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F–10 AUSTRALIAN CURRICULUM: LANGUAGES – MODERN GREEK

ABOUT THE LEARNING AREA

Introduction

The Australian Curriculum: Languages has been developed to give all students the opportunity to engage in learning a language in addition to English. The design of the Languages curriculum recognises features that all languages share as well as the distinctiveness of each language.

Languages includes language-specific curricula for world languages and a *Framework for Aboriginal Languages and Torres Strait Islander Languages*.

Learners of languages in Australia comprise 3 major groups:

1. **Second language learners:** Second language learners are introduced to learning the target language at school as an additional, new language. The first language used before they start school (and/or the language used at home) is not the language being learnt.
2. **Background language learners:** Background language learners may use the language at home, not necessarily exclusively, and have varying degrees of knowledge of, and proficiency in, the language being learnt. These learners have a base for literacy development in the language.
3. **First language learners:** First language learners are users of the language being learnt who have completed schooling in the target language to at least Year 6. They experienced primary socialisation and initial literacy development in that language and use the target language at home. For Aboriginal languages and Torres Strait Islander languages, first language learners are learners whose primary socialisation is in the language being learnt and who may or may not have yet developed initial literacy.

Rationale

Communication is a human imperative. Irrespective of which language, communication 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 reflect on their experience in various aspects of social life, including their own participation and ways of being in the world.

Learning a language(s) 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. Despite its status as a world language, a capability solely in English can limit global opportunities. A bilingual or plurilingual capability is the norm in many parts of the world.

Learning language(s) develops learners’:

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

Learning a language provides opportunities for the community to engage socially, culturally and economically in domains which include business, trade, science, law, education, tourism, diplomacy, international relations, health and communications.

For First Nations Australian students, learning their own languages is crucial to overall learning and achievement to develop a sense of identity and recognition, and understanding of language, culture, Country and Place. For all students, learning Aboriginal languages and Torres Strait Islander languages provides a distinctive means of understanding the country in which they live, including the relationship between land, the environment and people. Ongoing and necessary reclamation and revitalisation of these languages contribute to reconciliation.

Aims

The 3 interrelated aims of Languages are to develop knowledge, understanding and skills to ensure students:

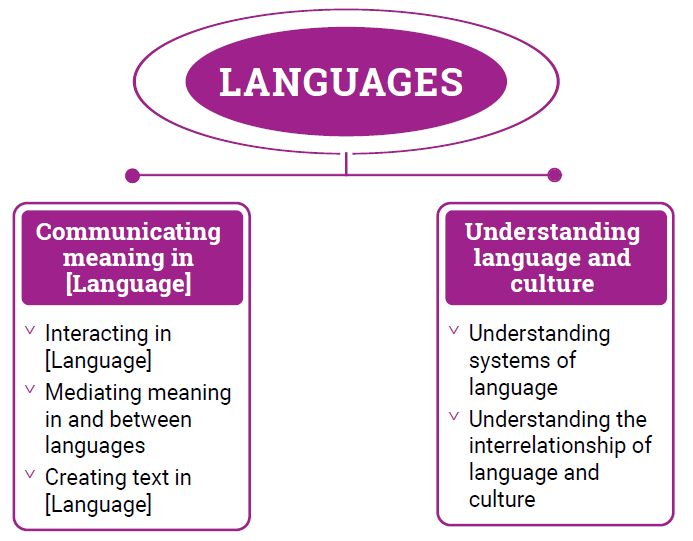
* develop linguistic competence
* understand language and culture, and their relationship, and thereby develop an intercultural capability in communication
* understand themselves as communicators.

Structure

Languages is presented in 2 sequences that offer different entry points into language learning; from Foundation to Year 10 or Year 7 to Year 10.

The Foundation to Year 10 sequence is presented in bands of 2-year levels after the Foundation year. The Years 7 to 10 sequence is presented in bands of 2-year levels; Years 7 and 8, and Years 9 and 10.

Content in Languages is organised under 2 interrelated strands, each with a number of sub-strands. The strands and sub-strands are presented in Figure 1.



*Figure 1: Languages content structure*

Strand: Communicating meaning in [Language]

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

**Interacting in [Language]**

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**

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

**Creating text in [Language]**

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

Strand: Understanding language and culture

This 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, 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.

Key considerations

Flexible entry points to F–10 and Years 7–10 sequences

Languages provides 2 learning sequences to cater for different entry points into language learning. The curriculum recognises 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 in their teaching and learning contexts.

Use of English

Students should use the target language 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 use metalanguage to talk about and compare languages and cultures.

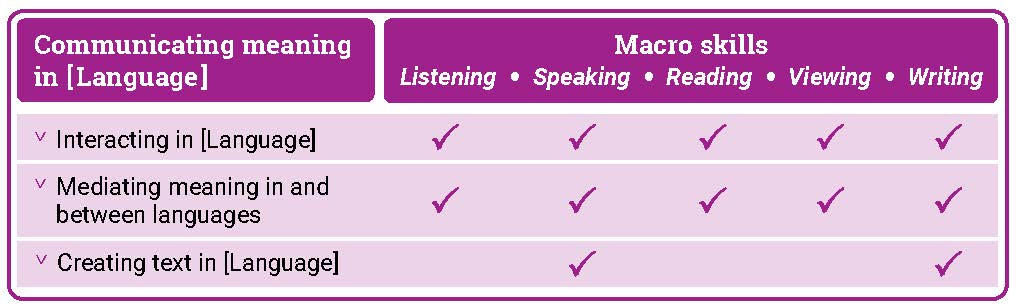
Macro skills

The macro skills of listening, speaking, reading, viewing and writing – also known as language modes – are interrelated. The learning of one often supports and extends the learning of others. To acknowledge these interrelationships, content in Languages 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, visual, written and multimodal texts.

The macro skills are aligned most strongly to the *Communicating meaning in [Language]* strand, and are implicit in the content of the sub-strands and across the content descriptions, as shown in Table 1.

Table 1: The relationship between macro skills and the Communicating meaning in [Language] strand



Texts

Texts can be spoken, written, visual, multimodal, and in print and digital/online forms. Multimodal texts combine language with other means of communication such as visual images and audio or spoken words in film or digital media. Texts include all forms of augmentative and alternative communication; for example, gesture, signing, real objects, photographs, pictographs and pictograms. Texts provide important opportunities for learning about aspects of students’ experiences of languages and cultures. Many of the tasks that students undertake in and out of school involve understanding and producing informative and imaginative texts in everyday and workplace contexts.

Teachers are best placed to guide the selection of materials for students to listen to, read, view, write and create. They provide purposeful activities that can be organised around these materials to meet the needs of the students in their classes.

Protocols for engaging First Nations Australians

When planning teaching activities involving engagement with First Nations Australians, teachers should follow protocols that describe principles, procedures and behaviours for recognising and respecting First Nations Australians and their intellectual property. Teachers should use approved resources such as those that may be provided by their state or territory school system, First Nations Australians education consultative groups or other protocols accredited by First Nations Australians.

While the Australian Curriculum uses the terms ‘First Nations Australians’ and ‘Australian First Nations Peoples’, there may be other terms that First Nations Australians of a particular area or location prefer. It is important to use the terms preferred in a particular area or location.

Meeting the needs of diverse learners

The Australian Curriculum values diversity by providing for multiple means of representation, action, expression and engagement, and allows schools the flexibility to respond to the diversity of learners within their community. All schools have a responsibility when implementing the Australian Curriculum to ensure that students’ learning is inclusive, and relevant to their experiences, abilities and talents.

For some students with diverse languages, cultures, abilities and talents it may be necessary to provide a range of curriculum adjustments so they can access age-equivalent content in Languages and participate in learning on the same basis as their peers.

The study of languages is important in the multilingual societies and the global economy in which we live. Students with diverse identities, languages, cultures, abilities and talents benefit from the study of languages when an appropriate learning environment is provided.

Languages is intended for all students, and it is recognised that some students may require adjustments to support how they see, hear, and/or process language. Students may require access to a wide range of approaches and resources including, and not limited to:

* multi-sensory visual, auditory, tactile, and/or kinesthetic experiences and resources
* simultaneous learning channels such as combinations of listening, speaking, reading, viewing and writing resources to teach a language concept
* resources such as picture cues for words or hand and mouth movements to illustrate a sound, or colour-coding to illustrate gender or subject/verb agreements
* modified equipment and tools
* multilingual labels, signs and posters around the classroom
* devices, mnemonics, rhythms and rhymes to reinforce vocabulary, expressions and features
* peer-assisted learning
* open-ended tasks that provide flexibility and can be completed at different levels of complexity
* challenging individual and group extension activities.

Key connections

General capabilities

General capabilities equip young Australians with the knowledge, skills, behaviours and dispositions to live and work successfully. General capabilities support and deepen student engagement with learning area content and are best developed within the context of learning areas.

Opportunities to develop general capabilities in learning area content vary. In addition to Literacy and Numeracy, which are fundamental to all learning areas, the general capabilities of most relevance and application to Languages are Intercultural Understanding, Critical and Creative Thinking, Personal and Social capability, and Digital Literacy. These general capabilities are identified in content descriptions when they are developed or applied through the Languages content. They are also identified in content elaborations when they offer opportunities to add depth and richness to student learning.

Literacy

Languages develops students’ ability to listen to, read, view, create, and perform a range of spoken, written and multimodal texts in the target language. It provides opportunities for students to move between the target language and English to analyse, interpret and reflect on texts. Students enhance and extend their knowledge and understanding of English literacy, and use their knowledge of English literacy to support their learning in the target language. They develop increasing fluency in the second or additional language. They also develop the ability to reflect on and discuss their understanding of language as a system, using the metalanguage of English.

Learning an additional language(s) and English is mutually beneficial to literacy development. This is reflected in the links between language learning and the National Literacy Learning Progression (NLLP) in Languages. Content is linked to the expected level of literacy development that students, typically, would have achieved at each year/band of years. For example, students in Year 8 are likely to be operating at Level 6 in the Speaking sub-element of the NLLP. These students may not be operating at Level 6 Speaking in a second or additional language(s). However, the teacher can make connections and draw on students’ English literacy skills to support their learning of the second or additional language(s).

Intercultural Understanding

The Intercultural Understanding capability is core to Languages. In learning a second or additional language, students develop an appreciation of languages, cultures and beliefs including their own. Students learn about the strong interrelationships between languages and cultures and how these shape identity. They develop and apply intercultural understanding to value and respect diverse ways of communicating, thinking and behaving. They recognise how these are reflected in social and cultural practices, and language use. Students develop connections with communities and cultures, become aware of similarities and differences, and cultivate mutual respect. The Intercultural Understanding capability assists students to navigate and reflect on language use, perspectives and behaviours.

Critical and Creative Thinking

Languages develops students’ ability to think logically, critically and creatively. It provides opportunities for students to inquire, generate, analyse and reflect on a range of information, ideas and perspectives in spoken and written texts. Students learn how to analyse texts and interpret how the language of texts conveys meaning. They reflect on the thinking and processes used to mediate meaning between languages. They apply their knowledge of language as a system to new contexts and learn to revise and modify texts when considering context, purpose and audience.

Personal and Social capability

Languages enhances students’ personal and social capability. Through the *Communicating meaning in [Language]* strand, students develop a range of interpersonal skills essential to effective communication, such as decision-making, negotiation, and collaboration. Content in both the *Communicating meaning in [Language]* and *Understanding language and culture* strands encourages students to develop an appreciation of diverse cultures and perspectives, and recognise how these influence identity, including their own.

Digital Literacy

Languages develops students’ digital literacy capability as they use a range of digital tools to access and create information, ideas and perspectives in multimodal texts. Students develop understanding of how they can use digital tools to access diverse language-speaking communities and authentic texts. They evaluate and analyse information in digital formats and develop understanding of their intended audience, purpose and context.

Numeracy

Languages develops students’ numeracy capability as they communicate in real or simulated real-life situations. Students use number in the target language to share information (time, directions, etc.) and understand how these might be represented in diverse languages and cultures. They use aspects of measurement in the language of transaction when using money, and units of measurement in the number, volume and weight of items. Students use number patterns and algebraic thinking when they recognise and apply the patterns of grammatical and syntactical rules to respond to and create text.

Cross-curriculum priorities

Cross-curriculum priorities support the Australian Curriculum to be a relevant, contemporary and engaging curriculum that reflects national, regional and global contexts. Cross-curriculum priorities are incorporated through learning area content; they are not separate learning areas or subjects. They provide opportunities to enrich the content of the learning areas, where most appropriate and authentic, allowing students to engage with and better understand their world.

Opportunities to apply cross-curriculum priorities to learning area content vary. All 3 cross-curriculum priorities have some relevance and meaning to the Languages curriculum.

Aboriginal and Torres Strait Islander Histories and Cultures

Languages recognises the interrelationship of languages and cultures. Languages together with the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority enable students to develop knowledge and understanding by engaging students with the languages and cultures of First Nations Australians. Students can make interlinguistic and intercultural connections across languages with First Nations Australian languages and their cultural expression. They develop understanding of concepts related to the diverse linguistic landscape of Australia.

The *Framework for Aboriginal Languages and Torres Strait Islander Languages* provides opportunities for all students to learn languages of First Nations Australians. Each language is recognised as belonging to a group of people who are its custodians. Schools must seek advice and consent from the custodians when developing language-specific curricula and planning language programs.

Asia and Australia’s Engagement with Asia

Languages provides learning opportunities in combination with the Asia and Australia’s Engagement with Asia cross-curriculum priority. Students develop knowledge and understanding by engaging with the languages and cultures of Asia, and people of Asian heritage.

Languages enables students to learn languages of the Asian region and to communicate, interact and explore concepts, experiences and perspectives from within and across Asian cultures. Students develop an appreciation for the place of Australia within the Asian region, including the interconnections of languages and cultures, peoples and communities, and histories and economies. They learn how national linguistic and cultural identities continuously evolve in local, regional and international contexts.

Sustainability

Languages provides students with opportunities to develop the world views necessary to contribute to a sustainable future by reflecting on how they interpret and engage with the world and its peoples. The learning contexts in which students develop their language learning provide opportunities for them to explore actions to improve sustainability in local, national and global communities.

When learning a second or additional language, students develop understanding of diverse attitudes, values and beliefs, and ways of thinking and being. They learn that sustainability is relevant to the dynamic nature of language and its continuous changes and variations over time and place. They develop understanding that sometimes, due to globalisation, societal and political influences, languages may become vulnerable and at risk of losing their uniqueness or usage. Students consider the value of sustaining language knowledge and use, and reflect on its important connection to cultural expression.

Learning areas

Languages provides opportunities to integrate and connect content to other learning areas; in particular, English, Humanities and Social Sciences and The Arts.

Languages and English

Languages and English support students’ literacy development. Both learning areas share the focus for students to interact with others and create spoken, written and multimodal texts with an awareness of context, purpose and audience. Languages and English help students to understand the relationship between spoken and written language and recognise how cultural context shapes meaning. They develop students’ understanding of, and ability to use, grammatical and language features.

Languages and Humanities and Social Sciences

Languages and Humanities and Social Sciences subjects share learning contexts that progressively shape the students’ world. In both learning areas, students’ learning involves perspectives of their personal worlds, such as personal and family histories and events, their local communities, and national and global contexts. In the process of understanding an expanding world view, both learning areas help students to learn to reflect on the relationship between cultures and identities.

Languages and The Arts

Languages and The Arts share a focus on the communication of stories, ideas, perspectives and cultures. Both learning areas help students to explore relationships among people, cultures and identities, and recognise how these are exemplified in and through linguistic and artistic practices and behaviours.

Resources

A scope and sequence representation of the curriculum, the glossary, and comparative information about Version 8.4 and Version 9 are available as a download from the Australian Curriculum Version 9 website.

**Language support resource**

Each language curriculum has an optional support resource, developed to support teachers as they plan teaching and learning programs. This resource provides suggestions for sequential development in language features and structures, and thematic contexts for language use. Teachers can use suggestions in the resource to adapt curriculum content to meet the diverse language needs and learning backgrounds of students at different entry points into second language learning. These documents are available as downloads.

ABOUT MODERN GREEK

Introduction

The Australian Curriculum: Languages: Modern Greek is pitched to second language learners, that is, the dominant group of learners in the current Australian context for whom Modern Greek is an additional language.

Students of Modern Greek (Greek) in Australian schools come from a range of backgrounds. For many students it may be their first experience of learning Greek, while others may have existing connections to Greek as background speakers.

Rationale

Greek is the official language of Greece and an official language of the Republic of Cyprus. It is spoken in communities throughout the world. The modern standard version of Greek is the demotic form of the spoken and written language and is the official language taught worldwide. Greek is one of the official languages of the European Union.

The Hellenic civilisation and language have significantly shaped Western civilisation in the arts, architecture, literature, medicine, mathematics, philosophy politics and science. The Greek language is still used in many fields to coin new terms.

Greek migration has made a significant contribution to shaping multicultural Australia. The Greek language has been taught in some Australian schools and universities since the 1970s, with extensive networks of community language programs established prior to this time with the first settlement of Greeks in Australia. The influence of Greek-speaking communities is evident in the areas of agriculture, the arts, commerce and trade, cuisine, education, government and politics, industry, law, medicine and scientific research.

Greek belongs to an independent branch of the Indo-European family of languages, to which family of languages English also belongs. Both languages share some similarities such as vocabulary, and language features and structures. Learning Greek enhances students’ understanding of the origins of many English words, and different alphabets and writing systems. It develops an appreciation of the language and cultures of Greek-speaking communities. Knowledge of Greek language and culture enriches travel experiences, increases employment opportunities and promotes understanding of diverse attitudes and values.

Structure

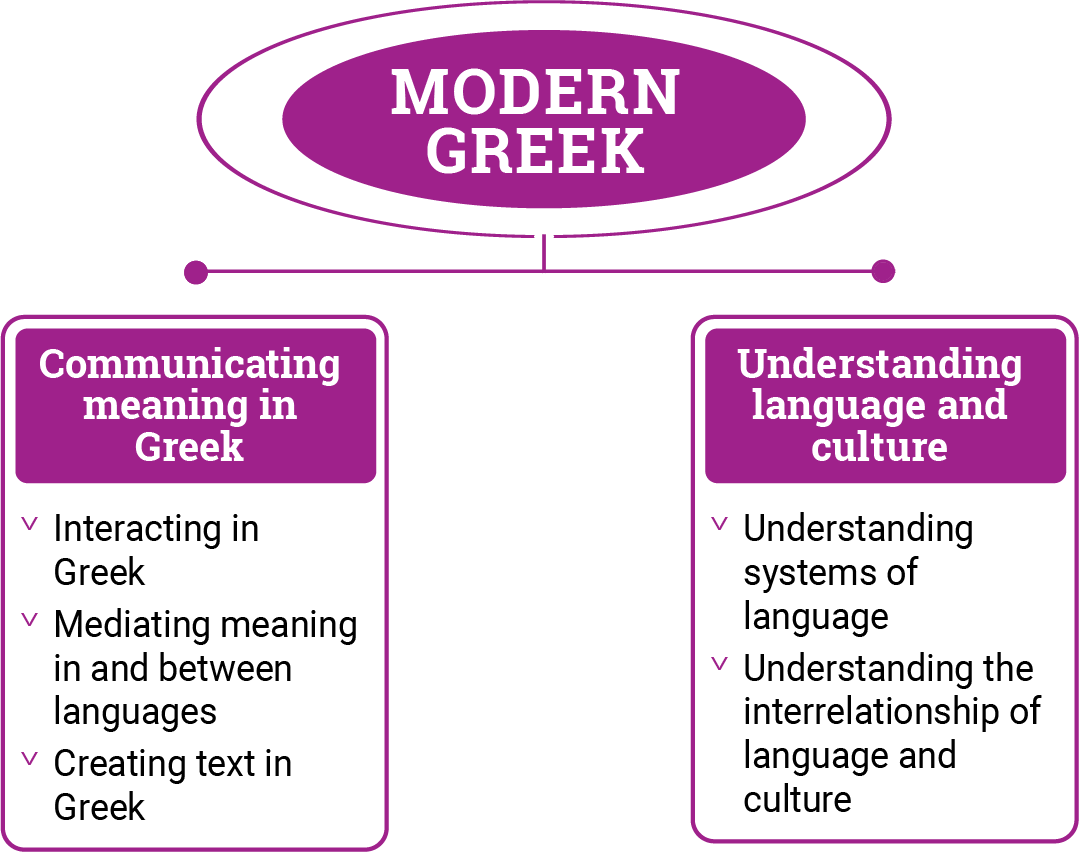
Modern Greek has been developed as a Second Language Learner Pathway which caters for students learning Greek as a second or additional language.

