 | * reaching negotiated decisions by making suggestions, discussing ideas, justifying opinions and reaching agreement, for example, Nasıl bir yöntem/yol izleyelim?; Bence bu yöntemi/yolu izlersek daha uygun.; Sen nasıl uygun görürsen.; Daha iyi olur.; Beraber karar verdik
* participating in role-play scenarios related to life in Türkiye or Turkish-speaking communities such as living with a host family, seeking medical treatment, planning a day out with Turkish friends, and using appropriate facial and hand gestures, for example, raising the thumb to say, ‘Okay, successful, very good’, shaking the head up and down to show approval and acknowledgment, kissing fingertips to indicate that the meal is delicious
* discussing how to promote community action on a social or environmental issue by contributing to simple secure teacher-moderated blog posts, information leaflets or segments for a local radio station, creating a spoken or written text for a short documentary that presents aspects of shared cultural experiences, for example, family migration stories, shopping at Turkish markets, or participating in a henna ceremony, and using a range of language structures such as Bugün size… ile ilgili bir belgesel göstereceğim.; Burada… görüyorsunuz, sonra… oluyor, daha sonra… olur.; Belgeselimiz burada sona erdi.; Bana bir sorunuz var mı?; Dinlediğiniz/katıldığınız için teşekkürler
* contributing to a school-created secure blog to exchange information about themselves with other Turkish learners in different contexts, for example, En sevdiğim yemek karnıyarık ve pilav.; Senin en sevdiğin yemek ne?; Ben baklava sevmiyorum
* participating in transactions that involve negotiation, for example, bidding in a class auction or deciding on learning resources using language associated with exchange and evaluation such as Var mı arttıran? Satıyorum, satıyorum, sattım!; Biraz indirim yapar mısınız? Bence bu kadar etmez
* sharing responsibility for a multimodal report or presentation about excursions to local displays, festivals or shows in Turkish-speaking communities, or virtual excursions to famous cultural places such as Gelibolu, Anıtkabir and Topkapı Sarayı in Türkiye
 |

##### 7–10 Sequence sub-strand: Mediating meaning in and between languages

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |

|  |  |
| --- | --- |
| interpret and evaluate information, ideas and perspectives in a range of spoken, written, viewed and multimodal texts and respond appropriately to context, purpose and audienceVC2LT10CM04 | * viewing texts such as travel brochures or documentaries that depict aspects of Turkish culture, art, history or geography and selecting information to share with others, for example, preparing a digital display or photo montage with recorded commentary
* researching aspects of young people’s lifestyles across Turkish-speaking cultures and contexts and identifying the influence of factors such as geography, belief systems, climate and social and community environments on lifestyles and practices, and presenting a comparison in their chosen presentation mode, for example, Coğrafya ve sosyal çevre insanların davranış ve inançlarını etkiler.; Karadeniz bölgesindeki insanlar yazın yaylaya çıkarlar.; Türkiye’de kışın kaymamak için bot giyilir
* listening to or reading Aboriginal and Torres Strait Islander authors’ stories in English and creating an author profile in Turkish
* viewing, listening to or reading a range of familiar multimodal resources presented in different formats to collect examples of what teenagers do at school and after school and good news or success stories related to their school, homes or local communities, and to identify key ideas such as sporting achievements or successful fundraising, sharing their findings in formats such as digital displays or newsletter contributions
* conducting surveys or structured interviews with classmates or online Turkish-speaking contacts, comparing opinions and perspectives on community or personal issues, and identifying social or cultural variations and reporting findings back to class
* listening to, reading or viewing excerpts from interviews with public figures such as activists, politicians, sports stars, musicians or actors, noting how vocabulary, phrases or gestures are used to emphasise or clarify key points of information and collating new phrases and expressions
* listening to popular Turkish songs or viewing music videos, summarising key ideas or messages and comparing these with songs and music videos that appeal to young people in Australia
* listening to and reading short informative texts such as documentaries, news reports or weather reports, listing keywords and expressions to be reused in their own newsflash, and considering how emphasis or perspective can reflect culture and context, for example, Güneşli günler göreceğiz.; Rüzgar eken fırtına biçer.
* examining and viewing various resources such as advertisements, documentaries, podcasts, digital libraries and videos to prepare multimodal presentations on the lifestyles and cultural practices (e.g. fashion, regional food, music) of Turkish-speaking communities in regions like Türkiye and Turkmenistan, comparing them with personal experiences and recording key facts and unfamiliar vocabulary
 |

