Modern Greek  
(F–10 Sequence and   
7–10 Sequence)

Victorian Curriculum F–10 Version 2.0

Authorised and published by the Victorian Curriculum and Assessment Authority  
Level 7, 200 Victoria Parade  
East Melbourne VIC 3002

© Victorian Curriculum and Assessment Authority 2024

The Victorian Curriculum F–10 has been produced for Victorian schools and reflects Victorian priorities and standards. It is derived from the [Australian Curriculum](https://v9.australiancurriculum.edu.au/), released by the [Australian Curriculum Assessment and Reporting Authority](http://www.acara.edu.au/) (ACARA).

The Victorian Curriculum and Assessment Authority (VCAA) provides links to external sites via this website, including to sites which are not controlled or authorised by the VCAA. The VCAA makes no claims as to the accuracy of the information on linked external sites and you are advised to check and comply with the terms of use for each linked site. Read the VCAA [Disclaimer](https://www.vcaa.vic.edu.au/Footer/Pages/Disclaimer.aspx).

Except for logos, trademarks or other content as indicated, the Victorian Curriculum F–10 as published through this site is licensed under the Creative Commons **‘Attribution-Non-Commercial’** licence (CC-BY-NC 3.0 Australia).

[A black and white sign with a person in a circle

Description automatically generated](https://creativecommons.org/licenses/by-nc/3.0/au)

Read the full [CC-BY-NC](https://creativecommons.org/licenses/by-nc/3.0/au/legalcode) licence terms.

You may use the Victorian Curriculum F–10 content published on this site for non-commercial purposes in compliance with the CC licence terms, in particular, including an accurate attribution of the author/creator and the source:

**The Victorian Curriculum F–10 content elements are © VCAA, licensed**[**CC-BY-NC**](https://creativecommons.org/licenses/by-nc/3.0/au/legalcode)**. The**[**Victorian Curriculum F–10**](https://f10.vcaa.vic.edu.au/)**and related content can be accessed directly at the**[**VCAA website**](http://www.vcaa.vic.edu.au/)**.**

Third parties may own the copyright in some materials incorporated within this website.

**Commercial use**

For permissions for commercial use or use beyond the scope of the CC-BY-NC licence, please contact the [VCAA Copyright Manager](mailto:vcaa.copyright@education.vic.gov.au) and refer to the [VCAA Copyright Policy](https://www.vcaa.vic.edu.au/Footer/Pages/Copyright.aspx).

For copyright information regarding the 'Australian Curriculum', refer to ACARA's [Terms of Use for the Australian Curriculum](https://www.australiancurriculum.edu.au/copyright-and-terms-of-use/).

Contents

[Introduction 1](#_Toc173941278)

[Rationale 1](#_Toc173941279)

[Aims 2](#_Toc173941280)

[Structure 2](#_Toc173941281)

[Learning in Modern Greek 4](#_Toc173941282)

[Curriculum – F–10 Sequence 7](#_Toc173941283)

[Foundation to Level 2 7](#_Toc173941284)

[Levels 3 and 4 22](#_Toc173941285)

[Levels 5 and 6 32](#_Toc173941286)

[Levels 7 and 8 42](#_Toc173941287)

[Levels 9 and 10 52](#_Toc173941288)

[Curriculum – 7–10 Sequence 62](#_Toc173941289)

[7–10 Sequence: Levels 7 and 8 62](#_Toc173941290)

[7–10 Sequence: Levels 9 and 10 72](#_Toc173941291)

# Introduction

## Rationale

Communication is a human imperative. Communication in Modern Greek 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 to reflect on their experience in various aspects of social life, including their own participation and ways of being in the world.

Learning Modern Greek 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. A capability solely in English, despite its status as a world language, can limit global opportunities. A bilingual or plurilingual capability is the norm in many parts of the world.

Learning Modern Greek develops learners’:

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

Modern 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. In Victoria, there is a large and vibrant Greek-speaking community. The Greek language has been taught widely in Victorian schools and universities since the 1970s, although extensive networks of community language programs commenced prior to this time with the establishment of the Greek-speaking community in Victoria. The influence of Greek-speaking communities in Australia is evident in the areas of agriculture, the arts, commerce and trade, cuisine, education, government and politics, industry, law, medicine and scientific research.

Modern Greek and English belong to different branches of the Indo-European language family. Both languages share some similarities such as vocabulary, and language structures and features.

Learning Modern Greek enhances students’ understanding of the origins of many English words, and supports awareness of different alphabets and writing systems. Students develop an appreciation of the language and cultures of Greek-speaking communities. It also enriches travel experiences, increases employment opportunities and promotes understanding of diverse attitudes, beliefs and values.

Learning Greek provides opportunities for students to engage socially, culturally and economically in many domains, such as business, trade, science, law, education, tourism, diplomacy, international relations, health and communications.

## Aims

The 4 interrelated aims of the Modern Greek language curriculum are to develop knowledge, understanding and skills to ensure students:

* communicate in Greek
* understand the relationship between language and culture
* develop intercultural capabilities
* understand themselves as communicators.

## Structure

### Pathways

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

### Sequences

Modern Greek is presented in 2 sequences that offer different entry points into language learning:

* F–10 Sequence, for students who begin to learn the language in Prep and continue to Year 10
* 7–10 Sequence, for students who begin to learn the language in Year 7 and continue to Year 10.

The VCAA acknowledges 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 by making appropriate adjustments to differentiate learning experiences and cater for learners of different backgrounds.

The F–10 Sequence is presented in 5 bands, beginning with Foundation to Level 2, followed by Levels 3 and 4, Levels 5 and 6, Levels 7 and 8, and Levels 9 and 10. The 7–10 Sequence is presented in 2 bands: Levels 7 and 8, and Levels 9 and 10.

### Strands and sub-strands

Content in Modern Greek is organised under 3 interrelated strands, each with a number of sub-strands (as shown in Table 1).

Table 1: Strands and sub-strands within the Greek curriculum

| **Strand** | **Engaging with Greek Language and Culture (F–2 only)** | **Communicating Meaning in Greek** | **Understanding Language and Culture** |
| --- | --- | --- | --- |
| **Sub-strands** | Engaging with Greek language  Engaging with Greek culture | Interacting in Greek  Mediating meaning in and between languages  Creating text in Greek | Understanding systems of language  Understanding the interrelationship of language and culture |

#### Engaging with Greek Language and Culture

This entry-level strand appears in Foundation to Level 2 only. It involves students’ early exploration of and play with language learning. There are 2 sub-strands.

##### Engaging with Greek language

Developing receptive language skills in the classroom environment; exploring, noticing, listening and recognising, and then progressing to responding and using oral communication.

##### Engaging with Greek culture

Exploring and noticing connections between language and culture.

#### Communicating Meaning in Greek

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

##### Interacting in Greek

Communicating and 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

Locating, obtaining, interpreting and conveying information through a range of spoken, written, viewed 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 and written texts for specific contexts, purposes and audiences.

#### Understanding Language and Culture

This strand 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, and 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.

### Achievement standards

Achievement standards describe what students are typically able to understand and do, and they are the basis for reporting student achievement.

In Modern Greek, students progress along a learning continuum. The learning sequence undertaken by students will determine the number and progression of achievement standards:

* F–10 Sequence – the first achievement standard is provided at Level 2 and then at Levels 4, 6, 8 and 10
* 7–10 Sequence – the first achievement standard is provided at Level 8 and then at Level 10.

### Content descriptions

In Modern Greek, content descriptions sequence and describe the knowledge, understanding and skills that teachers need to teach and students are expected to learn.

### Elaborations

Elaborations are examples that provide guidance on how the curriculum may be transformed into a classroom activity or learning opportunity. They are provided as advisory material only.

## Learning in Modern Greek

Modern Greek is pitched to second and additional language learners, who are the dominant group of Greek language learners in the current Australian context.

Students of Modern Greek in Victorian schools come from a range of backgrounds. Most students will be learning the language for the first time, while some may have existing connections to Greek through early learning experiences or as background speakers.

### Greek language

Standard Modern Greek, or Νέα Ελληνικά(Neoelliniki, literally ‘Modern Greek’), is an alphabetic (non-Roman) language, with 24 letters, and has remained relatively unchanged since ancient times. It is a phonetic language, with a simple form of accentuation and highly structured grammar and syntax.

Although many English words are derived from Greek, the language structure is very different. There are, for example, marked differences in the use of articles, gender agreement for adjectives and nouns, verb conjugations, declensions of nouns and variations in word order. These distinctive features influence how Modern Greek is taught in the classroom. They will be seen through the key text types and processes chosen as a vehicle to develop learners’ understanding of them and in the context for interactions through which learners will develop the skills for their sustained use.

### Macro skills

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

The macro skills are strongly aligned to all 3 strands in the Modern Greek curriculum (as shown in Table 2) and are implicit in the content of the sub-strands and across the content descriptions.

Table 2: The relationship between macro skills and the strands within the Modern Greek curriculum

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Strand | Macro skills | | | | |
| Listening | Speaking | Reading | Writing | Viewing |
| Engaging with Greek Language and Culture | ✓ | ✓ |  |  | ✓ |
| Communicating Meaning in Greek | ✓ | ✓ | ✓ | ✓ | ✓ |
| Understanding Language and Culture | ü | ü | ü | ü | ü |

### Texts

Students use a wide range of texts designed for language learning, such as textbooks, teacher-generated materials and online resources. Learning is enriched by exposure to a range of authentic Greek texts, such as websites, films, stories, songs, television programs, advertisements and magazines.

Texts can be spoken, written, viewed or multimodal, and in print or digital/online forms. They include all forms of augmentative and alternative communication; for example, gestures, real objects, photographs and images. Multimodal texts combine different modes of communication such as images and written or spoken language.

Texts provide important opportunities for learning about languages and cultures. Purposeful activities can be organised around texts to meet the needs of the students in the classroom. Many of the tasks that students undertake in and out of school involve understanding and producing texts in everyday and workplace contexts.

Teachers are best placed to guide the selection of texts for students to listen to, read, view, write and create. The texts and resources will become increasingly sophisticated and varied as students progress through their schooling.

Teachers in government schools should refer to the [Department of Education social media use policy](https://www2.education.vic.gov.au/pal/social-media/policy) if using social media texts, such as blogs, with students. Teachers in Catholic and independent schools should refer to their sector authorities for advice on social media policies.

### Intercultural understanding

In the Languages curriculum area, the focus is on both language and culture, as students learn to communicate meaningfully across linguistic and cultural systems, and different contexts. This process involves reflection and analysis, as students move between Greek, English and/or their own existing language(s). It is a reciprocal and dynamic process that develops language use and intercultural awareness and understanding.

### The use of Greek and English

Students should use Greek 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 to use metalanguage to talk about and compare languages and cultures.

# Curriculum – F–10 Sequence

## Foundation to Level 2

### Band description

In Foundation to Level 2, Greek language learning builds on the Victorian Early Years Learning and Development Framework and each student’s prior learning and experiences with language. In the early stages, the focus is on engagement through imagination and play-based learning. Students first engage with the language and culture through listening, speaking and action-related learning activities. They participate in shared listening and viewing of multimodal texts that reflect the language and cultures of Greek-speaking communities.

Students learn to communicate with others, and a focus on play is a strong feature throughout this band. They imitate the sounds, shapes and patterns of spoken Greek, and receive extensive support through modelling, scaffolding and revisiting their learning as their understanding develops. Learners explore the written language, beginning with reading a variety of texts and progressing to creating their own texts about their personal world as they develop their linguistic skills.

Through engaging with texts of increasing depth and complexity, students are given opportunities to expand their linguistic repertoire. They develop their vocabulary, and identify and explain their understanding of language and grammatical features using simple metalanguage.

Culture and language are intertwined throughout every facet of language learning, and students discover that what is familiar to one person can be new to another.

### Achievement standard

By the end of Level 2, students identify the different sounds and rhythms of the Greek language by listening to and viewing a variety of texts. They compare these sounds with other languages, noticing how pronunciation changes and discovering how languages are influenced by each other. They explore Greek through play, first imitating sounds and patterns, then replicating expressions and phrases, before producing responses using formulaic and familiar language. They recognise that Greek sounds are represented by letters of the Greek alphabet, and they can match these with words and images, combining them in increasingly complex ways. They develop and expand their vocabulary, from simple sounds to frequently used words and phrases, using the pronunciation and intonation patterns of spoken Greek. They expand their repertoire of Greek words and phrases through listening and reading, and then progress to creating simple sentences and responses using modelled language.

Students identify familiar words and phrases to obtain meaning from a variety of multimodal texts relating to their personal world. They begin to explain their understanding of the features and grammatical structures of Greek using simple metalanguage. They start to develop written competence by copying Greek letters and words, and then produce the language with support. They respond to texts using frequently used words, phrases and sentence patterns in both written and spoken language. They apply their understanding of some of the conventions and features of the written Greek language. They use common grammatical structures to create their own simple texts, with the support of visual and/or spoken cues.

Students explore and recognise the influence of culture on language and identity. They recognise that Greek is spoken in communities and regions in Australia and around the world, and relate this to their own language(s) and culture(s).

### Content descriptions and elaborations

#### Strand: Engaging with Greek Language and Culture

##### Sub-strand: Engaging with Greek language

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| notice that Greek looks and sounds different to other languages  VC2LMG2E01 | * noticing when Greek or English is being used in the classroom (e.g. ‘sandwiching’ a word by saying it in Greek, then in English, and then again in Greek), and talking about Greek words they may use or have heard such as kalamata, tzatziki, feta οr haloumi, and English words with a Greek origin such as octopus, dinosaur or zoo * sharing the word for ‘hello’ in languages known to them and identifying how to say ‘hello’ in Greek * exploring the different languages spoken by class members and listening to the different sounds and ways of saying common expressions such as ‘Good morning’ or ‘My name is …’ * experimenting with sounds that are unique to Greek, such as γ in γάτα, ξ in ξύλο and ψ in ψάρι, imitating the shape of the teacher’s mouth and the sounds they produce * recognising that Greek uses the Greek alphabet, unlike English, and focusing on the letters that look the same and the ones that are different * noticing that an accent mark is used in Greek words of more than one syllable and that it assists in reading the word accurately * singing familiar nursery rhymes such as ‘Incy wincy spider’, ‘Head, shoulders, knees and toes’, and ‘Twinkle, twinkle, little star’ in Greek and discovering that even though the songs may have the same lyrics in English, they can sound different when sung in Greek * 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 and capital letters * noticing words that have similar pronunciation in Greek and English, for example, μπανάνα, μαμά, καφέ, βάζο * playing with and using tactile materials to create Greek letters, for example, forming letters using plasticine; chalk writing on the pavement; painting with water; making pictures out of letters to be displayed in the classroom |
| develop oral language skills through exploring and listening to the sounds and patterns of the language  VC2LMG2E02 | * exploring the Greek alphabet through experiences such as circle chants to a beat or rhythm, and songs with movement and actions * mimicking the sounds and rhythms of Greek and noticing differences/similarities to their own language(s) * listening to and repeating onomatopoeia, for example, using the sounds γαβ (woof), κο κο κο (cluck cluck cluck), νιάου (miaow), μου (moo), and comparing these sounds with animal sounds in English and other languages represented in the class * observing the position of the tongue and shape of mouth when pronouncing Greek sounds (e.g. the trilled r; the 4 single vowel sounds α, ε, ι, ο) and comparing them with English * reproducing the sounds and rhythms of the Greek language by reciting, repeating after, and imitating the teacher, through choral repetition or chants, recording their own voice on a digital device and listening to their recording * engaging with new sets of vocabulary by making concrete associations with them, such as touching and identifying colours in the classroom or touching and identifying toy animals and naming them * listening to and singing Greek songs, for example, «Αχ Κουνελάκι», «Η Γιαγιά Μου η Καλή», and then viewing Greek song videos and joining in or repeating the words * 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» * playing games using familiar objects or words in Greek, for example, creating a matching game to match Greek words with pictures or objects, saying the words aloud as they match * playing class games, for example, Το δαχτυλίδι, Σκυλάκι, σκυλάκι ποιος έχει το κοκαλάκι |
| recognise and respond to greetings, instructions and language relating to their personal world using one- or 2-word responses and/or single-idea phrases  VC2LMG2E03 | * using common greetings and gestures relevant to the time of day, for example, καλημέρα, καλησπέρα, καληνύχτα * responding to images showing different times of the day, greeting others at different times of the day, and verbalising which greeting is most appropriate and why * participating in everyday routines such as saying the day, weather and how they are, responding to the class roll call 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 * using non-verbal ways of communicating and showing understanding in interactions such as gestures, body language and facial expressions, for example, a nod of their head; hand gestures; eye contact; thumbs up * noticing the use of titles to address the teacher and first names or surnames to address adults to show respect, for example, κύριε Νίκο, κυρία Ελένη, κυρία Παπαδοπούλου * using simple, modelled language to introduce themselves, for example, Γεια σας, Με λένε …, Είμαι … χρονών * 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 * using modelled language to express simple likes using keywords, props, pictures and authentic resources, for example, Μου αρέσει το κόκκινο * listening to, and responding, using modelled language, when playing class games, for example, in ‘I spy’ saying Βλέπω κάτι που αρχίζει με … or playing Πάπια, πάπια, χήνα * using Greek phrases for everyday interactions such as thanking and apologising (e.g. Ευχαριστώ, Συγγνώμη) or on special occasions such as birthdays or other celebrations, for example, Χρόνια πολλά, Καλά Χριστούγεννα |

