

The Australian Curriculum

Subjects	Turkish
Year levels	Year 1

Foundation to Year 2 Content Descriptions

Communicating

Socialising

Interact with the teacher and with peers to exchange greetings and share information about themselves, noticing ways of using **language** that are similar or different at home and at school
[Key concepts: self, family, home; Key processes: interacting, greeting, describing]

([ACLTUC001 - Scootle](#))



Elaborations

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!*, noticing any differences between how they greet their teachers, family members and friends, for example, *Merhaba Ayşe! Nasılsın? Günaydın öğretmenim! Siz nasılsınız?*

using appropriate gestures and actions when greeting different people, for example, shaking hands, kissing hands of elders and kissing people on both cheeks

introducing and describing themselves and others, for example, *Adın ne? Benim adım ..., Senin adın ne? Bu benim babam. Babamın adı Aydın*

describing familiar items, such as pets or favourite toys, and experiences that are important to them, for example, *Benim bir köpeğim var. Onun adı Minnoş. Benim en sevdiğim oyuncak... Bugün benim doğum günüm.*

using everyday social exchanges, such as thanking someone, *Teşekkür ederim*; apologising, *Özür dilerim*; or offering wishes for particular occasions such as *Doğum günün kutlu olsun! Bayramınız kutlu olsun! Afiyet olsun! Geçmiş olsun! Tebrik ederim!*

comparing their likes and dislikes, for example, *Ben çileği çok severim. Ben elmayı hiç sevmem*

Participate in guided activities such as songs, games, tasks and transactions, using movement, gestures, pictures and concrete materials to support meaning-making

[Key concepts: play, **performance**, action learning; Key processes: participating, playing, describing]

([ACLTUC002 - Scootle](#))



Elaborations

participating in activities that involve taking turns, making choices or swapping items, such as games used to reinforce number and memory skills, for example, *Jale sıra sende. Şimdi benim sıram. Bu benim. Bu senin. Bu Deniz'in. Kaç top var?*

participating in songs, poems and chants, such as counting or rhyming games, singing and performing actions, for example, *Mini mini bir kuş donmuştu, Çan çan çikolata, Sağ elimde beş parmak, Kutu kutu pense, El ele verin çocuklar*

participating in tasks that involve exchanging objects and classifying attributes such as shapes, colours and numbers, using simple question forms and affirmative/negative responses, for example, *Ben kırmızı karelerle çatı yapacağım. Yeşil dairelerle ağaç yapalım. Ben sarı üçgenleri istemiyorum. Sende pembe dikdörtgen var mı? Hayır, yok. Mavi var*

creating and describing pictures or crafted items, for example, *Pamuktan kardan adam yapalım. Düğmelerden göz yapalım. Burnuna turuncu çubuk koyalım.*

following instructions by moving around or by locating or moving objects in the classroom, for example, *Kurşun kalemi masanın üstüne koy. Pencerenin yanındaki sandalyeye otur. Resmi arkadaki duvara as.*

Recognise and respond to familiar classroom routines, such as the opening and closing of lessons, transition activities, following instructions and taking turns

[Key concepts: routines, directions, interactions; Key processes: responding, requesting, participating]

([ACLTUC003 - Scootle](#))



Elaborations

participating in class routines, such as calling the roll, exchanging greetings and stating the day and date, for example, *Günaydın çocuklar! Nasılsınız? Ayşe! Buradayım öğretmenim! Bugün 18 Ekim 2015, Cuma*

responding to instructions through actions, gestures and verbal responses such as *Ayağa kalkın!, Oturun! Konuşmak için elinizi kaldırın! Sıraya girin! Defterlerinizi açın. Tabletlerinizin ekranını açın*

asking for help, information or permission, for example, *Bana yardım eder misin, lütfen? Ben bunu anlamadım. Ben de oynayabilir miyim?* and responding to directions such as *İkişerli gruplara ayrılın. Biz ikimiz bir grupta olalım. Yerlerinize oturun. El ele tutuşun. Daire şeklinde durun. Şapkalarınızı giymeyi unutmayın. Teneffüse çıkabilirsiniz*

participating in *Bayrak töreni*, the routine singing of national anthems and the recitation of *Andımız*, taking turns to lead

Informing

Locate key phrases and points of information in simple texts such as messages, announcements, charts, lists or illustrated reference materials, and use the information to complete guided oral and written tasks

[Key concepts: information, meaning, [context](#); Key processes: identifying, matching, creating]

[\(ACLTUC004 - Scootle !\[\]\(1e1a06ebca281395f282cf61b1470f88_img.jpg\)\)](#)

