

# The Australian Curriculum

<b>Subjects</b>	Turkish
<b>Year levels</b>	Year 6

## Years 5 and 6 Content Descriptions

### Communicating

#### Socialising

Participate in spoken, written and digital interactions to share ideas and experiences, showing interest and respect for others

[Key concepts: discussion, correspondence, interests, experiences; Key processes: [composing](#), describing, discussing, responding]

([ACLTUC035 - Scootle](#))



#### Elaborations

expressing own views and preferences and asking about those of others, for example, *Ne tercih edersiniz? Ne içersiniz?*, using appropriate language to agree or disagree, for example, *Bence Atilla çok iyi bir sporcu. Bence de. Haklısın aynı fikirdeyim. Bence öyle değil. Ben sana katılmıyorum. Ben senin gibi düşünmüyorum.*

composing 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*

describing and comparing experiences of 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 video blogs with sister schools in Turkey or other Turkish-speaking contexts, comparing interests, routines and social activities

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?*

Plan shared activities or events, such as a display or presentation, an interview, awareness campaign or virtual shopping expedition

[Key concepts: collaboration, action, plan; Key processes: planning, designing, budgeting]

([ACLTUC036 - Scootle](#))



#### Elaborations

preparing performance texts such as *Hacıvat ve Karagöz oyunları, skeçler, piyesler, marşlar, Ramazan manileri*, to present to younger students at a community event or school assembly

planning and creating displays or resources such as timelines, schedules, posters or appeals for a

## fundraiser

planning for a Turkish-speaking guest by developing an interview schedule using questions such as *Kendinizi tanıtır mısınız? Ne tür müzikten hoşlanırsınız?*

creating interactive learning experiences to encourage children in a buddy class to learn Turkish or to use their existing Turkish language in different domains

budgeting for hypothetical shopping expeditions, for example, by consulting online catalogues and websites, comparing prices and values and discussing intended purchases, for example, *Bu çok pahalı, İndirimli satışlar varmış, Ay, bu en son çıkan, Bu kelepir!*

planning a campaign, for example, to introduce healthy Turkish food at the school canteen, raise awareness about pollution or prevent bullying, for example, by creating posters, pamphlets and flyers or by making presentations to school council/board

Participate in classroom interactions that involve asking and responding to questions, seeking clarification, indicating understanding, reflecting and providing feedback

[Key concepts: classroom interaction, debate, responsibility; Key processes: questioning, responding, evaluating]

([ACLTUC037 - Scootle](#))



## Elaborations

interacting during group learning experiences by 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?*

participating in discussions and debates on issues and experiences that affect their school, home or community lives, for example, *Zorbalık, evde iş bölümü, Türk festivalinde çocuklar için neler yapılmalı*, and clarifying their own statements, for example, *Bence, bana göre*

evaluating each other's comments or suggestions when working together, indicating agreement or disagreement and negotiating changes, for example, *Anladım, Anlayamadım, Yardım eder misin? Cevabım doğru mu? Emin değilim, şöyle yaparsak... daha iyi olur, peki öyle olsun ... Bence ... daha güzel olur*

reflecting on their learning experiences and providing each other with feedback, advice or reminders, for example, *Süper, harika, mükemmel, unutma, çok zor*

## Informing

Gather, classify and compare information from print, digital and multimodal resources relating to their physical environment and social and cultural worlds

[Key concepts: environment, values, experience, heritage; Key processes: investigating, comparing,

classifying]

([ACLUC038 - Scootle](#))