##### Sub-strand: Engaging with Greek culture

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| explore connections between language and culture through play and/or imagination  VC2LMG2E04 | * acknowledging and celebrating the language and cultural diversity of others, for example, listening to the different sounds and ways of saying common expressions or celebrating different events * participating in whole-class discussions about the meaning of ‘culture’ and ‘identity’, talking about their traditions, practices and what is important to them and their way of life * recognising that Greek is another language and understanding that it is spoken by people in Greece as well as other countries, including Australia * identifying items such as food and architecture in Australian culture that come from Greece, for example, souvlaki, saganaki, the Shrine of Remembrance * accessing multimodal texts to explore cultural identity, customs and practices and responding to these in a variety of ways, for example, watching a video of children flying kites on Clean Monday (the first day of Lent) and learning vocabulary such as Καθαρά Δευτέρα, χαρταετός * engaging actively in, and sharing the enjoyment of, language, culture and texts in a range of ways, for example, listening and responding to stories, cultural displays and experiences * celebrating holidays and festivals such as May Day and Easter and exploring associated traditions and languages, for example, creating May Day wreaths and decorating Easter candles while learning Greek words (e.g. Πρωτομαγιά, στεφάνι, Πάσχα, λαμπάδα) * discussing different activities and food enjoyed during special celebrations such as Easter and learning simple words and phrases, for example, κουλουράκια, κόκκινα αυγά, Καλό Πάσχα * using their imagination to immerse themselves in a cultural experience by participating in role-plays of various cultural activities, for example, attending a name day celebration or christening and practising using associated language, such as Χρόνια πολλά, Να σας ζήσει * learning about the importance of Greek dancing in Greek culture and celebrations, and learning some dances, for example, Καλαματιανό |

#### Strand: Communicating Meaning in Greek

##### Sub-strand: Interacting in Greek

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| communicate using formulaic and modelled language relating to aspects of their personal world  VC2LMG2C01 | * using greetings depending on the time of day and relationship to the other person, for example, Γεια σου or Τι κάνεις with peers; Γεια σας or Τι κάνετε when speaking with adults * following instructions and directions, for example, σήκω, σηκωθείτε, έλα, ελάτε, ελάτε μέσα, καθίστε, Έλα εδώ, Πήγαινε έξω, Κλείσε την πόρτα, Σβήσε το φως * participating in routine exchanges such as opening and closing of lessons (e.g. Καλημέρα παιδιά, Χαίρετε κυρία), responding to the class roll call, (e.g. εδώ, λείπει) and moving between activities (e.g. Ελάτε, Καθίστε) * 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 and incorporating intonation and appropriate gestures and body language * 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 * asking to borrow items and expressing possession of belongings, for example, Θέλω μολύβι, έχω βιβλίο * recognising and responding to questions about themselves, for example, Πώς σε λένε;, Με λένε …, Σου αρέσει η λεμονάδα;, Ναι μου αρέσει, Όχι * 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 * using modelled sentences and/or supporting gestures to communicate informally about likes, 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 language activities using formulaic expressions, and visual and spoken cues  VC2LMG2C02 | * singing and engaging in activities that include rhymes, action songs, lullabies and counting songs, for example, Γύρω, γύρω, γύρω, μέσα, μέσα, μέσα … έξω, έξω, έξω, Κεφάλι, χέρια, πόδια, Ένα, δύο, τρία κουνελάκια, Πάνω τα χεράκια * participating in show-and-tell or a presentation about a favourite item using simple language, for example, Να η κούκλα μου. Τη λένε … * 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 * playing a range of games using secure digital tools and applications to reinforce vocabulary (e.g. playing matching pairs, filling in gaps, drag-and-drop, memory games, bingo), using visual and spoken cues and formulaic expressions such as Να το, το βρήκα * 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» * contributing to and using classroom resources to aid the learning of Greek, for example, a picture dictionary, photo wall, word wall, classroom routines/greetings poster * using the Greek alphabet and numerals with support to ‘crack the code’ and solve a puzzle or problem, or lead students to a location individually or in groups * 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; * 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

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| locate key information in a variety of texts with support, and respond using gestures, images, words and/or formulaic phrases  VC2LMG2C03 | * listening for keywords and expressions in stories, rhymes or songs, using visual, non-verbal and spoken cues to respond in a variety of ways, for example, μου αρέσει, δε μου αρέσει * demonstrating comprehension of ideas in simple spoken, written, and multimodal texts through actions such as labelling, matching, drawing, onscreen pointing, clicking or dragging * responding to questions about characters, places and objects that elicit details such as characteristics, size, colour, shape and quantity, for example, Να ο λύκος, Eίναι κακός * grouping vocabulary (word cards and/or images) into sets, such as classroom items or animals * 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 * 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 * performing songs, chants and rhymes in response to an imaginative digital or online text (e.g. 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! * listening to, reading, or viewing a story and sequencing the events and ideas using storyboards, drawing pictures and adding captions, or cutting and pasting pictures/words in order * watching a video and noticing hand gestures, intonation patterns, facial expressions and body language that accompany Greek language and interactions, for example, formal/informal greetings; when introducing or instructing; when expressing preferences and feelings |
| explore and make meaning from sounds, words and phrases for familiar objects or terms in Greek through play, and discover how languages influence each other  VC2LMG2C04 | * playing games using familiar objects or words in Greek, for example, creating a matching game to match Greek words with pictures or objects, saying the words aloud as they match * 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 * noticing words that have similar pronunciation in Greek and English, for example, μπανάνα, μαμά, καφέ, βάζο * 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 * 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 * understanding that particular Australian English terms and expressions have no equivalent in Greek, for example, ‘billabong’, ‘corroboree’, ‘the bush’, and some Greek terms and expressions have no English equivalent, for example, φιλότιμο * using Greek words, expressions and exclamations when playing and conversing with one another, for example, Όχι!, Ναι!, Επιτυχία!, and noticing and comparing body language and tone when using English * using culturally appropriate language in different settings, for example, to show politeness and respect, γεια σου/γεια σας, Nα’ σαι καλά, Να’στε καλά * engaging in different Greek cultural practices or traditional activities held at different times of the year, and linking them with classroom-related vocabulary, for example, decorating λαμπάδες for Easter, making flower wreaths for Πρωτομαγιά, wishing someone a Χρόνια πολλά, greeting others on different occasions * performing in role-plays such as purchasing fruits and vegetables, or acting as a character from a familiar story |

##### Sub-strand: Creating text in Greek

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| create spoken and written texts using words, familiar phrases and modelled language  VC2LMG2C05 | * 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, Ο αδελφός μου είναι ψηλός, Η αδερφή μου είναι είκοσι χρονών, Το σκυλί μου είναι μαύρο, Το υπνοδωμάτιό μου … * role-playing their favourite characters or events from familiar shared storybooks such as Mr Archimedes’ bath, and making simple statements in Greek, for example, Είμαι η Πέππα, Πάω στο γιατρό, Ο κύριος Αρχιμήδης κάνει μπάνιο * 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 * creating and illustrating class ‘big books’ about familiar topics using simple modelled structures, for example, writing and drawing favourite animals, using words such as ο σκύλος and το άλογο, and practising reading the words aloud * reading or viewing multimodal stories and completing activities such as ‘Beginning, Middle, End’ flip books, drawing a picture to represent what happens in the 3 sections of the story, then writing a short description under each image (with the teacher scribing for younger students) * creating a print or digital glossary of new Greek words and phrases with accompanying drawings, pictures or photos, for example, creating a collage or booklet of parts of the body and labelling them * creating stories, rhymes and songs through drawings or digital tools using simple or complex sentences and captions * creating a display wall with pictures and captions retelling the main events from the images of a class excursion or event * 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 * making bilingual greeting cards for celebrations (e.g. Ημέρα της μητέρας, γενέθλια, Πάσχα) using quotes (e.g. καλό Πάσχα, Χαρούμενη γιορτή της μητέρας μαμά, χρόνια πολλά), alongside equivalent English greetings where culturally appropriate |

#### Strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| imitate the pronunciation and intonation of spoken Greek, and understand how sounds of the Greek alphabet are produced and represented  VC2LMG2U01 | * building phonic awareness by pronouncing alphabet letters with familiar sounds (e.g. Οο, Ιι, Εε, Αα, Κκ, Ττ, Λλ, Ππ, Σσς, Μμ, Νν, Ηη, Υυ, Ωω, Ββ, Ζζ, Φφ), and building to more unfamiliar sounds (e.g. Γγ, Ρρ, Δδ, Θθ, Ξξ, Ψψ, Χx) in activities such as flashcard chants, for example, Αα-άλογο, Γγ-γάτα * recognising that most duplicated consonants in a word sound the same as the single consonants (e.g. κόκκινο, Ελλάδα, άλλο, εννέα, ΄Αννα), and locating and highlighting the double consonants in words or texts * understanding that duplicating the letter γ (γγ) changes it to a hard ‘g’ sound and practising saying words containing this sound or playing a ‘correct the teacher’ game (correcting a mispronunciation when the teacher reads the words or a short text aloud) * imitating the sounds, rhythms, intonation and stress of Greek, using hand gestures and non-verbal cues to assist learning * locating and highlighting specific alphabet letters and accent marks in names, οr identifying vowels or consonants within words * developing pronunciation, intonation and pace by singing, reciting and repeating the names of letters in the alphabet, for example, in the alphabet song or when referring to a letter in a word * recognising and making simple syllables from consonant–vowel combinations (e.g. 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 * clapping out syllables of words * identifying and pronouncing the most common digraphs/diphthongs, including μπ as in μπαμπάς and ου as in μου, in activities such as shared reading, ‘spot the digraph’ or games (e.g. bingo, digraph scavenger hunt) |
| identify sound combinations to produce simple words, and then an increasing number of frequently used words and phrases  VC2LMG2U02 | * exploring the Greek alphabet through learning experiences such as alphabet blocks, card games and flashcard letter/sound chants * learning the letters of the alphabet and the sounds they represent in activities, for example, forming the shapes of letters using playdough; using playdough to make things that start with a focus letter, then playing letter games such as bingo * underlining graphemes, syllables or rhyming words in short texts or poems, or recognising the syllables in words and identifying the number of syllables in a word, for example, Τετάρτη (Τε-τάρ-τη) has 3 syllables * studying compound words and learning their meanings, for example, καλημέρα is formed from the words καλή and μέρα and means ‘good day’ * using high-frequency verbs in a variety of contexts and completing word searches for frequently used words, starting with easy words and then moving on to gradually more challenging ones * recognising that all nouns in Greek, in particular names, have an article and gender, for example, ο μπαμπάς, η Άννα, το σκυλί * 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 * using simple adverbs to show location (e.g. calling out the adverb that identifies the location of a class item), for example, έξω, μέσα, εδώ, εκεί, πάνω, κάτω, γύρω * noticing how simple adjectives and adverbs enhance sentences, for example, comparing sentences with and without adjectives or adverbs such as Κάνει λίγο κρύο, Σ’ αγαπώ πολύ μαμά!, Το σπίτι είναι πολύ μεγάλο, η μικρή βάρκα, η μεγάλη βάρκα * using verbs in the first person to describe aspects of themselves when writing a simple profile or telling the class about themselves, for example, Είμαι αγόρι, είμαι έξι, έχω γάτα * recognising terms for common, everyday nouns in activities such as ‘Spot the item’, where students locate given items in photos/pictures related to topics being studied, for example, η πόρτα, η καρέκλα, οι καρέκλες, το σπίτι, τα σπίτια, o μπαμπάς * responding to and issuing commands, for example, έλα εδώ!, κάτσε κάτω! * responding to questions that include verbs in the second person, singular or plural, such as Πόσω / ν χρονών είσαι; Τι κάνετε; * developing number knowledge and using numbers in modelled sentences, for example, Είμαι έξι * beginning to use conjunctions such as και to link simple ideas |
| recognise and explore how the Greek alphabet and features of language are used to construct meaning in Greek  VC2LMG2U03 | * understanding that the 26 letters of the Roman alphabet have connections with the Ancient Greek alphabet, and comparing lower-case and upper-case Modern Greek and Roman alphabet letters * becoming familiar with the Greek alphabet, noticing similarities to and differences from English and/or other languages by saying and/or singing the alphabet and discussing similarities and differences in the sounds, for example, γ, δ, ν, ξ, ψ, ω * experimenting with the formation of Greek letters with hands-on play to recreate them using playdough, found objects, writing in sand, big brushes and water on concrete * identifying target letters in words through games and activities, for example, locating all the β in a particular word or phrase and calling out Το βρήκα or Βρήκα δύο when they locate them * tracing and writing letters and words or sentences to practise correct letter formation |
| identify that written and spoken Greek has grammatical structures and other language features that may be similar to or different from English and/or other languages  VC2LMG2U04 | * 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 * noticing sentence-level punctuation such as 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 * comparing similar texts in Greek and English or other languages and noticing how they are the same or different, for example, a counting song, street signs, labels at a market * 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 * 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 * noticing that certain sounds in English do not exist in Greek, for example, noticing sounds when writing their names and other familiar words such as ‘a’ (α as in Katerina/Κατερίνα), the hard ‘d’ (ντ as in tomato/ντομάτα), ‘b’ (μπ as in dad/μπαμπάς), ‘j’ (τζ as in glass/τζάμι) |

##### Sub-strand: Understanding the interrelationship of language and culture

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| reflect on how language, culture and identity are interconnected and discuss how Greek-speaking communities are similar to or different from others  VC2LMG2U05 | * noticing non-verbal forms of communicating with each other in Greek, English and/or other languages such as ways of greeting, and how body language can be used to express agreement, disagreement, preferences, feelings and emotions * 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 * identifying terms, concepts and symbols 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 * identifying symbols and colours used by Aboriginal and Torres Strait Islander Peoples and by Greek-speaking communities in a range of contexts, for example, identifying the colours of flags in Greek and discussing what the colours represent in English * 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); making masks or kites for Clean Monday * viewing a short video clip and 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 * participating in an ‘Ancient Greek Day’ with invited guests, assisting in the preparation of some traditional Ancient Greek food, or participating in a mini Olympics, using and teaching related vocabulary and presenting winners with a laurel wreath * demonstrating understanding that language changes according to the audience, for example, language used to greet elders, parents or carers is more respectful than greetings used for friends * engaging in a whole-class discussion about the differences between each student’s own culture and Greek culture, sharing insights about how they celebrate events such as Christmas, New Year or other holidays |
| identify where Greek is used around the world and recognise that there are many different languages spoken in communities throughout Australia  VC2LMG2U06 | * researching the countries where different languages are spoken and discuss why the world has many different languages * noticing that Greek is spoken in different places in the world apart from Greece and using a globe, printed or digital world map to highlight countries/places and brainstorming why Greek is spoken there * watching videos or reading books about different Greek-speaking communities * noticing that many languages from different parts of the world are spoken in Australia and may be represented in their classroom, and creating a speech bubble that introduces the students and the language(s) they speak * noticing how local names of streets, places and landmarks can have their origins in language(s) of Aboriginal and Torres Strait Islander Peoples and comparing them to the names of some Greek places and landmarks * showing examples of how gesture and body language are similar to or different in Greek to the language(s) they speak at home * learning about the Greek names of foods that they see in Australia in places such as restaurants, cafes or delicatessens, for example, feta, kalamata olives, saganaki, baklava * recognising that languages and communities have different protocols regarding the use of terms of respect, for example, there are ways of addressing Aboriginal and Torres Strait Islander Peoples using familial terms (e.g. Uncle, Aunty) depending on the relationship, and comparing these terms with those in Greek and/or other languages |

## Levels 3 and 4

### Band description

In Levels 3 and 4, Greek language learning builds on each student’s prior learning and experiences with language. Students communicate and work in collaboration with their peers and teachers through purposeful and creative play in structured activities that involve listening, speaking, reading, writing and viewing. They use Greek to interact with their peers and teachers and to participate in activities in familiar settings that reflect their interests and capabilities. They use local and digital resources to explore Greek-speaking communities. They continue to receive extensive support through modelling, scaffolding and repetition, as well as the use of targeted resources.

Students develop active listening skills and use gestures, words and modelled expressions, imitating the sounds, pronunciation and intonation of Greek. They locate information, respond to and create texts using written and spoken Greek. 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 the interconnected nature of language, culture and identity.

### Achievement standard

By the end of Level 4, students use Greek to initiate structured interactions and share information related to the classroom and their personal worlds. They use modelled language to participate in spoken and written activities. 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 grammatical structures to create texts.

Students imitate the sound combinations and rhythms of spoken Greek. They demonstrate their understanding that Greek has non-verbal, spoken and written language conventions and rules to convey meaning. They recognise that some terms have cultural meanings. They identify patterns in Greek and make comparisons between Greek and English, using simple metalanguage. They understand how aspects of language and culture contribute to their own and others’ identity.

