

The Australian Curriculum

Subjects	Turkish
Year levels	Year 3

Years 3 and 4 Content Descriptions

Communicating

Socialising

Participate in conversations about themselves and others, everyday routines and events at school and in their local communities

[Key concepts: self, experience, community; Key processes: interacting, responding, comparing]

([ACLTUC018 - Scootle](#))



Elaborations

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 *Kendini tanıtır mısın? Nerelisin? Ailen Avustralya'ya nereden geldi? Ben Türküm ve Avustralyalıyım. Ailem Avustralya'ya İzmir'den geldi*

identifying wishes associated with key events in their community, such as *Bayramınız kutlu olsun! Mutluluklar dilerim. Kınan kutlu olsun! Elinize sağlık! Çok yaşa!* and responding appropriately to expressions of wishes such as *Bayramınız kutlu olsun! – Sizin de, Mutluluklar dilerim! / Kınan kutlu olsun! – Teşekkür ederim, Elinize sağlık! – Afiyet olsun, Çok yaşa! – Sen de gör!*

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 kaç? Bugün ayın 20'si. Adresin nedir? Adresim...*

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, *Bayramınız mübarek olsun! 23 Nisan Ulusal Egemenlik ve Çocuk Bayramınız kutlu olsun! Anneler günün kutlu olsun!*

comparing their preferences, for example, *Futbol yerine tenis oynamak istiyorum, Benim en sevdiğim meyve muzdur. Ben kirazı muzdan daha çok severim.*

Participate in shared learning experiences and transactions, such as science experiments, cooking or craft activities, creating displays or swapping items

[Key concepts: collaboration, learning experiences, transactions; Key processes: negotiating, creating, transacting]

([ACLTUC019 - Scootle](#))



Elaborations

working together on collaborative activities such as designing posters or menus for special events, planning puppet shows or creating picture books for ‘buddy’ classes, negotiating and making decisions about content, vocabulary and design, for example, *Kim Karagöz olmak ister? Kuklaları kartondan yapalım. Doğum günü davetiyesini kim yazacak? Ben pastayı getiririm*

working with visual, print and digital modes of expression to create texts such as invitations to a party, performance, class or community event, for example, *bayram eğlencesi, yıl sonu eğlencesi*

composing instructions for simple recipes such as *kısır* or *çoban salatası*, using imperative verb forms such as *yık*, *doğ*, *karıştır* and language for quantifying ingredients, for example, *3 domates, bir demet maydanoz, 100 gram peynir*

conducting simple science experiments that involve asking and answering factual questions and recording basic results

participating in group interactions such as role plays or simple interviews that involve asking and responding to questions or invitations and providing insights to cultural experience or values, for example, *misafir ağırlamak, huzurevinde yaşlıları ziyaret etmek*

participating in real or imagined transactions that involve requesting information, considering options and buying or selling, for example, *Elmanın kilosu ne kadar? Bana bir porsiyon köfte, yanına da piyaz lütfen*

following instructions to create craft, artworks and designs adapted from *Türk el sanatları*, such as *ebru sanatı, hat sanatı, halıcılık, çinicilik*, for example, *boya, kes, katla, yapıştır*

Respond to questions, directions and requests from the teacher and each other, and use questions and statements to ask for help or permission, to attract attention and to rehearse new [language](#) [Key concepts: direction, support, learning experience; Key processes: interacting, responding]

([ACLTUC020 - Scootle](#))



Elaborations

responding to questions concerning topics such as the weather or the day’s schedule, using modelled language such as *Bugün hava nasıl? Bugün hava güneşli ve sıcak! Bugün önce birlikte bir kitap okuyacağız, sonra bir oyun oynayacağız*

negotiating turns and complimenting their friends, for example, *Sen kazandın! Tebrikler! Şimdi ben oynayabilir miyim?*

preparing and displaying classroom rules, routines or priorities, such as *saygı, nezaket, işbirliği*

seeking clarification, attracting attention, asking for help or for something to be repeated, for example, *Anlayamadım, tekrar eder misiniz? Bu kelime nasıl okunur?*

responding to directions and instructions when playing games, participating in dances or performances, preparing for activities and completing work, for example, *soldan sağa, sıranı bekle, geri dön, karşılıklı dur*