#### Elaborations

gathering information from a range of digital and print resources about social and cultural activities in their community, making a list of terms, expressions or behaviours, such as *Bayramınız kutlu olsun!*, *Başınız sağ olsun!*, *Hayırlara vesile olsun*, *Allah izin verirse*, *Hayırlı olsun*

conducting interviews with family members or friends to collect stories of migration to Australia, identifying words and expressions that reflect important values and feelings, such as *gurbet*, *özlem*, *heyecan*, *güvenlik*, *dostluk*, *komşuluk*

gathering and comparing information on topics such as significant elements of family life, community or schooling in Australian and Turkish contexts

surveying friends and family members to report on cultural trends or changing social behaviours, such as preferred modes of communication

researching their own bicultural biographies, for example, by talking with relatives in Australia and elsewhere to know more about their family's heritage, history or circumstances, comparing their details with those of their friends

collecting and presenting information from a range of print and digital resources about features of their local environment, for example, *su*, *orman yangınları*, *ekosistem*, *yabani yaşam*

viewing documentaries that reflect lifestyles of Turkish-speaking communities in different regions of the world, such as *Kuzey Kıbrıs Türk Cumhuriyeti*, *Türkmenistan*, recording key facts and unfamiliar vocabulary or expressions

gathering information about well-known people in fields such as sport, entertainment, pop culture, the arts or history, to create a profile to present to their peers

Convey information about aspects of their own language(s), culture(s) and communities in suitable formats for different audiences and contexts

[Key concepts: culture, interests, transition; Key processes: creating, resourcing, explaining]

([ACLUC039 - Scootle](#))



#### Elaborations

presenting information related to elements of Turkish lifestyles and culture, for example, *kırsal ve kentsel yaşam*, *hamam*, *Türk kahvesi*, *el sanatları*, *halk dansları* to present to students in the school who are not learning Turkish

creating a multimodal profile of their local community for newly arriving migrants from Turkish-speaking regions of the world

creating a website for a contact group of Turkish-speaking students, posting information on their interests and experiences and using sound, visual or graphic resources to feature elements which may be unfamiliar to the intended audience

writing a post on a website for young people that flags upcoming events in their community, for example, *mezuniyet balosu, eğlence gecesi, 19 Mayıs ve Gençlik ve Spor Bayramı*

assembling an information pack to support new students arriving at their school, including a glossary of key terms that may need explaining, for example, *sınıf, müdür odası, öğretmenler odası, nöbetçi öğretmen, revir, kantin, ofis, lavabo, kütüphane, spor salonu, konferans salonu*

creating an interactive presentation for younger children, friends or members of their extended families to showcase their bilingual/multilingual experience and identify the advantages of being able to communicate in more than one language

## Creating

Respond to imaginative texts such as TV programs, folktales, performances or cartoons by sharing opinions on elements such as storylines, messages, [characters](#) and themes

[Key concepts: characterisation, response, storytelling; Key processes: comparing, describing, identifying; Key [text](#) types: folktales, comic books, songs, stories]

[\(ACLUC040 - Scootle\)](#)



## Elaborations

listening to, reading or viewing traditional folktales, contemporary stories and cartoons, responding by retelling or re-enacting the story in their own words or by creating a timeline to track sequences of events

creating digital profiles of characters they enjoy in different stories, plays or poems, providing physical and character descriptions and examples of the ways they speak and behave

composing a personal response or commentary, such as a letter or journal entry, to a message conveyed by a character in a folktale, legend or fable relating to a concept such as truthfulness, courage or honesty

presenting a critical review of a song, story or television program, using evaluative language such as *Ben ... çok beğendim çünkü ..., ... hiç sevmedim. Çok üzücüydü*

sharing responses to recorded performances of *Türk Halk Oyunları* by making expressive and descriptive statements to interpret the meaning and impact of the music and movements

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*

recognising that there are different ways of telling a story, as in the case of *Türk halıları ve kilimleri*, discussing the uniqueness of symbols, colours, stories and feelings represented in carpets and rugs from different regions

**Create** and perform expressive and imaginative texts such as stories, dance, skits or video clips based on a stimulus concept, theme or resource

[Key concepts: adaptation, [genre](#), [audience](#), effect; Key processes: creating, adapting, performing, experimenting; Key [text](#) types: stories, poems, cartoons, songs, fables]