### Content descriptions and elaborations

#### Strand: Communicating Meaning in Greek

##### Sub-strand: Interacting in Greek

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| initiate exchanges and respond to modelled questions about themselves, others and the classroom environment, using formulaic expressions  VC2LMG4C01 | * 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, for example, Γεια σας κυρία Βάσω, Τι κάνετε κύριε Δημήτρη; * initiating conversations using modelled words, phrases or spontaneous interjections, for example, Α καλά, έτσι μπράβο, έλα, Πω πω!, Ωραία!, Όπα! * describing features, characteristics and locations of things or places, for example, Πού είναι η κόλλα; Βρίσκεται στο γραφείο του δασκάλου * asking for permission and requesting help using formulaic phrases (e.g. θέλω βοήθεια, ελάτε κυρία, δεν καταλαβαίνω), or asking how to say or write a word or expression (e.g. Πώς το λένε) * 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 * participating in class surveys and graphing activities about family members, and asking and responding to questions such as Πόσα αδέρφια έχεις; Έχω δύο αδερφές * exchanging simple correspondence with peers, such as notes, invitations or birthday cards in print or digital form * playing speaking games (e.g. I spy and What am I?) using formulaic opening statements such as Βλέπω κάτι που αρχίζει με κάπα, Έχω τέσσερα πόδια, μία ουρά …, and responses such as κόλλα, καρέκλα, είσαι γάτα * 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 |
| participate in activities that involve expressing interests and exchanging information, using a range of familiar phrases and modelled structures  VC2LMG4C02 | * 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 * planning, rehearsing and performing an item for an audience such as school assembly, another class or parents, and delegating roles and responsibilities * 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, following instructions in a craft activity to make a kite for Καθαρή Δευτέρα * participating in a role-play or skit (e.g. buying goods from an ελληνική αγορά), using props (e.g. Καραγκιόζη or Τάκη the bear) to engage in conversation, for example, Πόσο κάνει το γάλα; Δύο δολλάρια * 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 * taking turns in pairs to assist the teacher with classroom tasks and responsibilities, for example, roll call, distributing/collecting work, giving basic instructions such as Λείπει ο Γιάννης, Είναι άρρωστος, ορίστε, γράψτε and διαβάστε * engaging in shared reading activities where students access information from the text to help them make meaning, identifying relevant language features, discussing unfamiliar vocabulary, and thinking critically about the text, for example, ‘Fact or opinion?’, where they read statements about the text and decide whether it is a fact or an opinion * collaborating with peers to plan for and complete tasks such as designing a poster or invitation for a significant event (e.g. 25η Μαρτίου, Aπόκριες) or a class party, and deciding what items to bring, for example, Θα φέρω γλυκό, θα φέρω σαλάτα * performing simple stories or known fairytales in reader’s theatre activities, demonstrating expression when reading their part * participating in cooking or craft activities and using modelled structures to sequence information or write simple procedural texts, for example, recipes or instructions where familiar phrases are used such as ανακάτεψε το αλεύρι με τη ζάχαρη, δίπλωσε το χαρτί στη μέση |

##### Sub-strand: Mediating meaning in and between languages

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| locate and respond to key information related to familiar content obtained from spoken, written, viewed and multimodal texts  VC2LMG4C03 | * reading profiles and stories in print and digital form (e.g. about people, animals), and creating a display with names and short descriptions, for example, Ο ελέφαντας είναι μεγάλος, Το ποντίκι είναι μικρό * locating and responding to key information relating to school activities in a Greek context (e.g. from a sister school), and comparing with their own daily schedule/routine, timetable, break time οr subjects * identifying and relaying keywords obtained from short spoken texts with some unfamiliar language, for example, some items on a recorded shopping list (e.g. ένα γάλα, δύο ψωμιά, ένα κιλό μπανάνες, ένα πακέτο παξιμάδια); sequencing pictures/items in order of what they hear * 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 * listening to, reading and viewing stories in various formats such as Aesop’s fables or stories by contemporary Greek authors, and responding to questions about characters, themes and events * 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 * 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 * viewing images and/or videos about topics being studied and locating relevant information, for example, viewing a beach picture and responding using language such as τα παιδιά κολυμπούν, ο γλάρος πετάει, or looking at a photo or other image and using it to complete a ‘Word, phrase, sentence’ activity (where students say or write a word, then a phrase and finally a sentence that describes the image they have viewed) * 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 or a storyboard of the main events in a book * viewing print or digital advertisements, and locating or responding to key information, for example, viewing an ice cream advertisement and responding with language such as Μου αρέσει η γεύση σοκολάτας * 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 produce Greek, adjusting language to convey meaning and/or intercultural understanding in familiar contexts  VC2LMG4C04 | * playing translation games at word or sentence level, for example, matching activities, collaborative translation, verbal dominoes * 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 (e.g. Ένα μολύβι παρακαλώ), or how a literal translation of Μπορώ να έχω ένα μολύβι σε παρακαλώ; would not be used in Greek * translating signs or phrases in familiar contexts from Greek into English such as street signs, addresses or food labels (e.g. 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 * 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 * creating resources for the class to reinforce learning and exposure to language concepts, for example, pattern charts; a bilingual class digital dictionary; a vocabulary mind map with connected words; a board game * learning that Aboriginal and Torres Strait Islander languages change according to connections and relationships between people and giving examples of how this occurs in Greek, for example, showing respect when addressing elders by saying Τι κάνετε; instead of Τι κάνεις; * identifying some Greek morphemes – prefixes, roots or suffixes – to build vocabulary and predict meaning of unfamiliar language, for example, anti- as in anticlockwise, -logy as in technology, -phone as in telephone |

##### Sub-strand: Creating text in Greek

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| create and present spoken and written texts using formulaic expressions, simple phrases and sentences, and modelled textual conventions  VC2LMG4C05 | * learning songs related to topics being studied, for example, celebrations such as Christmas and singing Christmas carols in front of an audience (e.g. other classes, parents, grandparents) * completing cut up or jumbled sentence activities where students move word cards around and manipulate the words to create sentences in proper order * 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 * creating a class profile using information collected from peers (e.g. creating a chart or database to identify favourite sports, food or colours), for example, το μπάσκετ, το ποδόσφαιρο, το παστίτσιο, η κοτόσουπα, άσπρο, κόκκινο * creating and exchanging simple correspondence such as bilingual greeting cards, notes, invitations or messages, in print or digital form * creating simple descriptions in Greek and matching them to appropriate Aboriginal and Torres Strait Islander Country or Place in their local area or elsewhere in Australia * presenting 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 * 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; adopting the profile of a character such as Theseus, the Minotaur, Icarus, Hercules, Cyclops or Persephone * modifying texts with their own creative input, for example, substituting words or characters (e.g. with an animal, Greek food) in a well-known song, story or procedure, such as «Η Mικρή Ελένη», «Χρόνια πολλά», Η πολύ πεινασμένη κάμπια, or modifying a recipe with alternative ingredients * using scaffolded textual conventions by creating a new story, for example, 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 such as Μια φορά και έναν καιρό, Τέλος, Και ζήσαν αυτοί καλά κι εμείς καλύτερα |

#### Strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| recognise sound combinations, and use patterns of pronunciation and intonation to form words, phrases and simple sentences  VC2LMG4U01 | * recognising and pronouncing the sounds of the Greek alphabet as well as the most common digraphs and letter blends (e.g. ου, αι, ει, οι, μπ, ντ, γγ, γκ, τσ, τζ, αυ, ευ), in games such as bingo, memory or other flashcard or digital interactive games, and using them to form words, for example, μου, είναι, όλοι, μπάνιο, ντομάτα, φεγγάρι, γκρι, τσάι, μαϊμού, μελιτζάνα, αύριο, αφτί, Παρασκευή, ευχή * practising the reading and writing of letter clusters in short texts, for example, στρ, μπρ, μπλ, γκρ, σπρ in common words or in names; στρώμα, Στράτος, ομπρέλα, μπράβο, μπλε, γκρι, άσπρο in activities such as ‘Read and find’ * racing each other to find letter clusters as the teacher calls them out * 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 * identifying sounds within high-frequency words when reading, for example, το, και, ναι, μου, έχω, είμαι, είναι, θέλω, να * using different strategies such as mnemonic devices to remember new sounds, pronunciation and intonation patterns * understanding how gestures and intonation are used to modify intended meaning, for example, Είσαι καλά; Τι κάνεις; * 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 * recording themselves reading short texts aloud to practise sounds, stress and intonation, and predicting pronunciation by sounding out words based on phonetic knowledge |
| recognise and use modelled language, formulaic phrases, simple grammatical structures and language conventions to convey meaning  VC2LMG4U02 | * applying appropriate punctuation marks such as full stops, commas, exclamation marks and question marks, when reading and/or writing a range of texts, and using the accent mark appropriately in Greek when reading or writing, for pronunciation as well as meaning * identifying nouns (e.g. highlighting nouns in sentences or reading texts), and recognising singular and plural noun endings in shared reading and writing activities, for example, o σκύλος, οι σκύλοι, η γάτα, οι γάτες, το σπίτι, τα σπίτια * identifying whether given nouns are singular or plural by sorting singular and plural words into piles or writing nouns from a text into the correct columns, and then changing given nouns to singular or plural * noticing the use of gender in Greek nouns, singular/plural and articles (e.g. ο μπαμπάς, η Άννα, η γάτα, οι γάτες, το νερό, τα ψάρια) when reading and/or using them in grammar activities (e.g. noun, verb or adjective hunt), changing the noun to plural form, changing nouns to plural in sentences and modifying the verb as needed, for example, το πουλί πετάει-τα πουλιά πετούν * identifying and categorising nouns as masculine, feminine or neuter during shared reading of a text, for example, Ο μπαμπάς διαβάζει το βιβλίο- ο μπαμπάς (masculine), Η θεία πήγε ταξίδι στην Αφρική - η Αφρική (feminine), το βιβλίο (neuter) * understanding and using adjectives to describe characteristics or qualities of a person, place or object, for example, τρία μικρά γουρουνάκια * recognising that adjective endings determine the gender and must agree with the noun (e.g. καλός καφές, καλή μαμά, καλό παιδάκι, ψηλός άντρας, ψηλή κοπέλα, ψηλό δέντρο, άσπρος πίνακας), in activities such as ‘spot the mistake’ grammar exercises, silly sentence and build-a-sentence tasks * using modelled language and formulaic phrases when participating in oral practice exercises, such as timed pair practice, sentence starters and finish the sentence * creating simple sentences in the subject+verb+object order, for example, Το βάζο έχει λουλούδια, To όνομά μου είναι … * 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 * experimenting with compound sentences using conjunctions such as και and αλλά, during sentence-writing activities where students combine 2 simple sentences * using some adverbs of place, degree and certainty (e.g. 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 (e.g. σήμερα, αύριο, χτες) in activities such as sentence building, or writing instructions, procedures or directions * understanding that some words can mean different things in different contexts, for example, μπάνιο can mean ‘bathroom’, ‘bathtub’ or ‘swimming at the beach’ * expressing negation in simple sentences, for example, Όχι, δεν το θέλω, δε μ’ αρέσει, κάνει κρύο/δεν κάνει κρύο * expanding counting ability to larger numbers, in context and with support, such as έχω εκατό δολλάρια, and using numbers to tell the time, for example, Είναι μία η ώρα |
| recognise and compare familiar Greek language structures and features with those of English and/or other languages, using simple metalanguage  VC2LMG4U03 | * comparing Greek, English and/or other language names, for example, discussing how female names often end with a vowel or vowel sound (e.g. Μαρία, Αγγελική) and male names often end with ς (e.g. Χρήστος, Δημήτρης, Κώστας) * 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/English and/or other languages * discussing how Australian English terms and expressions might be understood or interpreted from a Greek perspective, for example, ‘the outback’, ‘bushwalking’, ‘kick a footy’ or ‘no worries’ * identifying the main linguistic features of texts (e.g. narrative, song, rhyme or poem; simple description, dialogue or procedure such as a recipe) in Greek, English and/or other languages * 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 to or reading the lyrics of a song; reading a dialogue and acting it out * 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, webpage or picture book * noticing that languages are fluid, ever-evolving and influence each other, for example, some words in Greek, such as πάρτι, χόμπι, μπάσκετ, κομπιούτερ, are borrowed from other languages * recognising that Ancient Greek has developed into Modern Greek, and that this has influenced many languages, including some words in English, for example, aeroplane, astronaut, history, mathematics, Nike, school, story * recognising similarities and differences in word order in sentences written in simple Greek, English and/or other languages, 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

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| identify connections between personal identity, language and aspects of culture  VC2LMG4U04 | * viewing a map that shows Aboriginal and Torres Strait Islander languages, noticing how many languages are represented in Victoria, and then learning about the diversity of languages that students in the classroom have a connection to * exploring the meaning of culture and identity, for example, creating a multimedia presentation to show ways of celebrating, dress, traditions, symbols, manners, routines and behaviours, languages spoken, preferences and values * discussing ways of communicating appropriately 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 (e.g. κυρία Άννα, κύριε Δημήτρη) and recognising the differences between formal and informal language in social interactions (e.g. Γεια σου φίλε, Γεια σας κύριε); how Greek-speaking people use body language when communicating, which varies according to relationships and context * becoming aware of the variety of ways in which people can be addressed, including the use of non-gendered expressions such as Καλημέρα τάξη * creating a ‘language portrait’ of themselves by using a whole-body silhouette, where students represent their personal experiences of language and culture by adding colours, shapes and words within and around the outline * discussing representations of information used in cultural expressions of Aboriginal and Torres Strait Islander Peoples and making connections with those of Greek language and culture, for example, identifying different regional words used by Aboriginal and Torres Strait Islander Peoples to identify themselves, such as Zenadth Kes, Koori, Koorie, Noongar and Nunga, and finding out whether similar identification occurs in Greek-speaking cultural groups * 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 * identifying the Aboriginal or Torres Strait Islander Country or Place on which students live and incorporating this into their self-introduction in Greek * understanding that there is the standard language called ‘Modern Greek’, as well as several different language variations spoken throughout Greece, Cyprus and the Greek diaspora, which reflect the cultural diversity of Greek-speaking communities * recognising and explaining to others the significance of familiar Greek cultural practices maintained over time (e.g. festivals, birthdays and name days; the importance of hospitality; το κέρασμα στη γιορτή; πανηγύρια; singing the national anthem), and reflecting on authentic Greek cultural elements and traditions (e.g. sugared almonds at weddings and baptisms, βασιλόπιτα, τσουρέκι) and the associated symbolism and language |

## Levels 5 and 6

### Band description

In Levels 5 and 6, Greek language learning builds on each student’s prior learning and experiences with language. Students communicate and work in collaboration with their peers and teachers in purposeful, creative and structured activities that involve listening, speaking, reading, writing and viewing. They interact in Greek to exchange information and ideas within their school and local environment, and engage with Greek-speaking communities. 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, viewed and multimodal texts that may include stories, posters, images, notes, invitations, video clips and procedural texts. They identify language structures and features of Greek, and use simple metalanguage to reflect on their understanding. They recognise 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 Level 6, students initiate and use strategies to maintain interactions in Greek 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 to share information, preferences and ideas. 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.

Students use modelled structures when creating and responding in Greek. They create texts, selecting and using a variety of vocabulary and sentence structures to suit different contexts. They use conventions appropriate to text type. They apply rules for pronunciation and intonation in spoken language and apply conventions of spelling and punctuation in written language. They compare language structures and features in Greek and English, using familiar metalanguage. They show understanding of how language and culture are interconnected and consider how this is reflected in their own language(s), culture(s) and identity.

### Content descriptions and elaborations

#### Strand: Communicating Meaning in Greek

##### Sub-strand: Interacting in Greek

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| initiate and sustain modelled exchanges in familiar contexts related to their personal worlds and school environment  VC2LMG6C01 | * 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, in role-plays where students use phrases such as Καλημέρα σας κύριε Πέτρο, ευχαριστώ, ευχαριστούμε κυρία, Χαίρετε, Χαίρω πολύ * communicating with their teacher and other students in 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 * responding to, 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 * asking and responding to questions about home life, shared interests, hobbies, friends or school, for example, a class survey; paired interviews using phrases such as Σου αρέσουν τα μαθηματικά; Ποιο σπορ σου αρέσει; ‘Έχεις αδέλφια; Ναι, μου αρέσουν …, Μου αρέσει …, Έχω δύο αδέλφια * 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! * using interjections to enhance sentences, for example, creating comic strips by organising pre-written sentences into the correct empty speech bubble; writing the text for empty speech bubbles in a comic strip * playing ‘Sentence strips’, which involves pulling a sentence on a strip of paper from a box, reading the sentence from the paper, then adding an interjection to form a new sentence * conversing to discuss and compare routines, chores, interests, preferences and hobbies, using language associated with time, sequence and location, for example, completing a ‘Find someone who …’ questionnaire (e.g. 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 |
| participate in activities that involve discussion with others, using language that expresses information, preferences and ideas  VC2LMG6C02 | * organising displays, presentations or performances for family, friends or the school community to showcase their progress in learning and using Greek language * brainstorming and planning questions to ask a guest speaker (e.g. γιαγιά), for example, about Greek celebrations such as βάφτιση and γάμος; a traditional κουλουράκια or λουκουμάδες recipe * working collaboratively with others, for example, reading books to younger students face-to-face or in a secure, teacher-moderated online environment; teaching a skill step-by-step such as dyeing eggs or decorating λαμπάδες * participating in activities involving various roles and responsibilities such as creating a school assembly item, participating in an excursion or class celebration, and using expressions related to preferences, place, time and numbers, for example, Εγώ θέλω να χορέψω, Πού θα πάμε; Στοv κινηματογράφο, στις έντεκα, Εγώ θα φέρω σαλάτα, Εσύ να φέρεις το γαλακτομπούρεκο * collaborating in the organisation of displays, presentations or performances to showcase Greek language and culture to others, and creating promotional materials, for example, an event poster; a class play; a celebration for the anniversary of Greek Independence Day (25η Μαρτίου 1821), or Greek National Day (28η Oκτωβρίου 1940) * responding to feedback to improve a piece of work, for example, asking for recommendations and incorporating suggestions (e.g. πώς είναι η γραφή μου) * discussing ideas and viewpoints in class about class topics, for example, brainstorming thoughts; participating in barometer activities; Η γνώμη μου είναι …, Εγώ πιστεύω …, Δεν μου αρέσει … |