The Second Language Learner Pathway includes 2 sequences:

* Foundation to Year 10
* Years 7 to 10.

Teachers use the curriculum to cater for learners of different backgrounds by making appropriate adjustments to differentiate learning experiences.

Content in the Modern Greek is organised under 2 interrelated strands, each with a number of sub-strands. The strands and sub-strands are presented in Figure 2.



*Figure 2: Modern Greek content structure*

Strand: Communicating meaning in Greek

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

**Interacting in Greek**

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**

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

**Creating text in Greek**

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

Strand: Understanding language and culture

This 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 Greek, including sound, writing, 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.

CURRICULUM ELEMENTS

Foundation

|  |
| --- |
| **Year level description** |
| In Foundation, Greek language learning builds on the Early Years Learning Framework and each student’s prior learning and experiences with language. Students communicate with peers, teachers, known adults and students from their own and other classes. They strengthen and extend their communication and interpersonal skills by interacting with peers in Greek through play-based and action-related learning. They receive extensive support through modelling, scaffolding and revisiting.  Students experience and imitate the sounds and gestures of Greek language. They participate in shared listening and viewing of texts that represent Greek-speaking contexts. Spoken, written and multimodal texts may include songs, conversations, picture books, stories, rhyming verse, films, animated cartoons and performances. They learn that languages and cultures are connected, and that what is familiar to one person can be new to somebody else. |
| **Achievement standard** |
| By the end of the Foundation year, students use play and imagination to interact and create Greek texts, with support. They identify that Greek and English look and sound different. They recognise that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others’ cultural identity. |

|  |  |  |
| --- | --- | --- |
|  | | **Foundation** |
| **Content descriptions** Students learn to: | **Content elaborations**  This may involve students: | |
| with support, recognise and communicate meaning in Greek  AC9LMGF01 | 1. using common greetings and gestures relevant to the time of day, καλημέρα, καλησπέρα, καληνύχτα 2. participating in everyday routines such as saying the day, weather and how they are, responding to the class roll and instructions, or expressing thanks, for example, Σήμερα είναι Δευτέρα, κάνει κρύο, είμαι καλά, δεν είμαι καλά, Ελάτε μέσα, Κλείσε την πόρτα, Κάτσε κάτω, Σήκω πάνω 3. using non-verbal ways of communicating and showing understanding in interactions such as gestures, body language and facial expressions, for example, a simple nod of their head, hand gestures, eye contact or thumbs up 4. using simple, modelled language to introduce themselves, such as Γεια σας, Με λένε …, Είμαι … χρονών. 5. naming family members, friends and pets using props such as photographs, pictures, puppets or soft toys, for example, Η μαμά μου, ο μπαμπάς μου, η γάτα μου 6. using simple, modelled language to express likes and dislikes using props, pictures and realia, for example, Μου αρέσει το κόκκινο, δε μου αρέσει το μήλο 7. participating in group songs, rhymes and chants with actions and movement, such as number, animal or alphabet songs, for example, ένα - δέκα, Κεφάλι, ώμοι, γόνατα, πόδια, Η γιαγιά μου η καλή, Να το, να το, το αστράκι, Πέντε παπάκια 8. participating with others in play-based, imaginative experiences such as at a shop, dress-ups, open-ended play scenarios and sensory play, and experimenting with appropriate language, for example, Μία μπανάνα παρακαλώ, είμαι λύκος, έλα μαμά 9. demonstrating early literacy skills by labelling, matching, tracing, copying and drawing, for example, labelling items in the classroom, drawing a picture or line to match a word, listening to a word and choosing an image 10. reacting to imaginative texts using comments, illustrations or movement, for example, πω πω! | |
| explore, with support, language features of Greek noticing similarities and differences between Greek and English  AC9LMGF02 | 1. exploring the Modern Greek alphabet through play-based learning experiences such as alphabet block or flashcard games, circle chants to a beat or rhythm and songs with movement and actions 2. mimicking the sounds and rhythms of Greek and noticing differences/similarities to own language(s) 3. tracing, copying or making letters of the Modern Greek alphabet, noticing connections with English, for example, using whiteboards, laminated templates, secure digital applications, chalk on the ground or with tactile materials 4. noticing that vowel sounds can be represented in more than one way, for example Οο and Ωω 5. listening to and repeating onomatopoeia, for example, using the sounds γαβ dog, κο κο κο chicken, νιάου cat, μου cow, and comparing these sounds with animal sounds in English and other languages represented in the class 6. observing the position of the tongue and shape of mouth when pronouncing Greek sounds, for example, the trilled r and the 4 single vowel sounds, α, ε, ι, ο, and comparing them with English 7. talking about Greek words they may use or have heard, such as kalamata, tzatziki, feta οr haloumi, and English words with Greek origin, such as octopus, dinosaur, zoo 8. participating in Greek versions of children’s songs and rhymes, identifying some similarities and differences compared with English versions, for example, key words or a tune such as Το δαχτυλίδι, Ένα, δύο, τρία κουνελάκια, Πέντε παπάκια, Η μικρή αράχνη 9. writing their names in Greek, English or other known languages and making comparisons regarding number of letters, shape of letters and similar sounds, using some basic terms such as letters, words, capital letters 10. noticing words that have similar pronunciation in Greek and English, for example, μπανάνα, μαμά, καφέ, βάζο 11. identifying target letters in words, through games and activities, for example, locating all the β in a particular word or phrase, calling out Το βρήκα or Βρήκα δύο when they locate them | |
| explore connections between language and culture  AC9LMGF03 | 1. exploring different languages and cultures of class members and identifying similar or different ways of expressing common terms such as yes/no, hello/goodbye 2. exploring the term culture through play-based experiences such as drawing, games, dress-ups and crafts, highlighting what is important to them and personal practices, customs or language(s) used at home 3. locating, with support, Greek-speaking countries on a world map, and understanding that there are Greek-speaking communities around the world, including Australia 4. using the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) map of the languages of Australia to notice the language(s) of First Nations Australians in their local area and/or across Australia 5. noticing how local names of streets, places and landmarks can have their origins in language(s) of First Nations Australians 6. participating in a class or school event celebrating Greek culture, and trying some traditional food, games, listening to a guest speaker or dancing to traditional music, and reflecting on what they learnt and enjoyed 7. using Greek versions of spontaneous exclamations to express reactions, for example, Ωχ! μ’αρέσει, μπράβο, όπα 8. observing, through the use of authentic video clips, cartoons and photos, the ways that members of Greek-speaking communities may do some things, for example, during mealtimes, when greeting others, or when celebrating | |

Years 1–2

|  |
| --- |
| **Band level description** |
| In Years 1 and 2, Greek language learning builds on each student’s prior learning and experiences with language. Students continue to communicate and work in collaboration with peers and teachers through purposeful and structured activities involving listening, speaking and viewing. They interact in Greek to share information about themselves and their immediate environments using play-based and action-related learning. In informal settings, they use local and digital resources to explore Greek-speaking communities in Australia, Greece, Cyprus and diverse locations. They continue to receive extensive support through modelling, scaffolding, repetition and reinforcement.  Students recognise key words and phrases, imitate language gestures and pronunciation, and use modelled language to communicate with others. They transition from spoken to written language and apply their knowledge of the Modern Greek alphabet. They create simple imaginative and informative texts that may include pictorial representations, words and short statements. They collaborate and respond to spoken, written and multimodal texts that may include conversations, songs and rhymes, picture and story books, animated cartoons, films and performances. They notice that languages contain words which have been borrowed from another language, and that there are similarities and differences between Greek language and culture and their own. |
| **Achievement standard** |
| By the end of Year 2, students use Greek language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create texts.  Students imitate the sounds and rhythms of Greek and demonstrate understanding that Greek has conventions and rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of Greek and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s). |

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| **Strand: Communicating meaning in Greek** | | **Years 1–2** |
| **Sub-strand: Interacting in Greek** | | |
| **Content descriptions** Students learn to: | **Content elaborations**  This may involve students: | |
| recognise and respond to modelled classroom-related greetings, instructions and routines; and personal introductions  AC9LMG2C01 | 1. using greetings depending on the time of day and relationship to the other person, for example, Γεια σου or Τι κάνεις; with peers and Γεια σας or Τι κάνετε; when speaking with adults 2. following classroom instructions and commands, for example, σήκω, σηκωθείτε, έλα, ελάτε, ελάτε μέσα, καθίστε, Έλα εδώ, Πήγαινε έξω, Κλείσε την πόρτα, Σβήσε το φως 3. participating in routine exchanges such as opening and closing of lessons, Καλημέρα παιδιά, Χαίρετε κυρία, responding to the class roll call, εδώ, λείπει, and moving between activities, for example, Ελάτε, Καθίστε 4. responding to and using formulaic expressions in everyday classroom-related situations, for example, ορίστε, ευχαριστώ, παρακαλώ, Δεν ξέρω, Πώς είσαι; Είμαι καλά, Εσύ; Καλά, Τι κάνετε; Έτσι κι έτσι, Εσείς; incorporating intonation and appropriate gestures and body language 5. using some Greek expressions and spontaneous exclamations when interacting with peers, for example, πω πω, έλα, γρήγορα, σταμάτα, μη μιλάς, μη μιλάτε, όπα! μπράβο! and noticing differences in the use of language, voice or body language 6. asking to borrow items and expressing possession of belongings, for example, Θέλω μολύβι, έχω βιβλίο 7. recognising and responding to questions about themselves, for example, Πώς σε λένε; Με λένε ... Σου αρέσει η λεμονάδα; Ναι μου αρέσει, Όχι 8. introducing themselves and other important people in their lives to others, for example, Με λένε ..., Εσένα;/Εσάς; Εσένα πώς σε λένε; Να η μαμά μου 9. using modelled sentences and/or supporting gestures to communicate informally about likes and dislikes and favourite possessions, for example, Σου αρέσει ...; Ναι, Όχι, lifting head/eyebrows to answer ‘no’, hand action to show Έτσι κι έτσι, lifting head and shoulders to convey not knowing something | |
| participate in a range of guided, play-based language activities using formulaic expressions, visual and spoken cues  AC9LMG2C02 | 1. singing and engaging in play-based activities that include rhymes, action songs, lullabies and counting songs, such as Γύρω, γύρω, γύρω, μέσα, μέσα, μέσα ... έξω, έξω, έξω, Κεφάλι, χέρια, πόδια, Ένα, δύο, τρία κουνελάκια, Πάνω τα χεράκια 2. participating in show and tell or a presentation about a favourite item using simple language, for example, Να η κούκλα μου. Τη λένε ... 3. collaborating with peers in activities such as a guided role-play or labelling items, using modelled language, for example, ορίστε, ευχαριστώ, παρακαλώ, Είμαι έξι, Να η οικογένειά μου, Να η φίλη μου, Να ο σκύλος μου, Τον λένε Δία 4. playing a range of games using secure digital tools and applications to reinforce vocabulary, for example, playing matching pairs, filling in gaps, drag and drop, memory games and bingo, using visual and spoken cues and formulaic expressions such as Να το, το βρήκα! 5. taking turns in games and action songs using the repetitive language Σειρά σου, Έλα Άννα, and songs such as Περνά περνά η μέλισσα, Γύρω γύρω όλοι 6. contributing to and using classroom resources to aid the learning of Greek, for example, a picture dictionary, photo wall, word wall, or classroom routines/greeting poster 7. using the Greek alphabet and numerals with support, to ‘crack the code’ and solve a puzzle, problem or lead them to a location individually or in groups 8. interacting with a character or puppet in an imaginary situation or setting, using gestures to communicate informally, for example, Πού είναι ο Σπότ; Τι κάνει ο Σποτ; 9. performing a traditional dance to an audience, using modelled language and exclamations, clapping and gestures, for example, Παλαμάκια, Όπα, Πω πω | |
| **Sub-strand: Mediating meaning in and between languages** | | |
| locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases  AC9LMG2C03 | 1. listening for target language in stories, rhymes or songs, using visual, verbal and non-verbal cues to respond in a variety of ways, for example, μου αρέσει, δε μου αρέσει 2. demonstrating comprehension of ideas in simple spoken, written and digital texts through actions such as labelling, matching, drawing, onscreen pointing, clicking or dragging 3. responding to questions about characters, places and objects that elicit details such as characteristics, size, colour, shape, quantity, for example, Να ο λύκος, Eίναι κακός 4. recognising that gestures and body language are integral to communicating in language for First Nations Australians, and showing examples of how this is also reflected in Greek and the language(s) they speak at home 5. sorting and categorising information using simple graphic organisers such as graphs, mind maps or tables, for example, recording likes and dislikes, masculine, feminine and neuter words, pets at home 6. participating in shared reading of imaginative and informative texts, and making predictions about the storyline and characters using cues from the heading, symbols, pictures and words in the text, or answering questions related to key information 7. performing songs, chants and rhymes in response to an imaginative digital or online text, for example, Η πολύ πεινασμένη κάμπια, experimenting with different expressive effects such as different voices, or using simple gestures such as a hand action to show Πω πω! 8. listening to, reading or viewing a story and sequencing the events and ideas using storyboards, drawing pictures and adding captions, or cutting and gluing pictures/words in order | |
| notice that language carries cultural meaning in classroom-related greetings, introductions, instructions and routines  AC9LMG2C04 | 1. noticing hand gestures, intonation patterns, facial expressions and body language that accompany Greek language and interactions, for example, in informal/formal greetings, when introducing or instructing, and when expressing preferences and feelings 2. noticing the use of titles to address the teacher, and first names or surnames with adults to show respect, for example, κύριε Νίκο, κυρία Ελένη, κυρία Παπαδοπούλου 3. noticing the cultural meaning in some expressions or phrases such as χρόνια πολλά which can be used for any celebration or occasion, for example, birthdays, name days, Christmas 4. understanding that particular Australian-English terms and expressions have no equivalent in Greek, for example, ‘billabong’, ‘corroboree’, ‘the bush’, and vice versa, for example, φιλότιμο 5. using some Greek words, expressions and exclamations when playing and conversing with one another, for example, όχι! Ναί! Επιτυχία!,and noticing and comparing body language and tone when using English 6. using culturally appropriate language in different settings, for example, to show politeness and respect, γεια σου/γεια σας, Να‘σαι καλά, Να’στε καλά 7. engaging in different Greek cultural practices or traditional activities held at different times of the year, linked to classroom-related vocabulary, for example, flying kites for Απόκριες, decorating λαμπάδες for Easter, making flowers for Πρωτομαγιά, wishing someone a Χρόνια πολλά, and greeting others on different occasions | |
| **Sub-strand: Creating text in Greek** | | |
| use words, familiar phrases and modelled language to create spoken, written and multimodal texts  AC9LMG2C05 | 1. using familiar vocabulary and modelled sentence structures to create informative texts about self, family, friends and possessions, such as a spoken or written description, class book, family tree or dialogue, for example, Η αδερφή μου είναι είκοσι χρονών, Το σκυλί μου είναι μαύρο, Το υπνοδωμάτιό μου… 2. acting out their favourite characters or events from a familiar shared story in a skit or role-play, and making simple statements, for example, Είμαι η Πέππα. Πάω στο γιατρό. 3. using secure digital tools and following prompts to create informative multimodal texts such as e-books, animations, videos, voiceover pictures on familiar topics of interest, adding captions, labels, speech bubbles and onomatopoeic sounds to engage audience 4. matching bilingual captions/labels to images of First Nations Country/Place locations in their local area or elsewhere in Australia 5. creating and presenting bilingual big books, storyboards or digital texts based on a variety of real or imagined scenarios in familiar contexts, adding images and captions, for example, Τα τρία γουρουνάκια 6. identifying self as belonging to family, class or peer/community groups and representing these relationships through drawing pictures or adding captions to photos, for example, ο φίλος μου, η τάξη μας, η οικεγένειά μου 7. making bilingual greeting cards for celebrations such as Ημέρα της μητέρας, γενέθλια, Πάσχα, using quotes, for example, καλό Πάσχα, Χαρούμενη γιορτή της μητέρας μαμά, χρόνια πολλά, alongside equivalent English greetings where culturally appropriate 8. writing the simple steps/captions to a traditional dance and performing to an audience, using modelled language and exclamations, and hand gestures, for example, Παλαμάκια, Όπα, Ποπό! | |

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| **Strand: Understanding language and culture** | | **Years 1–2** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** Students learn to: | **Content elaborations**  This may involve students: | |
| recognise and imitate the sounds and rhythms of Greek  AC9LMG2U01 | 1. recognising that there are 24 letters in the Modern Greek alphabet, each with individual names, that there are upper-case and lower-case letters, 7 vowels and 17 consonants, and that ς - τελικό σίγμα, only appears on the ends of words, for example, Nίκος, Δημήτρης, Φώτης 2. building phonic awareness by pronouncing, copying and writing alphabet letters with familiar sounds, for example, Οο, Ιι, Εε, Αα, Κκ, Ττ, Λλ, Ππ, Σσς, Μμ, Νν, Ηη, Υυ, Ωω, Ββ, Ζζ, Φφ, and building to more unfamiliar sounds, for example Γγ, Ρρ, Δδ, Θθ, Ξξ, Ψψ, Χχ 3. recognising that most duplicated consonants in a word sound the same as the single consonants, for example, κόκκινο, Ελλάδα, άλλο, εννέα, ‘Αννα 4. imitating the sounds, rhythms, intonation and stress of Greek, using hand gestures and non-verbal cues to assist learning 5. locating and highlighting specific alphabet letters and accent marks in names, οr identifying vowels or consonants within words 6. developing pronunciation, intonation and pace by singing, reciting and repeating alphabet names, for example, in the alphabet song or when referring to a letter in a word 7. recognising and making simple syllables from consonant–vowel combinations, for example, μα, με, μη, μι, μο, μυ, μω and understanding that syllables can be joined together to make words, such as α-λά-τι and μά-τι 8. identifying and pronouncing the most common digraphs/diphthongs, including μπ as in μπαμπάς and ου as in μου | |
| recognise that the Modern Greek alphabet is used to construct meaning in texts in Greek  AC9LMG2U02 | 1. differentiating Modern Greek alphabet letters from other forms of written expression, such as the Roman alphabet and other alphabets/scripts used or represented within the class 2. recognising that all nouns, in particular names in Greek, have an article and gender, for example, ο μπαμπάς, η Άννα, το σκυλί 3. noticing that adjectives have gender, for example, o κόκκινος, η κόκκινη, το κόκκινο, o μεγάλος, η μεγάλη, το μεγάλο, o καλός, η καλή, το καλό 4. using simple adverbs to show location, for example, έξω, μέσα, εδώ, εκεί, πάνω, κάτω, γύρω 5. noticing how simple adjectives and adverbs enhance sentences, for example, Κάνει λίγο κρύο, Σ’ αγαπώ πολύ μαμά! Το σπίτι είναι πολύ μεγάλο, η μικρή βάρκα, η μεγάλη βάρκα 6. using verbs in the first person to describe aspects of self, for example, Είμαι αγόρι, είμαι έξι, έχω γάτα 7. recognising terms for common, everyday nouns, for example, η πόρτα, η καρέκλα, οι καρέκλες, το σπίτι, τα σπίτια, o μπαμπάς 8. responding to and issuing commands, for example, έλα εδώ!, κάτσε κάτω! 9. responding to questions that include verbs in the second person, singular or plural, such as Πόσω/ν χρονών είσαι; Τι κάνετε; 10. developing number knowledge and using numbers in modelled sentences, for example, Είμαι έξι 11. beginning to use conjunctions such as και to link simple ideas 12. noticing sentence level punctuation, for example, capitalisation of names, question marks and the use of the accent mark to indicate emphasis, for example, ο σκύλος, η γάτα, το βιβλίο, Σ'αρέσει να παίζεις ποδόσφαιρο; | |
| notice that Greek has features that may be similar to or different from English  AC9LMG2U03 | 1. comparing similar texts in Greek and English and noticing how they are the same or different, for example, a counting song, street signs or labels at a market 2. understanding that the 26 letters of the Roman alphabet have their roots in the Ancient Greek alphabet, recognising the similar order of the letters, and comparing lower-case and upper-case Modern Greek and Roman alphabet letters 3. understanding that there are many words and names in English that have Greek origins, for example, Alex, Chloe, Timothy, Theodore, Zoe, alphabet, astronaut, chemist, dentist, echidna, platypus, eucalyptus, hippopotamus, mathematics, school, story, telephone 4. using an anchor chart for cognates and words with Greek roots, and adding to it throughout the year, for example, αλφάβητο, βάζο, Σεπτέμβριος, σαλάτα, λεμόνι, μπανάνα 5. recognising the order of words in phrases and sentences, for example, η μαμά μου, Δεν κάνει κρύο, Nα η θεία μου, and making comparisons with English sentence structure 6. noticing that certain sounds in English do not exist in Greek when writing their names and other familiar words, for example, ‘a’-α as in Katerina/Κατερίνα, the hard ‘d’-ντ as in tomato/ντομάτα, ‘b’-μπ as in dad/μπαμπάς, and ‘j’-τζ as in glass/τζάμι | |