([ACLTUC041 - Scootle](#) )



#### Elaborations

creating and performing texts to entertain others which incorporate elements such as dance, mime, singing and narration and reference values and traditions associated with Turkish communities

creating a video clip to launch an imagined product designed to appeal to their peer group

creating their own music and lyrics modelled on a traditional Turkish song such as *Tren Gelir Hoş Gelir, Tin Tin Tini Mini Hanım*

adopting the role of parent or older sibling to tell a bedtime story or sing a lullaby, using props, gestures and appropriate language

creating their own presentations adapted from performances they have enjoyed to perform at a school or community event, combining language, music and movements to communicate key messages and cultural expression

creating stories based on a theme such as values associated with Turkish communities to share with younger learners, for example, by creating Big Books, comics or digital texts

#### Translating

Translate simple texts from Turkish to English and vice versa, identifying elements that require interpretation rather than [translation](#) and noticing words that are similar but pronounced differently

[Key concepts: meaning, interpretation, [culture](#); Key processes: identifying, translating, classifying]

([ACLTUC042 - Scootle](#) )



#### Elaborations

explaining in English the meaning of Turkish expressions that do not translate literally, comparing with

expressions in English for which there are no easy Turkish translations

finding expressions in English that convey similar meanings to those expressed in phrases used in advertisements, shop signs or folktales, such as *ateş pahası*, *darısı başına*, *küplere binmek*, *kulakları çınlamak*, *pabucu dama atılmak*, *güme gitmek*, *demli çay* and *ocakbaşı*

identifying words that are similar in Turkish and English, comparing their spelling, pronunciation, intonation and stress in the two languages, for example, *ağustos*, *alfabe*, *ansiklopedi*, *çikolata*, *doktor*, *elektrik*, *fotoğraf*, *laboratuvar*, *paraşüt*, *tren*, *veteriner*, *yoğurt*

creating and cross-referencing banks of Turkish words and phrases that do or do not have direct equivalents in English

working out the meaning of unfamiliar English words and expressions used in other curriculum areas, such as 'drought', 'starvation', 'flood', 'snowstorm', and considering how they would convey their meaning in Turkish, for example, *kuraklık*, *açlık*, *kıtlık*, *sel*, *kar fırtınası*

collecting examples of proverbs used in their families, such as *Damlaya damlaya göl olur*, *Ak akçe kara gün içindir*, *Denize düşen yılana sarılır*, and discussing how to explain their meaning to non-Turkish speaking friends

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

Create bilingual texts such as websites, posters, class journals and menus to support their own learning and to assist interactions with non-Turkish speakers

[Key concepts: equivalence, alternatives; Key processes: considering, selecting, translating]

([ACLTUC043 - Scootle](#))



#### Elaborations

creating bilingual texts such as invitations to performances, newsletters, cartoons or menus, reflecting on how different meanings are communicated in different languages

designing a menu for a Turkish meal which includes footnotes in English to explain characteristics and ingredients of unfamiliar dishes such as *imambayıldı*, *Alinazık*, *mücver*, *hünkarbeğendi*

creating bilingual brochures, digital presentations or posters to promote community events, providing English translations for key words, expressions and items of information

designing and co-maintaining a bilingual website with a sister school or contact group of young English learners in a Turkish-speaking community elsewhere

contributing to a shared class journal that records significant learning experiences and events in both

## Turkish and English

## Reflecting

Discuss the experience of switching between languages, noticing when they choose to use either Turkish or English and how each [culture](#) influences ways of communicating

[Key concepts: [code-switching](#), [intercultural communication](#), [language domains](#); Key processes: monitoring, adjusting, reflecting, describing]

([ACLTUC044 - Scootle](#) )