##### Sub-strand: Mediating meaning in and between languages

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| locate information and ideas in a range of spoken, written, viewed and multimodal texts, and respond in different ways to suit purpose  VC2LMG6C03 | * identifying and obtaining information from a range of viewed digital and print sources about topics being studied (e.g. sustainability; focusing on food packaging), and answering questions about specific facts, for example, suitability to recycle, reducing waste, the use of different bins, σκουπίδια, ανακύκλωση, γυάλινο, χάρτινο, πλαστικό * viewing simple multimedia advertisements to develop a shared set of vocabulary and expressions (e.g. Κοστίζει 20€, Είναι καλό για την υγεία) to use in their own advertisement for a food item such as olive oil or mastic gum * reading or viewing a text about a real event, festival or celebration in Greek-speaking communities (e.g. kite flying on Clean Monday; Easter; summer holiday traditions), and reorganising and sequencing the main ideas when creating an invitation or a message regarding the event for friends and family, for example, θα κάνει ζέστη, θα βρέχει, φέρε ομπρέλα * 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 * 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 * producing storyboards to represent the sequence of key events in different types of texts, including captions or word bubbles to capture moods or feelings, for example, Φοβάμαι, Είναι φοβερός, Είναι δυνατή * retelling a story in activities, such as ‘Five finger retell’, with students sharing 5 things about the story, using fingers to talk about each one, for example, characters (who was in the story?); setting (where did the story take place?); events (what happened in the story?); end (how did the story end?); favourite character or part of the story * introducing favourite characters from texts using puppets and props, and associated key words or expressions (e.g. Είμαι ο Οδυσσέας, Είμαι γενναίος, O Οδυσσέας είναι γενναίος, Η Κίρκη είναι μάγισσα, Είναι φοβερό τέρας), thencreating a ‘wanted’ poster about a character, including what they know about the character using, for example, Καταζητούμενο Πρόσωπο. Η Μέδουσα. τρομαχτικό πρόσωπο, τρίχες φιδιού, όποιος την κοιτάξει γίνεται πέτρα * commenting on elements of humour and drama, and the use of sound effects and facial expressions relating to the characters depicted in texts, for example, Πω πω, είναι αστείο, έχει νεύρα, είναι γελαστός * viewing multimodal texts such as photos, pictures, picture story books and short online videos, and completing a think-pair-share activity where students think about and write what they observe using single words, short phrases or sentences |
| apply strategies to interpret and convey meaning and/or intercultural understanding in Greek in familiar non-verbal, spoken and written contexts  VC2LMG6C04 | * 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 * 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 (e.g. Κρυώνω, Ζεσταίνομαι, Κάνω μπάνιο, Βρέχει, Ο μπαμπάς μου δεν είναι ψηλός), and brainstorming ways to ensure accurate transfer of meaning without losing the cultural nuance οr intent, for example, Κρυώνω, Ζεσταίνομαι, Κάνω μπάνιο, Βρέχει, Ο μπαμπάς μου δεν είναι ψηλός, το φιλότιμο * recognising that some words have many different meanings such as the multiple meanings of γεια σου (hello, goodbye, cheers, bless you) or είναι (he is, she is, it is, they are, is, are), and 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! * creating simple print or digital bilingual texts for specific audiences, for example, creating bilingual resources such as school signs for Greek visitors; invitations to parents for class or school events; posters for the school community to advertise an upcoming event; online story books including text and images for a younger audience; a game of snap using words only * creating a word bank or wall mind map that includes cognates, phrases, common cultural expressions, or patterns/structures, for example, σπίτι, πόρτα, παράθυρο, Γιορτή, χρόνια πολλά, και του χρόνου * 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 * 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 * 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 * collaborating with a partner to create subtitles in English to a short Greek video, for example, an advertisement, informative piece or well-known story * completing a collaborative translation where students work in a small group to translate different parts of the same text and pass it on, each member of the group then proofreads each translated section with a specific focus (e.g. verbs and tenses, adjectival agreement), before passing it on |

##### Sub-strand: Creating text in Greek

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| create and present spoken and written texts, using a variety of vocabulary, modelled sentence structures and conventions appropriate to text type  VC2LMG6C05 | * constructing a 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 * preparing and giving presentations about their personal worlds (e.g. a timeline of growth and change) or milestones (e.g. Εδώ είμαι δύο χρονών, Εδώ είμαι πέντε χρονών, Πάω στο σχολείο), or family celebrations of birthdays/name days and other special occasions (e.g. Στην γιορτή του μπαπμά …, Τα Χριστούγεννα …, Στα γενέθλιά μου …) * creating informative spoken or written procedures such as a recipe or set of instructions or directions, for a range of audiences, for example, στρίψε δεξιά, τώρα πήγαινε ευθεία * preparing a dialogue or role-play with a partner, using language appropriate to text type and formality, for example, Έχεις αδέρφια; Ναι, έχω, εσύ; * 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 * 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 * 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 * using stimulus texts such as Greek mythology (e.g. Το άγγιγμα του Μίδα), Aesop’s fables (e.g. Ο Λαγός και η Χελώνα) or a fairytale (e.g. Η Κοκκινοσκουφίτσα), and creating their own text with an alternative ending, different characters or resequencing the events in different formats * writing a modelled diary entry or keeping a journal about personal experiences, using first person, 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

##### Sub-strand: Understanding systems of language

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| apply combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency in words, phrases and sentences  VC2LMG6U01 | * 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 * reading texts aloud, 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 * recording themselves reading a text and listening to their recording to evaluate and reflect on their accuracy, for example, in combining sounds and syllables; pronouncing words accurately; reading fluently * 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 * experimenting with rhythm, intonation and pronunciation to enhance fluency, for example, in activities such as readers’ theatre, role-plays and singing songs * applying and using accent marks on all words which have more than one syllable and on a few monosyllabic words (e.g. πού, πώς, ή), and recognising that the position of the accent mark can change the meaning (e.g. άλλα, αλλά, μάτια, ματιά, γέρος, γερός, πορτοκάλι, πορτοκαλί) in sentence activities, for example, ‘add the accent’, ‘spot the mistake’ and ‘correct the error’ * 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 … * reciting tongue twisters to develop pronunciation and fluency, for example, Πέμπτη πέφτει ο πεύκος κάτω |
| recognise and use a range of modelled grammatical structures to respond to and create simple texts using conventions appropriate to text type  VC2LMG6U02 | * participating in word hunts, locating words (e.g. noun, verb and adjective) in various text types, highlighting the focus word type, for example, in a verb hunt using Ο σκύλος κυνηγάει την γάτα, students would highlight κυνηγάει * 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 in grammar activities and when using verbs in sentences * developing understanding of specific language conventions (e.g. spelling 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 when completing grammar exercises, such as declension/conjugating verb tasks and sentence-writing tasks * understanding and applying punctuation when completing writing tasks, or adhering to punctuation conventions when reading Greek texts, for example, the accent mark, full stop, comma, exclamation mark, brackets, apostrophe, speech marks and question mark * 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 * expressing and justifying preferences using the appropriate syntax and language structure, for example, Μου αρέσει πολύ, Δε μου αρέσει επειδή … * using appropriate word order (e.g. Θέλεις το βιβλίο; Τη λένε Μαρία, O Νίκος τρέχει, Η Άννα είναι έξυπνη) in written activities, for example, ‘Is that sentence correct?’ where students work in pairs/small groups to decide whether a sentence is correct – if it is not, they have to write the sentence in the correct form * using simple cardinal and ordinal numbers in different contexts such as telling the time, stating dates, ordering/shopping, or in simple descriptions such as Είναι πέντε η ώρα, Τα γενέθλιά μου είναι στις 8 Απριλίου, Πέντε κιλά πατάτες παρακαλώ, Είμαι στην Α΄τάξη * recognising and applying the agreement between nouns, adjectives and gender (e.g. Μία μεγάλη τσάντα, δύο μικρές τσάντες, η κόκκινη πόρτα, ο άσπρος γάτος) in written tasks such as sentence building and mixed-up sentences, and transferring these understandings to writing a variety of simple texts, for example, imaginative, informative, personal, persuasive * using conjunctions such as και, αλλά, ή, γιατί, επειδή to link ideas in sentences, for example, Παίζω πιάνο, αλλά μου αρέσει και η κιθάρα., Δε θα το βρεις πουθενά αλλού. Αυτό συμβαίνει επειδή φοβάται το νερό, to enable the writing of more complex sentences * using adverbs and prepositions in sentences, for example, το βιβλίο είναι δίπλα στην τσάντα μου * negating a phrase or sentence using the word δε/δεν (e.g. η γάτα δεν πίνει το γάλα, δεν μπορώ, δεν είναι ωραίο, δε βρέχει) in activities such as ‘spot the difference’, where they look at 2 images and describe what they see, for example, a cat drinking milk in one image and not in the other * 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 * recognising and using command verbs (e.g. έλα, ελάτε, κλείσε, άνοιξε, κάθισε, καθίστε, σήκω, σηκωθείτε, γύρισε, γράψε, διάβασε, άκουσε, κόψε), constructing affirmative and negative statements, and using interrogatives, for example, ναι, όχι, πού, τι, πώς, πότε, ποιος, ποια, γιατί * 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 and άψητο, and this concept has been carried over into English words such as ‘symmetrical’ and ‘asymmetrical’ |
| compare Greek language structures and features with those of English and/or other languages, using familiar metalanguage  VC2LMG6U03 | * comparing familiar texts in Greek, English and/or other languages, and noticing similarities and differences between language structures and features, for example, opening sentences used in fairytales such as ‘Once upon a time …’ («Μια φορά και έναν καιρό …») * recognising Greek morphemes (prefixes, suffixes and base words) in English and/or other languages 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- * understanding that some 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 * identifying familiar words in Greek and recognising their English and/or other language equivalents, for example, το τηλέφωνο, η φωτογραφία, ο παιδίατρος, το δράμα, το θέατρο, when participating in shared reading activities or reading texts independently * understanding that some words originate from Aboriginal and/or Torres Strait Islander languages from different areas around Australia, for example, κοάλα (koala) from the Dharug word gula, meaning ‘no water’, or ντίνγκο (dingo) from the Dharug word din-gu, and comparing these words to English and/or other languages and discussing their historical context * recognising that some English and/or other language 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 * expanding their understanding and use of metalanguage to discuss parts of speech, syntax and punctuation in Greek, English and/or other languages, for example, τελεία, ορθογραφία, ρήμα, adverbs, syntax, cognates, subject+verb+object * recognising some ‘false friends’ in Greek (e.g. 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 |

##### Sub-strand: Understanding the interrelationship of language and culture

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| recognise that language reflects cultural practices, values and identity, and that this has an impact on verbal and non-verbal communication  VC2LMG6U04 | * 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; offering congratulations at a significant life event * exploring how children from Greek-speaking communities may use different words and expressions, and considering why such variations exist, for example, in Australia words that are not Greek words are sometimes used (e.g. κάρο instead of αυτοκίνητο, ρούφι instead of σκεπή, φλόρι instead of πάτωμα), compared with words that are official Greek words (e.g. μπασκετμπολίστας, τενίστας) * discussing aspects of their own language use that reflect different cultural perspectives, belonging and experiences, using colloquialisms and slang phrases (e.g. ‘Aussie’, ‘arvo’, ‘g’day’, ‘no worries’, ‘mucking around’, ‘mozzie’), and expressions of Greek origin (e.g. ‘Achilles heel’, ‘the Midas touch’) * discussing traditional methods that Greek speakers use to preserve language and culture, comparing these with examples of cultural artefacts such as dance, songs, artwork, artefacts or traditions from a range of different cultures and identifying how they strengthen connections to values and identity, for example, discussing the significance of a possum-skin coat for some Aboriginal Peoples and sharing similarities and differences between cultural artefacts in other languages and cultures represented in the classroom * identifying, in Greek or English, how language and culture are expressed through Aboriginal and Torres Strait Islander Peoples’ songs, dances or artworks, considering similarities and differences in an aspect of the cultural expressions of Greek-speaking people or communities * considering what linguistic or cultural information they need to know when visiting 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 * exploring examples of traditional and contemporary images or texts in print and online, and discussing how identity and gender are represented in the language * recognising that language use can have deep connections to historical cultural practices (e.g. celebrating birthdays, name days, baptisms, weddings, 25η Μαρτίου, Πάσχα) in Greek-speaking communities and 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 * reflecting on the experience of learning Greek language and culture, and identifying situations that have provided awareness of their own cultural practices, values and identity * 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 |

## Levels 7 and 8

### Band description

In Levels 7 and 8, Greek language learning builds on each student’s prior learning and experiences. Students use Greek to interact and collaborate, in person or virtually, within and beyond the classroom. They listen, speak, read, write and view to exchange information, ideas and opinions about their world. They work independently and in groups, and continue to receive feedback and support from their peers and teachers.

Students access a range of spoken, written, viewed and multimodal texts from a variety of authentic sources, which may include audio and video clips, magazines, advertisements, images, stories and articles. They use their knowledge of metalanguage in an increasing range of contexts to reflect on similarities and differences between Greek, English and/or other language structures and features. They recognise that language choices reflect cultural values, beliefs and identity.

### Achievement standard

By the end of Level 8, students initiate and maintain Greek-language interactions in familiar and some unfamiliar contexts related to a range of interests and experiences. They use Greek to collaborate and problem-solve, and adjust their language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of the similarities and differences between languages, in both familiar and some unfamiliar contexts, by adjusting and reorganising responses. They sequence information and ideas, and select and use vocabulary, sentence structures and expressions to create texts appropriate to context, purpose and audience.

Students apply the conventions of spoken Greek and continue to enhance their fluency. They demonstrate understanding that spoken, written, viewed and multimodal texts use different conventions, structures and features to convey meaning. They comment on structures and features of Greek text, using some 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.

### Content descriptions and elaborations

#### Strand: Communicating Meaning in Greek

##### Sub-strand: Interacting in Greek

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| initiate and sustain exchanges in familiar and some unfamiliar contexts related to their experiences, feelings and views, adjusting their language in response to others  VC2LMG8C01 | * interacting with peers, face-to-face or on secure, teacher-moderated online platforms, describing everyday aspects of their environment, lifestyles and routines, and making comparisons with those of students in different cultural contexts by playing games such as 2 truths and a lie or the barometer, for example, school holidays in Australia compared with Greece or Cyprus * asking and responding to questions, for example, Ποιο μάθημα σου αρέσει καλύτερα και γιατί; Μου αρέσει η ζωγραφική γιατί … * initiating and sustaining conversations with others to exchange personal information about language(s) spoken, family and friends, life experiences and immediate environment using Μιλώ Έλληνικά και …, H καταγωγή μου είναι από …, Tα ενδιαφέροντά μου είναι … and other verbs such as Aσχολούμαι με … * sharing details about favourite forms of entertainment, celebrities and other significant figures, expressing and justifying preferences, for example, in a personal profile using phrases such as Μου αρέσει, Λατρεύω το ποδόσφαιρο, νομίζω, αισθάνομαι, προτιμώ γιατί …, and presenting these to the class * using interjections, common expressions and body language to assist with fluency, show interest, maintain conversations or fill gaps or pauses, for example, completing a fishbowl observation, where 2 students participate in a dialogue and a third student ticks off how many times certain interjections or gap fillers are used by the speakers such as ναι, μάλιστα, εντάξει, αλήθεια * interacting in exchanges using language associated with time, sequence and location (e.g. sequencing sentences in a logical order and revising time and tense in expressions such as Θα σε δω το Σάββατο στις 2 η ώρα, Μετά θα πάμε στο χορό, Το 2022 πήγα στην Ελλάδα), and then proceeding to produce their own exchanges * recounting events and describing activities and personal experiences, for example, in a simulated email exchange, using sentences such as Πήγα σινεμά, Μου αρέσει η ζωγραφική, Είδα τον Αντώνη, Είχα τα γενέθλιά μου * asking for, giving and following instructions in a variety of role-play situations in the classroom, 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 …, Παρακαλώ πού είναι η βιβλιοθήκη; * expressing opinions using language including Πιστεύω, Η γνώμη μου είναι ότι, and inviting people to give opinions or suggestions (e.g. Τι νομίζεις; Τι προτείνεις;) when discussing topics such as the benefits of technology; benefits of studying languages; town versus country living * making appropriate language choices, including non-verbal communication with awareness of social situations, for example, shaking hands or using the polite plural form when speaking to people who are older than themselves or unfamiliar while at a school event or with invited guests |
| use language to negotiate and problem-solve collaboratively to plan projects and events  VC2LMG8C02 | * promoting awareness of a particular issue, event or behaviour as a class (e.g. recycling, conservation, sustainability, healthy food choices, sport and fitness options), by creating posters, a simulated blog or advertisement for the school community * collaborating in decision-making scenarios, for example, planning to go to a celebration of Apokries; attending a name day; making arrangements to attend a Greek film festival * asking, giving and following directions to real or virtual locations, using electronic information devices, apps, street maps or directories * solving, or agreeing or disagreeing with, ideas and suggestions (e.g. in a role-play about making plans for the weekend; what to wear to an Apokries party), for example, Eγώ θα ντυθώ πειρατής, Έλα στον κινηματογράφο στις εφτά, Τώρα τι θα κάνουμε;, Δε συμφωνώ * participating in the collaborative planning of real or simulated class events (e.g. a trip to the local market to buy ingredients for a cooking lesson or food for a special occasion; travelling to Greece), for example, Τι υλικά χρειαζόμαστε;, Τι να ψωνίσουμε για τη γιορτή;, Τι θα πάρουμε μαζί μας για το ταξίδι στην Ελλάδα;, Πάμε να παίξουμε ποδόσφαιρο;, Πάμε για κολύμπι;, Όχι, προτιμώ να πάμε σινεμά, γιατί βρέχει * 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, Οι τιμές στην Ελλάδα/Κύπρο είναι πιο χαμηλές/πιο ψηλές * initiating interactions in a class or group activity, such as asking for others’ opinions, for example, Τι γνώμη έχετε γι’ αυτό το τραγούδι; Ποιο ελληνικό φαγητό σας αρέσει περισσότερο |