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| **Sub-strand: Understanding the interrelationship of language and culture** | |
| notice that people use language in ways that reflect cultural practices  AC9LMG2U04 | 1. noticing non-verbal forms of communicating with each other in English and Greek, such as ways of greeting, and how body language can be used to express agreement, disagreement, preferences, feelings and emotions 2. comparing aspects of their own and Greek-speaking children’s lifestyles, family interactions and celebrations, for example, daily greetings, main meal of the day and associated language such as ορίστε, καλή όρεξη 3. identifying terms and concepts that can be used to help understand and discuss culture, for example, flags, food, national costumes, the ‘owl’ as a symbol of education, famous buildings and treasures, national emblems, sporting emblems/jumpers 4. exploring symbols used by First Nations Australians and those used in Greek-speaking communities in a range of contexts, for example, finding out and naming what the symbols on flags represent 5. exploring the significance of different Greek cultural practices, activities and games, for example, using a κομπολόι, making red and white Μαρτάκια bracelets for March, flower wreaths for Πρωτομαγιά – 1 May, οr making masks or kites for Απόκριες 6. recognising that words and behaviours may reflect aspects of culture and identity, for example, γλέντι, κέφι, χρόνια πολλά, όπα! and that it may be hard to explain their meaning or capture the full essence in English 7. participating in an ‘Ancient Greek Day’ with invited guests, assisting in the preparation of some traditional Ancient Greek food, or participating in a mini version of the Olympics, using and teaching related vocabulary and presenting winners with a laurel wreath |

Years 3–4

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| **Band level description** |
| In Years 3 and 4, Greek language learning builds on each student’s prior learning and experiences with language. Students continue to communicate and work in collaboration with peers and teachers through purposeful and creative play in structured activities involving listening, speaking, viewing and some writing. They use Greek to interact with peers and teachers and plan activities in familiar settings that reflect their interests and capabilities. In informal settings, they use local and digital resources to explore Greek-speaking communities. They continue to receive extensive support through modelling, scaffolding, repetition and the use of targeted resources.  Students develop active listening skills and use gestures, words and modelled expressions, imitating Greek language sounds, pronunciation and intonation. They use their literacy capabilities in English, and read and write in the Modern Greek alphabet, to locate information, respond to, and create informative and imaginative texts. They access authentic and purpose-developed Greek language texts such as picture books, stories, songs, digital and animated games, timetables, recipes and advertisements. They recognise that language and culture reflect practices and behaviours. |
| **Achievement standard** |
| By the end of Year 4, students use Greek language to initiate structured interactions to share information related to the classroom and their personal world. They use modelled language to participate in spoken and written activities that involve planning. 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 syntax to create texts.  Students imitate sound combinations and rhythms of Greek language. They demonstrate understanding that Greek has non-verbal, spoken and written language conventions and rules to create and make meaning. They recognise that some terms have cultural meanings. They identify patterns in Greek and make comparisons between Greek and English. They understand that the Greek language is connected with culture, and identify how this is reflected in their own language(s) and culture(s). |

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| **Strand: Communicating meaning in Greek** | | **Years 3–4** |
| **Sub-strand: Interacting in Greek** | | |
| **Content descriptions** Students learn to: | **Content elaborations**  This may involve students: | |
| initiate exchanges and respond to modelled questions about self, others, and classroom environment, using formulaic expressions  AC9LMG4C01 | 1. selecting formal/informal greetings for real or simulated situations depending on the time of day and relationship to the other person, for example, Καλημέρα φίλε, Καλησπέρα κύριε Χρήστο or Καληνύχτα μαμά, and using first names when greeting friends but adding a salutation when addressing adults, Γεια σας κυρία Βάσω, Τι κάνετε κύριε Δημήτρη; 2. responding to questions about daily and classroom routines, for example, Πού είναι το φως; Nα το. Πού είναι ο Τάκης; Nα τος. Πού είναι η Άννα; Nα τη. Τι μέρα είναι σήμερα; Σήμερα είναι Δευτέρα. Τι καιρό κάνει σήμερα; Κάνει κρύο. Bρέχει. Δε βρέχει. Ούτε κρύο, ούτε ζέστη. 3. requesting information from others using modelled sentences, for example, Πού είναι ο κύριος Βασίλης; Να τος. Πού είναι η δασκάλα; Τι ώρα είναι; Είναι μία η ώρα. 4. using appropriate body language and gestures in response to enquiries, for example, ναι, μ’αρέσει, δε μ’αρέσει, understanding that lifting the head means ‘no’ and is used only in informal situations 5. asking for permission and requesting help using formulaic phrases, for example, θέλω βοήθεια, ελάτε κυρία, δεν καταλαβαίνω, or asking how to say or write a word or expression, for example, Πώς το λένε; 6. initiating conversations using modelled words, phrases or spontaneous interjections, for example, Α καλά, έτσι μπράβο, έλα, Πω πω! Ωραία! Όπα! 7. describing features, characteristics and locations of particular things or places, for example, Πού είναι η κόλλα; Βρίσκεται στο γραφείο του δασκάλου | |
| participate in activities that involve planning with others, using a range of familiar phrases and modelled structures  AC9LMG4C02 | 1. planning, rehearsing and performing an item for an audience such as school assembly, another class or parents, and delegating roles and responsibilities 2. collaborating with peers to plan for and complete tasks such as designing a poster or invitation for a significant event - 25η Μαρτίου, Aπόκριες or a class party, and deciding what items to bring, for example, Θα φέρω γλυκό, θα φέρω σαλάτα 3. following simple procedures and using familiar phrases and modelled structures for shared activities, for example, following a recipe and naming ingredients to make κουλουράκια, λουκουμάδες, τηγανίτες or φρουτοσαλάτα, or following instructions in a craft activity to make a kite for Καθαρή Δευτέρα 4. participating in a role-play or skit such as buying goods from an ελληνική αγορά, using props such as Καραγκιόζη or Τάκη the bear to engage in conversation, for example, Πόσο κάνει το γάλα; Δύο δολλάρια 5. engaging in group games such as Snap, Simon Says, Memory, matching cards or a ball game, praising and encouraging peers, and taking turns, for example, μπράβο σου, ωραία, προσπάθησε, έλα, σειρά μου, σειρά σου 6. taking turns in pairs to assist the teacher with classroom tasks and responsibilities, for example, taking the roll call, distributing/collecting work, giving basic instructions such as Λείπει ο Γιάννης, Είναι άρρωστος, ορίστε, γράψτε, διαβάστε | |

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| **Sub-strand: Mediating meaning in and between languages** | |
| locate and respond to key information related to familiar content obtained from spoken, written and multimodal texts  AC9LMG4C03 | 1. reading profiles and stories in print and digital form about, for example, people and animals, and creating a display with names and short descriptions, for example, Ο ελέφαντας είναι μεγάλος, Το ποντίκι είναι μικρό 2. locating and responding to key information relating to school activities in a Greek context, for example, from a sister school, and comparing with own daily schedule/routine, timetable, break time οr subjects 3. identifying and relaying keywords obtained from short spoken texts with some unfamiliar language, for example, some items on a recorded shopping list, ένα γάλα, δύο ψωμιά, ένα κιλό μπανάνες, ένα πακέτο παξιμάδια or sequencing pictures/items in order of what they hear 4. learning that First Nations Australian languages change according to connections and relationships between people, and giving examples of how this occurs in Greek 5. surveying/interviewing peers regarding their likes, interests, routines and activities, and compiling the results in charts, Venn diagrams, graphs or pictorial presentations, for example, 10 μαθητές έχουν σκυλιά 6. listening to, reading and viewing stories in various formats, for example, Aesop’s fables, or stories by contemporary Greek authors, and responding to questions about characters, themes and events 7. using information and descriptive language from a Greek myth or legend, creating a profile or digital presentation about a character, their personality traits, attributes and their achievements, for example, Θεά Αθηνά, κουκουβάγια, ελιά, σπαθί, ασπίδα, Θεά της σοφίας 8. obtaining information from various sources and deciding which facts to include in a text about the school or community, for example, choosing facts or items that would be useful for Greek-speaking visitors, such as a school/neighbourhood map, timetable or canteen menu 9. creating a timeline or sequence of the main events of a story using pictures, words and simple sentences, for example, a simple bilingual timeline of Greek history with key dates 10. watching or listening to a short weather report, deciding which day to invite their friend to play outside and creating a short invitation or message with corresponding images, for example, Θα κάνει ζέστη το Σάββατο, Πάμε στη θάλασσα. |
| develop strategies to comprehend and adjust Greek language in familiar contexts to convey cultural meaning  AC9LMG4C04 | 1. translating simple sentences from Greek into English and vice versa, noticing how meaning can change when translating, as in the case of expressions of politeness, for example, Ένα μολύβι παρακαλώ, or how a literal translation of Μπορώ να έχω ένα μολύβι σε παρακαλώ; would not be used in Greek 2. translating signs or phrases in familiar contexts from Greek into English, for example, street signs, addresses, food labels, such as Δελφών 30, ΟΔΟΣ ΕΡΜΟΥ, ΦΡΕΣΚΟ ΓΑΛΑ, 4€, noting that some signs and symbols are universal, for example, the ‘stop’ sign is a similar shape and colour in many countries 3. creating handmade or digital greeting cards, in both Greek and English, for different celebrations and traditions, and adjusting language accordingly, for example, Καλά Χριστούγεννα, Καλό Πάσχα, φιλάκια 4. creating resources for the class to reinforce learning and exposure to language concepts, for example, making pattern charts, a bilingual class digital dictionary, a vocabulary mind map with connected words, or a board game, 5. examining Greek morphemes – prefixes, roots or suffixes to build vocabulary and predict meaning of unfamiliar language, for example, -a – asymmetrical, -anti – anticlockwise, -logy – technology, -phone – telephone |
| **Sub-strand: Creating text in Greek** | |
| create and present informative and imaginative spoken, written and multimodal texts using formulaic expressions, simple phrases and sentences and modelled textual conventions  AC9LMG4C05 | 1. creating spoken, written, print or digital texts using formulaic expressions, simple phrases and sentences to describe family, peers, friends, objects or their favourite pets/animals, for example, Να ο Τάσος, Είναι δέκα χρονών, Του αρέσει να παίζει τένις, Είναι από την Ελλάδα, Μένει στην Αδελαΐδα, Το σπίτι μου, Να η κουζίνα, Να το μπάνιο, Να το αρνάκι, Είναι μικρό 2. creating a class profile from information collected from peers, for example, creating a chart or database to identify favourite sports, food or colours, το μπάσκετ, το ποδόσφαιρο, το παστίτσιο, η κοτόσουπα, άσπρο, κόκκινο 3. creating and exchanging simple correspondence such as bilingual greeting cards, notes, invitations or messages, in print or digital form 4. creating simple descriptions in Greek and matching them to appropriate First Nations Country/Place locations in their local area or elsewhere in Australia 5. presenting factual information on events or topics of possible interest to children of their own age in Greek-speaking communities, using multimodal resources and authentic materials such as menus, recipes, invitations, instructions, artefacts, brochures or maps 6. creating and performing simple imaginative texts, switching between Greek and English to enhance meaning, and using dance, singing, movement or drama to animate characters and to give expression to events in texts, for example, acting out scenes from a story, and adopting the profile of a character such as Theseus, the Minotaur, Icarus, Hercules, Cyclops or Persephone 7. modifying texts with their own creative input, for example, substituting words or characters in a well-known song, story or procedure, such as Η Mικρή Ελένη, Χρόνια χρόνια πολλά, Η πολύ πεινασμένη κάμπια, using an alternative animal and Greek foods, or modifying a recipe with alternative ingredients 8. using scaffolded textual conventions, creating a new story in the form of a digital picture book, using favourite characters from imaginative texts, such as Ηρακλής or Σποτ, and adding captions using formulaic expressions and modelled language, for example, Μια φορά και έναν καιρό, Τέλος, Και ζήσαν αυτοί καλά κι εμείς καλύτερα. |

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| **Strand: Understanding language and culture** | | **Years 3–4** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** Students learn to: | **Content elaborations**  This may involve students: | |
| recognise and use modelled combinations of sounds, pronunciation and intonation patterns of Greek to form words and phrases  AC9LMG4U01 | 1. recognising and pronouncing the sounds of the Modern Greek alphabet as well as the most common digraphs and letter blends, for example, ου, αι, ει, οι, μπ, ντ, γγ, γκ, τσ, τζ, αυ, ευ, and using them to form words such as μου, είναι, όλοι, μπάνιο, ντομάτα, φεγγάρι, γκρι, τσάι, μαϊμού, μελιτζάνα, αύριο, αυτί, Παρασκευή, ευχή 2. practising letter clusters, for example, στρ, μπρ, μπλ, γκρ, σπρ in common words or in names, στρώμα, Στράτος, ομπρέλα, μπράβο, μπλε, γκρι, άσπρο 3. focusing on letters and sounds that are different and initially difficult, and pronouncing words starting with the sounds Ψψ and Ξξ - ψάρι, ξύλο, recognising that these 2 sounds only appear in the middle or at the end of words in English, as in axe, six, socks, chips, and are formed with 2 phonemes – ps or ks 4. identifying sounds within high-frequency words, such as το, και, ναι, μου, έχω, είμαι, είναι, θέλω, να 5. using different strategies such as mnemonic devices to remember new sounds, pronunciation and intonation patterns 6. understanding how gestures and intonation are used to modify intended meaning, for example, Είσαι καλά; Τι κάνεις; 7. listening to and repeating basic tongue twisters or plays on words, for example, Μια πάπια μα ποια πάπια; Μια πάπια με παπιά, Σου’πα να φας σούπα, Σήκω να φας σύκο 8. recording themselves reading short texts aloud to practise sounds, stress and intonation, and predicting pronunciation by sounding out words based on phonetic knowledge | |
| recognise Greek language conventions, simple grammatical structures and basic syntax in familiar texts and contexts  AC9LMG4U02 | 1. using the accent mark appropriately in Greek when reading or writing, for pronunciation as well as meaning 2. applying appropriate punctuation marks such as full stops, commas, exclamation marks and question marks, in a range of texts 3. noticing the use of gender in Greek nouns, singular/plural and articles, for example, ο μπαμπάς, η Άννα, η γάτα, οι γάτες, το νερό, τα ψάρια 4. understanding and using adjectives to describe characteristics or qualities of a person, place or object, for example, τρία μικρά γουρουνάκια, and recognising that adjective endings determine the gender and must agree with the noun, for example, καλός καφές, καλή μαμά, καλό παιδάκι, ψηλός άντρας, ψηλή κοπέλα, ψηλό δέντρο, άσπρος πίνακας 5. creating simple sentences in the subject+verb+object order, for example, Το βάζο έχει λουλούδια, To όνομά μου είναι ... 6. using familiar verbs in sentences, for example, η γάτα τρέχει, το παιδί τρώει, η μαμά γελά, έλα μπαμπά, ελάτε μέσα, άνοιξε την πόρτα, έχω στυλό 7. experimenting with compound sentences using conjunctions such as και and αλλά 8. using some adverbs of place, degree and certainty, for example, έξω, μέσα, πάνω, κάτω, μπροστά, πίσω, δίπλα, γύρω, λίγο, πολύ, ναι, μάλιστα, όχι, δε(ν), μη(ν) and some modelled use of adverbs of time, σήμερα, αύριο, χτες 9. recognising singular and plural noun endings, for example, o σκύλος, οι σκύλοι, η γάτα, οι γάτες, το σπίτι, τα σπίτια 10. understanding that some words can mean different things in different contexts, for example, μπάνιο can mean ‘bathroom’, ‘bathtub’ or ‘swimming at the beach’ 11. expressing negation in simple sentences, for example, Όχι, δεν το θέλω, δε μ’ αρέσει, κάνει κρύο/δεν κάνει κρύο 12. expanding counting ability to larger numbers, in context and with support, for example, έχω εκατό δολλάρια, and using numbers to tell the time, for example, Είναι μία η ώρα. | |
| recognise familiar Greek language features and compare with those of English, in known contexts  AC9LMG4U03 | 1. comparing Greek and English names, for example, discussing how female names often end with a vowel/vowel sound, for example, Μαρία, Αγγελική, Alexandra, Nicki, Penny, and male names often end with ς, for example, Χρήστος, Δημήτρης, Κώστας 2. developing vocabulary to describe and explain features of Greek using metalanguage, for example, using the terms masculine, feminine, neuter nouns, verbs, tenses, adjectives, conjunctions, in Greek or English 3. discussing how Australian-English terms and expressions might be understood or interpreted from a Greek perspective, for example, ‘the bush’, ‘bushwalking’, ‘kick a footy’ or ‘lamington’ 4. identifying the main Greek and English language features of a short narrative, such as a song, rhyme or poem, or a simple description, dialogue or procedure such as a recipe 5. noticing the differences between texts of the same mode/macro skill, for example, a birthday card and an email, and between multimodal texts, for example, listening or reading to the lyrics of a song, or reading a dialogue and acting it out 6. recognising how different textual elements combine to make meaning, for example, how the images, font, script and layout of different texts combine to create a whole advertisement, web page or picture book 7. noticing that languages are fluid and ever-evolving and influence each other, for example, some words in Greek such as πάρτυ, χόμπυ, μπάσκετ, κομπιούτερ, are borrowed from other languages 8. recognising that Ancient Greek has developed into Modern Greek, and has influenced many languages including English, for example, aeroplane, astronaut, history, mathematics, Nike, school, story 9. recognising similarities and differences in word order in simple Greek and English sentences, for example, subject+verb+object, Εγώ μελετώ ελληνικά – I study Greek, compared with object+verb+subject, Ελληνικά μελετώ εγώ – Greek (is what) I study | |
| **Sub-strand: Understanding the interrelationship of language and culture** | | |
| identify connections between Greek language and cultural practices  AC9LMG4U04 | 1. exploring the meaning of culture and identity, for example using the ‘cultural iceberg’ diagram to show the visible elements such as ways of celebrating, dress, traditions, symbols, manners, routines and behaviours, and the invisible elements such as languages spoken, preferences and values 2. discussing ways of communicating and their appropriateness in Greek and non-Greek contexts, for example, polite and impolite ways of indicating ‘yes’ or ‘no’ to an adult, the acceptable practice of using teachers’ first names, κυρία Άννα, κύριε Δημήτρη 3. recognising the differences between formal and informal language in social interactions, for example, Γεια σου φίλε, Γεια σας κύριε, and how Greek-speaking people use body language when communicating, which varies according to relationships and context 4. exploring representations of information, such as symbols or artefacts used in cultural expressions of First Nations Australians, and making connections with those of Greek language and culture 5. examining culturally appropriate phrases for different times of the day and for different purposes, for example, καλή εβδομάδα, καλό μήνα, καλό καλοκαίρι, καλό απόγευμα, καλό μεσημέρι, χρόνια πολλά, καλές γιορτές, καλή όρεξη, and considering their context and use 6. understanding that there is the standard language called ‘Modern Greek’, as well as a number of different language variations spoken throughout Greece, Cyprus and the Greek diaspora, which reflect the cultural diversity of Greek-speaking communities 7. reflecting on authentic Greek cultural elements and traditions, for example, sugared almonds at weddings and baptisms, βασιλόπιτα, τσουρέκι, their symbolism, and the language associated with them 8. understanding and explaining concepts and values such as το γλέντι, η παρέα and το πανηγύρι, for example, during Greek festivals, birthdays and name days 9. recognising and explaining to others the significance of familiar Greek cultural practices maintained over time, for example, the importance of hospitality, το κέρασμα στη γιορτή, πανηγύρια, or the singing of the national anthem 10. experiencing and discussing the importance of music and dance in Greek culture, as an expression of identity and emotions, such as national pride, happiness, joy and sadness | |