## Elaborations

identifying and comparing instances when they switch between Turkish and English, considering why they do this in particular situations or interactions

comparing experiences of using Turkish and English with a particular person, such as a parent or older relative, noticing which topics or interactions fit more easily into one language than the other and considering reasons for this

reflecting on experiences of feeling either uncomfortable or comfortable when switching between languages, explaining why this might have been the case, for example, when translating for parents or other family members or interpreting for visitors

identifying adjustments they make when moving between Turkish and English at school and at home, such as using different forms of address and showing respect or affection in particular ways, discussing why these adjustments are necessary

reflecting on instances when their use of Turkish, English or other languages has been misinterpreted and discussing possible reasons for this

Compare their experiences of moving between Turkish and English, identifying advantages and challenges in respect to being bilingual or multilingual

[Key concepts: [identity](#), [culture](#), [communication](#), [bilingualism](#); Key processes: reflecting, evaluating, comparing]

([ACLTUC045 - Scootle](#) )



## Elaborations

reflecting on the experience of being bilingual or multilingual, discussing the benefits of knowing more than one language and considering whether moving between languages affects their sense of identity

comparing family cultures, considering how their own upbringing has shaped their sense of identity, for example, how Turkish and Australian cultural influences are differently reflected in their daily lives, interests and social activities



reflecting on how interacting in Turkish feels different to interacting in English and identifying elements that feel culturally specific

considering how identity is expressed across languages and cultures, discussing the idea of belonging as expressed in different languages

## Understanding

### Systems of language

Understand the relationships between [intonation](#) and [stress](#) in Turkish, and apply this understanding to their own written and spoken [language](#) and meaning-making

[Key concepts: [accent](#), emphasis, vowel harmony, discrimination; Key processes: understanding, recognising, applying conventions]

([ACLTUU046 - Scootle](#) )



### Elaborations

recognising differences in the pronunciation of long and short vowels with and without accent, and understanding that the length of a vowel and accent can change meaning, as in *hala-hâlâ*, and palatalise the previous consonant, as in *kar-kâr*

understanding sound assimilation, for example, how in words ending in *k*, the *k* softens to become *yumuşak g* (soft *g*), *ğ* before suffixes starting with a vowel, for example, *kulak – kulağıma*, *küçük-küçüğüm*

understanding how to use emphasis to enhance meaning, for example, using high-pitch tone and primary stress at the end of words, as in *gel'dim ya!*

understanding how stress is usually placed on the last syllable in Turkish, except in the case of some question words, compounds and place names, such as *'Ankara*, *'Türkiye* but *Bulgaris'tan*, *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*, *kapkaççı*, *bankacı*, *yolcu*, *oduncu*, examples of sound assimilation, *sokak+da = sokakta*, *süt+de = sütte*, *kebab+cı = kebabçı*, *simit+-ci = simitçi*

noticing the pronunciation of loan words, including vowels and consonant clusters, for example, *plaj*, *spor*, *tren*

recognising the effect of non-verbal language and tone in reinforcing meaning in spoken Turkish, for example, *Buyrun! Vay be! Mahvoldum ya!, İnanmıyorum! Git yaa! Eeee, başka? Hadi be! Öf ya!*

Recognise and apply grammatical features of spoken and written language, such as verbal conjugations and nominal declensions and modifications, negative and interrogative sentence structures and subject–verb agreements

[Key concepts: word order, conjugation, marker, word endings; Key processes: discriminating, classifying, applying rules]

(ACLTUU047 - Scootle [↗](#))



