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CURRICULUM ELEMENTS

Years 7–8 (Year 7 entry)

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

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| **Strand: Communicating meaning in Greek** | | **Years 7–8 (Year 7 entry)** |
| **Sub-strand: Interacting in Greek** | | |
| **Content descriptions** Students learn to: | **Content elaborations**  This may involve students: | |
| interact with others using modelled language to exchange information in familiar contexts about self and personal worlds  AC9LMG8EC01 | * exchanging greetings with others, adjusting language to suit the time of day, context and audience, for example, καλημέρα σας, καλησπέρα, γειά σου, γειά σας, and understanding appropriate use of gestures such as kissing on both cheeks in some situations * 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; Ποιό 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 and 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, tasks and responsibilities related to classroom and interests  AC9LMG8EC02 | * interacting in classroom routines such as the start and end of lessons, roll call, apologising or making requests, for example, Εδώ είμαι κυρία/κύριε, Παρόν/παρούσα, Άνοιξε την πόρτα, σε παρακαλώ * 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 ...; * using formulaic language to clarify, ask permission or for help, Μπορώ να πάω ...; Θέλω να ...; Χρειάζομαι βοήθεια * experimenting with language to participate in a range of activities and tasks, for example, taking responsibility and praising, Νίκησα, Μπράβο, Είναι η σειρά σου * discussing daily routines and roles and responsibilities in the classroom and at home, for example, Τι ώρα ξυπνάς …, Πηγαίνω στο σχολείο με το λεωφορείο., σήκωσε το χέρι σου για να μιλήσεις * 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, and undertaking classroom administration, for example, Καλημέρα σας. Είναι εδώ η Μαρία; | |
| engage in modelled non-verbal, spoken and written exchanges with peers to organise activities relating to daily life and school environment  AC9LMG8EC03 | * participating with others in everyday interactions, for example, ordering at a restaurant, shopping, using public transport, or organising to meet, Θέλουμε/Θα πάρουμε δύο σουβλάκια και μία λεμονάδα, Πόσο κάνει; Ένα εισιτήριο, παρακαλώ, Ραντεβού στις πέντε * 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 a class party, for example, making a shopping list, deciding who will bring what and listing the songs to sing, Χρόνια πολλά! Τι θα φέρεις; Θα φέρω πατατάκια * collaborating to create resources to support learning or to remember vocabulary or the alphabet, such as a class book, mnemonic device cards or labels, and negotiating with each other in relation to different language elements and structures * working with peers to produce a bilingual publicity flyer for an upcoming event, for example, an invitation, μια πρόσκληση, to promote Greek learning among school community members or a brochure, ένα φυλλάδιο, to introduce a new or improved recycling program at school | |
| **Sub-strand: Mediating meaning in and between languages** | | |
| locate and process information and ideas in familiar spoken, written and multimodal texts, responding in ways appropriate to cultural context, purpose and audience  AC9LMG8EC04 | * 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; * understanding and retrieving information from a source and conveying details in a different format to a different audience, for example, reading about an annual event in a Greek-speaking community and producing a program for the event, Η γιορτή ξεκινάει στις δέκα το πρωί, or viewing a movie program and negotiating what to see, Θέλεις να δούμε … στις έξι; * describing characters, events and key ideas in a range of texts using a scaffold such as a storyboard, καλός άνθρωπος, κακιά τύχη, Συνάντησε τη φίλη της στις πέντε το απόγευμα * listening to, reading or viewing First Nations Australian authors’ stories in English and responding to them in spoken or written Greek * interviewing or surveying others and classifying and summarising information in graphs, tables and images, on topics such as favourite things, pets, family, daily routine, for example, Ποιό είναι το αγαπημένο σου βιβλίο; Έχεις κατοικίδιο ζώο; * 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, or looking at a movie program and negotiating when to go and what to see with siblings | |