Years 5–6

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| **Band level description** |
| In Years 5 and 6, Greek language learning builds on each student’s prior learning and experiences with language. Students communicate and work in collaboration with peers and teachers in purposeful, creative and structured activities involving listening, speaking, reading and viewing, and writing. They interact in Greek to exchange information and ideas relating to their interests, school and local environment, and engage with Greek-speaking communities in person or via digital access. They work independently and in groups with ongoing support from modelling, and from digital and print resources.  Students engage with a range of spoken, written and multimodal texts that may include stories, posters, notes, invitations and procedures. They use their English literacy knowledge to identify Greek language structures and features. They understand 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 Year 6, students initiate and use strategies to maintain interactions in Greek language that are related to their immediate environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Greek or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type.  Students apply rules for pronunciation and intonation, spelling and punctuation, and modelled structures, when creating and responding in Greek. They compare language structures and features in Greek and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity. |

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| **Strand: Communicating meaning in Greek** | | **Years 5–6** |
| **Sub-strand: Interacting in Greek** | | |
| **Content descriptions** Students learn to: | **Content elaborations**  This may involve students: | |
| initiate and sustain modelled exchanges in familiar contexts related to students’ personal world and school environment  AC9LMG6C01 | 1. varying language according to age, gender, relationship and social status when meeting people for the first time or speaking with friends, family, teachers or other adults, for example, Καλημέρα σας κύριε Πέτρο, ευχαριστώ, ευχαριστούμε κυρία, Χαίρετε, Χαίρω πολύ 2. initiating and sustain modelled exchanges at the beginning of each lesson, building on known expressions, for example, Τι μήνας είναι; Είναι Μάρτιος, Τι ημερομηνία έχουμε σήμερα; Έχουμε 18 Μαρτίου, Ποια εποχή έχουμε; Έχουμε καλοκαίρι 3. asking and responding to questions about home life, shared interests, hobbies, friends or school, for example, Σου αρέσουν τα μαθηματικά; Πάμε να παίξουμε; Θέλω ..., Είμαι ..., Έχω δύο φίλες, Πάμε έξω 4. practising techniques to initiate and sustain short conversations and enhance fluency, such as adding interjections, body language and common expressions to dialogues, for example, Α, ναι! Πες μου, Λέγε! Γρήγορα, Περίμενε, Γιατί; Σταμάτα, Σοβαρά; Τι λες! Συγγνώμη, Δε νομίζω! 5. conversing to discuss and compare routines, chores, interests, preferences and hobbies, using language associated with time, sequence and location, for example, Τη Δευτέρα παίζω τένις, χτες, σήμερα, αύριο θα ..., στο πάρκο, στο σχολείο, στο σπίτι μου, Το Σάββατο ..., Είναι ..., Έχει ..., Μου αρέσει ..., Δε μου αρέσει ..., Θα πάω ..., Πήγα …, and presenting the information to others 6. responding to and making requests and asking for help from peers and the teacher, for example, Δεν καταλαβαίνω …, Mπορώ να πάω στην τουαλέτα; Ένα μολύβι παρακαλώ; Ναι, ορίστε. | |
| participate in activities that involve planning and negotiating with others, using language that expresses information, preferences and ideas  AC9LMG6C02 | 1. organising an event, such as inviting a special guest, for example, inviting γιαγιά to share information with the class about Greek celebrations such as βάφτιση, γάμος, or to share a traditional κουλουράκια or λουκουμάδες recipe 2. collaboratively working with another group, for example, reading books to younger students face-to-face or in a secure online environment, or teaching a skill step-by-step, such as dyeing eggs, decorating λαμπάδες 3. planning and participating in an activity, involving negotiation of roles and responsibilities, for example, planning an assembly, excursion or class celebration, using expressions related to place, time and numbers, Πού θα πάμε; Στοv κινηματογράφο, στις έξι, Εγώ θα φέρω σαλάτα, Εσύ να φέρεις το γαλακτομπούρεκο 4. organising displays, presentations or performances to showcase Greek language and culture to others, and creating promotional materials, for example, organising an upcoming event poster, a class play, or a celebration for Greek Independence Day –­­ 25η Μαρτίου 1821, or Greek National Day – 28η Oκτωβρίου 1940 5. responding to feedback to improve a piece of work, for example, asking for recommendations and incorporating suggestions, πώς είναι η γραφή μου; | |
| **Sub-strand: Mediating meaning in and between languages** | | |
| locate and process information and ideas in a range of spoken, written and multimodal texts, and respond in different ways to suit purpose  AC9LMG6C03 | 1. locating and processing information from a range of digital and print sources about sustainability, such as food packaging, and answering questions about specific facts, for example, suitability to recycle, reducing waste, or the use of different bins, σκουπίδια, ανακύκλωση, γυάλινο, χάρτινο, πλαστικό 2. obtaining information from informative, authentic materials to compare festivals and events in Greek-speaking communities and Australia, for example, kite flying on Clean Monday, Easter, summer holidays in July, New Year’s Eve, music festivals 3. viewing simple multimedia advertisements, to develop a shared set of vocabulary and expressions, for example, Κοστίζει 20€, Είναι καλό για την υγεία, to use in their own advertisement for a food item such as olive oil or mastiha gum 4. listening to, or viewing First Nations Australian authors’ stories and responding to them using words, formulaic expressions and modelled sentences in Greek 5. reading or viewing a text about a real event, festival or celebration, and reorganising and sequencing the main ideas when creating an invitation to attend, or a message regarding the event for friends and family, for example, θα κάνει ζέστη, θα βρέχει, φέρε ομπρέλα 6. surveying and interviewing others on familiar topics, and organising and displaying the collected data in graphic organisers such as diagrams, charts, timelines, graphs or a Venn diagram, for example, Τρία παιδιά έχουν τα γενέθλιά τους τον Οκτώβρη, Δέκα παιδιά έχουν σκυλιά 7. responding to stories, myths, fables and films using language to describe settings, themes, characters and actions, for example, Είναι σε βάρκα, Είναι σε σπηλιά, Είναι τέρας, Τελείωσε ο πόλεμος, Να ο Ηρακλής, Ο ήρωας κέρδισε 8. producing storyboards to represent the sequence of key events in different types of imaginative texts, including captions or word bubbles to capture moods or feelings, for example, Φοβάμαι, Είναι φοβερός, Είναι δυνατή 9. introducing favourite characters from texts using puppets and props, using associated key words or expressions, for example, Είμαι ο Οδυσσέας, Είμαι γενναίος, O Οδυσσέας είναι γενναίος, Η Κίρκη είναι μάγισσα, Είναι φοβερό τέρας 10. reflecting on their understanding of concepts and messages expressed in stories, myths or lyrics, for example, the teachings of Aesop’s fables - Το Λιοντάρι και το Ποντίκι – ‘No act of kindness is ever wasted’, the adventures of Odysseus and the concept of life’s odyssey/journey, οr migration stories 11. commenting on elements of humour and drama, and the use of sound effects and facial expressions relating to the characters depicted in imaginative texts, for example, Πω πω, είναι αστείο, έχει νεύρα | |
| apply strategies to interpret and convey meaning in Greek language in familiar non-verbal, spoken and written cultural contexts  AC9LMG6C04 | 1. comparing translations of written texts from Greek into English and from English into Greek, such as advertisements, websites, food packaging and menus, and considering how meanings may be interpreted from different cultural perspectives 2. translating simple sentences, noticing that there is not always word for word equivalence when moving between Greek and English or vice versa, because of word order or multiple meanings, for example, Κρυώνω, Ζεσταίνομαι, Κάνω μπάνιο, Βρέχει, Ο μπαμπάς μου δεν είναι ψηλός, and brainstorming ways to ensure accurate transfer of meaning 3. recognising that some Greek expressions and concepts cannot be translated into English without losing the cultural nuance οr intent, or captured using a single word, for example, το φιλότιμο 4. identifying phrases and idioms in Greek that do not make sense when translated word for word, for example, Χρόνια Πολλά, Και του χρόνου, Τα μάτια σου δεκατέσσερα, Καλό χειμώνα! 5. recognising that some words have many different meanings, for example, the multiple meanings of γεια σου – hello, goodbye, cheers, bless you; είναι – he is, she is, it is, they are, is, are 6. creating simple print or digital bilingual texts for specific audiences, for example, school signs for Greek visitors, invitations to parents for class or school events, posters for the school community to advertise an upcoming event, online bilingual story books including text and images for a younger audience, or a bilingual game such as Snap, using words only 7. creating a word bank or wall mind map that includes cognates, phrases, common cultural expressions, or patterns/structures, such as a classroom resource to assist learning and comprehension, for example, σπίτι, πόρτα, παράθυρο, Γιορτή, χρόνια πολλά, και του χρόνου 8. recognising some ‘false friends’ in Greek, for example, ναι means ‘yes’ in Greek but sounds like ‘no’ in English, learning to use a range of translation tools effectively and realising the limitations of each and the risk of using incorrect language that may not suit the context, audience or purpose 9. highlighting unknown words or structures and using problem-solving techniques such as looking at what comes before and after, and using this knowledge to obtain the gist/idea of a sentence 10. reading non-verbal cues and body language such as facial expressions and hand gestures to aid comprehension, and applying this knowledge to their own interactions 11. co-constructing an anchor chart that includes definitions of language features in Greek texts and examples of commonly used language and structures from familiar texts, for example, in fairytales or folktales, Μια φορά κι έναν καιρό ..., … and Ζήσανε αυτοί καλά και εμείς καλύτερα | |

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| **Sub-strand: Creating text in Greek** | | |
| create and present a range of informative and imaginative spoken, written and multimodal texts using a variety of modelled sentence structures to sequence information and ideas, and conventions appropriate to text type  AC9LMG6C05 | 1. constructing a multimodal profile of the local community for tourists or new residents, collecting information from public and community texts such as flyers, newsletters, advertisements and brochures, for example, opening times of facilities, attractions, local history, food outlets, Η βιβλιοθήκη ανοίγει στις 9. 2. preparing and giving presentations about their personal world, for example, a timeline of growth and change, or milestones, for example, Εδώ είμαι δύο χρονών, Εδώ είμαι πέντε χρονών, Πάω στο σχολείο, or family celebrations of birthdays/name days and other special occasions, for example, Στην γιορτή του μπαπμά ..., Τα Χριστούγεννα ..., Στα γενέθλια μου ... 3. creating informative spoken or written procedures for a range of audiences, such as a recipe or set of instructions or directions, for example, στρίψε δεξιά, τώρα πήγαινε ευθεία 4. producing a class print or digital poster, locating and describing in Greek, a specific First Nations Country/Place location in a local or regional context, or elsewhere in Australia 5. preparing a dialogue or role-play with a partner, for example, Έχεις αδέρφια; Ναι, έχω, εσύ; using language appropriate to text type, such as negotiation, using the appropriate formality 6. co-producing short, scripted plays with teacher support, to perform to a class, younger students or the school community, incorporating Greek expressions, gestures and interjections that reflect cultural elements, for example, Πω πω! Χαίρω πολύ, Τα λέμε, Πάμε, Να’στε καλά 7. creating and performing simple songs, rhymes and raps to recall information and/or to teach vocabulary and word patterns to younger students, switching from Greek to English or using both languages within sentences to reinforce meaning 8. using key vocabulary from one text type and applying it to create an alternative text type, for example, using a shopping list to create a dialogue for a shopping transaction involving interaction and negotiation 9. using stimulus texts, such as Greek Mythology – Το άγγιγμα του Μίδα, Aesop’s fables – Ο Λαγός και η Χελώνα, or a fairytale – Η Κοκκινοσκουφίτσα, creating their own text with an alternative ending, different characters or re-sequencing the events in different formats 10. writing a modelled diary entry or keeping a journal about personal experiences, using first person and past tense, and informal language, to record events and convey thoughts and feelings, for example, Πήγα στη θάλασσα. Μου άρεσε. | |
| **Strand: Understanding language and culture** | | **Years 5–6** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** Students learn to: | **Content elaborations**  This may involve students: | |
| apply knowledge of combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency and rhythm to known words and phrases  AC9LMG6U01 | 1. using their prior knowledge of Greek pronunciation and sound combinations to predict how to pronounce unfamiliar words, for example, when encountering the syllable το in a new Greek word, applying Greek pronunciation instead of an anglicised version of the sounds 2. varying intonation for statements, questions, interjections, exclamations and commands, for example, Είναι εδώ, Τι κάνεις; Πω πω!, Σταμάτα!, Άντε!, Κρίμα!, Μη μιλάς, Μη μιλάτε, Πρέπει να ... 3. reading texts aloud and recognising and reproducing digraphs, diphthongs, trigraphs and syllables, for example, οι, ει, οικογένεια, αι, είναι, αυ, αύριο, αυτί, ευ, Εύα, ευχαριστώ, ου, παππούς, μπ, μπαμπάς, ντ, ντομάτα, αντίο, γγ, φεγγάρι, γκ, γκρι, τσ, παππούτσι, τζ, τζάκι, ντζ, Καλλικάντζαρος, ντρ, άντρας, μπτ, Πέμπτη, κτρ, ηλεκτρονικό, ρθρ, άρθρο 4. recognising and beginning to use high-frequency words and phrases when speaking and reading, for example, είσαι, έχει, εγώ, εσύ, αυτός, τρέχω, διαβάζω, παίζει, στο σχολείο, τη Δευτέρα 5. experimenting with rhythm, intonation and pronunciation to enhance fluency, for example, in activities, such as readers’ theatre 6. applying and using accent marks on all words which have more than one syllable and on a few monosyllabic words, for example, πού; πώς; ή, and recognising that the position of the accent mark can change the meaning, as in άλλα, αλλά, μάτια, ματιά, γέρος, γερός, πορτοκάλι, πορτοκαλί 7. reciting tongue twisters to develop pronunciation and fluency, for example, Πέμπτη πέφτει ο πεύκος κάτω. | |
| use knowledge of modelled grammatical structures and formulaic expressions to compose and respond to texts using appropriate punctuation and textual conventions  AC9LMG6U02 | 1. applying prior phonic and grammatical knowledge to experiment with and predict the spelling and writing of words, for example, using -ω at the end of new or unfamiliar verbs 2. developing understanding of specific language conventions, for example, the spelling of verbs in the first person ending in ω, verbs in the third person ending in ει, the most common noun and adjective endings including ος, ας, ης, οι, η, α, ες, ι, ο, α, plural articles οι, τα, for example, γράφω, γράφει, ο άντρας, οι άντρες, η ντουλάπα, οι ντουλάπες, το λουλούδι, τα λουλούδια, κοντός, κοντή, κοντό 3. understanding and applying punctuation in writing, or adhering to punctuation conventions in reading, for example, the accent mark, full stop, comma, exclamation mark, brackets, apostrophe, speech marks and question mark 4. describing present, past and future actions, situations and events using familiar verbs, for example, Παίζω στο σχολείο, Θα διαβάσω αύριο, Κάνει ζέστη σήμερα, Xθες ήταν Τρίτη, Αύριο θα είναι Σάββατο 5. expressing and justifying preferences using the appropriate syntax and language structure, for example, Μου αρέσει πολύ, Δε μου αρέσει επειδή ... 6. using appropriate word order, for example, Θέλεις το βιβλίο; Τη λένε Μαρία, O Νίκος τρέχει, Η Άννα είναι έξυπνη 7. using simple cardinal and ordinal numbers in different contexts such as telling the time, stating dates, ordering/shopping, or in simple descriptions, for example, Είναι πέντε η ώρα, Τα γενέθλιά μου είναι στις 8 Απριλίου, Πέντε κιλά πατάτες παρακαλώ, Είμαι στην Α’ τάξη. 8. recognising and applying the agreement between nouns, adjectives and gender, for example, Μία μεγάλη τσάντα, δύο μικρές τσάντες, η κόκκινη πόρτα, ο άσπρος γάτος 9. using conjunctions such as και, αλλά, ή, γιατί, επειδή to link ideas in sentences, for example, Ταίζω πιάνο, αλλά μου αρέσει και η κιθάρα., Δε θα το βρεις πουθενά αλλού. 10. using adverbs and prepositions in sentences, for example, το βιβλίο είναι δίπλα στην τσάντα μου 11. negating a phrase or sentence using the word δε/δεν, for example, η γάτα δεν πίνει το γάλα, δεν μπορώ, δεν είναι ωραίο, δε βρέχει 12. using verbs in simple sentences across a variety of text types, for example, παίζω μπάσκετ, το λιοντάρι τρώει, η Άννα παίζει, μου αρέσουν οι φράουλες, ευχαριστούμε κυρία 13. recognising and using command verbs, for example, έλα, ελάτε, κλείσε, άνοιξε, κάθισε, καθίστε, σήκω, σηκωθείτε, γύρισε, γράψε, διάβασε, άκουσε, κόψε 14. constructing affirmative and negative statements, and using interrogatives, for example, ναι, όχι, πού; τι, πώς; πότε; ποιος; ποια; γιατί; 15. using knowledge of familiar patterns and structures to decode and interpret meaning, for example, the Greek prefix ‘α-’ in words can make the opposite meaning, as in ψητό – άψητο, and this concept has been carried over into English words, for example, symmetrical – asymmetrical | |
| compare some Greek language structures and features with those of English, using some familiar metalanguage  AC9LMG6U03 | 1. comparing familiar texts in English and Greek, and noticing similarities and differences between language structures and features, such as opening sentences, Once upon a time, Μια φορά και έναν καιρό 2. recognising Greek morphemes – prefixes, suffixes and base words – in English, to help work out meanings of unknown words, for example, anti-, astro-, deca-, geo-, -graph-, hyper-, -ic, -itis, kilo-, macro-, mega-, -meter, micro-, neo-, octo-, -ology, pent-, photo-, -poly-, -scope, tech-, tele-, tri- 3. understanding that words derived from Ancient Greek are still being used today to create new words (neologisms) such as names of new technological/scientific discoveries, for example, disc, giga-, mega-, metro 4. identifying familiar words in Greek and recognising their English equivalents, for example, το τηλέφωνο, η φωτογραφία, ο παιδίατρος, το δράμα, το θέατρο 5. recognising that some English words are used in Greek, but that Greek equivalents to these terms often also exist, for example, το κομπιούτερ – ο υπολογιστής, μπλε – γαλάζιο, το μπάσκετ – η καλαθόσφαιρα 6. expanding their understanding and use of metalanguage to discuss parts of speech, syntax and punctuation in English and/or Greek, for example, τελεία, ορθογραφία, ρήμα, adverbs, syntax, cognates, subject+verb+object | |
| **Sub-strand: Understanding the interrelationship of language and culture** | | |
| recognise that language reflects cultural practices, values and identity, and that this impacts on non-verbal and spoken communication  AC9LMG6U04 | 1. comparing language use and cultural gestures in similar social situations in Greek and English, for example, comparing the language used when giving or receiving a gift or offering congratulations at a significant life event 2. exploring how children from Greek-speaking communities may use different words and expressions, and considering why such variations exist, for example, in Australia the following words which are not Greek words are sometimes used – κάρο instead of αυτοκίνητο, ρούφι instead of σκεπή, or φλόρι instead of πάτωμα, compared with words which are official Greek words – μπασκετμπολίστας, τενίστας 3. discussing aspects of their own language use that reflect different cultural perspectives, belonging and experiences, for example, using colloquialisms and phrases such as ‘Aussie’, ‘arvo’, ‘g’day’, ‘no worries’, ‘mucking around’, ‘mozzie’, and expressions of Greek origin, for example, Achilles’ heel, the Midas touch 4. exploring how language and culture are expressed through First Nations Australians’ song, dance or artworks, considering similarities and differences with aspects of Greek culture 5. reflecting on situations where interactions in Greek have felt unfamiliar, awkward or difficult, for example, when hosts sometimes insist that guests try food that is offered to them, and trying to understand the reason for it (because of the connection with φιλοξενία, a Greek tradition dating back to ancient times) 6. considering what linguistic or cultural information they would need to know to visit a school in a Greek-speaking country and discussing adjustments they may need to make in language use and behaviour, and strategies they may use to make and exchange meaning 7. recognising that language use can have deep connections to historical cultural practices, such as celebrating birthdays, name days, baptisms, weddings, 25η Μαρτίου, and Πάσχα, in Greek-speaking communities 8. reflecting on the experience of learning Greek language and culture, and identifying situations that have provided awareness of own cultural practices, values and identity 9. examining the embedded cultural meanings of well wishes such as Να σας ζήσει, Καλά στέφανα, Χρόνια Πολλά, Να τα εκατοστίσεις, and the concepts of φιλότιμο and φιλοξενία and their origins 10. exploring the connection between culture and identity in discussions or activities and how their own culture, beliefs and values impact their identity formation and expression, for example, the languages they speak and the communities they belong to | |