Informing

Locate and organise information in spoken, written and visual texts relating to personal, social and natural worlds

[Key concepts: information, natural world, physical world, daily life; Key processes: listening, reading, identifying, classifying]

([ACLTUC021 - Scootle](#))



Elaborations

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

recognising key phrases and sentences when viewing/listening to simple community texts such as sports programs or announcements, for example, *Gösteri saat 7'de başlayacak, Kapılar bir saat sonar açılacak, Kapıda lütfen biletlerinizi gösterin, spor, takım, sporcular, oyunun kuralları*

collating information about aspects of Turkey or Australia from texts such as magazines, brochures or maps, for example, *Türkiye ve Avustralya'nın haritadaki konumu, bölgeleri, başlıca illeri, iklimi, gölleri, nehirleri ve dağları*

collecting information from texts such as advertisements, catalogues or menus about products, ranges and prices to create a shared wish list of purchases or future excursions

locating information about children's social activities in different Turkish-speaking regions of the world, drawing comparisons with typically Australian activities and things they do in their own local community context

Convey information about their home, school and community, using simple statements and support materials such as photos, maps or charts

[Key concepts: information, topic, promotion; Key processes: sharing information, promoting, explaining, informing]

([ACLTUC022 - Scootle](#))



Elaborations

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 piyesi*

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, Okula Yürüme Günü*

presenting information in the form of a class profile, chart or database about each other's likes, dislikes or interests that they have collected using checklists, surveys or question cues

providing 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*

explaining a favourite computer game, sport or playground game, highlighting key terms and supporting information with pictures, gestures or demonstrations

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, *Mahalledeki bitkiler: çiçekler, ağaçlar and/or okul bahçesindeki bitkiler...*

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

Creating

Engage with imaginative texts such as stories, puppet shows, songs or dance, identifying favourite elements and acting out key events or interactions

[Key concepts: imagination, expression, response; Key processes: responding, interpreting; Key text types: stories, poems, fables, plays, songs]

[\(ACLUC023 - Scootle\)](#)



Elaborations

using movement, facial expressions and actions to interpret meaning in texts such as *Karagöz ve Hacivator Nasrettin Hoca*, identifying key messages, morals and amusing moments

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

participating in group recitals of poems on special occasions such as Mother's Day, national days, religious and cultural celebrations

participating in shared and guided reading of texts such as cartoons, poems, fairytales and fables, responding to questions about characters, ideas and events

responding to words of songs through movement and dance, for example, *Ah benim turnam, Yeşil başlı turnam ...*, *Pazara gidelim...*

responding to traditional songs and folk music such as *halay*, *çiftetelli*, *Silifke'nin yağurdu*, for example, by using wooden spoons to mark rhythm and creating and narrating their own versions of the dance

Create simple imaginative texts, such as stories, dialogues, songs or chants, which allow for exploration and enjoyment of **language**

[Key concepts: relationship, emotion, expression, rhythm; Key processes: creating, **composing**, adapting, presenting]

([ACLTUC024 - Scootle](#) )



Elaborations

using puppet characters from traditional texts such as *Karagöz ve Hacivat* to create and enact representations of relationships and experiences from their own worlds

collecting rhyming words and using them to create their own poems on selected topics, such as *mevsimler*, *milli bayramlar*

composing dialogues between imagined characters in challenging or amusing situations, using expressions and behaviours that convey emotion or humour and capture elements that are typical of the context or experience

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

creating simple rhymes, raps or songs that experiment with alliteration, repetition and word play

creating texts to share with younger learners, such as Big Books, comics or Vokis, incorporating humorous and expressive language

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

Translating

Identify common spoken Turkish expressions, words or gestures that translate/do not translate readily into English and words that are used in both languages

[Key concepts: equivalence, **translation**; Key processes: comparing, translating, explaining]

([ACLTUC025 - Scootle](#) )