#### Elaborations

recognising and using verb conjugations for example, 'oku-mak': *oku-r-um, oku-r-sun, oku-r oku-r-uz, oku-r-sunuz, oku-r-lar*; And *oku-yor-um, oku-yor-sun, oku-yor, oku-yor-uz, oku-yor-sunuz, oku-yor-lar*

recognising and using nominal conjugations through adjective- and noun-making suffixes such as (-*lı*, -*li*, -*lu*, -*lü*) as in *kar-lı, kir-li, toz-lu..*; (-*lık*, -*lık*, -*luk*, -*lük*) as in *yaz-lık, göz-lük...*; (-*cı*, -*ci*, -*cu*, -*cü/-çü*, -*çi*, -*çu*, -*çü*) as in *gemi-ci, kira-cı, su-cu, çiçek-çi..*; (-*gı*, -*gi*, -*gu*, -*gü*) as in *sar-gı, sil-gi,..*; (-*sız*, -*siz*, -*suz*, -*süz*) as in *ev-siz...*

applying the rule of great vowel harmony when adding nominal case endings -(*e*), -(*i*), -*d(e)*, -*d(e)n* to different nouns, such as *ev-e, ev-i, ev-de, ev-den, ev-in*

learning the correct written form of suffixes, for example, instead of using spoken/colloquial predicates such as *gelcem* or *alcan*, using the written form, *geleceğim* and *alacaksın*; instead of using *geliyom*, using the correct spelling *geliyorum*

using the conditional marker -*s(e)* and/or the word *eğer* in compound sentences, for example, (*Eğer yağmur yağarsa geziye gitmeyeceğiz*, comparing this with conditional verb forms in English

using interrogative word endings in different tenses and personal pronouns, for example, *Geliyor musun? Gelecek misiniz?*

using the negative marker -*m(a)*, as in *Ramazan Bayramı'nda tüm okullar tatile girmeyecek*, and the adverb for negation -*değil* to negate any sentences without a verb, and using appropriate suffixes as in *değil-im, değil-sin – Ramazan Bayramı'nda tüm okullar tatile girmeyecek değil mi?*

using appropriate endings for subject–verb agreements in simple and compound sentences

recognising different types of formal and informal honorific forms such as *Efendi, Sayın, Bey/Hanım, Amca, Teyze*


using conjunctions and comparatives to evaluate and express opinion, for example, -*a göre*, *sence*, *hiç/çok uzun değil*

recognising and using compound and some complex sentences

learning basic metaphors, similes such as *aslan gibi* and common idiomatic expressions and proverbs, for example, *Damlaya damlaya göl olur*, *ateş pahası*, *nazar değmesin*

building metalanguage to talk about grammar, using terms such as *bağlaçlar*, *Özne ile yüklem uyumu*, *-de/-da ekler*, *ilgi zamiri –ki*, *edatlar*

Understand how different types of **text** in Turkish, including prose and verse, **create** effects to suit different audiences

[Key concepts: **genre**, **text** features, imagery, **register**; Key processes: noticing, comparing, analysing] ([ACLTUU048 - Scootle](#) )



#### Elaborations

analysing and comparing language used in particular types of texts, for example, descriptive language in recounts or narratives, persuasive language in advertisements, humorous language in comic verse or puppet theatre plays, instructional language in recipes and manuals, expository language and factual statements in news reports

analysing characteristic features of texts that they use and interact with in their everyday lives, for example, the use of abbreviations and emoticons in texting, rhetorical questions in advertisements, numerical terms in recipes and receipts, emotive and rhyming words in song lyrics, headings in blogs and on websites


discussing the use of imagery in different kinds of creative or performative texts, identifying how this helps to convey meaning and engage/entertain the audience

understanding the cultural significance of features of particular types of texts, such as forms of address and language associated with rituals or celebrations, anonymous or *Anatolian* stories in the lyrics of *türkü* songs, the use of dialogue and oaths in *Andımız*, characterisation in *Turkish Nasrettin Hoca ve diğer fıkralar*, *kukla oyunu* and *masal*, the use of *deyimler ve atasözleri* in Turkish legends and short stories

discussing how poems or song lyrics, such as *Arkadaşım Eşşek* and *Çanakkale Türküsü*, create particular moods (*özlem ve acıma*) and tap into particular emotions by using techniques such as repetition, rhyme and direct forms of address