| develop and begin to apply strategies to interpret, translate and convey meaning in Greek in familiar contexts  AC9LMG8EC05 | * 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, ‘Recycle bottles here’ ανακυκλώστε τα μπουκάλια εδώ, ‘Bus-stop’ στάση λεωφορείου * developing strategies to support understanding of body language, for example, the appropriate use of actions and gestures in various 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, for example, Maths/Μαθηματικά, exit/έξοδος, and syntax, for example, adjective before the noun * developing ways to recall Greek root words to aid translation and comprehension, for example, a, an- (without/not), acro- (top/tip/end), allo- (other), amphi-/amph- (both, around) * recognising ‘false friends’ in Greek and how they may hinder translation or cause misunderstandings, for example, ναι means ‘yes’ in Greek but sounds like ‘no’ in English, ιδιωτικός sounds like ‘idiotic’, but means ‘private’ * comparing songs such as Greek versions of English language songs, for example, Τρίγωνα Κάλαντα Jingle Bells, highlighting aspects that may be similar or different, or recognising when word for word translation is not possible | |

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| **Sub-strand: Creating text in Greek** | |
| create spoken, written and multimodal, informative and imaginative texts using appropriate vocabulary, expressions, grammatical structures, and some textual conventions  AC9LMG8EC06 | * creating informative texts such as diary entries, emails, posters, presentations, related to own experiences, for example, 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, for example, writing a text message to a friend versus an email to the teacher, for example, Έλα, τι κάνεις; Έρχεσαι; vs Αγαπητή κυρία Φρόσω, Θα ήθελα να ... * creating a print or digital poster in Greek to promote travel to a significant cultural location on a First Nations Country/Place, including what to see and do * creating their own versions of familiar texts such as stories, greeting cards or board games, for example, a Greek version of Scrabble, or Η πολύ πεινασμένη κάμπια for younger students, την Τρίτη έφαγε 5 ελιές * writing the first part of a short narrative, and exchanging with a peer to write the next section, repeating until the text is complete and reading aloud, or folding the paper so the next person cannot see what is previously written to create a funny story, for example, αύριο θα πάω στην Ντίσνεϋλαντ ... * 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 on Grandparents’ Day or an open day for younger students * writing a short poem such as an acrostic poem, with a Greek word of their choice (a name, character, food, etc.), and using adjectives or sentences to describe the item |

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| **Strand: Understanding language and culture** | | **Years 7–8 (Year 7 entry)** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** Students learn to: | **Content elaborations**  This may involve students: | |
| recognise and use features of the Greek sound system, including pitch, rhythm, stress, pronunciation and intonation, and demonstrate understanding of how these are represented in familiar contexts  AC9LMG8EU01 | * differentiating between the sounds of the 24 letters in the Modern Greek alphabet, understanding individual letter names and that there are upper-case and lower-case letters, 7 vowels and 17 consonants, and that ‘ς’ (τελικό σίγμα) only appears on the ends of words * 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 * recognising and pronouncing alphabet letters with familiar sounds, for example, Οο, Ιι, Εε, Αα, Κκ, Ττ, Λλ, Ππ, Σσς, Μμ, Νν, Ηη, Υυ, Ωω, Ββ, Ζζ, Φφ, and unfamiliar sounds such as Γγ, Ρρ, Δδ, Θθ, Ξξ, Ψψ, Χχ * recognising and producing syllables from vowel–consonant combinations, for example, μα, με, μη, μι, μο, μυ, μω and understanding that syllables can be joined together to make words such as α-λά-τι and μά-τι * distinguishing the different use of σ/ς and applying in context, for example, σαλάτα and φίλος * experimenting with tongue twisters to