Elaborations

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*

translating and matching words to describe family members and relatives in Turkish and English, finding examples of words that have no English equivalents, such as *dayı/amca/enişte*, *hala/yenge/teyze*, *ağabey/abla*

collecting and classifying words, phrases and expressions in Turkish that also exist in English, such as *TV*, *radyo*, *prens*, *prenseler*, identifying any differences in meaning or usage, for example, *kiosk* – *köşk*, *Ottoman* – *Osmanlı*

playing matching pair games to reinforce Turkish and English words and phrases used in everyday conversations, for example, *ev ile ilgili kelimeler*, *yiyecekler*, *nesnelere*, *haftanın günleri*, *aylar ve mevsimler*, sorting the matched pairs into groups based on equivalence or non-equivalence

identifying expressions, words and phrases in Turkish children's songs, poems and storybooks which have no direct English equivalents, using dictionaries to work out 'best fit' translations, for example, from the stories of *Hacıvat ve Karagöz*, the words *sadaka* and *mirasyedi* in *Dilenci Hacıvat*, the phrase *avucunu yalamak* in *Parayı Kim Buldu?*, the expression *Ellerin dert görmesin* in the children's song *Postacı*

Create simple bilingual texts such as signs, notices or captions for displays for the classroom and wider school community

[Key concepts: meaning, [bilingualism](#); Key processes: selecting, considering, creating]

([ACLUC026 - Scootle](#))



Elaborations

building bilingual picture dictionaries, using vocabulary encountered in texts such as school signs and notices, songs and storybooks

creating and sequencing captions in English for images in Turkish storybooks such as *Karagöz ve Hacıvat*, *Nasrettin Hoca* and *Keloğlan*

creating bilingual signs, posters, notices and labels in digital and print forms to be displayed in the classroom and around the school

participating in bilingual story building, rhymes or games, for example, contributing alternating lines in Turkish and English to a new or reconfigured story

Reflecting

Notice and describe differences and similarities in ways of using **language** and interacting with people when communicating in Turkish and in English

[Key concepts: difference, similarity, respect, relationship; Key processes: observing, comparing, explaining]

([ACLTUC027 - Scootle](#))



Elaborations

explaining to each other why they prefer to use either Turkish or English in particular situations or with particular people

noticing similarities and differences in how they use Turkish in different contexts such as at home and in the classroom, for example, using less/more formal language

comparing how people speak or refer to other people in Turkish and English, such as to older relatives, classmates or teachers, for example, *abla*, *ağabey*, *amca*, *teyze*, *öğretmenim*

identifying Australian English terms and expressions that might be difficult to understand for newly arrived Turkish migrants, for example, 'bushwalking', 'Good on you!'

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

Explore their individual and group sense of **identity** and how this is expressed through the different languages they use

[Key concepts: **identity**, self, community, membership; Key processes: reflecting, comparing, explaining]

([ACLTUC028 - Scootle](#))



Elaborations

demonstrating gestures or behaviours that they feel 'belong' with the Turkish language and are associated with their sense of identity, comparing with other gestures or behaviours that they identify with being Australian

talking about the relationship between identity and languages, creating drawings or photo displays that show their connections with family, friendship groups and communities, with captions of words or phrases that they particularly associate with each group, such as *Dini bayramlarda aile ve akraba ziyaretleri*, *Arkadaşlarla oyun oynarken*, *Huzur evinde yaşlılara kitap okurken*

discussing the importance to their own identity of speaking Turkish with some relatives, friends or members of the wider Turkish-speaking community

observing themselves and reporting to each other how they use Turkish and English in different contexts and for different purposes, identifying favourite expressions or gestures in each language


talking about how they feel when using English, Turkish or other languages and whether there are some things that feel more natural in one language than in the other

Understanding

Systems of language

Understand and apply the principle of vowel harmony, experiment with Turkish [pronunciation](#), [intonation](#) and spelling patterns

[Key concepts: [intonation](#), vowel harmony, [pronunciation](#); Key processes: recognising, applying, distinguishing]

([ACLTUU029 - Scootle](#) )