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |

|  |  |
| --- | --- |
| apply strategies to interpret and respond to non-verbal, spoken and written interactions and produce texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts VC2LT10CM05 | * recording, transcribing and translating short conversations between friends or family members from English into Turkish, and vice versa
* translating or glossing words, symbols or expressions commonly used in emails and text messages such as slm (Selam); mrb (merhaba); kib (kendine iyi bak); inş (inşallah)
* comparing their translated versions of news headlines or popular advertisements, discussing perceived differences in focus or emphasis between Turkish and English
* interpreting the significance of Turkish terms or phrases used on formal occasions such as weddings, school speech days or religious occasions, for example, Saygıdeğer misafirler ve sevgili çocuklar; Allah bir yastıkta kocatsın; Darısı başına; Allah kabul etsin, and explaining cultural connotations that are unfamiliar when translated directly into English
* considering why one language may use more words than another to communicate a particular meaning
* comparing wordings of texts such as public signs or community announcements that reflect cultural expectations or priorities, for example, Çimlere basmayınız!; Veresiyemiz yoktur!; Tuvalet ücreti… TL.; Buraya çöp atmak yasaktır.; Bu fırsat kaçmaz!
* explaining the significance of single Turkish words that reflect complex cultural concepts that are difficult to translate (e.g. örf ve adetler; mecburiyet; sorumluluk; görev), comparing with expressions in Australian English that are similarly difficult to translate (e.g. mateship; the bush)
* analysing the use of appropriate language in different contexts and situations, for example, using Rica ederim. Başka bir arzunuz var mı? at a shop or restaurant as opposed to Başımızın üstünde yeriniz var.; Ne zahmeti canım!
* using prior knowledge to mediate meaning of unfamiliar content, for example, recognising terms associated with time or place in airport announcements, ‘reading’ images as well as written text in advertisements
* providing examples of interactions that ‘work’ better in Turkish than in English and discussing why this might be the case, for example, talking to their grandparents, participating in cultural events, joking between themselves
 |

##### 7–10 Sequence sub-strand: Creating text in Turkish

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| create and present spoken and written texts, selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiencesVC2LT10CM06 | * designing a travel guide for young Turkish visitors planning a trip to Australia, including information about which cities to visit, where to stay and the ideal time of year to travel, or creating texts to inform or promote events or community action, such as a poster or web post to advertise a multicultural evening or a letter to a community newspaper to highlight a school fundraiser
* creating an interactive presentation for younger students, friends or members of extended families to reflect their personal language learning experience
* 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 an Aboriginal or Torres Strait Islander Country or Place and, with permission, referring to cultural knowledge of the site
* creating bilingual texts for specific audiences, for example, songs or games for younger learners of Turkish or a schedule for a multicultural event, or recording bilingual directions for a virtual tour of the school campus, noticing how information and representation are differently shaped in Turkish and English
* writing accounts of significant people, events, influences or milestones in their lives, for example, Türkiye’ye ilk ziyaret; Avustralya’ya geliş; sünnet düğünü; ilk iş görüşmesi; Türk konserine gitmek
* creating stories about fantasy characters or contexts using appropriate descriptive and expressive language to engage younger learners and using digital resources to create entertaining cartoon characters associated with school or home contexts
* creating and performing scenarios and skits that involve challenging situations or intercultural encounters, responding to stimulus themes and involving characterisation, context and dramatic tension by using gestures, expressions and props to build mood and explore relationships and emotions, for example, kuşak çatışması; aile problemleri; alışveriş; arkadaşlık
* composing spoken and written versions of a particular text type such as a procedure or a dialogue to a specified audience such as older or younger people, using supporting images, actions and gestures to highlight key elements and explain key terms, for example, cooking instructions or giving directions to places, to demonstrate how text mode determines selection of language features and text structure
* creating texts (e.g. photo stories, plays, cartoons, comics, animations, video clips) with voice-overs or subtitles, and experimenting with elements such as humour, pathos or suspense
 |