Elaborations

demonstrating comprehension of individual words, phrases and sentences in simple spoken, written and digital texts, for example, by labelling, drawing, miming or onscreen pointing, clicking or dragging

locating specific details about places, events or objects featured in picture books, charts or posters, for example, by responding to questions such as, *Masaldaki kişiler kimler? Nerede yaşıyorlar? Neyi kutluyorlar? Bu masal bize ne anlatmak istiyor?*

matching items from picture dictionaries or word lists to vocabulary sets associated with particular categories, such as people, animals or food groups, for example, *meyveler, sebzeler, evcil hayvanlar, çiftlik hayvanları, vahşi hayvanlar*

collecting information from texts such as charts, calendars, posters, timetables or tuckshop menus to create their own resources, such as lists of favourite lessons, colours, animals or food

listening to spoken texts such as class and school announcements or recorded phone messages, identifying key words and facts, such as names, places, numbers or times

Convey factual information about themselves, their family, friends and experiences using simple phrases, gestures and support materials

[Key concepts: family, community, interests; Key processes: presenting, describing]

[\(ACLTUC005 - Scootle !\[\]\(5d2d47f332b9ec853eb674ed6ea4548e_img.jpg\)\)](#)

Elaborations

using a family album to talk about their extended family and community, for example, *Bu benim dedem. O bizimle yaşıyor. Dedem bana her gece kitap okur ... Bu bizim Türk bakkalı. Oradan simit alırız*

contributing to shared recounts of events, such as excursions, sports days or community celebrations, for example, *23 Nisan Ulusal Egemenlik ve Çocuk Bayramı. Hayvanat bahçesine gezi*

presenting information about their backgrounds and interests in 'Show and Tell', for example, *Bugün ben en sevdiğim oyuncağı tanıtacağım, Aile fotoğrafını tanıt, Odanı tanıt*

conveying basic information about a particular experience, for example, *Kuzenlerimle mangal yapıyoruz*, using drawings with captions containing key words and simple phrases

working in pairs to gather and then present information about their partner to the larger group, for example, *Defne yüzmeyi çok sever. Her pazar havuza gider. O sporu çok sever.*

Creating

Listen to, view and participate in readings of stories, rhymes or action songs, and respond through singing, drawing, gesture and action

[Key concepts: story, imagination, response; Key processes: participating, responding, performing; Key text types: story, puppetry, rhyme]

([ACLTUC006 - Scootle](#))



Elaborations

participating in shared readings of Turkish versions of familiar stories, such as *Kırmızı Başlıklı Kız* (Little Red Riding Hood) or *Aç Tırtıl* (The Very Hungry Caterpillar), *Çirkin Ördek Yavrusu* (The Ugly Duckling), *Kül Kedisi* (Cinderella) *Pinokyo* (Pinocchio), comparing with English versions and re-enacting favourite elements with puppets, props or actions

responding to stories such as *Arı Maya*, rhymes such as *Komşu komşu hu hu* and songs such as *Küçük Kurbağa*, *Ali Baba'nın Çiftliği*, through actions, drawings and simple statements and expressions

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 sakalıdır*

performing rhymes, tongue twisters, poems and songs that use repetition, gestures, mime and finger puppet play to support language development, for example, *Ben bir küçük insanım, Hem aklım var hem canım ... Portakalı Soydum, O piti piti karamela sepeti!*

building vocabulary skills and developing appreciation of language by participating in shared readings of simple stories that use repetition and recycling of phrases or actions, such as *Cin Ali*, *Keloğlan*

performing marching songs, for example, *Türk Çocukları*, *Sol sağ sol sağ yarın bayram olsa, Hoş gelişler ola, Dağ başını duman almış*

viewing children's TV programs, such as *Sevimli Dostlar*, *Pepe*, *Biz İkimiz*, *Niloya*, and responding by singing, chanting, mimicking and acting out favourite moments

Express imaginative experience in stories, songs, rhymes and puppet performances using sound patterns, familiar language and non-verbal forms of expression

[Key concepts: character, rhythm, imagination; Key processes: **composing**, performing, presenting; Key text types: story, songs, rhymes]

([ACLTUC007 - Scootle](#))



Elaborations

creating and drawing/captioning new situations or settings for popular characters from texts such as

the *Keloğlan* stories in print and digital forms

composing and performing their own simple rhymes and action songs that build on familiar language and content and use non-verbal forms of support, such as clapping, gestures and facial expressions

composing original short stories by matching and sequencing a series of pictures with captions or by creating a story board with labels using modelled language

creating and presenting their own Big Books or digital texts based on selected characters or elements of favourite texts

Translating

Explain in English the meaning of everyday Turkish words, phrases and gestures, noticing which are similar or different to equivalent words in English or other known languages

[Key concepts: [translation](#), meaning, similarity, difference; Key processes: noticing, translating, comparing, explaining]

([ACLTUC008 - Scootle](#) )