Years 7–8 (F–10)

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| **Band level description** |
| In Years 7 and 8, Greek language learning builds on each student’s prior learning and experiences. Students use Greek, in person or via digital access, to interact and collaborate within and beyond the classroom. They listen, speak, read and view, and write to exchange information, ideas and opinions about their world. They work increasingly independently and in groups, and continue to receive feedback and support from peers and teachers.  Students access a range of spoken, written and multimodal texts from an increasing range of authentic sources which may include audio and video clips, online magazines, advertisements, stories and articles. They use their English literacy knowledge of metalanguage in an increasing range of contexts to reflect on similarities and differences between Greek and English language structures and features. They recognise that language choices reflect cultural values, beliefs and identity. |
| **Achievement standard** |
| By the end of Year 8, students initiate and maintain interactions in Greek language in familiar and some unfamiliar contexts related to a range of interests and experiences. They use Greek to collaborate and problem-solve, and adjust language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses. They select and use vocabulary, sentence structures and expressions to create texts.  Students apply the conventions of spoken Greek to develop fluency. They demonstrate understanding that spoken, written and multimodal texts use different language conventions, structures and features to convey meaning. They comment on structures and features of Greek text, using metalanguage. They reflect on how the Greek language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity. |

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| **Strand: Communicating meaning in Greek** | | **Years 7–8 (F–10)** |
| **Sub-strand: Interacting in Greek** | | |
| **Content descriptions** Students learn to: | **Content elaborations**  This may involve students: | |
| initiate and sustain exchanges in familiar and some unfamiliar contexts related to students’ experiences, feelings and views, adjusting their language in response to others  AC9LMG8C01 | 1. interacting with peers, face-to-face or online, describing everyday aspects of their environment, lifestyles and routines, and making comparisons with those of students in different cultural contexts, for example, school holidays in Australia compared with Greece or Cyprus 2. initiating and sustaining conversations with others to exchange personal information about language(s) spoken, family and friends, life experiences and immediate environment using Μιλώ ελληνικά και …, H καταγωγή μου είναι από …, Tα ενδιαφέροντά μου είναι ... and other verbs such as Aσχολούμαι με ... 3. sharing details about favourite forms of entertainment, celebrities and other significant figures, expressing and justifying preferences, for example, Μου αρέσει, Λατρεύω το ποδόσφαιρο, νομίζω, αισθάνομαι, προτιμώ γιατί ... 4. using interjections, common expressions and body language to assist with fluency, show interest, maintain conversations or fill gaps or pauses, for example, ναι ναι, μάλιστα, εντάξει, αλήθεια 5. interacting in exchanges using language associated with time, sequence and location, for example, Θα σε δω το Σάββατο στις 2 η ώρα, Μετά θα πάμε στο χορό, Το 2022 πήγα στην Ελλάδα. 6. recounting events and describing activities and personal experiences, for example, Πήγα σινεμά, Μου αρέσει η ζωγραφική, Είδα τον Αντώνη, Είχα τα γενέθλιά μου 7. asking for, giving and following instructions in a variety of situations, varying language to suit formal or informal situations, for example, Τι θα κάνουμε τώρα; Δώσε μου το βιβλίο σου, Ανοίξτε τα βιβλία σας στη σελίδα … παρακαλώ, Πρέπει να τελειώσετε αυτή την άσκηση στο σπίτι ... 8. asking and responding to questions, for example, Ποιο μάθημα σου αρέσει καλύτερα και γιατί;, Μου αρέσει η ζωγραφική γιατί ... 9. expressing opinions using language such as Πιστεύω, Η γνώμη μου είναι ότι, and inviting people to give opinions or suggestions, for example, Τι νομίζεις; Τι προτείνεις; 10. making appropriate language choices, including non-verbal communication, with awareness of social situations, for example, using the polite plural form when speaking to people who are older or unfamiliar | |
| collaborate in activities that involve the language of transaction, negotiation and problem-solving to plan projects and events  AC9LMG8C02 | 1. promoting awareness of a particular issue, event or behaviour as a class, such as recycling, conservation, sustainability, healthy food choices, sport and fitness options, by creating posters for the school community, a blog or advertisement 2. collaborating in decision-making scenarios, for example, planning to go to a celebration of Apokries or a name day, making arrangements to attend a Greek film festival 3. solving, or agreeing or disagreeing with ideas and suggestions, for example, Eγώ θα ντυθώ πειρατής, Έλα στον κινηματογράφο στις εφτά, Τώρα τι θα κάνουμε; Δε συμφωνώ 4. participating in the collaborative planning of real or simulated class events such as a trip to the local market to buy ingredients for a cooking lesson or food for a special occasion, or travelling to Greece, for example, Τι υλικά χρεαιζόμαστε; Τι να ψωνίσουμε για τη γιορτή;, Τι θα πάρουμε μαζί μας για το ταξίδι στην Ελλάδα; or, Πάμε να παίξουμε ποδόσφαιρο; Πάμε για κολύμπι; Όχι, προτιμώ να πάμε σινεμά, γιατί βρέχει 5. transacting and negotiating in real or simulated situations, such as comparing similar offers for goods online and discussing choices and prices, for example, Tο ξενοδοχείο αυτό προσφέρει άνετα δωμάτια σε καλύτερες τιμές, Βρήκα μια μεγάλη και ελαφριά βαλίτσα για το ταξίδι μας 6. initiating interactions in a class or group activity, such as asking for others’ opinions, for example, Τι γνώμη έχετε γι’ αυτό το τραγούδι; | |
| **Sub-strand: Mediating meaning in and between languages** | | |
| interpret information, ideas and opinions in a range of spoken, written and multimodal texts, and respond appropriately to cultural context, purpose and audience  AC9LMG8C03 | 1. listening to songs, interviews, reports, or reading about issues that may be of concern for young people, such as ειρήνη στον κόσμο, προστασία του περιβάλλοντος, and sharing opinions and feelings 2. collecting information from a range of print and digital texts such as advertisements, signs, announcements, maps and recipes, identifying context, purpose and audience, and using print and secure online resources such as dictionaries and grammar references to support understanding 3. comparing information from different texts such as a diary entry, song or invitation about special occasions, evaluating information and discussing culture-specific terms and representations, for example, Να ζήσεις! Χρόνια πολλά 4. listening to, reading or viewing First Nations Australian authors’ stories and responding to them in spoken or written Greek 5. accessing texts such as invitations, cards and messages, summarising main ideas and key information and responding to them, for example, Ευχαριστώ για το μήνυμα, Θα είμαι εκεί στις εφτά 6. responding to questions on a variety of topics for a range of purposes, for example, a report on a holiday destination, comparing travel brochures and itineraries, identifying transport and accommodation options, cost, and places of interest, for example, Πήγα στη Γαλλία και είδα τη Μόνα Λίζα, Πόσο μακριά είναι η Ακρόπολη από το Λυκαβηττό; Το ξενοδοχείο κοστίζει 200€ 7. summarising and presenting findings from interviews with peers in own class or in Greek-speaking classes and settings using formats such as profile posters, charts and timelines, for example, Πόσα μέλη έχει η οικογένειά σου; Πόσες γλώσσες μιλούν ή μαθαίνουν τα παιδιά στην Αυστραλία; 8. summarising and conveying the main points of texts, deducing the meaning of some unknown words and phrases, and identifying known cultural references, images and other content that contributes to the overall meaning, for example, images of the Acropοlis and the symbol of the owl, or the olive wreath representing peace and the Olympic Games 9. responding to imaginative texts, stating personal preferences, or comparing ways in which people, places and experiences are represented, for example, the goddess Athena, the sea god Poseidon, Pandora’s box, Aesop’s fables such as ‘The Fox and the Grapes’, Η Πανδώρα άνοιξε το κουτί. Ευτυχώς που έμεινε η Ελπίδα, H αλεπού ήταν πονηρή, Η θεά Αθηνά είναι η πιο έξυπνη, Η Ελπίδα είναι καλή | |
| interpret and adjust non-verbal, spoken and written language to convey meaning in Greek language in familiar and some unfamiliar cultural contexts  AC9LMG8C04 | 1. interpreting expressions, paying attention to non-verbal cues used in routine exchanges in familiar and unfamiliar cultural contexts, and making comparisons with similar exchanges in English 2. exchanging translations of familiar texts with peers, through email or secure shared spaces, and discussing the reason for variations and developing a whole-class translation 3. using traditional and/or digital dictionaries or translators, exploring ways of avoiding literal translations that do not reflect intended meaning, taking into consideration the effectiveness of each tool, and adjusting the language as necessary 4. comparing translations and interpretations of spoken and written texts such as songs and advertisements, noticing similarities and differences, and reflecting on why interpretations may vary 5. working individually and collaboratively to create bilingual resources for home and school environments, such as glossaries, signage, recipes and menus, for example, Το μενού της ημέρας 6. creating English subtitles, footnotes, captions or commentaries for texts such as brochures, video clips or advertisements, which inform the school community about aspects of Greek culture, for example, attending a festival, Ελάτε με την οικογένειά σας, or dining at a Greek restaurant, μεζέδες, ορεκτικά, γλυκά, επιδόρπια, Καλή όρεξη 7. collating cognates in Greek, English and other known languages, for example, problem, πρόβλημα, problema, mythology, μυθολογία, mitologia, noting the etymology of the words 8. creating glossaries, tourist brochures or itineraries for English-speaking travellers to a Greek-speaking community, including and explaining key words and phrases, for example, Πρόγραμμα εκδρομής, δίκλινα/τρίκλινα δωμάτια, and the meaning of πρωινό, μεσημεριανό φαγητό, βραδινό φαγητό 9. creating a bank of commonly used language structures and features of different text types for future reference, for example, for a recipe, συνταγή, συστατικά, εκτέλεση, ανακατεύουμε, προσθέτουμε, κόβουμε, χτυπάμε 10. analysing the meaning and use of proverbs, idioms and sayings, for example, Δείξε μου τον φίλο σου να σου πω ποιος είσαι, discussing how they reflect culture and traditions 11. adjusting levels of formality depending on the relationship between speakers and the context, such as thanking a friend/elder for a gift, Σ'ευχαριστώ VS Σας ευχαριστώ πολύ, apologising to a host/friend for lateness, Σας παρακαλώ συγχωρείστε με που άργησα. VS Συγγνώμη που άργησα. | |

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| **Sub-strand: Creating text in Greek** | |
| create and present spoken, written and multimodal, informative and imaginative texts for specific purposes, selecting vocabulary, expressions, grammatical structures, features and conventions appropriate to text type and context  AC9LMG8C05 | 1. designing a bilingual digital poster or electronic brochure to advertise a social event in the local community related to lifestyles, social and cultural events or environmental issues 2. using some modelled language and digital tools to create a slideshow with audio about a planned 7-day trip to a Greek-speaking community, including famous places to visit, cultural events to attend and foods to eat, such as Ακρόπολη, Λευκωσία, Βεργίνα, Μετέωρα, πανηγύρι, ονομαστική γιορτή, παστίτσιο, κοτόσουπα, χαλούμι, φλαούνες 3. organising and presenting information for a Greek-speaking audience, for example, a web page describing and explaining leisure activities of young people in Australia, such as a barbecue, football match or fishing 4. creating a print or digital advertisement or brochure in Greek for travel to a First Nations Country/Place location including what to see and do, means of travel, best time of year to visit, what to bring and wear, etc. 5. reporting in either a journal/diary entry or article for a school magazine on own and others’ experiences of events such as a concert, school camp, excursion, or about a new digital tool or application 6. creating multimodal texts, selecting grammatical structures, features and conventions appropriate to text type and context, to entertain younger audiences, for example, cartoons, photo stories, plays or big books based on traditional and other familiar stories 7. creating the next scene, new character or an alternative ending for imaginative Greek texts such as a story or drama performance 8. writing and illustrating imaginative stories in visual forms, such as cartoons or captioned photo stories |

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| **Strand: Understanding language and culture** | | **Years 7–8 (F–10)** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** Students learn to: | **Content elaborations**  This may involve students: | |
| apply knowledge of conventions of spoken Greek to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contexts  AC9LMG8U01 | 1. αpplying knowledge of digraphs/diphthongs, consonant and vowel combinations, and double consonants, in increasingly challenging words, to enhance fluency and pronunciation, for example, Ευρώπη, ευτυχία, υρδαυλικός, Αυστραλία, ειρήνη, υφαίστειο, εισητήριο, αγκαλιά, στρογγυλό, συγγραφέας 2. reinforcing the sounds represented by, for example, δ, θ, β, ξ, ψ, χ, and comparing similarities and differences between the Greek and Roman alphabets 3. examining and applying the rules of accentuation when reading and writing Greek, including διαλυτικά, for example, κοροϊδεύω, λαϊκός, Αδελαΐδα, τσάι, νεράιδα, κομπολόι 4. identifying differences in intonation and rhythm between statements, questions, exclamations and commands, for example, ορίστε/ορίστε; παρακαλώ/παρακαλώ; Είσαι μια χαρά, Είσαι μια χαρά; Είσαι μια χαρα! identifying and using irregularities/contractions in the language, such as κι/και, μία/μια, δύο/δυο, πεντ’έξι, πάρ’το, σ’αγαπώ, μ’αρέσει 5. applying prior knowledge of Greek pronunciation when reading unfamiliar words in texts 6. reciting or making their own Greek tongue twisters, reading them aloud to develop pronunciation, speed and accuracy, for example, Φίλε, φέρε φίλους, φάτε, φύγετε | |
| apply understanding of grammatical structures and expressions to compose and respond to texts  AC9LMG8U02 | 1. applying punctuation such as brackets, quotation marks, commas and colons, spelling and textual conventions to own work 2. using a range of tenses to describe routines and actions, βλέπω, είδα, θα δω, είχα δει 3. using common verbs in active and passive voice, for example, ζωγραφίζω, κοιμάμαι, ζεστάθηκα 4. using a range of regular and irregular verbs to develop sentence structures, for example, Χτες είδα το Γιάννη και μου είπε τα νέα 5. using adjectives to describe and compare people and aspects of the immediate environment, for example, O Γιάννης είναι ψηλός αλλά η Μαρία είναι πιο ψηλή/ψηλότερη, and using simple word order (subject+verb+object), for example, Η Άννα τρώει καρπούζι 6. using some adverbs to modify and intensify the meaning of verbs and adjectives, for example, αρκετά, πολύ, λίγο 7. using prepositions in sentences, for example, to describe position, location or time, κάτω από το θρανίο, με τη μαμά, προς τον κινηματογράφο, κατά το μεσημέρι, ως χίλια μέτρα, μετά το φαγητό 8. using possessive pronouns, μου, σου, του, της, του, μας, σας, τους, δικός, δική, δικό, αυτός, κάτι, κάποιος, κανένας, for example, το δικό μου σπίτι, το σπίτι μου, ο κήπος μας, ο δικός μας κήπος, κάποια μέρα, αυτοί παίζουν 9. recognising that some Greek nouns do not always reflect their grammatical gender, for example, in η γιατρός 10. using suffixes to vary and intensify the meaning of nouns, adjectives and adverbs, for example, to create diminutives/augmentatives such as μικρούλι, γατούλα, σπιτάκι, Γιαννάκης, ομαδάρα, σπιταρόνα 11. creating complex sentences by using conjunctions, for example, Δε θα πάω στο σχολείο την Τετάρτη, γιατί θα πάω στη Μελβούρνη με την οικογένειά μου, Όταν ήμουν πέντε, είχα σκύλο | |
| reflect on similarities and differences between Greek and English language structures and features, using metalanguage  AC9LMG8U03 | 1. analysing features of texts that are constructed for a variety of purposes such as to request, instruct, invite or describe, for example, an invitation to a party or a greeting card, σας προσκαλούμε στη γιορτή του σχολείου μας 2. identifying and comparing language structures and features used in Greek and English texts, such as the degree of formality, headings, and lexical and grammatical choices that distinguish textual purpose and audience, for example, different greetings and levels of formality expressed in conversations, speeches, emails and electronic text messages 3. reflecting on similarities and differences between Greek and English register and style in a range of contexts, for example, in songs, artistic graffiti and event invitations 4. using metalanguage to refer to parts of speech, syntax and punctuation in Greek and/or English, for example, ουσιαστικό, ενικό, πληθυντικό, αρσενικό, θηλυκό, ουδέτερο, επίθετο 5. comparing morphemes in Greek and English words, to help with spelling and to aid comprehension, such as auto-, bio-, demo-, -gram, hypo-, -ism, -logue, mono-, morph-, peri-, phil-, -phobia, psych-, therm-, for example, δημοκρατία, γραφή, μονόλογος, βιολογία 6. reflecting on the use of colloquial or abbreviated language in technology, for example, by email or phone, and the use of borrowed words from other languages, for example, στικάκι – memory stick, σερφάρω – surfing the internet | |
| **Sub-strand: Understanding the interrelationship of language and culture** | | |
| reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes  AC9LMG8U04 | 1. describing interactions, face-to-face or in a secure online environment, with members of Greek-speaking communities, reflecting on the most appropriate ways of interacting with Greek speakers such as an elderly person, someone of similar age or a special guest 2. reflecting on how own cultural etiquette and behaviour may be interpreted when interacting with Greek speakers, noticing own body language and modifying gestures, for example, tilting head backward to indicate ‘no’ 3. reflecting on the experience of learning and using Greek and the impact on own identity, for example, becoming more aware of levels of formality and politeness with those older than themselves 4. examining how First Nations Australians’ languages have strong connections to Country/Place and how these can be compared to language variation across Greek-speaking countries and regions 5. discussing how learning Greek may have impacted own understanding of the world allowing for an increased awareness of representations of Greek-speaking communities in the media, local area, travel programs, etc. 6. understanding that there are different forms of written Greek used in different contexts dating from the ancient world to today, for example, Ancient Greek on pots and stone slabs, artefacts, coins and old books, and observing how Ancient Greek has evolved into Modern Greek 7. recognising that meanings of particular Greek words and expressions in use today often originate from historical times and/or traditional concepts, for example, φιλοξενία, δημοκρατία 8. discussing ways of communicating across cultures, the significance of cultural concepts and how social conventions are reflected in language use, for example, Γεια μας! Nα΄σαι καλά, Σιδερένιος, Να ζήσετε, Πάντα άξιος 9. recognising the importance of learning and using different languages to access the cultural practices, values and beliefs of others, and identifying assumptions and stereotypes | |