Elaborations

learning about back (*a, ı, o, u*) and front (*e, i, ö, ü*) vowels in Turkish and applying the vowel harmony rule to high-frequency words

matching root words to suffixes to apply the rule of vowel harmony and to learn about exceptions to the rule in relation to loan and compound words and to some Turkish words, such as *bugün*, *kardeş* and *kalem*, which have changed their original forms

learning the pronunciation and spelling of high-frequency words with *yumuşak g* (soft g) *ğ*, as in *yağmur* and *ağaç*, understanding that this sound is never used at the beginning of words

learning that Turkish syllables only have one vowel, and that apart from loan words, they never have vowel sequences; applying this understanding through activities such as creating words by matching different prefixes and suffixes

understanding spelling patterns, the spacing rule and the application of vowel harmony to question endings such as *alır mısın? alıyor musun?*

understanding the use of an apostrophe for separating proper nouns from their inflectional suffixes, as in *Tarık'ın* and *İstanbul'da*, *Avustralya'nın*

learning about the devoicing and doubling of final consonants, as in *kitap – kitabı*, *kanat–kanadı*, *sokak-sokağa* and *git-gittim*, *sır-sırrım*

Understand and use key grammatical forms and structures, such as simple [verb](#) tenses, recognising how grammatical forms and functions are represented through suffixation

[Key concepts: action, description, time; Key processes: recognising, selecting, applying]

([ACLTUU030 - Scootle](#) )





Elaborations

describing quantity using cardinal numbers, *yüz, iki yüz, üç yüz, bin*, and ordinal numbers using the *-inci* suffix and its variations, *birinci, ikinci, üçüncü*

understanding the function of verb moods, for example, by recognising and using questions to seek information, such as *Olay ne? Nerede geçti? Neler oldu? Neden oldu? Ne zaman oldu? Kahramanlar kimdi?* and imperative forms such as *başla! Başlayabilirsin, Kalk! Kalkabilirsin! Çabuk gel!*

using a range of verbs, adjectives and adverbs to describe and elaborate on action, time, places and people, for example, *mavi köşkte, Kısa saçlı biriydi, Çok dikkatli yürü and Dün sabah geldi*

using a range of simple conjunctions to link basic ideas and action, for example, *-den önce, -den sonra, ile/-(y)le, ama, çünkü*

using simple and compound sentences

using comparatives and superlatives such as *en* and *daha* plus *çok/az* in order to talk about likes, dislikes and interests

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 and Dişlerimi fırçalarım, Erken yatarım, Erken kalkarım*

recognising and using simple verb tenses with negation and affirmation suffixes to form sentences such as *biliyorum/bilmiyorum, okur/okumaz, uyudu/uyumadı, geleceğim/gelmeyeceğim, gitmiş/gitmemiş*

understanding and using common interrogative pronouns such as *kim, hangi, ne, neden, kaç, Bu akşam bize saat kaçta geliyor? Doğum günü davetiyesini kim yazacak?*

identifying exclamations and exploring the range of emotions they express and the contexts in which they are used, for example, *Eyvah! Ya! Öf be!*

understanding and using the simple past tense suffix *-d(i)*, for example, *Annem çarşıdan ekmek aldı*

understanding and using prepositions to indicate direction, for example, *ileride, ortasında, üzerinde, köşesinde, aşağıda, yukarıda, doğu, batı, kuzey, güney*

developing metalanguage for talking about language, using terms such as *isimler, fiiller, sıfatlar, zarflar, ekler- ismin halleri, zamirler*

using honorifics, such as *Yaşar Amca, Ayşe Teyze*

Notice characteristic features of simple spoken, written and multimodal texts that they use in their home and community and of similar texts in English

[Key concepts: [genre](#), [language](#) features; Key processes: identifying, comparing, distinguishing]

([ACLTUU031 - Scootle](#) )