Elaborations

translating simple words and expressions related to 'Things I do everyday', using matching word cards, pictures, large print dictionaries, word lists and labels, noticing words that are similar in the two languages, such as *televizyon, radyo, yogurt, tren, taksi*

explaining the English meaning of 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


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 'Old MacDonald' and *Ali Baba'nın Çiftliği*, 'Are you sleeping?' and *Tembel Çocuk Kalksana*

demonstrating and explaining in 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

noticing words or expressions in Turkish that are not easy to translate into English because they carry different meanings, for example, *Ellerine sağlık. Çok yaşa! Sen de gör! Geçmiş olsun!*

Create simple bilingual print or [digital texts](#), such as captioned picture dictionaries, wall charts, labels for the classroom or ID cards

[Key concepts: meaning, code; Key processes: comparing, matching, translating]

([ACLTUC009 - Scootle](#) )



Elaborations

creating individual bilingual picture dictionaries

matching and sequencing words and pictures in English and Turkish to complete speech bubbles in digital or print versions of short conversations or picture stories

creating bilingual labels for objects used in the classroom and at home

creating illustrated lists of words and phrases in Turkish and English which are similar in sound and meaning, for example, *polis, ambulans, doktor, spor, müzik, hobi*

creating and performing short bilingual chants, songs and poems that move between Turkish and English

Reflecting

Notice how using Turkish and English involves some different ways of communicating and behaving [Key concepts: [communication](#), [culture](#), self, difference; Key processes: noticing, comparing]

([ACLUC010 - Scootle](#))



Elaborations

noticing which language they are more comfortable in and choose to use in particular situations, for example, at home or on the phone with grandparents, at *bayram* or in the playground

identifying language or behaviours that fit well in their Turkish family or community context but not in other contexts or situations, for example, kissing hands of older people and receiving spending money during *bayram*

identifying gestures or body language that are used more often in Turkish than in English, for example, raising the head to indicate 'no', tutting to indicate shock or upset, raising the index finger to ask permission to speak in class

considering whether they feel different when using Turkish in the classroom to how they feel when using it at home

reflecting on their impressions of cultural differences when viewing images, video clips, singing songs, dancing or listening to stories from Turkish-speaking regions, responding to teacher prompts such as *Neyi farkettiliniz? Neden öyle düşünüyorsun? Farklılıkları ve benzerlikleri nelerdir?*

Identify themselves as members of different groups, including their family, community and school, using simple statements, gestures and support materials

[Key concepts: self, family, community, [communication](#); Key processes: identifying, describing]

([ACLUC011 - Scootle](#))



Elaborations

sharing information about their family background, such as their country or region of origin, languages spoken at home and connections with extended family overseas, for example, *Ben Avustralyalıyım/Türküm. Türkçe konuşurum. Ailem İstanbul'dan geldi*

creating self-profiles, using drawings and captions or photos to identify their membership of different groups and communities, for example, home, school, friendship or sporting groups

identifying words or expressions in Turkish that they particularly associate with their sense of home and 'who they are'


designing a 'class tree' that reflects the linguistic and cultural diversity represented in their class

considering how they communicate with different friends and family members who speak different languages

Understanding

Systems of language

Recognise and reproduce the sounds and spellings of Turkish-specific phonemes, /ı/, /ğ/, /ö/, /ü/ /ş/ and /ç/ and make connections between spoken [language](#), alphabetic elements and written forms of the [language](#)

[Key concepts: [pronunciation](#), letters, sounds; Key processes: listening, distinguishing, reciting]
([ACLTUU012 - Scootle](#) )



Elaborations

becoming familiar with the Turkish alphabet and writing conventions, for example, by identifying sounds and spelling of specific phonemes, such as, /ı/, /ö/, /ü/, /ç/, /ğ/, /ş/ and comparing them with English sounds

understanding that intonation patterns create different meanings, as in the distinction between questions, statements and exclamations, *geliyor musun? / geliyorsun / gelsene!*

differentiating between vowel and consonant sounds

experimenting with sounds in onomatopoeic words, such as those related to animal sounds, *üüürüüü (horoz), miyav miyav (kedi), möö (inek), hav hav (köpek), cik cik (kuş)*; comparing with the pronunciation of equivalent animal sounds in English

developing pronunciation, phrasing, syllabification and intonation skills by singing, reciting and

repeating words and phrases in context

Recognise parts of speech and frequently used words in familiar contexts and understand the basic rules of word order in simple sentences

[Key concepts: sentences, grammar, patterns; Key processes: recognising, naming, applying]

([ACLTUU013 - Scootle](#))