#### 7–10 Sequence strand: Understanding Language and Culture

##### 7–10 Sequence sub-strand: Understanding systems of language

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| apply features and conventions of spoken Turkish to enhance and extend fluency, and to respond to and create a range of texts in familiar and unfamiliar contextsVC2LT10UL01 | * enhancing and extending fluency and accuracy in relation to pitch, stress, tone, rhythm and intonation when pronouncing Turkish words and phrases, when interviewing classmates about a range of familiar topics (e.g. recycling, social justice issues)
* understanding and applying the principles of word stress when pronouncing unfamiliar words and phrases, for example, stressing the first syllable of each word in the sentence Atatürk, cumhuriyeti kurdu
* applying the pronunciation of the letter ğ (silent g) in words
* recognising and applying the vowel elision rule to suffixes of multisyllabic words, understanding how this is related to the spelling and pronunciation of words, for example, oğul-oğlu, burun-burnu, beyin-beyni, göğüs-göğsü, karın-karnı
* using homophones such as gül, yüz, dolu, yaz, kır, ekmek, pazar, ben, aç and çay in spoken and written texts, and learning how these affect meaning in sentences and in familiar idioms, for example, Gülü seven dikenine katlanır; Güle güle gidin; Gülmekten kırılıyordum
* varying the use of tone for emphasis during extended interactions and to contribute to the cohesion of longer spoken texts
 |
| apply understanding of context and grammatical structures to respond to and create a range of texts that include some complex structures, ideas and conventions appropriate to formality and text typeVC2LT10UL02 | * learning how to use suffixes for modality, for example, -malı/-meli as in Neler yapmalıyız?; Türkçe öğrenmeliyim; Büyüklerimizi saymalıyız ve sevmeliyiz
* learning to use particles such as karşı, gibi, beri, dek, kadar, üzere and complex conjunctions such as hem… hem de; ne… ne de; -ki; ancak; yoksa; oysa; hatta; rağmen; yani
* learning how to use different auxiliary verbs formed by adding the verbs etmek, kılmak and olmak to nouns, for example, yardım etmek; mecbur kılmak; ayıp olmak, and attaching them to single-syllable words such as reddetmek, affetmek, kaybolmak
* understanding verb moods and relevant suffixes used to create each mood such as yazabilmek; koşabilmek (ability/probability); okuyabilirim; Taylan giyindi ve süslendi (reflexive); Babası ile araba için tartıştı (reciprocal); Dün kuaförde saçını boyattı (causative); Pirinç ayıklandı ve pilav pişirildi (passive)
* understanding and using more complex verb tenses, compound and complex sentence structures and parts of speech to describe, recount, reflect, inform and express opinions, for example, Annesinin upuzun sarı saçları vardı.; Sabah 8’de kalkıp okula gittim.; Amcam o gün bana harçlık vermişti.; Seninle tamamen aynı fikirdeyim
* developing understanding of how a range of noun, verb and adjective endings such as -lı, -lik and -cı can be used to form new words, for example, Avustralyalı, gençlik, bilgisayarcı
* using a range of noun, verb and adjective endings such as -daş, -lik and -cı to form new words, for example, yoldaş, demlik, yazıcı
* understanding and using the conditional marker -sa/se and/or the word eğer in compound and complex sentences to make suggestions, for example, Bence bu yöntemi izlersek daha uygun; Sen nasıl uygun görürsen öyle yapalım; Eğer çevremizi kirletmeye devam edersek gelecekte dünyamız yok olacak
* understanding and using the 3 types of reduplication for emphasis: emphatic reduplication (e.g. kapkara, upuzun), -m reduplication (e.g. çirkin mi çirkin; Selma’yı Melma’yı görmedim); and doubling (e.g. yavaş yavaş ikişer ikişer; koşa koşa; ağlaya ağlaya)
* understanding and using different types of formal and informal honorific forms such as Bey/Hanım, Amca/Teyze, Efendi, Ağa/Hanımağa, Sayın, Ağabey(Abi)/Abla, Hoca/Öğretmen, Bay/Bayan in a range of contexts
 |
| reflect on and evaluate Turkish texts, using metalanguage to discuss language structures and featuresVC2LT10UL03 | * using metalanguage, in Turkish or English, to identify grammatical differences between languages, for example, word orders, tenses, verb forms and pronouns
* understanding and developing metalanguage for talking about forms and functions of language, for example, identifying and explaining different types of sentence structures relating to grammatical functions such as predicates, subjects and objects
* identifying ways that Turkish and English texts achieve cohesion, for example, explaining the effects of paragraphing or cohesive devices used to sequence and link ideas and maintain the flow of expression, for example, konu cümlesi; giriş; gelişme ve sonuç paragrafları, and conjunctions such as İlk olarak; Bununla beraber; Bu nedenle
* identifying the intended purpose and audience of texts by analysing language features and text structures such as colourful and persuasive language in advertisements compared with economical, factual language in product labelling or signage, and applying their understanding to the composition of their own texts
* analysing the use of rhetorical devices and emotive language to engage the intended audience in texts such as slogans or speeches
 |

