

Languages – Turkish – Year 7-10 (Year 7 Entry) Sequence – Sequence of achievement

Achievement Standard	Years 7 and 8	Years 9 and 10
	<p>By the end of Year 8, students interact with the teacher and peers to exchange information and express opinions, for example, <i>Arkadaşlarımla sinemaya gitmeyi severim</i>. They use descriptive and expressive language to share feelings and to express preferences such as <i>Suyu gazozla tercih ederim</i>. Students use action-related and rehearsed language to engage in shared activities that involve planning, collaborating, transacting and negotiating, for example, <i>Haftada kaç kez ... yapıyorsun? ... hakkında ne düşünüyorsun?</i> They interact in classroom routines and exchanges by asking and responding to questions, for example, <i>Ben ne yapabilirim? Sen not alır mısın?</i>, requesting help or permission, for example, <i>Sence bu doğru mu? Tekrar eder misiniz? Arkadaşlar bakar mısınız? Bunu nasıl yapacağız?</i> and giving praise or encouragement, such as <i>çok güzel, aferin, harika, tebrikler, başarılarının devamını dilerim, seninle gurur duyuyorum</i>. When interacting, they use the features of the sound system to their pronunciation of Turkish, including applying stress, rhythm and intonation patterns to statements, for example, <i>kapı açık kaldı, inanmıyorum</i>, and questions, for example, <i>gerçekten mi?</i> Students locate key points of information from a range of spoken, written and visual texts, and present information related to social, cultural and environmental contexts using different modes of presentation. They share their responses to different imaginative texts by identifying and comparing favourite elements and discussing events, characters and messages, for example, <i>beni... çok etkiledi çünkü ..., Çok komikti çok sürükleyiciydi, akıcıydı, dili anlaşılırdı, biraz uzundu. Sıkıcıydı, karmaşıktı... Çok üzücüydü, Anlaşılması zordu</i>. Students use imaginative language to create original or adapt familiar imaginative texts in different genres. They use key elements of Turkish grammar in spoken and written texts, such as basic rules of word order, for example, <i>Ali topu attı, Ali topu al ve at!</i> and <i>Ali topu Tarkan dan sonra bana atar mısın?</i>, adjectives, for example, <i>mavi köşkte</i> adverbs, for example, <i>çok dikkatli yürü</i>, postpositions, for example, <i>dün sabah geldi</i>, verb tenses and subject–verb agreement, for example, <i>Defne yemekten sonra ödevini yaptı ve uyudu</i>. They apply rules of agglutination to verbs, for example, <i>bilmiyorum/biliyorum, okur/okumaz, uyudu/uyumadı, geleceğim/gelmeyeceğim, gitmiş/gitmemiş</i>, and nouns, for example, <i>ev-e, ev-i, ev-de, ev-den, kebabçı, simitçi</i>. They translate and interpret familiar texts from Turkish into English and vice versa, identifying words and phrases that are not easily translated, such as <i>imece, hayırlı olsun, nazar değmesin</i>, and create shared bilingual texts to support their own learning. They compare ways of communicating in Turkish and English and explain how being bilingual influences their cultural identity and ways of communicating.</p> <p>Students apply elements of the Turkish writing system to write and spell unfamiliar words, including symbols and characters, for example, <i>hala-hâlâ, kar-kâr, kitap-kitabı, ağaç-ağacı</i>, vowel harmony and sound assimilation of consonants. They identify how grammatical forms and functions are represented through agglutination. They identify the characteristic features of different types of texts and compare these features with texts in English to identify similarities and differences. They describe how language use varies according to age, gender, social position or region. Students provide examples of how the Turkish language has changed over time due to different influences and interactions, identifying Turkish words that have emerged through contact with other languages, for example, <i>e-posta, yazıcı, tarayıcı, genel ağ, fare, tıklamak, sanal âlemde gezmek, sanal gerçek</i>. They identify the relationship between language and culture and describe how languages reflect personal and community experience and values.</p>	<p>By the end of Year 10, students interact in written and spoken Turkish to exchange and compare views and experiences on personal, local and global issues, for example, <i>liseyi bitirince Türkiye’de üniversiteye gitmek istiyorum, okulu bitirdikten sonra seyahat etmek istiyorum</i>. They use action-related and spontaneous language to engage in shared activities that involve brainstorming, transacting, negotiating, problem-solving and taking action, for example, <i>Nasıl bir yöntem izleyelim? Bence bu yöntemi izlersek daha uygun, Sen nasıl uygun görürsen</i>. They offer opinions, for example, <i>bana göre</i>, and justify them, for example, <i>şöyle ki, Haklısın ama bence ...</i>. They engage in structured discussions by asking and responding to questions, for example, <i>görüştünü destekleyecek kanıtın var mı?</i> and expressing agreement or disagreement, for example, <i>seninle aynı fikirde değilim</i>. When speaking, they apply the vowel elision rule to suffixes of multisyllabic words, the principles of word stress to pronounce unfamiliar words and phrases and intonation patterns, stress and tone to contribute to the cohesion of longer spoken texts. Students organise and classify information and ideas obtained from different sources, re-presenting content in new formats for different audiences. They convey information and perspectives using different modes of presentation appropriate to a variety of contexts and to achieve different purposes. They share their responses to a range of traditional and contemporary imaginative texts by describing key elements, including settings, themes and values and discussing the representation of characters and events. They use expressive, descriptive and evocative language to produce imaginative texts in a range of modes and formats selected to suit particular audiences. When writing, they identify and use a variety of verb moods, such as potential, for example, <i>yazabilmek, koşabilmek</i>, reflexive, for example, <i>Tayla giyindi ve süslendi</i>, reciprocal, for example, <i>Babası ile araba için tartıştı</i>, causative, for example, <i>Dün kuaförde saçını boyattı</i> and passive, for example, <i>Pirinç ayıklandı ve pilav pişirildi</i>. They use grammatical forms such as auxiliary verbs, for example, <i>yardım etmek, namaz kılmak, ayıp olmak</i>; particles, for example, <i>karşı, gibi, beri, dek, kadar, üzere</i>; and honorific forms, for example, <i>Bey/Hanım, Amca/Teyze, Efendi, Ağa/Hanımağa, Sayın, Ağabey(Abi)/Ablai, Hoca/Öğretmen, Bay/Bayan/</i>. Students translate and interpret a range of texts from Turkish into English and vice versa, explaining how cultural elements affect meaning. They produce a range of multimodal resources in Turkish and English for the wider community which reflect the bilingual experience. They explain their language choices and communicative behaviours in different intercultural interactions and identify the adjustments they make according to context. They explain how language, culture and identity shape and reflect ways of communicating and thinking.</p> <p>Students apply their understanding of the Turkish writing system, including spelling patterns, symbols, characters and punctuation, to express complex ideas and information and to engage in extended interactions. They use metalanguage to explain language forms, structures and conventions. They apply their understanding of texts to construct a range of written, spoken and multimodal texts, incorporating elements appropriate to culture and context. They explain how language use varies according to roles, relationships and contexts, and make comparisons with other languages, including English. They identify influences, such as technology and social media on Turkish and other languages, such as abbreviations in text messages, for example, <i>nbr (ne haber), tmm (tamam), slm (selam), kib (kendine iyi bak), bye (güle güle)</i> and <i>aeo (allahu emanet ol)</i>. They explain variations in their own language use in different contexts, the reciprocal and evolving nature of the relationship between language and culture, and how cultural experiences, values and identities are reflected in language.</p>