##### Sub-strand: Mediating meaning in and between languages

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| interpret information, ideas and opinions in a range of spoken, written, viewed and multimodal texts, and respond appropriately to context, purpose and audience  VC2LMG8C03 | * collecting information from a range of print and digital texts (e.g. advertisements, signs, announcements, maps and recipes), identifying and completing a chart to note context, purpose and intended audience (e.g. looking at advertisements for soft drink or technology products and noting the language and visual clues aimed at a Greek-speaking consumer), and using print and secure online resources, such as dictionaries and grammar references, to support understanding * listening to songs, interviews, reports, viewing infographics 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 about the texts, for example, Το τραγούδι είναι χαρούμενο, Το κείμενο είναι σοβαρό, Μου αρέσει το τραγούδι, Με κάνει να σκεφτώ * listening to, reading or viewing Aboriginal and Torres Strait Islander authors’ stories in English and responding to them in spoken or written Greek, describing what the stories are about, and sharing what they made them think and feel, for example, Η ιστορία είναι για τα ζώα της θάλασσας, Μου αρέσει η ιστορία, Μου θυμίζει μια άλλη ιστορία * accessing texts such as invitations, cards and messages, summarising main ideas and key information (e.g. identifying the sender, event, date, time on a party invitation) and responding, for example, randomly picking an invitation from a stack of purpose-produced or student-produced invitations and replying in spoken or written form (e.g. Ευχαριστώ για το μήνυμα, Ευχαριστώ για την πρόσκληση, Θα είμαι εκεί στις εφτά) * responding to questions on a variety of topics, for example, a report on a holiday destination, comparing travel brochures and itineraries, identifying transport and accommodation options, costs, 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€ * summarising and presenting findings from interviews with peers, 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; * summarising and conveying the main points of texts, deducing the meaning of some unknown words and phrases (e.g. by identifying the correct meaning of an unfamiliar word or phrase from a series of multiple-choice questions), and identifying known cultural references, images and other content that contributes to the overall meaning, for example, images of the Acropοlis with the symbol of the owl; the olive branch/wreath symbolising peace and victory (e.g. at the Olympic Games) * discussing the ways in which words can be misinterpreted, for example, the naming of the Barwon River in English (Wadawurrung word Parwan for ‘magpie’), or the Yarra River (Wurundjeri term Yarro Yarro, meaning ‘it flows’), and identifying false friends or commonly misunderstood terms and phrases in Greek that can cause miscommunication * 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 |
| apply strategies to comprehend and produce non-verbal, spoken and written language to convey meaning and intercultural understanding in familiar and some unfamiliar contexts  VC2LMG8C04 | * 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, for example, noting that non-verbal ‘no’ in Greek is a lifting of the head or even the eyebrows, compared with English where ‘no’ is indicated non-verbally by moving the head from side-to-side * comparing translations and interpretations of spoken and written texts with peers, discussing the reason for possible variations and adjustments, and developing a whole-class translation to convey meaning, for example, comparing translations of a short extract of Homer’s Odyssey and discussing the differences * adjusting levels of formality depending on the relationship between speakers and the context such as taking part in role-plays for a variety of situations, for example, thanking a friend/older person for a gift (Σ'ευχαριστώ versus Σας ευχαριστώ πολύ); apologising to a host/friend for lateness (Σας παρακαλώ συγχωρείστε με, με συγχωρείτε που άργησα versus Συγγνώμη που άργησα) * using traditional and/or online dictionaries or translators, exploring ways to avoid literal translations that do not reflect intended meaning, taking into consideration the effectiveness of each tool, and adjusting the language as necessary, for example, by looking up examples of words with multiple uses (e.g. ‘nice’ which can mean καλός/καλή, ευγενικός/ευγενική, ωραίος/ωραία, όμορφο/όμορφη), and developing strategies to discern which usage is correct * working individually and collaboratively to create bilingual resources for home and school environments, such as glossaries, signage, recipes and menus for the school canteen, for example, Το μενού της ημέρας * creating a bank of commonly used language structures and features of different text types for future reference, for example, creating a bank of language needed for a recipe, συνταγή, συστατικά, εκτέλεση, ανακατεύουμε, προσθέτουμε, κόβουμε, χτυπάμε; a personal letter, Αγαπημένε/Αγαπημένη, Σε φιλώ, Με αγάπη, ΥΓ (υστερόγραφο) * 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); dining at a Greek restaurant (μεζέδες, ορεκτικά, γλυκά, επιδόρπια, Καλή όρεξη) * collating cognates in Greek, English and/or other known languages (e.g. problem, πρόβλημα, problema; mythology, μυθολογία, mitologia), noting the etymology of the words in a chart or series of display charts * creating glossaries or brochures for English-speakers, for example, tourist brochures and itineraries for travellers to a Greek-speaking community, including and explaining key words and phrases such as Πρόγραμμα εκδρομής, δίκλινα/τρίκλινα δωμάτια, and the meaning of πρωινό, μεσημεριανό φαγητό, βραδινό φαγητό, Καλή όρεξη! Καλή διαμονή! * analysing the meaning and use of proverbs, idioms and sayings (e.g. Δείξε μου τον φίλο σου να σου πω ποιος είσαι, Παν μέτρον άριστον), discussing how they reflect culture and traditions, for example, Άνθρωπος αγράμματος, ξύλο απελέκητο highlights the value placed on education |

##### Sub-strand: Creating text in Greek

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| create and present spoken and written texts, sequencing information and ideas, selecting vocabulary, expressions and grammatical structures appropriate to text type and context  VC2LMG8C05 | * designing a bilingual digital poster or brochure to advertise an event in the local community related to lifestyles, social and cultural festivities or environmental issues, for example, to promote a local Greek street festival to young people * creating a print or digital advertisement or brochure in Greek for travel to an Aboriginal or Torres Strait Islander Country or Place, including what to see and do, means of travel, best time of year to visit, what to bring and wear * reporting in either a journal/diary entry or article for a school magazine on their own and others’ experiences of events such as a concert, school camp, excursion, or about a new digital tool or application * using some modelled language and digital tools to create a slideshow with audio, for example, a presentation 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 * organising and presenting information for a Greek-speaking audience, for example, a webpage describing and explaining the leisure activities of young people in Australia such as a barbecue, football match or fishing * creating texts, selecting grammatical structures, features and conventions appropriate to text type and context, to entertain younger audiences (e.g. cartoons, photo stories, plays or big books based on traditional and other familiar stories such as Η Πεινασμένη Κάμπια), using animals found in the Greek landscape * producing an informative text introducing an aspect of their immediate environment or personal worlds, for example, creating a tour of their school, a guide to their favourite place, an explanation of Aboriginal and Torres Strait Islander place names, or a history of their town * creating the next scene, new character or an alternative ending for imaginative Greek texts such as a story or drama performance, for example, changing the ending of the Icarus myth * writing and illustrating imaginative stories in visual forms, such as cartoons or captioned photo stories |

#### Strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| apply conventions of spoken Greek to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contexts  VC2LMG8U01 | * reinforcing the sounds represented by letters such as δ, θ, β, ξ, ψ, χ, for example, using a speech-to-text application to record themselves saying words (e.g. δεν, θέλω, βρέχει, ξέρω, ψάρι, χαρά) to check for correct pronunciation * comparing similarities and differences between the Greek and Roman alphabets, for example, noting which letters look and sound the same in both alphabets; which look the same but sound different; comparing equivalent pronunciations of letters such as ‘r’ and ‘ρ’, ‘y’ and ‘γ’ * applying knowledge of digraphs/diphthongs, consonant and vowel combinations, and double consonants, in increasingly challenging words, to enhance fluency and pronunciation (e.g. Ευρώπη, ευτυχία, υδραυλικός, Αυστραλία, ειρήνη, υφαίστειο, εισιτήριο, αγκαλιά, στρογγυλό, συγγραφέας) in a weekly list of words with a range of vowel and consonant combinations, to prepare for a dictation or speaking task and by using the words in a spoken sentence * applying prior knowledge of Greek pronunciation when reading unfamiliar words in texts by referring to a sounds checklist they have created, or by practising reading along when watching Greek-language programs with Greek subtitles * examining and applying the rules of accentuation when reading and writing Greek, understanding that the accent assists the reader to apply stress to the words correctly, and that words with an accent on a different syllable have a different meaning, for example, πότε/ποτέ, διαλυτικά, κοροϊδεύω, λαϊκός, Αδελαΐδα, τσάι, νεράιδα, κομπολόι, παιδάκι/παϊδάκι * identifying differences in intonation and rhythm between statements, questions, exclamations and commands and practising them in different spoken scenarios, such as ordering in a restaurant and using ορίστε/ορίστε;, παρακαλώ/παρακαλώ; visiting family and expressing joy at seeing each other by using Είσαι μια χαρά; Είσαι μια χαρά! * identifying and using irregularities/contractions in the language, such as κι/και, μία/μια, δύο/δυο, πεντ’έξι, πάρ’το, σ’αγαπώ, μ’αρέσει * reciting or making their own Greek tongue twisters and reading them aloud to develop pronunciation, speed and accuracy, for example, Φίλε, φέρε φίλους, φάτε, φύγετε |
| apply understanding of grammatical structures to respond to and create a range of texts using conventions appropriate to audience and text type  VC2LMG8U02 | * using a range of regular and irregular verbs to develop sentence structures, for example, Χτες είδα τον Γιάννη και μου είπε τα νέα * using common verbs in active and passive voice (e.g. ζωγραφίζω, κοιμάμαι, ζεστάθηκα), and understanding that some verbs have only an active or only a passive form (e.g. ξέρω, χρειάζομαι, θυμάμαι) * using a range of tenses to describe routines and actions (e.g. βλέπω, είδα, θα δω, είχα δει), noting which stems are shared by different tenses, for example, παίζ- παίζω, έπαιζα, θα παίζω (ενεστώτας, παρατατικός, εξακολουθητικός μέλλοντας), and understanding that irregular verbs do not follow this pattern * using adjectives to describe and compare people and aspects of the immediate environment such as comparing features of people, 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 * using some adverbs to modify and intensify the meaning of verbs and adjectives, for example, when talking about favourite foods, Μου αρέσει αρκετά, πολύ, λίγο * using prepositions in sentences, for example, to describe position, location or time, when describing the classroom, the neighbourhood, daily routines, for example, κάτω από το θρανίο, με τη μαμά, προς τον κινηματογράφο, κατά το μεσημέρι, ως χίλια μέτρα, μετά το φαγητό * using possessive pronouns (e.g. μου, σου, του, της, του, μας, σας, τους, δικός μου, δική μου, δικό του), for example, when describing their home, το δικό μου σπίτι, το σπίτι μου, ο κήπος μας, ο δικός μας κήπος * applying punctuation, such as brackets, quotation marks, commas and colons, spelling and textual conventions, to their own work * recognising that some Greek nouns do not always reflect their grammatical gender (e.g. in η γιατρός), and understanding that the reasons may be historical * using suffixes to vary and intensify the meaning of nouns, adjectives and adverbs (e.g. to create diminutives/augmentatives), for example, when indicating that someone or something is cute or lovely such as μικρούλι, γατούλα, σπιτάκι, Γιαννάκης, when admiring the impressiveness of someone or something such as ομαδάρα, σπιταρόνα * 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 the structures and features of Greek, and compare them with English and/or other languages, using some metalanguage  VC2LMG8U03 | * reflecting on similarities and differences between Greek and English and/or other languages about register and style in a range of contexts, for example, songs, artistic graffiti, event invitations * using metalanguage to refer to parts of speech, syntax and punctuation in Greek and English and/or other languages, for example, ουσιαστικό, ενικό, πληθυντικό, αρσενικό, θηλυκό, ουδέτερο, επίθετο, and creating a glossary of terms for reference * analysing features of texts that are constructed for various 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 * identifying and comparing language structures and features used in Greek and English and/or other language 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 text messages * comparing morphemes in Greek and English and/or other languages to help with spelling and comprehension, and creating a glossary of common morphemes (e.g. auto-, demo-, -gram, hypo-, -ism, -logue, mono-, morph-, peri-, phil-, -phobia, psych-, -therm-), then adding examples, such as δημοκρατία, γραφή, μονόλογος * identifying Greek letters, words and morphemes encountered in other learning areas such as Mathematics, Science and Technologies, for example, π, Τριγωνομετρία, Πυθαγόρας, γεωμετρία, βιολογία, χλωρός, βακτήριον, τεχνολογία * reflecting on the use of colloquial or abbreviated language in technology (e.g. in emails, by phone), and the use of borrowed words from other languages such as στικάκι (memory stick) or σερφάρω (surfing the internet), particularly for inventions developed outside the Greek-speaking communities |

##### Sub-strand: Understanding the interrelationship of language and culture

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values  VC2LMG8U04 | * reflecting on how their own cultural etiquette and behaviour may be interpreted when interacting with Greek speakers, noticing their own body language and modifying gestures such as tilting head backward to indicate ‘no’, for example, by filming themselves speaking in Greek and then in English and comparing the 2 recordings, noting speed of speech, use of gestures, body language and prosody * 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 * reflecting on the experience of learning and using Greek and the impact on their own identity, for example, becoming more aware of levels of formality and politeness with those older than themselves * discussing how learning Greek may have affected their own understanding of the world, such as increasing awareness of representations of Greek-speaking communities in the media, local area or travel programs, for example, by keeping a tally of the number of Greek businesses in their area; media references to Greek concepts; words with Greek origin; presenters with Greek surnames * reflecting on, in Greek or English, how Aboriginal and Torres Strait Islander languages have strong connections to Country or Place locations, and how these can be compared with language variations across Greek-speaking countries and regions, for example, by discussing how Greek speakers from some Greek-speaking communities or regions (e.g. Crete or Pontos), maintain their linguistic or cultural traditions such as cuisine, music and dance, and how this may be similar to the diversity in Aboriginal and Torres Strait Islander languages and connection to Country or Place * discussing ways of communicating across cultures, the significance of cultural concepts and how social conventions are reflected in language use (e.g. Γεια μας! Να’ σαι καλά, Σιδερένιος, Να ζήσετε, Πάντα άξιος), understanding that these well wishes are part of everyday use as well as at special occasions * understanding that rules for Greek language continue to change, for example, when explaining the 3 genders used for pronouns, nouns and adjectives, exploring the concept of identity and that some Greek speakers who identify as non-binary may choose to use a gender-neutral option * recognising the importance of learning and using different languages to access the cultural practices, beliefs, and values of others, and identifying assumptions and stereotypes * understanding that there are different forms of written Greek used in different contexts dating from the ancient world to today (e.g. Ancient Greek letters on pots and stone slabs, artefacts, coins and old books), and observing how the Ancient Greek alphabet has evolved into Modern Greek * recognising that meanings of Greek words and expressions in use today often originate from historical times and/or traditional concepts, for example, φιλοξενία, δημοκρατία |

## Levels 9 and 10

### Band description

In Levels 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, write and view to communicate with speakers of Greek locally and globally through authentic community and moderated, secure online events. They access and create spoken and written texts, increasingly of their own choosing. They continue to receive guidance, feedback and support from their 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, teacher-moderated social media and other multimodal texts. They expand their knowledge of spoken and written Greek language 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 Level 10, students contribute to and extend interactions in Greek in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret texts by identifying and evaluating 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 structures and features to enhance meaning and cohesion.

Students incorporate the features and conventions of spoken Greek to enhance and extend fluency. They demonstrate understanding of the conventions of spoken and written texts, in both formal and informal contexts, and the connections between them. They apply knowledge of language structures and features to make and predict meaning. They analyse 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.

### Content descriptions and elaborations

#### Strand: Communicating Meaning in Greek

##### Sub-strand: Interacting in Greek

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to their own and others’ experiences of the world, adjusting their language in response to others  VC2LMG10C01 | * sustaining interactions with others by acknowledging, asking for repetition or clarification or questioning further (e.g. Συμφωνώ μαζί σας, Τι είπατε; Μπορείτε να το επαναλάβετε, σας παρακαλώ; Συγγνώμη, δεν καταλαβαίνω. Τι εννοείτε), and responding appropriately (e.g. Τώρα κατάλαβα, όπως έλεγα πριν, σίγουρα …), for example, when taking part in a role-play on Greek migration to Australia or an interview about how we can protect the environment * building fluency in speech by responding to sets of questions on familiar topics over multiple occasions, each time either adding more content into their response or adding sentence starters and connectors * interviewing peers to extract information and evaluate views about aspects of life such as school, future aspirations and relationships (e.g. Τι γνώμη έχετε για τη σχολική στολή; Τι θέλεις να κάνεις όταν τελειώσεις το σχολείο; Ποιες είναι οι φιλοδοξίες σου για το μέλλον), and discussing the major themes and concerns that emerge, for example, Σύμφωνα με την έρευνά μου … οι νέοι φιλοδοξούν να σπουδάσουν στο πανεπιστήμιο, τα νέα παιδιά θεωρούν τη φιλία πολύ σημαντική * sharing opinions with peers about events and interests such as the success of a recent Greek festival or their interest in sport and incorporating language to express emotions and responses such as approval, gratitude, regret and appreciation, for example, Ήταν πολύ διασκεδαστικό, Ήταν πολύ καλά οργανωμένο, Ωραία! Σε/σας ευχαριστώ, Λυπάμαι / δυστυχώς, Δεν μπορώ, Σύμφωνοι, Ποια είναι η γνώμη σου για το θέμα αυτό; * exchanging information with peers, in Greek-speaking contexts such as emails or secure, teacher-moderated discussion forums, about aspects of school, youth lifestyle and social issues, for example, Πόσα μαθήματα κάνεις στο σχολείο; Πόσο διαρκούν οι διακοπές σας; Τι κάνεις τον ελεύθερο χρόνο σου; Πιστεύεις ότι είναι καλύτερα να ψηφίζουν οι νέοι; Πώς διασκεδάζουν οι νέοι; Τι πιστεύεις για το θέμα της τεχνολογίας στη ζωή μας; Θέλω να πάω διακοπές, Πού θα πας το Σάββατο * using grammatical structures that support comparisons when expressing thoughts and ideas, for example, Εσείς κάνετε περισσότερα μαθήματα, Εσάς είναι πιο μεγάλες οι διακοπές του καλοκαιριού, Μου είναι προτιμότερο να βγαίνω με τους φίλους μου, Πιστεύω και εγώ ότι είναι καλύτερα να ψηφίζουν οι νέοι, Οι νέοι διασκεδάζουν καλύτερα στη χώρα μας, Η τεχνολογία είναι ένα από τα πιο μεγάλα θέματα * interacting in role-plays (e.g. 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; Ποιο αξιοθέατο πρέπει να επισκεφτώ; Πού είναι ο σταθμός των τρένων; Ο υπάλληλος δεν μπορούσε να με βοηθήσει |
| contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiences  VC2LMG10C02 | * accepting or declining offers, requests and invitations such as inviting peers to attend a celebration or party, for example, Θέλεις να πάμε στο πάρτι της Μαρίας; Ναι, θα ήθελα να πάω, Ευχαριστώ πολύ που με καλέσατε, αλλά έχω πολλή δουλειά. Σας βολεύει να συναντηθούμε αύριο * planning events and making decisions with peers such as choosing a venue for an event, expressing preferences and asking questions to clarify intentions, for example, Πού θα γίνει ο χορός μας; Πότε θα γίνει ο χορός μας; Προτιμώ να γίνει μετά τις διακοπές. Μήπως πρέπει να καλέσουμε και τον διευθυντή/την διευθύντρια; * 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, Σειρά σου τώρα, Ας ανταλλάξουμε ρόλους, συγχαρητήρια, καλή ιδέα, Μπράβο σου, Ήσουν καλός/η, Τέλεια * contributing opinions and suggestions during shared problem-solving tasks such as 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 * 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 * comparing experiences and challenges in shared activities, and expressing their own opinions, such as agreement or disagreement with others, for example, Διαφωνώ/συμφωνώ με τον/την, πολύ σωστά, αντίθετα … δεν είναι έτσι * creating presentations or speeches to raise awareness of environmental, social or ethical issues, for example, υπερθέρμανση του πλανήτη, βιώσιμη ανάπτυξη, προκαταλήψεις, διακρίσεις, ρατσισμός, to be presented in simulated forums |