Elaborations

recognising features of familiar texts that they interact with at home and in school, such as digital books, puppet shows, rhymes or children's songs, for example, how *Karagöz ve Hacivat* talk, rhyming words in the song *Küçük Kurbağa*

recognising differences between the layout, language features and formats of different types of texts such as *masal, şarkı, şiir, mektup, makale, haber metni*

identifying and comparing characteristic elements in texts such as poems or fables, for example, *kuklalar ve gölge oyunları, şiirde kafiye, dize ve dörtlük, masallardaki insanüstü kişiler ve olaylar*

recognising differences between spoken and written versions of texts such as greetings or farewells, *merhaba, hoşça kal*; or how *güle güle* can be used in spoken texts, but *Sevgili Ayşe Teyze* and *görüşmek dileğiyle* would be used in written texts


comparing familiar texts in Turkish and English and noticing features they have in common, for example, the start of fairytales in English, 'Once upon a time ...' compared to *Bir varmış, bir yokmuş, evvel zaman içinde ...* in Turkish; rhymes, lines and verses in English and Turkish poems

distinguishing between different types of texts based on identified purpose and intended audience, for example, differences between SMS *mesajı-telefon görüşmesi, yazılı piyes-kukla oyunu, masal-fıkra*.

Language variation and change

Understand that [language](#) varies according to factors such as the age, gender and social position of speakers, and that it involves regional dialects and accents

[Key concepts: variation, status, relationship, standard [language](#); Key processes: noticing, comparing, differentiating]

([ACLTUU032 - Scootle](#) )



Elaborations

understanding that language varies based on the age, gender and social relationships between speakers, for example, ways of speaking to parents are different to ways of speaking to siblings, *lütfen yapma(yın)/yapmasana!*

recognising how language used to greet, apologise and show appreciation with friends, family, elders and less familiar people varies, for example, the use of first names only in greeting cards to friends

compared to the use of honorifics to older family members or authority figures, such as *teyze*, *amca*

noticing how people adapt language when speaking with young children, using expressions such as *bebişim*, *cici*, and how young children speak differently to adults and to older children, for example, using the ending *-cik* as in *anneciğim ve babacığım* when talking to parents

understanding that Turkish has a standard form spoken in Istanbul and many varieties involving different accents, dialects and vocabulary spoken in different countries and regions in the world

discussing how accents and dialects vary between different Turkish-speaking communities and different regions of Turkey

Recognise that languages change over time and that Turkish **language** is influenced by and also influences other languages and cultures

[Key concepts: change, influence, time, contact; Key processes: comparing, investigating, identifying]

([ACLTUU033 - Scootle](#))



Elaborations

understanding that Turkish, like all languages, changes over time, for example, in the spelling and pronunciation of certain words, such as *alma/elma*, *ana/anne*, *karındaş/kardaş/kardeş*, *cevap/yanıt*, *tabiat/doğa*

recognising differences in language use across generations, for example, by comparing words and expressions used by their grandparents and parents, such as *sabah şerifleriniz hayırlı olsun*, with some of their own expressions, such as *günaydın*

finding English words used in Turkish, such as *web sitesi*, *Twitter*, *tişört* and *blucin*, considering differences between these and the types of Turkish words used in English

identifying loan words from other languages, for example, *tren*, *doktor*, *baklava*, *çikolata*, *sıfır*, *şeker*, *tiyatro*, *balkon*, discussing why particular kinds of words are more likely to be adopted

Role of language and culture

Make connections between Turkish **language** and **culture**, for example, by identifying words, gestures, forms of address or expressions that reflect cultural values and practices

[Key concepts: **culture**, practice, values; Key processes: noticing, discussing, comparing, interpreting]

([ACLTUU034 - Scootle](#))



Elaborations

noticing that languages carry cultural information, for example, by identifying words or expressions used by friends and family members in Turkish, English or other languages which only 'work' in that language, for example, *Güle güle kullan*, *Afiyet olsun*, *Helal olsun*, *Ellerine sağlık*

finding examples of forms of address or expressions associated with cultural events that reflect Turkish values and traditions, for example, *Dedeciğim iyi bayramlar, Allah kabul etsin*

noticing how values such as politeness, affection or respect are conveyed in Turkish, for example, by comparing interactions in their family and home community with interactions they observe in non-Turkish speaking families and communities, for example, *yavrum, canım, bir tanem, lütfen*

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