##### 7–10 Sequence sub-strand: Understanding the interrelationship of language and culture

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values, and how these affect ways of communicating VC2LT10UL04 | * keeping a journal of memorable experiences associated with learning and using Turkish in and out of school, noting personal reactions and reflections over time and insights gained into themselves as language users, such as how they choose to use either Turkish or English in different contexts and situations
* identifying elements of their personal worlds that contribute to their sense of community and identity, including their use of different languages and involvement in different cultural practices, for example, aile yaşamı; düğünler; futbol maçları
* identifying how language change reflects social, political and historical influences and events, for example, the change to Turkish from Arabic during the Ottoman period under the leadership of the sultans and then to modern Turkish script under the leadership of Atatürk
* reflecting on and explaining the protocols required to authentically co-create an Acknowledgement of Country or Place with an Aboriginal or Torres Strait Islander person, to present in Turkish to a group of Turkish-speaking visitors at a school assembly
* comparing superstitions in Turkish and English, considering possible origins, how they reflect cultural experience and whether they stay relevant across time and cultural change, for example, that the evil-eye bead is used to protect against the evil-eye nazar; that repeating something 40 times can make the statement happen; that knocking on wood protects from all evil and breaking a mirror brings 7 years of bad luck
* recognising how cultural values are reflected in Turkish song lyrics, poems, idioms and expressions, for example, tanrı misafiri; misafir odası; kırk fırın ekmek yemen lazım; gel kim olursan ol gel
* identifying and discussing Turkish idioms or proverbs that could be applied to their experience of learning languages in school (e.g. Bir lisan, bir insan; Bir elin nesi var, iki elin sesi var) and using quotations, idiomatic expressions and proverbs, for example, Allah bir yastıkta kocatsın; darısı başına; ağaç yaşken eğilir; ayağını yorganına göre uzat
* reflecting on the influence that language can have on collective actions, attitudes, social norms and identity, for example, language used in art, graffiti, online media and political protests in public spaces
* analysing how the influence of non-verbal, visual or written language of activists, artists or authors may affect attitudes and values regarding diverse social issues such as misafirperverlik, vatanseverlik, inançlar
* discussing intercultural experiences and challenges, and sharing personal reactions, comparing aspects of identity that may be important, such as misafirperverlik, vatanseverlik, inançlar
 |