##### Sub-strand: Mediating meaning in and between languages

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| interpret and evaluate information, ideas and perspectives in a broad range of spoken, written, viewed and multimodal texts and respond appropriately to context, purpose and audience  VC2LMG10C03 | * 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/της τραγουδίστριας … είναι υπέροχος, Η διαφήμιση είναι αποτελεσματική, Το κείμενο μας πείθει * reading, viewing or listening to extracts from expressive Greek contemporary texts such as songs, signs, poems, dance, street art, musical performances or tourist promotion videos, identifying elements that reflect the culture or experience of Greek communities and common themes, for example, Το τραγούδι του Διονύση Σαββόπουλου «Ας Κρατήσουν οι Χοροί» είναι γεμάτο ελληνικά μοτίβα, Το ποίημα του Οδυσσέα Ελύτη «Της Δικαιοσύνης Ήλιε Νοητέ» εκφράζει την ελευθερία και την ειρήνη, Ο χορός του Ζορμπά είναι από τους πιο αγαπημένους * viewing artwork from an Aboriginal or Torres Strait Islander artist, and then writing a script of a speech to present to a group of Greek speakers introducing the artist * listening to or reading Aboriginal and Torres Strait Islander stories in English or Greek (e.g. The emu and the jabiru) and creating a profile of the stories in Greek, for example, noting protagonists, context, meaning, effect on the reader * 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 such as the best time of year to visit Greece or a city that may best suit them for an exchange, for example, 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 * analysing published accounts of an event such as a sports match, a concert or festival, and reporting back about results and highlights, for example, Η Εθνική ομάδα της Ελλάδας κέρδισε την Ισπανία στο ποδόσφαιρο 2-0. Η συναυλία της … είναι αύριο το απόγευμα * listening to or reading an article or interview of a well-known Aboriginal or Torres Strait Islander person, discussing their opinions and ideas in Greek, and creating and presenting their personal profile to the class * comparing and responding to different perspectives on the same topical issue such as climate change, global warming, sustainability, for example, Θα πρέπει να χρησιμοποιούμε περισσότερη ηλιακή ενέργεια για να προστατεύσουμε το περιβάλλον * discussing how mood (e.g. humour, suspense, surprise) is created, and narrative and characters are developed, through language choice, expression and/or use of metaphors, and experimenting with these elements in their own texts * synthesising information by combining ideas from a range of sources 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 |
| apply strategies to respond to non-verbal, spoken and written interactions and produce texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts  VC2LMG10C04 | * examining how meaning can be misinterpreted in intercultural interactions by sharing experiences of miscommunication and strategies to deal with misunderstanding, such as understanding that the use of Greek imperative mood (e.g. Έλα, κάνε, δώσε) is not intended to be impolite, just direct * examining texts to identify and evaluate cultural elements and influences such as proverbs and sayings, for example, Στου κουφού την πόρτα όσο θέλεις βρόντα, Ας τα λέμε καλά, Τα πολλά λόγια είναι φτώχεια * 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, discussing the reference to Ithaka in Homer’s Odyssey * using, comparing and evaluating online translators for accuracy, efficiency, reliability and discussing the risks of relying on them, by printing out a variety of translations of a word from different online translators and discussing which is most accurate, or printing out translations of phrases and analysing them in terms of correct word order in Greek * 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 or sporting rules, for example, Australian Rules football * interpreting 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 * reflecting on miscommunication and breakdowns when using Greek, discussing repair and recovery strategies and insights gained (e.g. misunderstandings from using incorrect direct translations, δεν εννοούσα αυτό αλλά, άσε με να σου εξηγήσω), translating texts such as short video clips, posters, advertisements, signs and symbols, and explaining cultural aspects using subtitles, captions, gestures and commentaries * 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’ |

##### Sub-strand: Creating text in Greek

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| create and present texts for diverse contexts and purposes, selecting vocabulary, expressions, grammatical structures and a range of textual conventions to engage different audiences  VC2LMG10C05 | * creating a print or digital advertisement or travel brochure in Greek for travel to an Aboriginal or Torres Strait Islander Country or Place, including what to see and do, traditional and/or cultural considerations, means of travel, best time of year to visit, what to bring and what to wear * creating a range of texts, such as journal, diary entry or blog post, using conventions appropriately to describe a real or imagined experience such as their first day as an exchange student or their experience on a school trip or camp, for example, Πρώτη μέρα στο σχολείο μου στην Ελλάδα και τα πέρασα καταπληκτικά! Η κατασκήνωση ήταν μια αξέχαστη εμπειρία! * writing or presenting texts on a range of topics to inform others such as a restaurant menu, a magazine article about an event or concert, or a travel brochure promoting a local region or product (e.g. μέλι, φρούτα, κρέας, γαλακτοκομικά προϊόντα), explaining cultural references (e.g. ελιές Καλαμών, μαστίχα Χίου, κρόκος Κοζάνης), and using techniques and effects (e.g. images, music, colour) in the presentation, or creating and presenting imaginative texts with various settings, characters and events (e.g. animated or adventure stories, songs, games or short films), using a range of devices such as imagery and sound effects to entertain * 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 * writing and/or presenting an autobiographical account to share with others describing key milestones in their own life, for example, a significant birthday, overseas trip, religious ceremony, sporting event, music concert, applying for a learner permit * researching travel to a Greek-speaking community and creating a suitable itinerary for the class or others (e.g. considering what to pack for the time of year, costs, opening times of attractions, best times to visit places), 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 * composing and performing speeches or dialogues that reference significant celebrations or historical events in Australia or Greek-speaking communities (e.g. Anzac Day, Remembrance Day, ορθόδοξο Πάσχα, Η απελευθέρωση της Ελλάδας, Επέτειος του ΟΧΙ, Φεστιβάλ Αθηνών Επιδαύρου ,Φεστιβάλ Αντίποδες), and considering why these days are of national and cultural significance * writing a journal entry or a contribution for a school newsletter in Greek, reflecting on a visit to an Aboriginal or Torres Strait Islander Country or Place, and, with permission, referring to cultural knowledge of the site’s significance, for example, η επίσκεψη στο ‘Birrarung Marr’ μου έδωσε να καταλάβω πώς ήταν η ζωή πριν φτάσουν οι Άγγλοι * 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 who is sunburnt, playing volleyball, seeing a shark in the water; an Arkas comic strip * 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 |

#### Strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| apply features and conventions of spoken Greek to extend fluency, and to respond to and create a range of texts in familiar and unfamiliar contexts  VC2LMG10U01 | * 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, and practising filling in the correct form in a cloze activity where all the ‘I’ sounds are missing * recognising that double letters in Greek, in most cases, have the same sound as single letters, for example, ιππόδρομος, Γιάννης, ιππόδρομος, Γιάννης (apart from γγ, where γένος sounds different to συγγενείς) * recognising the different pronunciation of the digraphs/diphthongs (e.g. αυ – αυτοκίνητο and αυλή; ευ – ευχαριστώ and ευγενικός) and how they depend on the nearby letters (e.g. αυ- is pronounced ‘av’ when the following letter is one of α, γ, δ, λ, μ, ν, ρ, σμ, ω), and also the pronunciation of μπ, ντ, γκ, γγ, τσ, τζ * applying appropriate pronunciation of ια, ιε, ιο, ιό, ιου with different preceding letters, for example, pronouncing these diphthongs as one sound in words such as για, γιος * applying accent rules with appropriate pronunciation to familiar and unfamiliar words such as τσάι, παίχτης, οικόπεδο, for example, in tasks where the students listen to words being read out and apply the accent * extending phonic awareness by using and experimenting with sounds and rhythms, for example, γέρος, γερός * 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 * reinforcing phrasing and intonation skills by reciting short poems or transcribed sentences and, while listening along, moving a finger up and down to mirror changes in phrasing and intonation * recognising that pronunciation, rhythm, intonation and tempo help make meaning in interactions and applying this knowledge to their own communication, for example, practising a mock role-play with a partner, using different intonation and noticing whether it changes meaning * 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, trigonometry/τριγωνομετρία |
| apply understanding of context and grammatical structures to predict meaning, and to respond to and create a range of texts that include some complex structures, ideas and conventions appropriate to formality and text type  VC2LMG10U02 | * selecting appropriate terms and tenses to describe events across time (e.g. Φέτος θα πάω διακοπές στην Κύπρο, Πέρσι γύρισα όλη την Έλλαδα), for example, by referring to verb charts; learning that time markers such as ‘πέρσι’ that refer to the past must be followed by a past tense verb * understanding the use of imperative mood in Greek, for example, ελάτε, γράψε * using a range of adverbs and adjectives to modify and intensify meaning of verbs and adjectives such as ακριβώς, αρκετά, πολύ, λίγο, πολλή, by extending sentences by responding to prompts on an anchor chart, for example, Φωνάζω (Πώς;) Φωνάζω δυνατά * using a range of pronouns and possessive forms following appropriate conventions such as μου/μας/σου/του/της/τους, δικό τους, δικά μας, for example, noting that the possessive pronoun follows the noun when used in η μπλούζα μου, το σπίτι μας * 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 (e.g. Κανείς δεν είναι τέλειος), or practising replacing the noun with a pronoun (e.g. Μου αρέσουν οι άνθρωποι που λένε την αλήθεια-Μου αρέσουν αυτοί που λένε την αλήθεια) * seeking information using a range of interrogatives, for example, Ορίστε; Tι; Mήπως ξέρεις; Πώς; Πού; Γιατί; Πότε; * 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 * 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 * conjugating nouns in nominative, genitive, accusative and vocative case such as 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 * understanding and using comparative and superlative adjectives, for example, βαθύς, βαθύτερος/πιο βαθύς, βαθύτατος/ο πιο βαθύς * using prior knowledge of morphemes to predict the meaning and spelling of unfamiliar words in different contexts, for example, auto-, hypo- or biblio- in words such as αυτοβιογραφία, υποκριτής, βιβλιογραφία |
| reflect on and evaluate Greek texts, using metalanguage to analyse language structures and features  VC2LMG10U03 | * 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 κι αρχιχρονιά … * expanding their use of metalanguage to discuss and describe Greek grammatical concepts, and making comparisons with grammatical concepts in English and/or other languages, consolidating learning by developing learning resources, for example, verb charts, conjugation rules, vocabulary lists, and groups of pronouns, adverbs or adjectives * 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 * investigating the nature and use of Greek language in different contexts of interaction, for example, discussing who may communicate in Greek and for what purposes, reflecting on similarities to and differences from their interactions in English or other languages * 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 * identifying English words in the Greek language (e.g. πάρκινγκ, ζάπινγκ, λοκντάουν, ντελίβερι), and discussing their emergence and use * recognising how Greek language is modified by English use in particular contexts and situations such as language used in the entertainment industry, films and television programs, or language used to express modern concepts (e.g. το ματς, το φαστφουντάδικο, να μπω στο ίντερνετ, σε φόρουμ, κάνω τσατ/τσατάρω) or language used to keep up with trends (e.g. ρηλάξ, οκέι, κουλ) * recognising how Greek letters, words and morphemes are used globally in existing scientific and mathematical terms, and in the creation of new terms, for example, the universal application of Greek in the fields of mathematics, science and medicine * using metalanguage to compare the features, similarities and differences of spoken and written texts, such as formal written letters or emails versus informal spoken interactions, to understand how their mode shapes their structure and helps the text to achieve its purpose, for example, Αξιότιμη κα. Παπαδοπούλου, Φρόσω μου |

##### Sub-strand: Understanding the interrelationship of language and culture

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| reflect on and evaluate how identity is shaped by language(s), culture(s), beliefs, attitudes and values, and how these affect ways of communicating  VC2LMG10U04 | * listening to and/or reading examples of an Acknowledgement of Country in Greek, and creating their own version that names the local Country for a Greek-speaking audience * examining ancient and contemporary Greek texts and identifying expressions still in use today, such as Εν τω μεταξύ, από μηχανής Θεός, γόρδιος δεσμός, δρακόντεια μέτρα, Ή ταν ή επί τας, κουτί της Πανδώρας, and why these expressions are still relevant and important * reflecting on the impact of Greek migration on other languages and cultures, for example, Greek inventions that have shaped and influenced the world such as maps, coins and the alarm clock * recognising that language changes over time, such as viewing Greek films in historical and contemporary settings and discussing the language and themes or comparing black-and-white film with animation, for example, comparing language and themes in Η Θεία από το Σικάγο with an episode of Το Σόι Σου * examining how using an alternative term can remove gender bias embedded in the grammatical structures of the language, for example, saying το διδακτικό προσωπικό instead of ο δάσκαλος, η δασκάλα * reflecting on and discussing ways of modifying their own language and behaviours to communicate effectively with Greek speakers, for example, keeping a reflective journal about intercultural experiences such as family gatherings, visits to cultural events, shopping at a Greek store or visiting a Greek-speaking country * reflecting on and explaining the protocols required to authentically co-create an Acknowledgement of Country or Place with an Aboriginal or Torres Strait Islander person, to present in Greek to a group of Greek-speaking visitors at a school assembly * analysing and discussing the interconnected nature of the linguistic and cultural diversity of Greek-speaking communities, and how this is also relevant to the linguistic and cultural diversity in Australia, including that of Aboriginal and Torres Strait Islander Peoples * analysing and describing how language use and culture are interrelated and reflect and shape relationships, practices and attitudes across Greek-speaking communities * exploring how word choice, tone and attitude can give clues about the beliefs and values of the speaker, for example, ορίστε;/τι; μπορείς να μου δώσεις … / δώσε μου … |

# Curriculum – 7–10 Sequence

## 7–10 Sequence: Levels 7 and 8

### Band description

In Levels 7 and 8, students are beginning their learning of Greek language, and this will be influenced by their prior experiences of language learning. Students use Greek to describe their personal worlds and interact and collaborate with their teachers and peers within and beyond the classroom. Listening, speaking, reading, writing and viewing activities are supported by scaffolding, modelling and feedback.

Students access authentic and purpose-developed spoken, written, viewed and multimodal resources, which may include conversations, audio and video clips, textbooks, advertisements, images, teacher-curated content from blogs, and magazines. They use their knowledge of metalanguage to reflect on similarities and differences in language structures and features between Greek, English and/or other languages. They recognise that language choices reflect cultural values, beliefs and identity.

### Achievement standard

By the end of Level 8, students use Greek to interact and collaborate with others, and to share information and plan activities in familiar contexts. They recognise and respond to familiar gestures, questions and instructions when interacting with others. They locate and respond to information in texts and use visual and contextual cues to help make meaning. They respond in Greek or English, and demonstrate their understanding of context, purpose and audience in texts. They use familiar language, modelled sentences and grammatical structures to create texts appropriate to audience.

Students begin to use pronunciation, intonation and rhythm in spoken Greek to develop fluency. They demonstrate understanding that Greek has conventions for non-verbal, spoken and written communication. They comment on aspects of Greek and English language structures and features, using some metalanguage. They understand how aspects of language and culture contribute to their own and others’ identity.