build vocabulary and improve pronunciation, such as Ο παπάς ο παχύς έφαγε παχιά φακή. Γιατί παπά παχύ έφαγες παχιά φακή; * recognising and using vowel digraphs δίψηφα φωνήεντα such as αι, ει, οι, αυ, ευ and ου in ουρανός, οικογένεια, πεύκο * identifying and using consonant digraphs δίψηφα σύμφωνα such as γγ, γκ, μπ, τσ, τζ, ντ, in φεγγάρι, μπανάνα * using vowels to create same sounds that can be represented by more than one letter, for example, ι, η, υ, ει, οι as ποίημα * understanding and applying appropriate intonation for questions, statements, commands and interjections * learning about the accent on top of vowels within polysyllabic words, for example, ποτήρι, κυρία, μπάλα with the exception of που/πού, πώς/πως, ή/η | |

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| develop knowledge of, and use structures and features of, the Greek alphabet, grammatical and writing systems to understand and create spoken, written and multimodal texts  AC9LMG8EU02 | * using the Modern Greek alphabet for spelling of names and commonly used language * applying punctuation in texts, for example, the question mark (;), the acute (ά) and commas * recognising and applying agreement and word order, for example, Η μαμά μου είναι ... * learning the definite article in both singular and plural forms ο, η, το, οι, οι, τα * distinguishing the difference between the use of definite and indefinite articles, for example, ο, η, το,ένας, μία, ένα * using simple prepositions to add detail and connect ideas, such as κάτω, μέσα, έξω, πάνω, πίσω, μπροστά * 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 * understanding and applying verb conjugation by using appropriate verb endings, for example, εγώ γράφω, εσύ γράφεις, αυτός/ή/ό γράφει, εμείς γράφουμε, εσείς γράφετε, αυτοί/ές/ά γράφουν * using affirmative and negative statements in present, for example, εγώ παίζω, εγώ δεν παίζω, εγώ παίζω; * understanding and applying word order such as subject+verb+object, for example, Ο Νίκος παίζει μπάλα., as well as word agreement such as adjectives and nouns, for example, η κόκκινη μπάλα * understanding Greek nouns are assigned one of 3 grammatical genders: masculine, feminine, neuter and that grammatical gender can reflect the actual gender of an animal or person, but also the gender of an inanimate object, for example, η καρέκλα, η τσάντα, ο καναπές * indicating ownership or possession using singular possessive pronouns after the noun or adjective they refer to, such as μου, σου, του, της, του, του, for example, το βιβλίο μου, η μαμά της * incorporating basic connectives in texts to enhance cohesion and link ideas, such as και, γιατί, αλλά, for example, Παίζω κιθάρα, αλλά μου αρέσει και το πιάνο * recognising command verbs in context, for example, έλα, ελάτε, κλείσε, άνοιξε, κάθισε, καθίστε, σήκω, σηκωθείτε, γύρισε, γράψε, διάβασε, άκουσε |
| compare Greek language structures and features with English, using familiar metalanguage  AC9LMG8EU03 | * discussing the difference between nouns in Greek and English, for example, English nouns are not attached to inherent articles as they are in Greek, such as η μπάλα/ball * comparing the structure, presentation and features of texts in Greek and English by identifying similarities and differences, for example, in expression and levels of formality, in a wedding invitation or a clothing sale at a store, or message to a friend * transforming a simple text such as a short song or poem into another text type such as a conversation or cartoon, applying the key features of the second text type and making comparisons with transforming a similar text in English * exploring the influences of the Greek language on English, identifying examples of Greek words, symbols and morphemes used in other learning areas, such as prefixes, suffixes and root words, using strategies to work out meanings of unknown words, for example, anti-, astro-, auto-, bio-, deca-, mono-, neo-, octo-, -ology, pent-, peri-, -phil-, -phobia, photo-, -poly-, psych-, -scope, tech-, tele-, -therm-, tri-, π, etc., αστροναύτης, αυτοκίνητο, γραφικός * recognising loan words from English that are used in Greek, such as πάρτι, and other words used in Greek that have been borrowed from other languages, such as μπλε, γκρι, ροζ, παλτό, ραντεβού, κέφι, and discussing why these words have been borrowed * focusing on those letters that are different and initially difficult, and pronouncing words starting with the sounds Ψψ and Ξξ (ψάρι, ξύλο), recognising that these 2 sounds only appear in the middle or at the end of words in English such as axe, lapse |