Years 9–10 (F–10)

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| **Band level description** |
| In Years 9 and 10, Greek language learning builds on each student’s prior learning and experiences. Students use Greek to initiate and sustain interactions that communicate their own and others’ experiences of the world. They listen, speak, read and view, and write to communicate with speakers of Greek locally and globally through authentic community and online events. They access and create spoken, written and multimodal texts, increasingly of their own choosing. They continue to receive guidance, feedback and support from peers and teachers.  Students access an increasing range of authentic and purpose-developed resources which may include textbooks, audio and video clips, feature articles, television programs and social media. They expand their knowledge and control of Greek pronunciation, intonation, structures and features. They acknowledge that there are diverse influences on ways of communication and cultural identity, and that these influences can shape their own behaviours, values and beliefs. |
| **Achievement standard** |
| By the end of Year 10, students contribute to and extend interactions in Greek language in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret texts by evaluating and synthesising information, ideas and perspectives. They show 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 devices to enhance meaning and cohesion.  Students incorporate the features and conventions of spoken Greek to extend fluency. They demonstrate understanding of the conventions of spoken and written texts and the connections between them. They apply knowledge of language structures and features to make and predict meaning. They support analysis of Greek texts, using metalanguage. They reflect on their own cultural perspectives and identity, and draw on their experience of learning Greek, to evaluate how this learning influences their ideas and ways of communicating. |

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| **Strand: Communicating meaning in Greek** | | **Years 9–10 (F–10)** |
| **Sub-strand: Interacting in Greek** | | |
| **Content descriptions** Students learn to: | **Content elaborations**  This may involve students: | |
| initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to students’ own and others’ experiences of the world, adjusting their language in response to others  AC9LMG10C01 | 1. sustaining interactions with others by acknowledging, asking for repetition or clarification or questioning further, for example, Συγγνώμη, δεν καταλαβαίνω. Τι είπατε; Μπορείτε να το επαναλάβετε, σας παρακαλώ; and responding appropriately, for example, όπως έλεγα πριν, σίγουρα ... 2. interviewing peers to extract information on and evaluate views about aspects of life such as school, future aspirations and relationships, and discussing the major themes and concerns that emerge, for example, Τι γνώμη έχετε για τη σχολική στολή; Τι θέλεις να κάνεις όταν τελειώσεις το σχολείο; Ποιες είναι οι φιλοδοξίες σου για το μέλλον; 3. sharing opinions with peers about events and interests, and incorporating language to express emotions and responses such as approval, gratitude, regret and appreciation, for example, Ωραία! Σε/σας ευχαριστώ, Λυπάμαι / δυστυχώς, Δεν μπορώ, Σύμφωνοι, Ποια είναι η γνώμη σου για το θέμα αυτό; 4. exchanging information with peers in Greek-speaking contexts, such as emails or secure discussion forums, about aspects of school, youth lifestyle and social issues, using comparisons when expressing thoughts and ideas, for example, Τι κάνεις τον ελεύθερο χρόνο σου; Πόσο διαρκούν οι διακοπές σας; Πιστεύεις ότι είναι καλύτερα να ... Πώς διασκεδάζουν οι νέοι; Θέλω να πάω διακοπές, Πού θα πας το Σάββατο; 5. interacting in role-plays relating to travel and what to do in certain situations, such as dealing with lost property, asking for directions, asking about transport, asking for recommendations, complaining about services, for example, Έχασα το κινητό μου. Μπορείτε να με βοηθήσετε σας παρακαλώ; Πού μπορούμε να βρούμε καλή μπουγάτσα; Πού είναι ο σταθμός των τρένων; | |
| contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiences  AC9LMG10C02 | 1. organising real or simulated forums, presentations or speeches to raise awareness of environmental, social or ethical issues, for example, υπερθέρμανση του πλανήτη, βιώσιμη ανάπτυξη, προκαταλήψεις, διακρίσεις, ρατσισμός 2. contributing opinions and suggestions during shared problem-solving tasks, for example, in resolving a disagreement about a planned activity, for example, Η πτήση ακυρώθηκε και πρέπει να αλλάξουμε τα σχέδιά μας, Δεν είμαι απόλυτα σίγουρος, αλλά επειδή δεν έχουμε πλέον καιρό, θα πρέπει να συμφωνήσω 3. organising and participating in activities such as visiting a buddy class or another school, and developing a classroom journal to document examples of language used in particular contexts, for example, Τώρα είναι η σειρά της ..., Μπορώ να έχω την προσοχή σας, σας παρακαλώ; Ησυχία σας παρακαλώ. 4. accepting or declining offers, requests and invitations, for example, inviting peers to attend a celebration or party, Θέλεις να πάμε στη θάλασσα; Ευχαριστώ πολύ που με καλέσατε, αλλά έχω πολλή δουλειά. Σας βολεύει να συναντηθούμε αύριο. 5. planning events and making decisions with peers, for example, choosing a venue for an event, expressing preferences and asking questions to clarify intentions, fΠότε θα γίνει ο χορός μας; Προτιμώ να γίνει μετά τις διακοπές. Μήπως πρέπει να καλέσουμε και τον διευθυντή; 6. comparing experiences and challenges in shared activities, and expressing own opinions, such as agreement or disagreement with others, for example, Διαφωνώ/συμφωνώ με τον/την, πολύ σωστά, αντίθετα ... δεν είναι έτσι 7. managing interactions with peers in class activities such as games or events, by taking turns or different roles, giving encouragement and praise, considering and commenting on the contributions and views of others, for example, συγχαρητήρια, καλή ιδέα, Μπράβο σου, Ήσουν καλός/η, Τέλεια, Σειρά σου τώρα, Ας ανταλλάξουμε ρόλους | |
| **Sub-strand: Mediating meaning in and between languages** | | |
| evaluate and synthesise information, ideas and perspectives in a broad range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience  AC9LMG10C03 | 1. comparing and responding to different perspectives on the same topical issue, for example, climate change, global warming, sustainability, Θα πρέπει να χρησιμοποιούμε περισσότερη ηλιακή ενέργεια για να προστατεύσουμε το περιβάλλον. 2. extracting information, discussing gist and evaluating main ideas of texts such as a conversation, film or music review, advertisement or article, for example, Η υπόθεση του έργου είναι ..., Ο συγγραφέας προσπαθεί να μας δείξει ..., Ο νέος δίσκος του τραγουδιστή … είναι υπέροχος … 3. listening to or reading a First Nations Australian story and discussing their opinions and ideas, and, in Greek, presenting their personal profile to the class 4. locating and researching information from reliable sources to inform decisions by weighing up options and making an advantages and disadvantages table about a range of activities, for example, the best time of year to visit Greece, a city that may best suit them for an exchange, Δε μου αρέσει το κρύο, γι'αυτό καλύτερα να πάω στην Ελλάδα το καλοκαίρι., Μου αρέσει πολύ η ιστορία της Ελλάδας, γι'αυτό προτιμώ να επισκεφτώ την Αθήνα. 5. synthesising information regarding statements by combining ideas from a range of sources in order to group and present ideas, themes and issues in a logical manner, for example, Δεν επιτρέπονται τα κινητά τηλέφωνα στο σχολείο., Η διάρκεια της σχολικής ημέρας πρέπει να μειωθεί. 6. discussing how mood is created and narrative and characters developed through language and expression, language choice, use of metaphors, humour, suspense, surprise, and experimenting with these elements in their own texts 7. reading, viewing or listening to extracts from expressive Greek contemporary texts such as songs, signs, poems, dance, street art or musical performances, identifying elements that reflect the culture or experience of Greek communities, and common themes, for example, tourist promotion videos 8. analysing published accounts of an event such as a sports match, a concert or festival, and reporting back results and highlights, for example, Η εθνική ομάδα της Ελλάδας κέρδισε την Ισπανία στο ποδόσφαιρο 2-0. Η συναυλία της … είναι αύριο το απόγευμα. | |
| interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts  AC9LMG10C04 | 1. translating, analysing and explaining expressions and idioms encountered in Greek texts, finding ways to convey the meaning and cultural significance, for example, Φαγητά της ώρας, Τα έκανα θάλασσα 2. translating texts such as short video clips, posters, advertisements, signs and symbols, and explaining cultural aspects using subtitles, captions, gestures and commentaries 3. translating stories for others, analysing how words can have different meanings when used in different ways in a sentence and explaining the differences to others, for example, using Πώς πας στο σχολείο; Με λεωφορείο, Πώς πας σήμερα Ανδρέα; Τι κάνεις; Πώς πας με την εργασία σου; Προχωράς, δυσκολεύεσαι; Γεια σου can be hello, goodbye, cheers, bless you 4. breaking down texts to identify and evaluate cultural elements and influences, for example, proverbs and sayings Στου κουφού την πόρτα όσο θέλεις βρόντα, Ας τα λέμε καλά, Τα πολλά λόγια είναι φτώχεια 5. reflecting on how meaning can be misinterpreted in intercultural interactions by sharing experiences of miscommunication and strategies to deal with misunderstanding, for example, understanding the use of Greek imperative speech, Έλα, κάνε, δώσε 6. creating bilingual texts that present aspects of culture(s) and way of life in Australia for Greek-speaking students and parents, such as a brochure or digital display about Australian national holidays, animals, food, sporting rules, for example, Australian rules football 7. using, comparing and evaluating electronic and digital translators for accuracy, efficiency, reliability and discussing the risks of relying on them too much 8. reflecting on the difficulty of achieving equivalence in translations of creative texts such as poems and songs, and discussing words and phrases that require particular elaboration or explanation, for example, Σα βγεις στον πηγαιμό για την Ιθάκη,να εύχεσαι να ’ναι μακρύς ο δρόμος, from the poem ‘Ithaka’ by C. P. Cavafy | |

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| **Sub-strand: Creating text in Greek** | |
| create and present informative and imaginative texts for diverse contexts and purposes, selecting vocabulary, expressions, grammatical structures and a range of features and conventions to engage different audiences  AC9LMG10C05 | 1. creating graphical representations of data or information gathered from personal research or overseas trips to share with peers, on features of lifestyle or experiences of Greek-speaking youth, for example, educational opportunities, outdoor and sporting activities across the seasons, or a typical weekend for a teenager 2. writing and/or presenting an autobiographical account to share with others describing key milestones in own life, for example, a significant birthday, an overseas trip, a religious ceremony, a sporting event, music concert, applying for a learner’s permit 3. presenting texts on a range of topics to inform others, such as a menu for a restaurant, a magazine article about an event or concert, a travel brochure promoting a local region or product, for example, μέλι, φρούτα, κρέας, γαλακτοκομικά προϊόντα, explaining cultural references, and using techniques and effects such as images, music and colour 4. writing a journal entry, or contributing to a school newsletter in Greek reflecting on the impact of a visit to a First Nations Country/Place location, and, with permission, referring to cultural knowledge of the site’s significance 5. creating and presenting imaginative texts with various settings, characters and events, for example, animated or adventure stories, songs, games or short films, using a range of devices such as imagery and sound effects, to entertain 6. creating a journal or diary entry, such as on a secure social media page or a blog, to describe a real or imaginative experience, for example, their first day as an exchange student, Πρώτη μέρα στο σχολείο μου στην Ελλάδα και τα πέρασα καταπληκτικά! 7. researching travel to a Greek-speaking community and creating a suitable itinerary for the class or others, considering what to pack for the time of year, costs, opening times of attractions, best times to visit places, etc., for example, Προσγειωνόμαστε στην Θεσσαλονίκη την Πέμπτη., Το μουσείο του Παρθενώνα ανοίγει την Παρασκευή το πρωί., Η καλύτερη περίοδος για να επισκεφθείτε την Κύπρο είναι τον Ιούνιο γιατί υπάρχουν λιγότεροι τουρίστες. 8. composing and performing speeches or dialogues that reference significant celebrations or historical events in Australia or Greek-speaking communities, for example, ANZAC Day, Remembrance Day, ορθόδοξο Πάσχα, Η απελευθέρωση της Ελλάδας, Επέτειος του ΟΧΙ, Φεστιβάλ Αθηνών Επιδαύρου, considering why these days are of national and cultural significance 9. telling or recounting a story to show different perspectives and observations, such as first, second- and third-person point of view, and using appropriate pronouns, for example, third-person narration, relating the actions of the characters by referring to their names or by pronouns αυτός, αυτή, αυτοί, Νευρίασε γιατί οι συμμαθητές του τον πείραζαν για το άστοχο πέναλτι. 10. selecting picture cards, cartoons or famous digital images and writing a description from the perspective of different characters in the image, for example, a picture of people on the beach where different things are happening, such as someone sunburnt, playing volleyball, seeing a shark in the water |

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| **Strand: Understanding language and culture** | | **Years 9–10 (F–10)** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** Students learn to: | **Content elaborations**  This may involve students: | |
| apply features and conventions of spoken Greek to extend fluency in responding to and creating texts in familiar and unfamiliar contexts  AC9LMG10U01 | 1. recognising that pronunciation, rhythm, intonation and tempo help in making meaning in interactions and applying this knowledge to own communication 2. applying accent rules with appropriate pronunciation to familiar and unfamiliar words, for example, τσάι, παίχτης, οικόπεδο 3. applying appropriate pronunciation of ια, ιε, ιο, ιό, ιου with different preceding letters 4. recognising that the sound ‘I’ is represented by the following letters, depending on the context: I , ι, H, η, Y, υ, Eι, ει, Οι, οι 5. recognising the different pronunciation of the digraphs/diphthongs, for example, αυ – αυτοκίνητο and αυλή, ευ – ευχαριστώ and ευγενικός, μπ, ντ, γκ, γγ, τσ, τζ 6. recognising that double letters in Greek sound the same in most cases, for example, ιππόδρομος, Γιάννης 7. extending phonic awareness by using and experimenting with sounds and rhythms, for example, γέρος, γερός 8. reinforcing pronunciation, phrasing and intonation skills by reciting and repeating difficult/unfamiliar words and/or tongue twisters, for example, Ο τζίτζιρας ο μίτζιρας ο τζιτζιμιτζιχότζιρας, ανέβηκε στη τζιτζιριά στη μιτζιριά στη τζιτζιμιτζιχοτζιριά, να κόψει τζίτζιρα μίτζιρα τζιτζιμιτζιχότζιρα 9. comparing English and Greek sounds and spelling to support pronunciation of familiar and unfamiliar words and expressions, for example, astronaut/αστροναύτης, school/σχολείο, mathematics/μαθηματικά, history/ ιστορία, geography/γεωγραφία | |
| apply knowledge of grammatical structures to predict meaning and compose texts that contain some complex structures and ideas  AC9LMG10U02 | 1. selecting appropriate terms and tenses to describe events across time, for example, Φέτος θα πάω διακοπές στην Κύπρο, Πέρσι γύρισα όλη την Έλλαδα 2. using a range of adverbs and adjectives to modify and intensify meaning of verbs and adjectives, for example, ακριβώς, αρκετά, πολύ, λίγο, πολλή 3. understanding the use of imperative mood in Greek, for example, ελάτε, γράψε 4. using a range of pronouns and possessive forms, following appropriate conventions, for example, μου/μας/σου/του/της/τους, δικό τους, δικά μας, η μπλούζα μου, το σπίτι μας 5. seeking information using a range of interrogatives, for example, Ορίστε; Tι; Mήπως ξέρεις; Πώς; Πού; Γιατί; Πότε; Ποιός -ά-ό; 6. recognising the order of pronouns to emphasise who is carrying out an action or to refer to a person or thing, and applying agreement in gender and number to identify subject and object, for example, Κανείς δεν είναι τέλειος, Μου αρέσουν αυτοί που λένε την αλήθεια 7. using cohesive devices such as conjunctions to link, clarify and sequence ideas and modify meaning in written and spoken texts, for example, Αφού δεν είχα αρκετά λεφτά, γύρισα σπίτι μου, γιατί, επειδή, αλλά, και, τότε 8. using appropriate spelling, punctuation, accent marks and textual conventions in a range of written texts, for example, paragraphs, quotation marks «…», or the use of a dash (–) to indicate a new speaker 9. conjugating nouns in nominative, genitive, accusative and vocative case, for example, ο νικητής, της μαθήτριας, τον πίνακα, δάσκαλε, for example, Αυτός είναι ο Δημήτρης. Αυτό είναι το σπίτι του Δημήτρη. Χτες είδα το Δημήτρη. Δημήτρη, έλα εδώ να σου πω κάτι σε παρακαλώ. 10. understanding and using comparative and superlative adjectives, for example, βαθύς, βαθύτερος/πιο βαθύς, βαθύτατος/ο πιο βαθύς 11. using prior knowledge of morphemes to predict the meaning and spelling of unfamiliar words in different contexts, for example, -auto, -hypo, -biblio, in words such as αυτοβιογραφία, υποκριτής, βιβλιογραφία | |
| reflect on and evaluate Greek texts, using metalanguage to analyse language structures and features  AC9LMG10U03 | 1. expanding their use of metalanguage to discuss and describe grammatical concepts and to develop learning resources, for example, verb charts, conjugation rules, vocabulary lists, groups of pronouns, adverbs or adjectives 2. comparing texts created for different audiences, such as advertisements, brochures and signs, noticing how language use reflects ideas and messages that are relevant to a particular audience, for example, Τελευταία εβδομάδα προσφορών, to persuade customers to shop 3. investigating the nature and use of Greek language in different contexts of interaction, for example, asking Greek-speaking students in Australia with whom they communicate in Greek and for what purposes, reflecting on similarities and differences to interactions in English or other languages 4. analysing a range of correspondence and dialogue to identify features of language that affect levels of formality, such as the use of the subjunctive, imperative mood and plural polite register, for example, Αγαπημένε μου φίλε Γιάννη, γεια σου, Αξιότιμη κυρία Λασκαρίδη, Πες μου, Πείτε μου, Ας μιλήσουμε, Για να σε ακούσω 5. identifying English words in the Greek language, for example, πάρκινγκ, ζάπινγκ, λοκντάουν, ντελίβερι, and discussing their emergence and use 6. recognising how English is modifying Greek language use in particular contexts and situations, for example, language used in the entertainment industry, films and television programs, or language used to express modern concepts, το ματς, το φαστφουντάδικο, να μπω στο ίντερνετ, σε φόρουμ, κάνω τσατ/τσατάρω or language used to keep up with trends, ρελάξ, OK, κουλ 7. comparing the features and differences of spoken and written texts such as informal spoken interactions versus formal written letters or emails, to understand how their mode shapes their structure and helps the text to achieve its purpose, for example, Αξιότιμη κα. Παπαδοπούλου, Φρόσω μου 8. comparing lyrics, themes and styles of popular Greek and English language songs, explaining similarities and differences in language use, cultural aspects and modes of expression, for example, Να ζήσεις Ελένη και χρόνια πολλά ... Αρχιμηνιά και αρχιχρονιά… | |

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| **Sub-strand: Understanding the interrelationship of language and culture** | |
| reflect on and evaluate how identity is shaped by language(s), culture(s), beliefs, attitudes and values and how these affect ways of communicating  AC9LMG10U04 | 1. reflecting on miscommunication and breakdowns when using Greek, discussing repair and recovery strategies and insights gained, for example, misunderstandings from using incorrect, direct translations, δεν εννοούσα αυτό αλλά, άσε με να σου εξηγήσω 2. examining ancient and contemporary Greek texts and identifying expressions still in use today, for example, Εν τω μεταξύ, από μηχανής θεός, γόρδιος δεσμός, and why these expressions are still relevant and important 3. reflecting on and explaining the protocols required to authentically co-create an Acknowledgement of Country/Place with a First Nations Australian, to present in Greek for a group of Greek-speaking visitors at a school assembly 4. recognising that language changes over time, for example, by viewing Greek films in historical settings and those in contemporary settings and discussing the language and themes used, or comparing black and white film with animation 5. reflecting on and discussing ways of modifying own language and behaviours to communicate effectively with Greek speakers, for example, keeping a reflective journal about intercultural experiences 6. collecting examples of Greek language in the local landscape, for example, in restaurants, shops, buildings, marketplaces, exhibitions or cultural events, and discussing the influence and significance of Greek language and culture on the sustainability of communities and their use of Greek in Australia today 7. reflecting on the impact of Greek migration on many other languages and cultures, for example, Greek inventions which have shaped and influenced the world 8. analysing and describing how language use and culture are interrelated and reflect and shape relationships, practices and attitudes across Greek-speaking communities 9. exploring how word choice, tone and attitude can give clues about the values and beliefs of the speaker, for example, ορίστε;/τι; μπορείς να μου δώσεις … /δώσε μου ... |