Elaborations

recognising the basic word order, subject–object–verb, and applying it in simple statements, imperatives and questions, for example, *Ali gel. Ali okula gel. Ali okula geldi. Ali okula geldi mi?*

describing colour (*mavi*), size (*büyük/küçük*) and shape (*üçgen*), and recognising that adjectives come before nouns

describing quantity, using cardinal numbers such as *bir-yüz* and ordinal numbers such as *birinci, ikinci*

using the ending *-ler/-lar* to express plurality, mainly with countable nouns, such as *çocuklar, ördekler*

recognising question words and anticipating likely answers, for example, *Kim? Ne? Nerede? Nereye? Kimle? Ne kadar? Ne zaman? Nasıl? Hangisi?*

expressing affirmative and negative responses, such as *evet, hayır, değil, doğru, yanlış*

learning how to use simple suffixes and subject and possessive pronouns, for example, *ben/benim, sen/senin, o/onun* and *evim/evimiz, evin/eviniz, evi/evleri*

building vocabulary related to familiar environments, such as *anne, kitap, kedi*, and using cognates, such as *ev, okul, aile, hayvanlar*

using prepositions to specify locations, for example, *üstünde, altında, yanında, arkasında, önünde, arasında, sağında, solunda*

describing actions using imperatives and simple verbs, such as *otur, kalk, elini kaldır, koş, yürü, gel, git, oku, yaz*

linking ideas using simple conjunctions, for example, *ve, ile, ama*

Understand that **language** is organised as ‘texts’ that take different forms and use different structures to achieve their purposes

[Key concepts: **text**, meaning; Key processes: recognising, selecting]

([ACLTUU014 - Scootle](#))





Elaborations

understanding texts as different forms of communication which can be spoken, written, digital or visual, can be very short, for example, *tekerleme*, *bilmece*, *not*, *fıkra*, *e-posta*, or much longer, for example, *mektup*, *masal and hikaye*

understanding that different types of texts have different features, for example, repetition and rhythm in action songs and chants such as *Komşu komşu*, *Yağ satarım bal satarım*, *Portakalı soydum*

beginning to use metalanguage to talk about texts, for example, by identifying text types, such as *bilmece*, *tekerleme*, *masal*, *fıkra*, and describing typical features, for example, *masal* starts with *Bir varmış, bir yokmuş, evvel zaman içinde ...* and ends with *Gökten üç elma düşmüş, biri masalı anlatana, biri dinleyene, biri de bütün iyi insanlara*; *tekerleme* and *bilmece* both have rhymes and rhythms

noticing how familiar texts such as poems or stories are sequenced and organised, for example, by identifying titles, connections between pictures and texts, or familiar lines, as in *dua* (call to prayers), *23 Nisan şiirleri ve dizeler/dörtlükler*, *Resimlerle Atatürk'ün hayatı*, *Keloğlan resimleri ile başlıklar*, *Bayram Günü*

Language variation and change

Recognise that different words, expressions and gestures are used by speakers of Turkish to address and greet people in different contexts and situations

[Key concepts: variation, [context](#), relationship; Key processes: noticing, comparing, adapting]

([ACLTUU015 - Scootle](#) )



Elaborations

identifying different relationships between people by noticing how they speak to each other, for example, in storybooks, real life conversations, puppet plays or video clips

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*

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*, *iyi akşamlar*, *Nasılsın?* or *Nasılsınız?* *Ne haber?* *Ne var, ne yok?* *Selam!*

understanding that gestures used in greetings vary according to degrees of familiarity and relationship, for example, kissing hands of elders and placing hands on the forehead

recognising the importance of using either formal or informal language in any context, for example, never using first names when addressing elders, such as teachers or parents

Recognise that different languages, including Turkish, borrow words and expressions from each other
 [Key concepts: [language](#) change, [word borrowing](#); Key processes: noticing, comparing, identifying]
 (ACLTUU016 - Scootle [↗](#))



Elaborations

recognising that languages continuously change and borrow from one another

recognising that Turkish uses loan words from English, such as *internet*, *TV*, *ceket*, *film* and *futbol*, and that English uses words from Turkish, such as *yoghurt*, *coffee*, *horde*, *kiosk*, *turquoise*

creating a class record of Turkish words used in English, such as *doner kebab*, *shish kebab*, *yoghurt*, *dolma*, *cacik*, comparing how these words are pronounced in the two languages

noticing words that come from different languages that students use in their everyday lives

Role of language and culture

Understand that people use [language](#) in ways that reflect their [culture](#), such as where and how they live and what is important to them

[Key concepts: [culture](#), meaning, [language](#); Key processes: noticing, identifying, explaining]
 (ACLTUU017 - Scootle [↗](#))



Elaborations

exploring the meaning of 'culture', how it involves visible elements, such as ways of dressing, eating and dancing, and invisible elements, such as ways of thinking and valuing

recognising that there are words and expressions in Turkish that 'belong' to Turkish and not to English, for example, *Hoş bulduk*, *Çok yaşa*, *Sen de gör*

noticing 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!'

noticing that using Turkish and using English involves different ways of communicating; considering what this reveals about cultural values or traditions