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

Years 9–10 (Year 7 entry)

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

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| **Strand: Communicating meaning in Greek** | | **Years 9–10 (Year 7 entry)** |
| **Sub-strand: Interacting in Greek** | | |
| **Content descriptions** Students learn to: | **Content elaborations**  This may involve students: | |
| initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, opinions and experiences about their own and others’ personal worlds  AC9LMG10EC01 | * 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 on topics relating to teenage life (parties, jobs, music, friendship, fashion, etc.) through active listening skills, turn-taking, non-verbal reactions (shrugging shoulders, head shaking, etc.) and spoken responses such as Γιατί δε μιλάς με το Γιάννη; Μαλώσατε; * using a range of language structures and communication strategies to elicit others’ responses and express own opinions and experiences, for example, Τι νομίζετε; Πιστεύω ότι ..., Μ’ αρέσει περισσότερο η ελληνική μουσική από ..., Συμφωνείς; * expressing hopes and ambitions, and giving reasons for plans, for example, Θέλω να γίνω μουσικός παραγωγός * practising how to interact in unfamiliar contexts, such as what strategies and language to use and when, for example, helping a stranger with directions or discussing unfamiliar topics, using appropriate interjections, asking for clarification or repetition, asking to elaborate, Πού θέλετε να πάτε; Πηγαίνετε δεξιά και μετά στρίψτε αριστερά. * experimenting with the use of interjections, exclamations and filler words to maintain flow, fill gaps, and build fluency and authenticity, for example, Βασικά … Δεν μου λες … Κοίτα … Εντάξει … Λοιπόν ... | |
| use Greek language in exchanges to question, offer opinions and compare and discuss ideas  AC9LMG10EC02 | * debating or discussing current affairs and creating campaigns and slogans, for example, μέσα κοινωνικής δικτύωσης, κλιματική αλλαγή, μετανάστευση, διάκριση * using descriptive and expressive language to exchange views, elicit opinions and offer solutions/alternatives to problems, for example, Πώς μπορούμε να βοηθήσουμε το περιβάλλον; * 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. * interacting in class routines by requesting, advising and apologising, for example, Συγγνώμη δεν κατάλαβα, Μήπως θέλεις βοήθεια; and clarifying meaning or instructions Ορίστε, Συγγνώμη; Κοίτα/Κοιτάξτε, Τι είπατε; * participating in a mock interview for a part-time job or volunteer work, answering questions and discussing ideas, for example, Θέλω να γίνω εθελόντρια στην Green Peace. Είμαι καλή με την τεχνολογία. * using appropriate discussion protocols such as active listening, showing interest, acknowledging others’ opinions, responding to, elaborating and extending ideas, for example, Πιστεύω ότι …, Ποιά είναι η γνώμη σου για … | |
| use non-verbal, spoken and written exchanges to discuss, plan and reflect on activities, events and experiences with peers  AC9LMG10EC03 | * 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 ... * planning a performance, event or presentation, making decisions collaboratively and delegating roles and responsibilities, for example, a class party, activities for Harmony/Reconciliation Week * planning collaboratively for an event by participating in scenarios related to travelling in Greek-speaking communities, such as planning an itinerary, Τη Δευτέρα θα πάμε στην Ακρόπολη, Την Τρίτη θα είμαστε στο Σούνιο and reflecting on the process and what they would do differently, for example, Την επόμενη φορά πρέπει να κλείσουμε τα εισιτήρια πιο νωρίς * participating in real or simulated transactions and negotiations, such as ordering food, shopping, catching public transport, for example, Πόσο κάνει το παγωτό; Αυτή η μπλούζα είναι πολλή ακριβή. Θέλω μία πιο φθηνή. Πάμε με το λεωφορείο, γιατί είναι πιο φθηνό από το ταξί. * participating in a discussion or forum to review current school policies/rules relating to use of technology, uniform, start and finish times, waste management, task deadlines, etc., to propose changes or improvements, for example, Επιτρέπεται να έχουμε το κινητό τηλέφωνο μέσα στην τάξη; Πού πρέπει να πετάμε τα σκουπίδια της ανακύκλωσης; * 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. * keeping a personal Greek ‘progress journal’ to reflect on the process and experience of learning a language, using target vocabulary and structures, and sharing weekly with the teacher for comments, for example, Να μάθω για … ήταν δύσκολο αλλά δεν τα παράτησα. | |