Years 7–8 (Year 7 entry)

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| **Band level description** |
| In Years 7 and 8, students are beginning their learning of Greek language, and this will be influenced by prior learning and experiences of language learning. Students use Greek language to describe their personal world and interact and collaborate with teachers and peers within and beyond the classroom. Listening, speaking, reading and viewing, and writing activities are supported by scaffolding, modelling and feedback.  Students access authentic and purpose-developed spoken, written and multimodal resources which may include conversations, audio and video clips, textbooks, advertisements, blogs and magazines. They use their English literacy knowledge of metalanguage to reflect on similarities and differences between Greek and English language pronunciation, structures and features. They recognise that language choices reflect cultural values, beliefs and identity. |
| **Achievement standard** |
| By the end of Year 8, students use Greek language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others’ contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Greek or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts, and demonstrate understanding of how some language reflects cultural practices.  Students approximate Greek sound patterns, intonation and rhythms, and demonstrate understanding that Greek has conventions and rules for non-verbal, spoken and written communication. They comment on aspects of Greek and English language structures and features, using metalanguage. They demonstrate awareness that the Greek language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity. |

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| **Strand: Communicating meaning in Greek** | | **Years 7–8 (Year 7 entry)** |
| **Sub-strand: Interacting in Greek** | | |
| **Content descriptions** Students learn to: | **Content elaborations**  This may involve students: | |
| interact with others using modelled language to exchange information in familiar contexts about self and personal world  AC9LMG8EC01 | 1. exchanging greetings with others, adjusting language to suit time of day, context and audience, for example, καλημέρα σας, καλησπέρα, γειά σου, γειά σας, and understanding appropriate use of gestures such as kissing on both cheeks in some situations 2. interacting with peers in everyday exchanges such as asking and responding about wellbeing, for example, τι κάνεις; τι κάνετε; είμαι καλά, έτσι κι έτσι, πολύ καλά 3. engaging in conversations with others to exchange information about themselves, their family and friends, for example, Πώς σε / σας λένε; Με λένε Χριστίνα, είμαι δέκα χρονών, Αυτή είναι η μαμά μου/ο φίλος μου, 4. describing and exchanging information about routines and interests, using modelled language, for example, Παίζω μπάσκετ. Σου αρέσει η μουσική; Ποιό είναι το αγαπημένο σου φαγητό; 5. expressing likes, dislikes and preferences in conversations, for example, M’ αρέσει/ Δε μ’ αρέσει η τσάντα, Προτιμώ τα μαθηματικά από την ιστορία 6. using some Greek expressions and spontaneous exclamations when interacting with peers, to show interest and comprehension and fill pauses, for example, Εεε …, λοιπόν …, Οκ …, πω πω, έλα, γρήγορα, σταμάτα, μη μιλάς, μη μιλάτε, όπα! μπράβο! | |
| develop language to interact in exchanges, routines, tasks and responsibilities related to classroom and interests  AC9LMG8EC02 | 1. interacting in classroom routines such as the start and end of lessons, roll call, apologising or making requests, for example, Εδώ είμαι κυρία/κύριε, Παρόν/παρούσα, Άνοιξε την πόρτα, σε παρακαλώ 2. asking and responding to questions relating to the learning environment or how to say something in Greek, for example, Πού είναι το βιβλίο σου; Είναι εδώ/εκεί, Τι είναι αυτό; Πώς λένε ...; 3. using formulaic language to clarify, ask permission or for help, Μπορώ να πάω ...; Θέλω να ...; Χρειάζομαι βοήθεια 4. experimenting with language to participate in a range of activities and tasks, for example, taking responsibility and praising, Νίκησα, Μπράβο, Είναι η σειρά σου 5. discussing daily routines and roles and responsibilities in the classroom and at home, for example, Τι ώρα ξυπνάς …, Πηγαίνω στο σχολείο με το λεωφορείο., σήκωσε το χέρι σου για να μιλήσεις 6. taking turns being a daily leader or monitor, responsible for the start and finish of lessons, greetings and roll call, distributing work, responding to questions, and undertaking classroom administration, for example, Καλημέρα σας. Είναι εδώ η Μαρία; | |
| engage in modelled non-verbal, spoken and written exchanges with peers to organise activities relating to daily life and school environment  AC9LMG8EC03 | 1. participating with others in everyday interactions, for example, ordering at a restaurant, shopping, using public transport, or organising to meet, Θέλουμε/Θα πάρουμε δύο σουβλάκια και μία λεμονάδα, Πόσο κάνει; Ένα εισιτήριο, παρακαλώ, Ραντεβού στις πέντε 2. participating in role-plays to make arrangements, organise activities, and accept or decline an invitation, for example, Πάμε στην πόλη το Σάββατο; Πάμε για ψώνια; for example, Ναι, ευχαριστώ, Συγγνώμη, δεν μπορώ 3. planning a class party, for example, making a shopping list, deciding who will bring what and listing the songs to sing, Χρόνια πολλά!, Τι θα φέρεις; Θα φέρω πατατάκια 4. collaborating to create resources to support learning or to remember vocabulary or the alphabet, such as a class book, mnemonic device cards or labels, and negotiating with each other in relation to different language elements and structures 5. working with peers to produce a bilingual publicity flyer for an upcoming event, for example, an invitation, μια πρόσκληση, to promote Greek learning among school community members or a brochure, ένα φυλλάδιο, to introduce a new or improved recycling program at school | |
| **Sub-strand: Mediating meaning in and between languages** | | |
| locate and process information and ideas in familiar spoken, written and multimodal texts, responding in ways appropriate to cultural context, purpose and audience  AC9LMG8EC04 | 1. listening to, reading or viewing texts such as a map, song, poster, email or interactive game, and responding to questions, for example, Πού είναι η Μύκονος; Τι χρώμα είναι τα ρούχα; Πότε κλείνουν τα σχολεία; 2. understanding and retrieving information from a source and conveying details in a different format to a different audience, for example, reading about an annual event in a Greek-speaking community and producing a program for the event, Η γιορτή ξεκινάει στις δέκα το πρωί, or viewing a movie program and negotiating what to see, Θέλεις να δούμε … στις έξι; 3. describing characters, events and key ideas in a range of texts using a scaffold such as a storyboard, καλός άνθρωπος, κακιά τύχη, Συνάντησε τη φίλη της στις πέντε το απόγευμα. 4. listening to, reading or viewing First Nations Australian authors’ stories and responding to them in spoken or written Greek 5. interviewing or surveying others and classifying and summarising information in graphs, tables and images, on topics such as favourite things, pets, family, daily routine, for example, Ποιό είναι το αγαπημένο σου βιβλίο; Έχεις κατοικίδιο ζώο; 6. listening to or viewing stories, procedures, articles or reports and reorganising information in sequence of events or actions, using adverbs and linking words, for example, αρχικά, μετά, τελικά 7. demonstrating understanding of key points from a source, for example, reading a menu and discussing the order with the waiter to exclude some ingredients, seeing a poster for a gym opening and writing an email to a friend to try it out, or looking at a movie program and negotiating when to go and what to see with siblings | |
| develop and begin to apply strategies to interpret, translate and convey meaning in Greek in familiar contexts  AC9LMG8EC05 | 1. translating short, simple texts from Greek to English and English to Greek, identifying words and expressions that can be readily translated and those that can be ‘lost in translation’, for example, το κέφι, βρέχει καρεκλοπόδαρα, Γιάννης - Γιαννάκης, τσάκα-τσάκα 2. using bilingual dictionaries and electronic translation tools to become aware of alternative or multiple meanings of words and the importance of context when making meaning, for example, το κορίτσι/αγόρι μου 3. creating bilingual resources for language learning, such as word banks, captions, labels, diagrams or a personal Greek­–English dictionary, with examples and explanations of language use 4. creating bilingual versions of informative texts for the school community to assist non-Greek speakers, such as labelling the uniform, a school map, the canteen menu, rubbish disposal, instructions for public transport, or a calendar of school activities and events, for example, ‘Recycle bottles here’ ανακυκλώστε τα μπουκάλια εδώ, ‘Bus-stop’ στάση λεωφορείου 5. developing strategies to support understanding of body language, for example, the appropriate use of actions and gestures in various interactions 6. recognising culturally specific terms and phrases such as η παρέα, το κέφι, Στην υγειά σου, Με γεια, Γεια στα χέρια σου/σας, applying them in relevant situations and discussing equivalent terms in other languages 7. identifying commonalities between language vocabulary and structures, such as similar words, for example, Maths/Μαθηματικά, exit/έξοδος, and syntax, for example, adjective before the noun good girl/καλό κορίτσι 8. developing ways to recall Greek root words to aid translation and comprehension, for example, a, an- – without/not, acro- – top/tip/end, allo- – other, amphi-/amph- – both, around 9. recognising ‘false friends’ in Greek and how they may hinder translation or cause misunderstandings, for example, ναι means ‘yes’ in Greek but sounds like ‘no’ in English, ιδιωτικός sounds like ‘idiotic’, but means ‘private’ 10. comparing songs such as Greek versions of English language songs, for example, Jingle Bells Τρίγωνα Κάλαντα, highlighting aspects that may be similar or different or recognising when word for word translation is not possible | |

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| **Sub-strand: Creating text in Greek** | |
| create spoken, written and multimodal, informative and imaginative texts using appropriate vocabulary, expressions, grammatical structures, and some textual conventions  AC9LMG8EC06 | 1. creating informative texts, such as diary entries, emails, posters, presentations, relating to own experiences, for example, important events in their lives, such as birthdays and cultural celebrations 2. creating imaginary exchanges between characters from a story in a performance for the class, for example, meeting a character from a Greek story or film for the first time, Γεια σας ποιο είναι το όνομά σας? 3. selecting appropriate formal/informal language and conventions to suit audience, for example, writing a text message to a friend vs an email to the teacher, for example, Έλα, τι κάνεις; Έρχεσαι; vs Αγαπητή κυρία Φρόσω, Θα ήθελα να ... 4. creating a poster in Greek to promote travel to a First Nations Country/Place location, including what to see and do 5. creating their own versions of familiar texts such as stories, greeting cards or board games, for example, a Greek version of Scrabble, or Η πολύ πεινασμένη κάμπια for younger students, την Τρίτη έφαγε 5 ελιές 6. writing the first part of a short narrative, and exchanging with a peer to write the next section, repeating until the text is complete and reading aloud, or folding the paper, so the next person cannot see what is previously written to create a funny story, for example, αύριο θα πάω στην Ντίσνεϋλαντ ... 7. creating and telling an imaginative story from a stimulus object or picture using secure digital tools, for example, using speech bubbles, voice recordings or captions to accompany visuals 8. creating and performing a short play or video clip to share with and entertain others, for example, a rap or role-play on Grandparents’ Day or open day for younger students 9. writing a short poem, such as an acrostic poem with a Greek word of their choice, such as a name, character or food, and using adjectives or sentences to describe the item |

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| **Strand: Understanding language and culture** | | **Years 7–8 (Year 7 entry)** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** Students learn to: | **Content elaborations**  This may involve students: | |
| recognise and use features of the Greek sound system, including pitch, rhythm, stress, pronunciation and intonation, and demonstrate understanding of how these are represented in familiar contexts  AC9LMG8EU01 | 1. differentiating between the sounds of the 24 letters in the Modern Greek alphabet, understanding individual letter names and that there are upper-case and lower-case letters, 7 vowels and 17 consonants, and that ‘ς’ (τελικό σίγμα) only appears on the ends of words 2. observing the mouth shape and tongue position to experiment with producing a range of sounds, including sounds that may not be used in English, for example, γ, δ 3. recognising and pronouncing alphabet letters with familiar sounds, for example, Οο, Ιι, Εε, Αα, Κκ, Ττ, Λλ, Ππ, Σσς, Μμ, Νν, Ηη, Υυ, Ωω, Ββ, Ζζ, Φφ, and unfamiliar sounds such as Γγ, Ρρ, Δδ, Θθ, Ξξ, Ψψ, Χχ 4. recognising and producing syllables from vowel–consonant combinations, for example, μα, με, μη, μι, μο, μυ, μω and understanding that syllables can be joined together to make words such as α-λά-τι and μά-τι 5. distinguishing the different use of σ/ς and applying in context, for example, σαλάτα and φίλος 6. experimenting with tongue twisters to build vocabulary and improve pronunciation, such as Ο παπάς ο παχύς έφαγε παχιά φακή. Γιατί παπά παχύ έφαγες παχιά φακή; 7. recognising and using vowel digraphs δίψηφα φωνήεντα such as αι, ει, οι, αυ, ευ and ου in ουρανός, οικογένεια, πεύκο 8. identifying and using consonant digraphs δίψηφα σύμφωνα such as γγ, γκ, μπ, τσ, τζ, ντ, in φεγγάρι, μπανάνα 9. using vowels to create same sounds that can be represented by more than one letter, for example, ι, η, υ, ει, οι as ποίημα 10. understanding and applying appropriate intonation for questions, statements, commands and interjections 11. learning about the accent on top of vowels within polysyllabic words, for example, ποτήρι, κυρία, μπάλα with the exception of που/πού, πώς/πως, ή/η | |
| develop knowledge of, and use structures and features of, the Greek grammatical and writing systems to understand and create spoken, written and multimodal texts  AC9LMG8EU02 | 1. using the Modern Greek alphabet for spelling of names and commonly used language 2. applying punctuation in texts, for example, the question mark (;), the acute (ά) and commas 3. recognising and applying agreement and word order, for example, Η μαμά μου είναι ... 4. learning the definite article in both singular and plural forms ο, η, το, οι, οι, τα 5. distinguishing the difference between the use of definite and indefinite articles, for example, ο, η, το,ένας, μία, ένα 6. using simple prepositions to add detail and connect ideas, such as κάτω, μέσα, έξω, πάνω, πίσω, μπροστά 7. counting and using numbers in different contexts, such as telling the time, stating dates and quantities, for example, Είναι έξι η ώρα, Είμαι πενήντα κιλά, Πηγαίνω πρώτη γυμνασίου, Τα γενέθλιά μου είναι στις 10 Απριλίου. 8. using singular and plural pronouns, εγώ, εσύ, αυτός/η/ο, εμείς, εσείς, αυτοί/ες/α 9. understanding and applying verb conjugation by using appropriate verb endings, for example, εγώ γράφω, εσύ γράφεις, αυτός/ή/ό γράφει, εμείς γράφουμε, εσείς γράφετε, αυτοί/ές/ά γράφουν 10. using affirmative and negative statements in present, for example, εγώ παίζω, εγώ δεν παίζω, εγώ παίζω; 11. understanding and applying word order such as subject+verb+object, for example, Ο Νίκος παίζει μπάλα., as well as word agreement such as adjectives and nouns, for example, η κόκκινη μπάλα 12. understanding Greek nouns are assigned one of 3 grammatical genders: masculine, feminine, neuter and that grammatical gender can reflect the actual gender of an animal or person, but also the gender of an inanimate object, for example, η καρέκλα, η τσάντα, ο καναπές 13. indicating ownership or possession using singular possessive pronouns after the noun or adjective they refer to, such as μου, σου, του, της, του, του, for example, το βιβλίο μου, η μαμά της 14. incorporating basic connectives in texts to enhance cohesion and link ideas, such as και, γιατί, αλλά, for example, Παίζω κιθάρα, αλλά μου αρέσει και το πιάνο. 15. recognising command verbs in context, for example, έλα, ελάτε, κλείσε, άνοιξε, κάθισε, καθίστε, σήκω, σηκωθείτε, γύρισε, γράψε, διάβασε, άκουσε | |
| compare Greek language structures and features with English, using familiar metalanguage  AC9LMG8EU03 | 1. discussing the difference between nouns in Greek and English, for example, English nouns are not attached to inherent articles as they are in Greek, such as η μπάλα/ball 2. comparing the structure, presentation and features of texts in Greek and English by identifying similarities and differences, for example, in expression and levels of formality, in a wedding invitation or a clothing sale at a store, or informal message to a friend 3. transforming a simple text such as a short song or poem, into another text type such as a conversation or cartoon, applying the key features of the second text type and making comparisons with transforming a similar text in English 4. exploring and discussing the influence of the Greek language on English, identifying examples of Greek words and morphemes used in English, such as prefixes, suffixes and root words, using strategies to work out meanings of unknown words, for example, anti-, astro-, auto-, bio-, deca-, mono-, neo-, octo-, -ology, pent-, peri, -phil-, -phobia, photo-, -poly-, psych-, -scope, tech-, tele-, -therm-, tri-, etc., αστροναύτης, αυτοκίνητο, γραφικός 5. recognising loan words from English that are used in Greek, such as πάρτι, and other words used in Greek that have been borrowed from other languages, such as μπλε, γκρι, ροζ, παλτό, ραντεβού, κέφι, and discussing why these words have been borrowed 6. focusing on those letters that are different and initially difficult, and pronouncing words starting with the sounds Ψψ and Ξξ (ψάρι, ξύλο), recognising that these 2 sounds only appear in the middle or at the end of words in English such as axe, lapse | |

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| **Sub-strand: Understanding the interrelationship of language and culture** | |
| recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and values  AC9LMG8EU04 | 1. participating in and discussing experiences in intercultural interactions, for example, using appropriate greetings, terms and non-verbal gestures, and explaining why they vary in different cultural and social settings and contexts 2. reflecting on choices made when using Greek to interact with others, considering the relationship between language and culture, for example, when speaking in the formal and informal registers Kαλημέρα σας κυρία/κύριε, Αγαπημένο μου ημερολόγιο ... σε φιλώ, φιλάκια 3. participating in cultural experiences such as eating at a Greek restaurant, going to a concert or attending a function, and reflecting on cultural similarities and differences in own language and behaviours 4. examining how First Nations Australian languages have strong connections to Country/Place and how these can be compared with language variation across Greek-speaking countries and regions 5. reflecting on gestures and language choices used by speakers of Greek and considering when and how to use these in own communication, for example, shaking head in agreement, use of hands to emphasise points made in conversation 6. recognising that language is used in different contexts and situations, such as formal and informal settings based on the relationship of participants, for example, language used in formal situations such as the workplace γεια σας compared with language used with friends τα λέμε researching Greek-speaking communities of the world, and how cultural identity, traditions and dialects may vary between countries, regions and communities 7. examining their own personal and community practices, values and beliefs to identify connections with Greek heritage, language and culture, for example, customs, festivals, cooking, history, sports clubs, associations 8. investigating Greek history and how this also influences Australian society, discussing, questioning and explaining understanding of own and other cultures, and considering how attitudes towards diversity and difference affect communication and the sustainability of communities 9. connecting the history of Greek migration to Australia with the formation of communities of speakers of Greek in specific cities and suburbs who identify as ‘Greek-Australian’ and noticing the resulting regional variations of language and the impact of Australian English on the local Greek community, for example, τα φέντσια, το μπούκο, instead of το βιβλίο, which are not Greek words |

Years 9–10 (Year 7 entry)

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| **Band level description** |
| In Years 9 and 10, Greek language learning builds on each student’s prior learning and experiences. Students use Greek to initiate and sustain interactions while sharing their own and others’ experiences of the world. They listen, speak, read and view, and write to communicate with other speakers of Greek in local and global settings through authentic community and online events. They continue to receive guidance, modelling, feedback and support from peers and teachers.  Students use authentic and purpose-developed resources, increasingly of their own choice, to access and/or create a range of spoken, written and multimodal texts which may include textbooks, audio and video clips, magazines, online and print articles, and social media. They acknowledge that there are diverse influences on ways of communication and cultural identity, and that these influences can shape their own behaviours, values and beliefs. |
| **Achievement standard** |
| By the end of Year 10, students initiate and sustain Greek language to exchange and compare ideas and experiences about their own and others’ personal world. 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 understanding of different perspectives. They synthesise information and respond in Greek or English, adjusting language to convey meaning and to suit context, purpose and audience. They use structures and features of spoken and written Greek to create texts.  Students apply features of the Greek sound system to enhance fluency and demonstrate understanding of the sound system in spoken exchanges. They select and apply knowledge of language conventions, structures and features to interact, make meaning and create texts. They support discussion of structures and features of texts, using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning Greek to discuss how this learning influences their ideas and ways of communicating. |