#### Language variation and change

Understand that spoken and written forms of Turkish both vary in terms of formality according to **context**, purpose and **audience**

[Key concepts: **mode**, **register**, respect; Key processes: noticing, comparing, identifying] ([ACLTUU049 - Scootle](#) )



#### Elaborations

understanding how language is adapted to control levels of politeness and formality and to reflect relationship, age and intention, for example, the use of the pronoun *siz* and the second plural indicator *-iz* indicates more politeness in requests such as *gelir misiniz lütfen?* compared with *gelin lütfen*

recognising that written forms of Turkish vary depending on levels of formality and informality, for example, formal letters adopt the use of *-iz* and of titles such as *Hanım/Bey sayın* instead of *sevgili, canım*, compared to the use of first names to address family and friends in informal letters

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 older people who are less familiar, depending on their age and degree of closeness

recognising characteristic differences between spoken and written forms of Turkish, for example, by identifying colloquialisms and expressions used mainly in spoken conversation, for example, the non-standard *abi* in place of the more formal *ağabey* or the use of *ya* at the beginning of spoken utterances

knowing that meaning is shaped not only by words but also by expression, gestures and use of voice, and that these elements also vary in formal and informal language

recognising how variations in language use reflect different feelings, moods or attitudes, for example, the respectful tone of devotional texts compared to the liveliness, humour and colour of *Nasrettin Hoca fıkraları, Temel fıkraları, Çizgi filmler, fabllar*

Understand that the Turkish [language](#) has evolved and developed through different periods of influence from other languages, cultures and changes

[Key concepts: [language](#) contact, [language](#) change, globalisation; Key processes: observing, analysing, discussing, reflecting]

([ACLTUU050 - Scootle](#) )



#### Elaborations

identifying loan words and phrases used in particular domains, such as food, music or social media, discussing how the Turkish language and associated behaviours reflect contemporary and global influences, for example, the use of *web sitesi, rap yapmak, fast food, part time, single*

understanding causes and effects of historical developments and reforms to the Turkish language, such as changes implemented under the leadership of Atatürk and changing the script from Arabic to Latin in 1928

understanding that languages constantly expand to include new words and expressions, due to influences such as changing technologies, digital media and intercultural exchange, for example, *e-posta, yazıcı, tarayıcı, çevrimiçi*; and that they sometimes lose terms or expressions which have no relevance to current contexts, such as *karatahta, telgraf, arzuhalci*

identifying how loan words are incorporated into Turkish by changing the spelling to fit Turkish pronunciation and the principles of great vowel harmony, for example, *mektup*, *kalem*, *sandalye*, *polis*

### Role of language and culture

Reflect on how communities' ways of using languages are shaped by values and belief systems, and how these may be differently interpreted by speakers of other languages

[Key concepts: culture, perspective, values, practice; Key processes: comparing, explaining, analysing, reflecting]

(ACLTUU051 - Scootle [↗](#))



#### Elaborations

understanding that people interpret and respond to intercultural experiences in different ways depending on their own cultural perspectives, recognising the validity of different perspectives and questioning notions of 'right' or 'wrong' ideas or behaviours

noticing ways in which the Turkish language reflects values and traditions of Turkish communities, such as *Nazar deđmesin*

comparing superstitions across cultures, for example, *Yerde uzanan çocukların üzerinden atlama*, *Geceleyin tırnak kesilmez*, *tahtaya vurmak*, *yıldız kayarken dilek tutmak* compared to 'breaking a mirror will bring you seven years of bad luck', researching their origins and considering their relevance today

considering how Turkish interaction patterns around familiar routines such as meal times reflect cultural practices and values associated with family life, food and social relationships, for example, *selamlaşma*, *yemek zamanı-öğünler*, *sofra adabı*

identifying examples of Australian values and traditions reflected in ways of communicating that may not be familiar to members of other language communities, for example, ways of addressing people, behaviour and interactions around meal times