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| **Sub-strand: Mediating meaning in and between languages** | |
| interpret information, ideas and perspectives in a wide range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience  AC9LMG10EC04 | * accessing multimodal texts detailing lifestyles in Greek-speaking communities, identifying features of ways of life that reflect modernity or tradition, and discussing reasons for differences * recognising cultural expressions, phrases and etiquette in a range of contexts, such as 1st of January and gift giving, first day of month/week, name day celebrations, and incorporating in their own interactions, for example, *Και του χρόνου, Καλή εβδομάδα, Καλό μήνα, με γεια τα γυαλιά* * identifying how certain expressions give clues about particular events and celebrations, for example, *Καλό ταξίδι, Στο καλό, Και στα δικά σου, Καλή αντάμωση!* * listening to or reading First Nations Australians’ stories in English, and creating a profile of them in Greek * obtaining and compiling perspectives and attitudes regarding social and cultural issues in their own community, for example, interviewing a local environmental group and presenting information/opinions in graphs, charts or reports, *Μπορούμε να βοηθήσουμε το περιβάλλον αν ...* * exploring and gathering information on a range of cultural practices and traditions through a variety of sources, for example, viewing excerpts from a Greek song or video of a festival, annotating, and discussing with peers, aspects that were interesting and surprising * analysing stories such as Greek folktales/myths or ‘Aesop’s Fables’, *Ο βασιλιάς Μίδας, ο λαγός και η χελώνα,* discussing the values/morals portrayed in these, and explaining these to younger students or those unfamiliar with such texts * researching a Greek festival/experience, event or tourist site, using guiding questions and facts from texts to plan, and writing a postcard in the voice of the journeying character, for example, *Που είσαι; Σου αρέσει; Γιατί ή γιατί όχι; Τι σου έχει συμβεί μέχρι τώρα; Τι σου έκανε εντύπωση; Τι έχετε μάθει μέχρι τώρα, για τον εαυτό σας ή τους άλλους; Τι θα κάνεις;* or *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 the text, and inferring information and supplying evidence to support inferences, for example, if a character’s dream is to win at the Olympics, *Προπόνηση για 2 ώρες την ημέρα., Υγιεινή διατροφή* * 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, *Όλοι οι μαθητές πρέπει να φοράνε στολή κατά τη διάρκεια των εξετάσεων.* vs *Απίστευτο, αλλά φοράμε στολή στις εξετάσεις!* |
| apply strategies to interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts  AC9LMG10EC05 | * examining and interpreting idiomatic expressions such as Πέρα βρέχει, including expressions that cannot be translated literally, for example, Tα έκανα θάλασσα * evaluating information from different sources for relevance, cultural appropriateness and significance, for example, facts from a reliable website versus social media or word-of-mouth * examining culturally specific terms such as το παλικάρι, η λεβεντιά, το φιλότιμο, το κέφι, developing appropriate explanations for them and discussing possible equivalent terms in English * discussing colloquial language and culturally specific concepts used in Australia, such as ‘no worries’, ‘the bush’, ‘outback’, ‘dunny’, ‘waterhole’, and comparing with Greek expressions, for example, γκε γκε, έλα, παιδάκι μοιυ, and discussing what they say about culture and identity * translating public signs, notices and slogans, comparing each other’s versions and considering reasons for any similarities or differences between their translations, such as use of different methods, or various interpretations, for example, Μην πατάτε το πράσινο * being aware of ‘false friends’ and how these may lead to confusion or hinder translation, for example, κόσμος sounds like ‘cosmos’, which in English is outer space, but in Greek this word means ‘world’, λιμάνι pronounced ‘limáni’ sounds like it might mean ‘lemon’, but actually means ‘port’ |