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| **Strand: Communicating meaning in Greek** | | **Years 9–10 (Year 7 entry)** |
| **Sub-strand: Interacting in Greek** | | |
| **Content descriptions** Students learn to: | **Content elaborations**  This 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 world  AC9LMG10EC01 | 1. initiating conversations, for example, with peers, family and others, using expressions appropriate to context and audience, such as Πώς τα πέρασες το Σαββατοκύριακο; Πάμε για ψώνια; 2. sustaining face-to-face or online conversations on topics relating to teenage life, such as parties, jobs, music, friendship, fashion, through active listening skills, turn-taking, and non-verbal and spoken responses, such as shrugging shoulders, head shaking, for example, Γιατί δε μιλάς με το Γιάννη; Μαλώσατε; 3. using a range of language structures and communication strategies to elicit others’ responses and express own experiences and opinions, for example, Τι νομίζετε; Πιστεύω ότι ..., Μ’ αρέσει περισσότερο η ελληνική μουσική από ..., Συμφωνείς; 4. expressing hopes and ambitions, and giving reasons for plans, for example, Θέλω να γίνω μουσικός παραγωγός 5. practising how to interact in unfamiliar contexts, such as what strategies and language to use and when, for example, helping a stranger with directions or discussing unfamiliar topics, using appropriate interjections, asking for clarification or repetition, asking to elaborate, Που θέλετε να πάτε; Πηγαίνετε δεξιά και με στρίψτε αριστερά. 6. experimenting with the use of interjections, exclamations and filler words to maintain flow, fill gaps, and build fluency and authenticity, for example, Βασικά … Δεν μου λες … Κοίτα … Εντάξει … Λοιπόν ... | |
| use Greek language in exchanges to question, offer opinions and compare and discuss ideas  AC9LMG10EC02 | 1. debating or discussing current affairs and creating campaigns and slogans, for example, μέσα κοινωνικής δικτύωσης, κλιματική αλλαγή, μετανάστευση, διάκριση 2. using descriptive and expressive language to exchange views, elicit opinions and offer solutions/alternatives to problems, for example, Πώς μπορούμε να βοηθήσουμε το περιβάλλον; 3. justifying actions and opinions about topics of interest, for example, the benefits of visiting various places/locations in Greek-speaking communities, Θέλω να πάω στο μουσείο, επειδή θέλω να μάθω για την ιστορία της Ελλάδας. Δε συμφωνώ, αυτό είναι τόσο βαρετό! Προτιμώ να πάω στη θάλασσα. 4. interacting in class routines by requesting, advising and apologising, for example, Συγγνώμη δεν κατάλαβα, Μήπως θέλεις βοήθεια; and clarifying meaning or instructions Ορίστε, Συγγνώμη; Κοίτα/Κοιτάξτε, Τι είπατε; 5. participating in a mock interview for a part-time job or for volunteer work, answering questions and discussing ideas, for example, Θέλω να γίνω εθελόντρια στην Green Peace. Είμαι καλή με την τεχνολογία. 6. using appropriate discussion protocols such as active listening, showing interest, acknowledging others’ opinions, responding to, elaborating on and extending ideas, for example, Πιστεύω ότι …, Ποιά είναι η γνώμη σου για … | |
| use non-verbal, spoken and written exchanges to discuss, plan and reflect on activities, events and experiences with peers  AC9LMG10EC03 | 1. contributing to collaborative interactions such as creating a schedule for a visiting school group, setting up a school display or hosting an event, for example, Το πρόγραμμά μας για σήμερα είναι ... 2. planning a performance, event or presentation, making decisions collaboratively and delegating roles and responsibilities, for example, a class party, activities for Harmony/Reconciliation Week 3. planning collaboratively for an event by participating in scenarios related to travelling in Greek-speaking communities, such as planning an itinerary, Τη Δευτέρα θα πάμε στην Ακρόπολη, Την Τρίτη θα είμαστε στο Σούνιο and reflecting on the process and what they would do differently, for example, Την επόμενη φορά πρέπει να κλείσουμε τα εισιτήρια πιο νωρίς. 4. participating in real or simulated transactions and negotiations such as ordering food, shopping, catching public transport, for example, Πόσο κάνει το παγωτό; Αυτή η μπλούζα είναι πολλή ακριβή. Θέλω μία πιο φθηνή. Πάμε με το λεωφορείο, γιατί είναι πιο φθηνό από το ταξί. 5. participating in a discussion or forum to review current school policies/rules relating to use of technology, uniform, start and finish times, waste management, task deadlines, etc., to propose changes or improvements, for example, Επιτρέπεται να έχουμε το κινητό τηλέφωνο μέσα στην τάξη; Πού πρέπει να πετάμε τα σκουπίδια της ανακύκλωσης; 6. expressing a complaint, formally or informally, about a poor quality service or product, and suggesting a simple solution, for example, Το φαγητό μου είναι κρύο. Μπορείτε να μου φέρετε ένα άλλο πιάτο. 7. keeping a personal Greek ‘progress journal’ to reflect on the process and experience of learning a language, using target vocabulary and structures, and sharing weekly with the teacher for comments, for example, Να μάθω για … ήταν δύσκολο αλλά δεν τα παράτησα. | |
| **Sub-strand: Mediating meaning in and between languages** | | |
| interpret information, ideas and perspectives in a wide range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience  AC9LMG10EC04 | 1. accessing multimodal texts detailing lifestyles in Greek-speaking communities, identifying features of ways of life that reflect modernity or tradition, and discussing reasons for differences 2. recognising cultural expressions, phrases and etiquette in a range of contexts, such as 1st of January and gift giving, first day of month/week, name day celebrations and incorporating in their own interactions, for example, Και του χρόνου, Καλή εβδομάδα, Καλό μήνα, με γεια τα γυαλιά 3. identifying how certain expressions give clues about particular events and celebrations, for example, Καλό ταξίδι, Στο καλό, Και στα δικά σου, Καλή αντάμωση! 4. listening to or reading a First Nations Australian story and discussing their opinions and ideas, and, in Greek, presenting their personal profile to the class 5. obtaining and compiling perspectives and attitudes regarding social and cultural issues in their own community, for example, interviewing a local environmental group and presenting information/opinions in graphs, charts or reports, Μπορούμε να βοηθήσουμε το περιβάλλον αν ... 6. exploring and gathering information on a range of cultural practices and traditions through a variety of sources, for example, viewing excerpts from a Greek song or video of a festival, annotating, and discussing with peers aspects that were interesting and surprising 7. analysing stories such as Greek folktales/myths or Aesop’s fables, Ο βασιλιάς Μίδας, ο λαγός και η χελώνα, and discussing the values/morals portrayed in these, and explaining these to younger students or those unfamiliar with such texts 8. researching a Greek festival/experience, event or tourist site and writing a postcard in the voice of the journeying character, using guiding questions and facts from texts to plan, such as Που είσαι; Σου αρέσει; Γιατί ή γιατί όχι; Τι σου έχει συμβεί μέχρι τώρα; Τι σου έκανε εντύπωση; Τι έχετε μάθει μέχρι τώρα, για τον εαυτό σας ή τους άλλους; Τι θα κάνεις; for example, Είμαι στα Γιαννιτσά και περνάω καταπληκτικά! Κάθε μέρα τρώω μπουγάτσα. 9. writing a ‘to do list’ for a character from an imaginative spoken, written or multimodal text, using information from the text, and inferring information and supplying evidence to support inferences, for example, if a character’s dream is to win at the Olympics, Προπόνηση για 2 ώρες την ημέρα., Υγιεινή διατροφή 10. adapting a text for a different purpose, keeping the original information or intent, for example, a formal email from the principal, to an informal text message to your friend, summarising the key points, Όλοι οι μαθητές πρέπει να φοράνε στολή κατά τη διάρκεια των εξετάσεων. vs Απίστευτο, αλλά φοράμε στολή στις εξετάσεις! | |
| apply strategies to interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts  AC9LMG10EC05 | 1. examining and interpreting idiomatic expressions such as Πέρα βρέχει, including expressions that cannot be translated literally, for example, Tα έκανα θάλασσα 2. evaluating information from different sources for relevance, cultural appropriateness and significance, for example, facts from reliable website versus social media or word-of-mouth 3. examining culturally specific terms such as το παλικάρι, η λεβεντιά, το φιλότιμο, το κέφι, developing appropriate explanations for them and discussing possible equivalent terms in English 4. discussing colloquial language and culturally specific concepts used in Australia, such as ‘no worries’, ‘the bush’, ‘outback’, ‘dunny’, ‘waterhole’, and comparing with Greek expressions, for example, γκε γκε, έλα, παιδάκι μοιυ, and discussing what they say about culture and identity 5. translating public signs, notices and slogans, comparing each other’s versions and considering reasons for any similarities or differences between their translations, such as use of different methods, or various interpretations, for example, Μην πατάτε το πράσινο 6. being aware of ‘false friends’ and how these may lead to confusion or hinder translation, for example, κόσμος – sounds like ‘cosmos’, which in English is outer space, but in Greek this word means ‘world’, λιμάνι – pronounced ‘limáni’, sounds like it would mean ‘lemon’, but actually means ‘port’ | |
| **Sub-strand: Creating text in Greek** | | |
| create spoken, written and multimodal, informative and imaginative texts, selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiences  AC9LMG10EC06 | 1. presenting digital texts in Greek on topics such as recycling, sustainability and ‘zero waste’ movement, school life, sports or leisure activities 2. presenting information about cultural events in different formats such as captioned photographs, digital presentation or emails, for example, an Antipodes festival/Glendi, traditional dance performances and costumes 3. explaining a Greek custom or practice to an Australian audience, for example, Απόκριες, using appropriate language structures and supporting graphics, materials and gestures 4. writing a journal entry, or contributing to a school newsletter in Greek, reflecting on the impact of a visit to a First Nations Country/Place location, and, with permission, referring to cultural knowledge of the site’s significance 5. creating persuasive texts such as promotional brochures, speech scripts, infographics or video clips to encourage people from the wider community to attend an event or to recycle waste containers and materials, for example, Ανακύκλωσε σήμερα για να έχεις αύριο 6. accessing texts such as songs, films and digital/online texts, and creating a new version or modifying key aspects, for example, introducing a new character or creating alternative endings 7. illustrating and captioning imaginative stories or characters in different formats such as cartoons, photo stories, using descriptive and expressive language, for example, Η παρέα μου, or using other devices such as alliteration or similes and metaphors, άσπρος σαν το χιόνι, κολυμπά σαν δελφίνι, κρύος σαν πάγος 8. writing and/or narrating a diary entry for an imaginative/real character using non-verbal and spoken expressions, such as a character living during the period of the Greek Revolution or a Greek philosopher, for example, Σήμερα πήραμε πίσω τη Θεσσαλονίκη. Σήμερα ανακάλυψα ότι η γη είναι επίπεδη. 9. creating a range of texts to entertain and engage particular audiences, for example, digital books, songs, cartoons and video clips suitable for young or new learners of Greek 10. writing a recipe and procedure for an original fusion dish in Greek with footnotes in English about the ingredients and flavours, for example, ελληνικά τάκος, φέτα Ηπείρου με βετζεμαιτ, πατάτες τηγανητές με φύκια, λουκουμάδες με μερέντα 11. working in pairs to write a text message or secure social media ‘comment’ conversation, experimenting with handles, @ and # symbols, for example, Πώς είναι ο καιρός; #ηλιόλουστος, Σώσε τον πλανήτη μας! #ανακύκλωση 12. writing the first part of a text with genre of their choice and exchanging paper with a peer to continue writing the text, attempting to follow the same style, themes and conventions, or folding their paper so the next person cannot see the previous material and continuing the story, for example, Σε έναν γαλαξία πολύ μακριά από εδώ ... | |

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| **Strand: Understanding language and culture** | | **Years 9–10 (Year 7 entry)** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** Students learn to: | **Content elaborations**  This may involve students: | |
| apply features of the Greek sound system, including pitch, rhythm, stress, pronunciation and intonation, and show how these are represented in familiar and some unfamiliar contexts  AC9LMG10EU01 | 1. identifying differences in sounds such as γγ, γκ, τζ, τσ, μπ, ντ, αϊ, άι, -ασμα and using them appropriately when writing, for example, φεγγάρι, γκάζι 2. experimenting with pronunciation rules and intonation collaboratively with peers, for example, αυ, ευ, τσ, τζ, αι, ββ, λλ, ρρ, ττ, ιου, ιο/ιό, ειο/ειου, αυτή, εύκολη 3. recognising the differences in tone and rhythm between questions, exclamations and commands, for example, Αλήθεια; Σοβαρά, Αμέσως, Ετοιμάσου γρήγορα! Τι λες! 4. recognising and reproducing rhythms in more complex sentences, using pauses, intonation, fillers and interjections to signal emphasis, show interest and keep the conversation flowing, for example, ναι ναι, μχμ μχμ, αλήθεια 5. understanding the role of pronunciation, rhythm and pace in creating effects and relationships in spoken texts such as songs, stories, poems and conversations, for example, in the song ‘Καλημέρα, τι κάνεις;’ 6. reciting advanced tongue twisters or making their own, to build vocabulary and improve pronunciation, fluency and pace, for example, Πίτα σπανακόπιτα, σπανακολαδόπιτα. Πίτα σπανακόπιτα, σπανακολαδοφραγκοσυκοπιτα 7. using prior knowledge of Greek pronunciation to transcribe spoken text, writing down words and sentences as they hear them, predicting spelling of unfamiliar words, for example, μπαούλο, γυμνάσιο, στρουθοκάμηλος | |
| select and use structures and features of the Greek grammatical and writing systems to enhance meaning and create spoken, written and multimodal texts  AC9LMG10EU02 | 1. extending understanding and use of present, past and future tenses, for example, είμαι, ήμουν, θα είμαι, έχω, είχα, θα έχω, έπαιζα, έπαιξα, παίζω, θα παίξω, θα παίζω 2. referring to the past, present and future using adverbs of time, for example, σήμερα, αύριο, χτες, μεθαύριο, προχτές, πριν λίγες μέρες 3. using a wider range of adjectives such as ευαίσθητος-η-ο, δυσαρεστημένος-η-ο, ευχαριστημένος-η-ο 4. using cardinal and ordinal numbers, for example, ένας σκύλος, δύο γάτες, τρεις καμήλες and πρώτος -η-ο, δεύτερος, τρίτος, τέταρτος 5. using prepositions and directions, for example, δεξιά, αριστερά, γύρω από, πίσω από, μπροστά από, ευθεία 6. using possessive pronouns μου, σου, του, της, του, μας, σας, τους, δικός, δική, δικό, for example, η καρέκλα σας, το παντελόνι της, ο πατέρας τους, το δικό μου σκυλί, η δική μου απόφαση, ο δικός μου δρόμος 7. extending meaning by using adverbs of place, time and manner, such as εδώ, εκεί, κάπου-κάπου, πότε-πότε, εκεί που 8. understanding the use of πολύ and πολλή and applying the correct form in texts, for example, πολύ ωραία, πολλή ώρα 9. using expressions with the verb κάνω, κάνει κρύο/ζέστη, κάνω δουλειές, κάνω όνειρα, τι κάνεις; 10. understanding the function of comparative and superlative adjectives, for example, πιο μεγάλος, μεγαλύτερος, ο πιο μεγάλος 11. using conjunctions για να, έτσι ώστε, αν και, όμως, όταν to link and sequence ideas and develop compound sentences 12. understanding that personal pronouns can be omitted in Greek because it is implied through the verb ending, for example, Παίζουν μπάλα., Τραγουδάει ωραία., Διαβάζουμε πολλά βιβλία στις διακοπές. 13. using prior knowledge of morphemes to predict the meaning and spelling of unfamiliar words, for example, auto-, bio-, demo-, -gram, hypo-, -ism, -logue, mono-, morph-, peri-, phil-, -phobia, psych-, therm-, in words such as ξενοφοβία, ψυχολόγος, περιφέρεια | |
| reflect on and evaluate Greek texts, using metalanguage to discuss language structures and features  AC9LMG10EU03 | 1. applying knowledge of the interrelationship between context, purpose and audience to identify text type and predict the meaning of unfamiliar vocabulary and expressions 2. identifying how grammatical choices, words and images combine in a text to achieve particular intentions and effects, for example, the positioning of the reader through the use of personal pronouns, imperative verb forms and negative indicators, and emotive language and images 3. comparing spoken and written forms of familiar types of texts in Greek and English and language functions such as verbal and written apologies or oral storytelling and written reports, noticing differences in grammatical, expressive and textual features, for example, Συγγνώμη που σε πλήγωσα με τις πράξεις μου versus Συγγνώμη. 4. comparing Greek and English versions of familiar texts, commenting on similarities and differences in structure, syntax and cultural elements, for example, the adjective preceding the noun, νόστιμο φαγητό, and omission of subject and preposition, Πηγαίνω σχολείο 5. interpreting and explaining textual conventions when using technology and secure social media in Greek 6. developing metalanguage and linguistic awareness to learn and discuss language features and structures in Greek and/or English, such as conjugation, syntax, adverb, conjunction 7. recognising how grammatical and vocabulary choices shade meaning and establish register, for example, the use of formal or informal pronouns εσύ, εσείς, the use of forms of address, κύριος, κυρία, δεσποινίδα and the use of abbreviations, such as π.χ, κτλ, Πσκ | |

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| **Sub-strand: Understanding the interrelationship of language and culture** | |
| reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values and how these affect ways of communicating  AC9LMG10EU04 | 1. interacting with Greek speakers, for example, with students from a sister school, while travelling, with guests, or on secure online platforms, reflecting on how language choices might be interpreted by Greek speakers and making adjustments to convey intended meaning 2. examining reactions to different perceptions and expectations around similar and different cultural practices in the Australian and Greek contexts, for example, the concept of personal space, greeting with καλό μήνα on the first day of the month, accepting and refusing offers, gift giving 3. developing an understanding of contemporary life in diverse Greek-speaking communities, for example, through viewing excerpts from Greek films, and reflecting on similarities and differences from own lifestyle, practices and traditions 4. reflecting on and explaining the protocols required to authentically co-create an Acknowledgement of Country/Place with a First Nations Australian, to present in Greek to a group of Greek-speaking visitors at a school assembly 5. examining and explaining variations in language use in different Greek-speaking communities, and why the Greek language may vary with some aspects of vocabulary, for example, κοπέλι sounds like κοπέλα which means lady, but it actually means το παιδί, το αγόρι in Cretan dialect 6. discussing elements of Greek language and culture and how they have become part of Australian lifestyles, for example, celebrations such as το Γλέντι, το Πανηγύρι, food such as τζατζίκι, γύρος, ντολμάδες and sayings such as Achilles’ heel αχίλλειος φτέρνα and Midas touch το άγγιγμα του Μίδα 7. identifying and comparing the function and power of cultural representations such as symbols and stories on identity formation and contribution to a sense of national pride, for example, flags, Greek myths and legends, historical events 8. exploring how the Greek language has been influenced by English, for example, the use of non-Greek words such as τα μπίλια instead of οι λογαριασμοί as an Australian phenomenon 9. examining how technology, globalisation, migration and social media have influenced the Greek language, for example, the increased use of English words, σκανάρω, το μπλογκ, σερφάρω, γκουγκλ 10. examining Greek cultural stereotypes that can lead to generalisations and misconceptions, for example, assumptions about typical diet, celebrations, such as shouting ώπα! and smashing plates 11. appreciating that many Greek speakers may be bilingual, and use other language variations and/or dialects, and this may form part of their identity, values and beliefs |