### Content descriptions and elaborations

#### 7–10 Sequence strand: Communicating Meaning in Greek

##### 7–10 Sequence sub-strand: Interacting in Greek

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| interact with others using modelled language to exchange information in familiar contexts about themselves and their personal worlds  VC2LMG8CM01 | * exchanging greetings with others, adjusting language to suit the time of day, context and audience (e.g. καλημέρα σας, καλησπέρα, γεια σου, γεια σας) by taking part in role-plays with different scenarios and practising selecting appropriate greetings (e.g. 2 friends meeting or a young person meeting their elderly neighbour) and by understanding appropriate use of gestures such as kissing on both cheeks in some situations (between good friends) * 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 * 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 * describing and exchanging information about routines and interests using modelled language, for example, Παίζω μπάσκετ. Σου αρέσει η μουσική; Ποιο είναι το αγαπημένο σου φαγητό * expressing likes, dislikes and preferences in conversations, for example, M’ αρέσει / Δε μ’ αρέσει η τσάντα, Προτιμώ τα μαθηματικά από την ιστορία * using some Greek expressions and spontaneous exclamations when interacting with peers to show interest, comprehension and to 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 and tasks related to their classroom and interests  VC2LMG8CM02 | * interacting in classroom routines such as the start and end of lessons, roll call, apologising or making requests, for example, Εδώ είμαι κυρία/κύριε, Παρών/παρούσα, Άνοιξε την πόρτα, σε παρακαλώ * asking and responding to questions related to the learning environment, or asking how to say something in Greek, for example, Πού είναι το βιβλίο σου; Είναι εδώ/εκεί, Τι είναι αυτό; Πώς λένε …; στα ελληνικά * using formulaic language to clarify, ask permission or for help, for example, Μπορώ να πάω …; Θέλω να …, Χρειάζομαι βοήθεια * experimenting with language to participate in a range of activities and tasks such as taking responsibility and praising when playing games, for example, Νίκησα, Μπράβο, Είναι η σειρά σου * discussing daily routines, 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 * taking turns being a daily leader or monitor who is responsible for the start and finish of lessons, greetings and roll call, distributing work, responding to questions or undertaking classroom administration, for example, Καλημέρα σας. Είναι εδώ η Μαρία |
| engage in modelled spoken and written exchanges with peers to organise activities relating to daily life and school environment  VC2LMG8CM03 | * collaborating to create resources to support learning or to remember vocabulary or the alphabet, such as a class book, mnemonic device cards or labels, wall posters and charts, and negotiating with each other in relation to different language elements and structures * participating with others in everyday interactions, such as ordering at a restaurant, shopping, using public transport, or organising to meet, for example, Θέλουμε/Θα πάρουμε δύο σουβλάκια και μία λεμονάδα, Πόσο κάνει; Ένα εισιτήριο, παρακαλώ, Ραντεβού στις πέντε * 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; Ναι, ευχαριστώ, Συγγνώμη, δεν μπορώ * planning events by collaborating with peers such as planning a class party, and making a shopping list, deciding who will bring what and listing the songs to sing, for example, Χρόνια πολλά! Τι θα φέρεις; Θα φέρω πατατάκια * working with peers to produce a bilingual publicity flyer for an upcoming event, for example, μια πρόσκληση (an invitation) to promote Greek learning among school community members; to advertise the school’s Languages’ Week; ένα φυλλάδιο (a brochure) to introduce a new or improved recycling program at school (e.g. Λέμε Ναι! Στην ανακύκλωση); to promote conserving energy (e.g. Όταν βγαίνουμε από την τάξη, σβήνουμε το φως) |

##### 7–10 Sequence sub-strand: Mediating meaning in and between languages

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| locate information and ideas in familiar spoken, written, viewed and multimodal texts, responding in ways appropriately to context, purpose and audience  VC2LMG8CM04 | * 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; * viewing an image of a classroom in Greece and completing a think-wonder-learn activity, then creating a Venn diagram identifying the similarities and differences between a classroom in Greece and their classroom * discussing the ways words can be misinterpreted, for example, the naming of the Barwon River in English (Wadawurrung word Parwan for ‘magpie’), or the Yarra River (Wurundjeri term Yarro Yarro, meaning ‘it flows’) * identifying ‘false friends’ or commonly misunderstood terms and phrases in Greek that can cause miscommunication * 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 (e.g. Η γιορτή ξεκινάει στις δέκα το πρωί); viewing a movie program and negotiating what to see (e.g. Θέλεις να δούμε … στις έξι) * listening for key points of information in short, spoken texts such as phone messages or announcements, and representing the information in note form to communicate to others * describing characters, events and key ideas in a range of texts using a scaffold such as a storyboard, for example, καλός άνθρωπος, κακιά τύχη, Συνάντησε τη φίλη της στις πέντε το απόγευμα * 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, Ποιο είναι το αγαπημένο σου βιβλίο; Έχεις κατοικίδιο ζώο; * 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 * 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; looking at a movie program and negotiating when to go with siblings and what to see |
| develop and apply strategies to interpret and respond to Greek texts, and to convey meaning and intercultural understanding in Greek in familiar contexts  VC2LMG8CM05 | * 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 * using bilingual dictionaries and online 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 * 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 * 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, ανακυκλώστε τα μπουκάλια εδώ (recycle bottles here), στάση λεωφορείου (bus stop) * developing strategies to support understanding of body language, for example, watching a video clip and identifying the appropriate use of actions and gestures in various interactions, then using these in role-plays and during classroom interactions * 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 * identifying commonalities between language vocabulary and structures such as similar words (e.g. mathematics/Μαθηματικά, exit/έξοδος), syntax (e.g. adjective before the noun as in Το καλό παιδί) and personal possessive pronoun after the noun (e.g.Το σπίτι μου) * developing ways to recall Greek root words to aid translation and comprehension, for example, creating a word bank with prefixes such as a-/an- (without/not), acro- (top/tip/end), allo- (other), amphi-/amph- (both/around) * recognising ‘false friends’ in Greek and how they may hinder translation or cause misunderstandings and keeping a record of these, for example, ναι means ‘yes’ in Greek but sounds like ‘no’ in English; ιδιωτικός sounds like ‘idiotic’ but means ‘private’ * comparing songs such as Greek versions of English language songs, for example, «Τρίγωνα Κάλαντα», highlighting aspects that may be similar or different, or recognising when word-for-word translation is not possible |

##### 7–10 Sequence sub-strand: Creating text in Greek

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| create spoken and written texts using appropriate vocabulary, expressions and grammatical structures, and some textual conventions  VC2LMG8CM06 | * writing a short poem such as an acrostic poem, with a Greek word of their choice (e.g. a name, character, food), and using adjectives or sentences to describe the item * creating informative texts such as posters and presentations, or personal texts such as diary entries and emails, related to their own experiences, for example, steps in a recipe or game or important events in their lives such as birthdays and cultural celebrations * 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 * selecting appropriate formal/informal language and conventions to suit audience, such as writing a text message to a friend versus an email to the teacher, for example, Έλα, τι κάνεις; Έρχεσαι; versus Αγαπητή κυρία Φρόσω, Θα ήθελα να … * creating their own versions of familiar texts such as stories, greeting cards or board games, for example, a Greek version of Scrabble, Η πολύ πεινασμένη κάμπια for younger students, την Τρίτη έφαγε 5 ελιές * producing an informative text introducing an aspect of their immediate environment or personal worlds (e.g. creating a tour of their school, a guide to their favourite place, an explanation of Aboriginal and Torres Strait Islander place names, a history of their town), or reading a text and highlighting the text-type features they can see, before completing a jigsaw puzzle task with a similar text, placing all the elements of the text in the correct order using the text-type features as support * writing narratives, for example, collaborating with others by writing the first part of a short narrative, and exchanging with a peer to write the next section, repeating until the text is complete then reading aloud, or folding the paper so the next person cannot see what is previously written to create a funny story, such as αύριο θα πάω στο Ντίσνεϋλαντ … * creating and telling an imaginative story from a stimulus object or picture using secure digital tools, for example, using speech bubbles, voice recordings, captions or subtitles to accompany visuals * creating and performing a short play or video clip to share with and entertain others, for example, a rap or role-play for an open day for younger students or for peers at an assembly |

#### 7–10 Sequence strand: Understanding Language and Culture

##### 7–10 Sequence sub-strand: Understanding systems of language

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| recognise and apply the sounds and conventions of spoken Greek to develop fluency, and to respond to and create simple texts in familiar and some unfamiliar contexts  VC2LMG8UL01 | * differentiating between the sounds of the 24 letters in the Greek alphabet, understanding individual letter names and practising these while following along to online videos, recognising that the first sound in the name is the sound of the letter 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 * 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, θ, ξ, ρ, χ, ψ * recognising and pronouncing alphabet letters with familiar sounds such as 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, for example, saying the name and sound of the letter when a teacher or classmate displays a flashcard or the letter appears on an online random selector; singing along to the alphabet song «άλφα, βήτα, γάμμα, δέλτα …» * recognising and producing syllables from vowel–consonant combinations such as μα, με, μη, μι, μο, μυ and μω, and understanding that syllables can be joined together to make words such as α-λά-τι and μά-τι, for example, using an alphabet wheel; playing bingo with syllables on the card * distinguishing the different use of σ/ς and applying in context (e.g. σαλάτα, φίλος) by adding the correct σ/ς to words on a worksheet * experimenting with tongue twisters to build vocabulary and improve pronunciation, for example, Ο παπάς ο παχύς έφαγε παχιά φακή. Γιατί παπά παχύ έφαγες παχιά φακή * recognising and using vowel digraphs δίψηφα φωνήεντα (a sound made up of 2 letters) such as αι, ει, οι, αυ, ευ and ου in ουρανός, οικογένεια and πεύκο, for example, watching online videos; learning common words with vowel digraphs; completing a ‘fill-in-the-blank’ activity * using vowels to create the same sounds that can be represented by more than one letter such as ι, η, υ, ει, οι as ποίημα, for example, creating a picture dictionary * identifying and using consonant digraphs δίψηφα σύμφωνα such as γγ, γκ, μπ, τσ, τζ, ντ in φεγγάρι, μπανάνα, for example, watching videos and using consonant digraphs to label pictures * understanding and applying appropriate intonation for questions, statements, commands and interjections, for example, applying the correct intonation to a series of sentences * learning about the accent on top of vowels within polysyllabic words (e.g. ποτήρι, κυρία, μπάλα), with the exception of που/πού, πώς/πως, ή/η, and practising putting the accent on words that the teacher or another student reads aloud |
| apply understanding of the Greek writing system and grammatical structures to respond to and create a range of texts using conventions appropriate to audience and text type  VC2LMG8UL02 | * using the Greek alphabet for spelling names and commonly used language * applying punctuation in texts, for example, writing sentences that begin with a capital letter, using the full stop, the question mark (;), the accent (ά), exclamation mark and commas * distinguishing the difference between the use of definite and indefinite articles (e.g. ο, η, το, ένας, μία, ένα) by watching an online video * learning the definite article in both singular and plural forms (ο, η, το, οι, οι, τα) and using the different forms to label items in a picture such as a classroom with normal classroom items, for example, το θρανίο, τα μολύβια, οι μαθητές * using simple prepositions to add detail and connect ideas, such as κάτω, μέσα, έξω, πάνω, πίσω, μπροστά, for example, following a set of instructions which will lead students to the desired destination * 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 * using singular and plural pronouns (εγώ, εσύ, αυτός/η/ο, εμείς, εσείς, αυτοί/ες/α), for example, selecting the correct pronoun in a multiple-choice activity when referring to illustrations which depict one or more people, perhaps with someone pointing to indicate person * understanding and applying verb conjugation by using appropriate verb endings (e.g. εγώ μένω, εσύ μένεις, αυτός/ή/ό μένει, εμείς μένουμε, εσείς μένετε, αυτοί/ές/ά μένουν), for example, completing a picture-matching activity such as matching a person or people on a map with the corresponding sentence with the correct verb conjugations (e.g. Ο Γιώργος μένει στην Ελλάδα, Η Μελίνα και ο Αλέξανδρος μένουν στην Αυστραλία) * using affirmative and negative statements in the present tense (e.g. εγώ παίζω, εγώ δεν παίζω, εγώ παίζω), for example, playing Who am I? where students choose a famous person and write a series of affirmative and negative statements about them, which can be read or spoken, and the class has to guess who it is, such as Παίζω μπάσκετ, δεν παίζω τένις, μένω στην Αμερική, δεν μένω στην Ελλάδα, Ποιος είμαι;, Είμαι ο Γιάννης Αντετοκούνμπο * understanding and applying word order (e.g. subject+verb+object: Ο Νίκος παίζει μπάλα, Η μαμά μου είναι …), for example, forming sentences by sequencing word cards and paying attention to word agreement (e.g. adjectives and nouns: η κόκκινη μπάλα) * understanding Greek nouns are assigned one of 3 grammatical genders, masculine, feminine or neuter, that grammatical gender may or may not reflect the actual gender of an animal or person, and that grammatical gender is assigned to an inanimate object (e.g. η καρέκλα, η τσάντα, ο καναπές) and it simply relies on the ending of the word, then organising word cards according to their grammatical gender, noticing any commonalities * understanding that gender is represented within a range of grammatical structures and that rules may continue to change, for example, exploring the use of gender-neutral language in digital media * indicating ownership or possession using singular possessive pronouns (e.g. μου, σου, του, της, του, του) after the noun or adjective they refer to, for example, το βιβλίο μου, η μαμά της * incorporating basic connectives such as και, γιατί, αλλά in texts to enhance cohesion and link ideas (e.g. Παίζω κιθάρα, αλλά μου αρέσει και το πιάνο), for example, practising joining phrases that are presented in 2 columns, using one of the given connectives * recognising command verbs in context (e.g. έλα, ελάτε, κλείσε, άνοιξε, κάθισε, καθίστε, σήκω, σηκωθείτε, γύρισε, γράψε, διάβασε, άκουσε) and playing a game such as Simon says to practise |
| compare the structures and features of Greek with English and/or other languages using some metalanguage  VC2LMG8UL03 | * discussing the difference between nouns in Greek and English and/or other languages, for example, English nouns are not attached to inherent articles as they are in Greek, such as ο Καναδάς (Canada), η Αυστραλία (Australia) and το Μαρόκο (Morocco), but the same rule may apply to other languages, for example, in Italian or Spanish * 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 or lapse * understanding that the accent (τόνος) was introduced to help non-Greek-speakers emphasise the correct syllable of a word, which can affect meaning (e.g. γέρος/γερός, πότε/ποτέ), but that accent markers or tones also exist in other languages, for example, Mandarin * exploring the influences of the Greek language on English, identifying examples of Greek words, symbols and morphemes used in other learning areas such as Mathematics and Science (e.g. π, δ, θ), recognising Greek prefixes, suffixes and root words (e.g. anti-, -astro-, auto-, bio-, deca-, mono-, neo-, octo-, -ology, pent-, peri-, -phil-, -phobia, photo-, -poly-, psych-, -scope, tech-, tele-, -therm-, tri-,) and using strategies to work out meanings of unknown words (e.g. αστροναύτης, αυτοκίνητο, γραφικός), for example, keeping a word bank of words/prefixes/suffixes and their meanings that are borrowed from Greek * recognising loan words from English that are used in Greek (e.g. πάρτι) and words used in Greek that have been borrowed from other languages (e.g. μπλε, γκρι, ροζ, παλτό, ραντεβού, κέφι), discussing why these words have been borrowed (e.g. noting that vocabulary related to fashion or clothing is often borrowed from French because of that country’s strong fashion industry), and whether the borrowed version is shorter than the Greek or whether the word is visible in mainstream media or entertainment * comparing the structure, presentation and features of texts in Greek and English by identifying similarities and differences such as expression and levels of formality, for example, a wedding invitation; a clothing sale at a store; a message to a friend * transforming a simple text (e.g. a short song or poem) into another text type (e.g. a conversation or cartoon), applying the key features of the second text type and making comparisons with transforming a similar text in English, for example, creating a dialogue out of the lyrics of «Καλημέρα, τι κάνεις;» |

##### 7–10 Sequence sub-strand: Understanding the interrelationship of language and culture

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and values  VC2LMG8UL04 | * identifying the Aboriginal or Torres Strait Islander Country or Place on which they live and incorporating this into their self-introduction in Greek * participating in and discussing experiences of intercultural interactions such as using appropriate greetings, terms and non-verbal gestures, and explaining why they vary in different cultural and social settings and contexts, for example, students will greet their teachers using the formal Γεια σας (hello) because respect is traditionally shown to teachers in Greek society * creating a ‘language portrait’ of themselves through the use of a whole-body silhouette, where students represent their personal experiences of language and culture by adding colours, shapes and words within and around the outline * reflecting on gestures and language choices used by Greek speakers and considering when and how to use these in their own communication, for example, shaking head in agreement; use of hands to emphasise points made in conversation * participating in cultural experiences, for example, eating at a Greek restaurant, going to a concert or attending a function, and reflecting on cultural similarities and differences in their own culture and behaviours; or investigating Greek history and how this also influences Australian society, for example, learning about the origins of democracy; researching the shared experiences at war in Gallipoli and in the Battle of Crete * 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 (e.g. γεια σας in the workplace compared with τα λέμε used with friends), and reflecting on choices made when using Greek to interact with others, considering the relationship between language and culture such as when speaking in the formal and informal registers, for example, Kαλημέρα σας κυρία/κύριε, Αγαπημένο μου ημερολόγιο … σε φιλώ, φιλάκια * researching Greek-speaking communities of the world, and how cultural identity, traditions and dialects may vary between countries, regions and communities, for example, comparing differences in language, dance, food and traditions in communities from Crete, Pontos and Cyprus, and how these are influenced by history and geography (e.g. Crete is geographically isolated from mainland Greece and has certain unique features of language and culture) * examining their own personal and community practices, beliefs and values to identify connections with Greek heritage, language and culture (e.g. customs, festivals, cooking, history, sports clubs, associations), for example, reflecting on Greek myths they know, Greek dishes they cook at home, community festivals they have attended * analysing examples of traditional and contemporary images or texts in print and online, and comparing how representations of identity and gender in the language have changed over time * connecting the history of Greek migration to Australia with the formation of Greek-speaking communities 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, which are not Greek words |

## 7–10 Sequence: Levels 9 and 10

### Band description

In Levels 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, write and view to communicate with other speakers of Greek in local and global settings through authentic community and moderated, secure online events. They continue to receive guidance, modelling, feedback and support from their 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, viewed and multimodal texts, which may include textbooks, audio and video clips, magazines and images, online and print articles, and teacher-moderated social media. They acknowledge that there are diverse influences on communication and cultural identity, and that these influences can shape their own behaviours, values and beliefs.

### Achievement standard

By the end of Level 10, students initiate and sustain Greek to exchange and compare ideas and experiences about their own and others’ personal worlds. They communicate using spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate their understanding of different perspectives. They identify and evaluate information and respond in Greek or English, adjusting their language to convey meaning and to suit context, purpose and audience. They use structures and features of non-verbal, spoken and written Greek to create texts.

Students apply features and conventions of spoken Greek to enhance fluency. They select and apply their knowledge of language conventions, structures and features to interact, make meaning from, and create spoken and written texts appropriate to different levels of formality. They discuss the structures and features of Greek 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 influences their ideas and ways of communicating.