| **Sub-strand: Creating text in Greek** | |
| create spoken, written and multimodal, informative and imaginative texts, selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiences  AC9LMG10EC06 | * presenting digital texts in Greek on topics such as recycling, sustainability and ‘zero waste’ movement, school life, sports or leisure activities * presenting information about cultural events in different formats such as captioned photographs, digital presentation or emails, for example, an Antipodes festival/Glendi, traditional dance performances and costumes * explaining a Greek custom or practice to an Australian audience, for example, Απόκριες, using appropriate language structures and supporting graphics, materials and gestures * writing a journal entry, or contributing to a school newsletter in Greek reflecting on the impact of a visit to a significant cultural location on a First Nations Country/Place, and, with permission, referring to cultural knowledge of the site * 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 * accessing texts such as songs, films and digital/online texts, and creating a new version or modifying key aspects, for example, introducing a new character or creating alternative endings * illustrating and captioning imaginative stories or characters in different formats such as cartoons, photo stories, using descriptive and expressive language, for example, Η παρέα μου, or using other devices such as alliteration or similes and metaphors, άσπρος σαν το χιόνι, κολυμπά σαν δελφίνι, κρύος σαν πάγος * 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. * creating a range of texts to entertain and engage particular audiences, for example, digital books, songs, cartoons and video clips suitable for young or new learners of Greek * 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 βετζεμαιτ, πατάτες τηγανητές με φύκια, λουκουμάδες με μερέντα * working in pairs to write a text message or secure social media ‘comment’ conversation, experimenting with handles, @ and # symbols, for example, Πώς είναι ο καιρός; #ηλιόλουστος, Σώσε τον πλανήτη μας! #ανακύκλωση * writing the first part of a text with genre of their choice and exchanging paper with a peer to continue writing the text, attempting to follow the same style, themes and conventions, or folding their paper so the next person cannot see the previous material and continuing the story, for example, Σε έναν γαλαξία πολύ μακριά από εδώ ... |

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| **Strand: Understanding language and culture** | | **Years 9–10 (Year 7 entry)** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** Students learn to: | **Content elaborations**  This may involve students: | |
| apply features of the Greek sound system, including pitch, rhythm, stress, pronunciation and intonation, and show how these are represented in familiar and some unfamiliar contexts  AC9LMG10EU01 | * 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 * recognising the differences in tone and rhythm between questions, exclamations and commands, for example, Αλήθεια; Σοβαρά, Αμέσως, Ετοιμάσου γρήγορα! Τι λες! * recognising and reproducing rhythms in more complex sentences, using pauses, intonation, fillers and interjections to signal emphasis, show interest and keep the conversation flowing, for example, ναι ναι, μχμ μχμ, αλήθεια * 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, σπανακολαδοφραγκοσυκοπιτα * using prior knowledge of Greek pronunciation to transcribe spoken text, writing down words and sentences as they hear them, predicting spelling of unfamiliar words, for example, μπαούλο, γυμνάσιο, στρουθοκάμηλος | |
| select and use structures and features of the Greek grammatical and writing systems to enhance meaning and create spoken, written and multimodal texts  AC9LMG10EU02 | * extending understanding and use of present, past and future tenses, for example, είμαι, ήμουν, θα είμαι, έχω, είχα, θα έχω, έπαιζα, έπαιξα, παίζω, θα παίξω, θα παίζω * referring to the past, present and future using adverbs of time, for example, σήμερα, αύριο, χτες, μεθαύριο, προχτές, πριν λίγες μέρες * using a wider range of adjectives such as ευαίσθητος-η-ο, δυσαρεστημένος-η-ο, ευχαριστημένος-η-ο * using cardinal and ordinal numbers, for example, ένας σκύλος, δύο γάτες, τρεις καμήλες and πρώτος -η-ο, δεύτερος, τρίτος, τέταρτος * using prepositions and directions, for example, δεξιά, αριστερά, γύρω από, πίσω από, μπροστά από, ευθεία * using possessive pronouns μου, σου, του, της, του, μας, σας, τους, δικός, δική, δικό, for example, η καρέκλα σας, το παντελόνι της, ο πατέρας τους, το δικό μου σκυλί, η δική μου απόφαση, ο δικός μου δρόμος * 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; * understanding the function of comparative and superlative adjectives, for example, πιο μεγάλος, μεγαλύτερος, ο πιο μεγάλος * using conjunctions για να, έτσι ώστε, αν και, όμως, όταν to link and sequence ideas and develop compound sentences * 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 prior knowledge of morphemes to predict the meaning and spelling of unfamiliar words, for example, auto-, bio-, demo-, -gram, hypo-, -ism, -logue, mono-, morph-, peri-, phil-, -phobia, psych-, -therm-, in words such as ξενοφοβία, ψυχολόγος, περιφέρεια | |
| reflect on and evaluate Greek texts, using metalanguage to discuss language structures and features  AC9LMG10EU03 | * 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, νόστιμο φαγητό, and omission of subject and preposition, Πηγαίνω σχολείο * 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 * developing metalanguage and linguistic awareness to learn and discuss language structures and features in Greek and/or English, such as 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 and the use of abbreviations such as π.χ, κτλ, Πσκ | |
| **Sub-strand: Understanding the interrelationship of language and culture** | | |
| reflect on and explain how identity is shaped by language(s), culture(s), attitudes, beliefs and values, and how these affect ways of communicating  AC9LMG10EU04 | * interacting with Greek speakers, for example, with students from a sister school, while travelling, with guests, or in secure online platforms, reflecting on how language choices might be interpreted by Greek speakers and making adjustments to convey intended meaning * examining reactions to different perceptions and expectations around similar and different cultural practices in Greek and Australian contexts, for example, the concept of personal space, greeting with καλό μήνα on the first day of the month, accepting and refusing offers, gift giving * developing an understanding of contemporary life in diverse Greek-speaking communities, for example, viewing excerpts from Greek films, and reflecting on similarities and differences from own lifestyle, practices and traditions * reflecting on and explaining the protocols required to authentically co-create an Acknowledgement of Country/Place with a First Nations Australian, to present in Greek to a group of Greek-speaking visitors at a school assembly * examining and explaining variations in language use in different Greek-speaking communities, and why the Greek language may vary in some aspects of vocabulary, for example, κοπέλι sounds like κοπέλα which means lady, but it actually means το παιδί, το αγόρι in Cretan dialect * discussing elements of Greek language and culture and how they have become part of Australian lifestyles, for example, celebrations such as το Γλέντι, το Πανηγύρι, food such as τζατζίκι, γύρος, ντολμάδες, and sayings such as Achilles’ heel αχίλλειος φτέρνα and Midas touch το άγγιγμα του Μίδα * 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 * exploring how the Greek language has been influenced by English, for example, the use of non-Greek words such as τα μπίλια instead of οι λογαριασμοί as an Australian phenomenon * 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 * examining Greek cultural stereotypes that can lead to generalisations and misconceptions, for example, assumptions about typical diet or celebrations, such as shouting ώπα! and smashing plates * 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 | |