### Content descriptions and elaborations

#### 7–10 Sequence strand: Communicating Meaning in Greek

##### 7–10 Sequence sub-strand: Interacting in Greek

| Content descriptions  *Students learn to:* | 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 worlds  VC2LMG10CM01 | * initiating conversations with peers, family and others, using expressions appropriate to context and audience, such as Πώς τα πέρασες το Σαββατοκύριακο; Πάμε για ψώνια * sustaining face-to-face or online conversations using a secure, teacher-moderated platform, discussing topics relating to teenage life (e.g. parties, jobs, music, friendship, fashion) through active listening skills, turn-taking, non-verbal reactions (shrugging shoulders, head shaking, etc.) and spoken responses to questions such as Πώς ήταν το πάρτι της Μαρίας; Πού δουλεύεις το Σαββατοκύριακο; Τι μουσική ακούς; Γιατί δε μιλάς με το Γιάννη; Μαλώσατε; Σου αρέσει η μπλούζα μου; * using a range of language structures and communication strategies, such as repairing, self-correction and using gap fillers, to elicit others’ responses and express their own opinions and experiences, for example, Τι νομίζετε; Πιστεύω ότι …, Μ’ αρέσει πιο πολύ η ελληνική μουσική από …, Συγγνώμη, Μ’ αρέσει περισσότερο η ελληνική μουσική από …, Συμφωνείς;, Ξέρεις, και εμένα μου αρέσει … * expressing hopes and ambitions, and giving reasons for plans, for example, Θέλω να γίνω τενίστας γιατί θαυμάζω τον Στέφανο Τσιτσιπά * experimenting with the use of interjections, exclamations and filler words, such as Βασικά …, Δεν μου λες …, Κοίτα …, Εντάξει …, Λοιπόν …, to maintain flow, fill gaps, and build fluency and authenticity, for example, in a partner role-play where a third person is the observer noting the number of times these are used * using descriptive and expressive language to participate in role-plays such as job interviews, conversations giving advice about health-related topics, discussing and expressing opinions about the environment or interviewing a celebrity, and justifying personal positions on these matters * practising how to interact in unfamiliar contexts and what strategies and language to use and when, such as helping a stranger with directions; discussing unfamiliar topics; using appropriate interjections; asking for clarification or repetition; asking to elaborate; for example, Πού θέλετε να πάτε; Πηγαίνετε δεξιά και μετά στρίψτε αριστερά; Δεν καταλαβαίνω; Ωχ! Πω πω! Μπορείτε να το επαναλάβετε; Μπορείτε να το εξηγήσετε αλλιώς |
| use Greek language in exchanges to question, offer ideas and opinions, negotiate, compare and discuss  VC2LMG10CM02 | * using descriptive and expressive language to exchange views, elicit opinions and offer solutions/alternatives to problems, for example, Πώς μπορούμε να βοηθήσουμε το περιβάλλον; Όλοι μπορούμε να βοηθήσουμε, Νομίζω ότι όλοι πρέπει να κάνουμε κάτι, Μπορούμε να φυτέψουμε δέντρα * interacting in class routines by requesting, advising and apologising, for example, Συγγνώμη δεν κατάλαβα, Μήπως θέλεις βοήθεια; Συγγνώμη δεν έχω το βιβλίο μου, and clarifying meaning or instructions, for example, Ορίστε, Συγγνώμη; Κοίτα/Κοιτάξτε, Τι είπατε * 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 * debating or discussing current affairs and creating campaigns and slogans, for example, μέσα κοινωνικής δικτύωσης- Εσύ αποφασίζεις, κλιματική αλλαγή-Μια μικρή κίνηση, μια μεγάλη αλλαγή, μετανάστευση-Μια πατρίδα για όλους, διάκριση – Όλοι διαφορετικοί, όλοι ίσοι * using appropriate discussion protocols such as active listening, showing interest, acknowledging others’ opinions, and responding to, elaborating on and extending ideas, for example, Μάλιστα, Αλήθεια, Σέβομαι αυτό που λες, Ποια είναι η γνώμη σου για αυτό το θέμα;, Νομίζω ότι …, Πιστεύω ότι … * participating in a mock interview for a part-time job or volunteer work, answering questions and discussing ideas, for example, Θέλω να γίνω εθελοντής/εθελόντρια στην Greenpeace. Είμαι καλή με την τεχνολογία * participating in real or simulated transactions and negotiations such as ordering food, shopping, catching public transport (e.g. 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), and reflecting on the process, for example, Μου άρεσε το σουβλάκι και θα το πάρω ξανά |
| use spoken and written exchanges to discuss, plan and reflect on activities, events and experiences with peers  VC2LMG10CM03 | * 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 ... Καλημέρα και καλωσορίσατε * planning a performance, event or presentation, making decisions collaboratively and delegating roles and responsibilities such as organising a class party (e.g. Να κάνουμε το πάρτι την Τρίτη; Τι φαγητά θέλουμε; Ποιος/Ποια θα φέρει την τούρτα;) or activities for Harmony or Reconciliation Week (e.g. inviting a guest speaker) * planning collaboratively for an event by participating in scenarios related to travelling in Greek-speaking communities such as planning an itinerary (e.g. 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 * participating in a discussion or forum to review current school policies or rules, such as those relating to use of technology, uniform, start and finish times, waste management or task deadlines, to propose changes or improvements, for example, Επιτρέπεται να έχουμε το κινητό τηλέφωνο μέσα στην τάξη; Πρέπει να επιτρέπεται το κινητό μέσα στην τάξη, Πρέπει να αλλάξουμε το χρώμα της στολής, Γιατί δεν αρχίζουμε το σχολείο στις 10.00;, Πού πρέπει να πετάμε τα σκουπίδια της ανακύκλωσης; * making a complaint, formally or informally, about poor-quality service or an unsatisfactory product and suggesting a simple solution, for example, Το φαγητό μου είναι κρύο. Μπορείτε να μου φέρετε ένα άλλο πιάτο. Να μου φέρεις άλλο πιάτο * 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 feedback, for example, Να μάθω για … ήταν δύσκολο αλλά δεν τα παράτησα |

##### 7–10 Sequence sub-strand: Mediating meaning in and between languages

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| interpret and evaluate information, ideas and perspectives in a range of spoken, written, viewed and multimodal texts and respond appropriately to context, purpose and audience  VC2LMG10CM04 | * accessing print, digital and multimodal texts detailing lifestyles in Greek-speaking communities, identifying features of ways of life that reflect modernity or tradition, and discussing reasons for differences, for example, discussing images of family life in the past and present * noticing how local names of streets, places and landmarks can have their origins in the languages of Aboriginal and Torres Strait Islander Peoples, identifying the meanings of these place names, for example, ‘You Yangs’ comes from the Wadawurrung words Wurdi Youang, meaning ‘big hill’, and then discussing the names of Greek landforms that also denote physical characteristics such as Λευκά Όρη meaning ‘white mountains’ * recognising cultural expressions, phrases and etiquette in a range of contexts (e.g. 1st January and gift-giving, first day of the month/week, name day celebrations) and incorporating in their own interactions (e.g. Και του χρόνου, Καλή εβδομάδα, Καλό μήνα, με γεια τα γυαλιά), by referring to a word bank or class poster * identifying how certain expressions give clues about events and celebrations, for example, Καλό ταξίδι, Στο καλό, Και στα δικά σου, Καλή αντάμωση! * exploring and gathering information on a range of cultural practices and traditions from a variety of sources (e.g. viewing excerpts from a Greek song or video of a festival), annotating and discussing with peers aspects that were interesting and surprising, such as the large number of people of all ages who join the communal dancing * 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 according to audience (e.g. graphs or charts using informal language for peers or more formal language in a report to the general school community; Μπορούμε να βοηθήσουμε το περιβάλλον αν …) * analysing stories such as Greek folktales/myths or Aesop’s fables (e.g. Ο βασιλιάς Μίδας, Ο λαγός και η χελώνα), discussing the values/morals portrayed in such stories, and explaining these to younger students or those unfamiliar with such texts * listening to or reading Aboriginal and Torres Strait Islander stories in English and creating a profile in Greek, for example, locating protagonists, context, setting and key meaning * researching a Greek festival, experience, event or tourist site, using guiding questions and facts from texts to plan and write a postcard in the voice of the journeying character, for example, Πού 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;, Είμαι στα Γιαννιτσά και περνάω καταπληκτικά! Κάθε μέρα τρώω μπουγάτσα * writing a ‘to-do list’ for a character from an imaginative spoken, written or multimodal text, using information from that 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 |
| apply strategies to interpret and respond to non-verbal, spoken and written interactions and produce texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts  VC2LMG10CM05 | * examining and interpreting idiomatic expressions such as Πέρα βρέχει, including expressions that cannot be translated literally, for example, Tα έκανα θάλασσα * discussing colloquial language and culturally-specific concepts used in Australia (e.g. ‘no worries’, ‘the bush’, ‘outback’ or ‘waterhole’) and comparing with Greek expressions (e.g. έλα, παιδάκι, μου, καλέ), and discussing what colloquial language represents about culture and identity * evaluating information from different sources for relevance, cultural appropriateness and significance, for example, facts from a reliable website versus examples from teacher-curated social media or word-of-mouth; examining culturally-specific terms such as το παλικάρι, η λεβεντιά, το φιλότιμο, το κέφι, developing appropriate explanations and discussing possible equivalent terms in English * translating public signs, notices and slogans, comparing each other’s versions and considering reasons for any similarities or differences between translations such as use of different methods or various interpretations, for example, Μην πατάτε το πράσινο for ‘Keep off the grass’ * being aware of ‘false friends’ and how these may lead to confusion or hinder translation (e.g. κόσμος sounds like ‘cosmos’, which in English is outer space but in Greek this word means ‘world’; λιμάνι pronounced ‘limáni’, sounds like it might mean ‘lemon’, but actually means ‘port’) and keeping a word bank of these for reference * adapting a text for a different purpose, keeping the original information or intent, for example, rewording a formal email from the principal to create an informal text message for their friend, summarising the key points, such as Όλοι οι μαθητές πρέπει να φοράνε στολή κατά τη διάρκεια των εξετάσεων versus Απίστευτο, αλλά φοράμε στολή στις εξετάσεις! * writing a journal entry or a contribution for a school newsletter in Greek, reflecting on a visit to an Aboriginal or Torres Strait Islander Country or Place, and, with permission, referring to cultural knowledge of the site’s significance |

##### 7–10 Sequence sub-strand: Creating text in Greek

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| create and present spoken and written texts, selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiences  VC2LMG10CM06 | * working in pairs to write a text message or ‘comment’ on a or secure, teacher-moderated social media platform, experimenting with handles (@) and hashtags (#), for example, Πώς είναι ο καιρός; #ηλιόλουστος, Σώσε τον πλανήτη μας! #ανακύκλωση * writing a recipe and procedure for a fusion dish in Greek with footnotes in English about the ingredients and flavours, for example, ελληνικά τάκος, φέτα Ηπείρου με βετζεμάιτ, πατάτες τηγανιτές με φύκια, λουκουμάδες με μερέντα * presenting information about cultural events in different formats such as captioned photographs, digital presentation or emails, for example, a digital presentation about the Antipodes festival, traditional dance performances and costumes * creating a print or digital advertisement or travel brochure in Greek for travel to an Aboriginal or Torres Strait Islander Country or Place, including what to see and do, traditional and/or cultural considerations, means of travel, best time of year to visit, what to bring and what to wear * illustrating and captioning imaginative stories or characters in different formats such as cartoons or photo stories, using descriptive and expressive language (e.g. Η παρέα μου), or using other devices such as alliteration or similes and metaphors (e.g. άσπρος σαν το χιόνι, κολυμπά σαν δελφίνι, κρύος σαν πάγος) * writing and/or narrating a diary entry for an imaginary or real character such as a person living during the period of the Greek Revolution or a Greek philosopher or mathematician, for example, Σήμερα πήραμε πίσω τη Θεσσαλονίκη. Σήμερα ανακάλυψα ότι η γη είναι επίπεδη. Εγώ, ο Πυθαγόρας, έκανα μια νέα ανακάλυψη. * presenting digital texts in Greek on topics such as recycling, sustainability and the ‘zero waste’ movement, school life, sports or leisure activities * explaining a Greek custom or practice to an Australian audience, for example, Απόκριες, using appropriate language structures and supporting graphics, materials and gestures * 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 * creating a range of texts to entertain and engage specific audiences (e.g. digital books, songs, cartoons, video clips suitable for young or new learners of Greek), or creating a new or modified versions of songs or stories, such as changing the words, introducing a new character or creating an alternate ending |

#### 7–10 Sequence strand: Understanding Language and Culture

##### 7–10 Sequence sub-strand: Understanding systems of language

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| apply features and conventions of spoken Greek to enhance and extend fluency, and to respond to and create a range of texts in familiar and unfamiliar contexts  VC2LMG10UL01 | * 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 * 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, by randomly selecting cards with these digraphs * recognising the differences in tone and rhythm between questions, exclamations and commands, for example, Αλήθεια; Σοβαρά, Αμέσως, Ετοιμάσου γρήγορα! Τι λες! and practising raising and lowering their finger to mimic the rhythm * 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, αλήθεια * building fluency and accuracy of speech in relation to pitch, stress and rhythm by practising tongue twisters or challenging sentences or by recording themselves speaking Greek and reflecting on this when listening to it played back * 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» * reciting advanced tongue twisters (or making their own) to build vocabulary and improve pronunciation, fluency and pace, for example, Πίτα σπανακόπιτα, σπανακολαδόπιτα. Πίτα σπανακόπιτα, σπανακολαδοφραγκοσυκόπιτα * 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 |
| apply understanding of context and grammatical structures to respond to and create a range of texts that include some complex structures, ideas and conventions appropriate to formality and text type  VC2LMG10UL02 | * understanding the function of comparative and superlative adjectives, for example, πιο μεγάλος/πιο μεγάλη, μεγαλύτερος/μεγαλύτερη, ο πιο μεγάλος/η πιο μεγάλη * 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 * using cardinal and ordinal numbers such as ένας σκύλος, δύο γάτες, τρεις καμήλες and πρώτος -η-ο, δεύτερος, τρίτος, τέταρτος, for example, when describing results of a sports event * using prepositions and directions, for example, δεξιά, αριστερά, γύρω από, πίσω από, μπροστά από, ευθεία, when asking and giving directions * extending understanding and use of present, past and future tenses (e.g. είμαι, ήμουν, θα είμαι, έχω, είχα, θα έχω, έπαιξα, παίζω, θα παίξω, θα παίζω), referring to the past, present and future using adverbs of time, for example, σήμερα, αύριο, χτες, μεθαύριο, προχτές, πριν λίγες μέρες when describing weekly activities * using a wider range of adjectives such as ευαίσθητος-η-ο, δυσαρεστημένος-η-ο and ευχαριστημένος-η-ο, when describing a friend’s qualities * using possessive pronouns (e.g. μου, σου, του, της, του, μας, σας, τους, δικός μου, δική μου, δικό του), for example, η καρέκλα σας, το παντελόνι της, ο πατέρας τους, το δικό μου σκυλί, η δική μου απόφαση, ο δικός μου δρόμος * extending meaning by using adverbs of place, time and manner, such as εδώ, εκεί, κάπου-κάπου, πότε-πότε, εκεί που * understanding the use of πολύ and πολλή and applying the correct form in texts, for example, πολύ ωραία, πολλή ώρα * using expressions with the verb κάνω, κάνει κρύο/ζέστη, κάνω δουλειές, κάνω όνειρα, Τι κάνεις; * using the conjunctions για να, έτσι ώστε, αν και, όμως, όταν to link and sequence ideas and develop compound sentences * 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  VC2LMG10UL03 | * developing metalanguage and linguistic awareness to learn and discuss language structures and features in Greek, English and/or other languages, for example, conjugation, syntax, adverb, conjunction * 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; the use of abbreviations such as π.χ, κτλ, ΣΚ- Σαββατοκύριακο, ΠΣΚ-Παρασκευοσαββατοκύριακο * applying knowledge of the interrelationship between context, purpose and audience to identify text type and predict the meaning of unfamiliar vocabulary and expressions * 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 * comparing spoken and written forms of familiar types of texts in Greek and English and language functions such as spoken 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 * 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 (e.g. νόστιμο φαγητό); omission of subject and preposition (e.g. Πηγαίνω σχολείο, Πάμε Ελλάδα) * interpreting and explaining textual conventions when using technology and secure social media in Greek * recognising how Greek letters, words and morphemes are used globally in existing scientific and mathematical terms, and in the creation of new terms, for example, the universal application of Greek in the fields of mathematics, science and medicine |

##### 7–10 Sequence sub-strand: Understanding the interrelationship of language and culture

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values, and how these affect ways of communicating  VC2LMG10UL04 | * interacting with Greek speakers (e.g. students from a sister school, fellow travellers or guests) in secure, teacher-moderated online platforms, reflecting on how language choices might be interpreted by Greek speakers and making adjustments to convey intended meaning, taking care with use of hand gestures * examining reactions to different perceptions and expectations around similar and different cultural practices in Greek and Australian contexts (e.g. the concept of personal space; greeting with καλό μήνα on the first day of the month; accepting and refusing offers; gift-giving; being offered food when visiting), or 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 * listening to and/or reading examples of an Acknowledgement of Country in Greek and creating their own version that names the local Country for a Greek-speaking audience * developing an understanding of contemporary life in diverse Greek-speaking communities, for example, viewing excerpts from Greek films such as The Canary Yellow Bicycle and reflecting on similarities and differences from their own lifestyle, practices and traditions * 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; sayings such as ‘Achilles heel’ (αχίλλειος φτέρνα) and ‘Midas touch’ (το άγγιγμα του Μίδα) * analysing and discussing the interconnected nature of the linguistic and cultural diversity of Greek-speaking communities, and how this is also relevant to the linguistic and cultural diversity in Australia, including that of Aboriginal and Torres Strait Islander Peoples * 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 * discussing how sociocultural norms related to gender may be embedded in grammatical structures, and identifying possible strategies to increase inclusivity, for example, using the passive voice (ο νέος νόμος ψηφίστηκε στη Βουλή instead of ο/η βουλευτής ψήφισε τον νέο νόμο στη Βουλή) * exploring how the Greek language has been influenced by English (e.g. the use of non-Greek words such as τα μπίλια instead of οι λογαριασμοί as an Australian phenomenon) and 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 * appreciating that many Greek speakers may be bilingual and use other language variations and/or dialects, and this may form part of their identity, beliefs and values, and examining and explaining variations in language use in different Greek-speaking communities and why the Greek language may vary in some aspects of vocabulary (e.g. κοπέλι sounds like κοπέλα, meaning ‘lady’, but it actually means το παιδί, το αγόρι in Cretan dialect), noting, for example, that isolation due to geographical barriers, such as mountains and the sea, led to the development of regional dialects |