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F–10 AUSTRALIAN CURRICULUM: Modern Greek language support resource

Introduction

This Modern Greek (Greek) Language resource was developed to support teachers as they plan teaching and learning programs to implement the Australian Curriculum: Modern Greek. It is optional and includes illustrative examples of language and language use.

The resource provides suggestions for sequential development in 2 parts:

* Part 1 – language structures and features
* Part 2 – thematic contexts for language use.

Content in both parts is presented in 3 broad levels – beginner, intermediate and advanced – and is independent of the year bands and sequences in the curriculum, and the time spent on task.

Teachers can use suggestions in the resource to adapt curriculum content to meet the diverse language needs and learning backgrounds of students at different entry points into second language learning. For example, if a Year 5 student is learning Greek for the first time, a teacher can use the cognitive demand of the Years 5 and 6 curriculum achievement standards and content descriptions combined with beginner language structures and features, and/or thematic contexts.

About language structures and features

Part 1 provides language structures and features that are neither exhaustive nor mutually exclusive. The 3 levels demonstrate how a particular structure or feature could be developed at different stages of a continuum of second language learning.

About thematic contexts for language use

Part 2 provides examples of thematic contexts for language use. They are designed to give teachers ideas about how to support a progression of learning related to contexts and concepts of language use. Teachers are encouraged to adapt these to allow for student agency and to meet the needs, abilities and interests of their students, using the approaches, methodologies and pedagogies that best suit their students’ learning.

Part 1: Language structures and features

This part begins with ‘Conventions of sound system’ followed by structures and features organised in alphabetical order in Table 1.

*Table 1*: Language structures and features

|  |
| --- |
| **Language structures and features** |
| Conventions of sound system | **Beginner** | **Intermediate** | **Advanced** |
| alphabet and pronunciation* 24 Modern Greek alphabet letters: *Α α, Β β, Γ γ, Δ δ, Ε ε, Ζ ζ, Η η, Θ θ, Ι ι, Κ κ, Λ λ, Μ μ, Ν ν, Ξ ξ, Ο ο, Π π, Ρ ρ, Σ σ/ς, Τ τ, Υ υ, Φ φ, Χ χ, Ψ ψ, Ω ω*
* the ς – *τελικό σίγμα*
* 7 vowels, 17 consonants
* names and sounds of alphabet letters
* upper- and lower-case letters
* rolled *ρ* (r)
* unique sounds *γ, τ, χ, ψ* and *ξ*
* comparison of *δ, θ*
* digraphs *ου, μπ*
* accent marks
* syllables from consonant–vowel combinations, for example, *μα, με, μη, μι, μο, μυ, μω* and joining syllables together, such as *α-λά-τι* and *μά-τι*
* intonation for questions and statements
* onomatopoeic sounds and rhymes, for example, *τσίου τσίου* (cheep, cheep)*, γαβ γαβ* (woof, woof)*, νιάου νιάου* (miaou, miaou)
 | pronunciation, intonation, stress* pronunciation of most common digraphs/diphthongs and letter blends –*ου, αι, ει, οι, μπ, ντ, γγ, γκ, τσ, τζ, αυ, ευ*
* pronunciation of words that are sometimes exceptions to the common digraph sounds, for example, *αντίο, αμπέλι, πέντε, πάντοτε, φεγγάρι, Αγγλία, αγγλικά, αγκαλιά*
* pronunciation of words with the *σμ* sound such as *κόσμος, παππούς μου*
* letter clusters such as στρ, μπρ, μπτ, ρμπ, for example, στρατός, ομπρέλα, Πέμπτη, μπάρμπας
* sound *I* is represented by different spellings, *I, ι, H, η, Y, υ, Eι, ει, Οι, οι*
* use of accent mark in writing, for stress and emphasis
* common noun and adjective endings including ος, ας, ης, οι, η, α, ες, ι, ο, α
* accentuation, and differences such as πού/που, πώς/πως, ή/η
* intonation for questions, statements, exclamations, commands and interjections
 | pronunciation, intonation, stress, pitch, rhythm, accentuation* pronunciation, rhythm, phrasing, intonation and tempo to develop fluency
* pausing, interjections, and intonation to signal emphasis, show interest and reactions
* differences in sounds such as *γγ, γκ, τζ, τσ, μπ, ντ, αϊ, οϊ, άι, όι, σμ* (*διάβασμα*), and using them appropriately when writing unfamiliar words
* use of accentuation to split digraph into 2 sounds, for example, *τσάι*
* different pronunciation of digraphs/diphthongs, for example, *αυ - αυτοκίνητο* and *αυλή, ευ - ευχαριστώ* and *ευγενικός*
* pronunciation of double letters, for example, *ιππόδρομος, Γιάννης*
* placement of accent varies meaning of same word, for example, *γέρος, γερός*
* spelling and reading of unfamiliar words
 |
| Adjectives | regular adjectives and gender* adjective endings to match nouns depending on gender, for example, masculine adjectives end in -*ος,* feminine end in *-η*, neuter, end in -*ο*, as in *κόκκινος/η/ο, μεγάλος/η/ο, καλός/ή/ό*
* regular adjectives, for example, *καλός, καλή, καλό/νέος, νέα, νέο, δεν είναι καλός/ή/ό*
* adjectives with cardinal numbers, for example, *ένας, μία, ένα*
 | adjective agreement* adjective matches the noun that it modifies in number and gender (masculine, feminine, or neuter), for example, *μικρός σκύλος, οι μικροί σκύλοι, η άσπρη γάτα, οι άσπρες γάτες, το καλό παιδί, τα καλά παιδιά*
* position, for example, *ο όμορφος κήπος*
* ordinal numbers used as adjectives, for example, *πρώτος/η/ο, δεύτερος/η/ο, τρίτος/η/ο*
 | adjectives and case* range of adjectives, such as *ζηλιάρης, ζηλιάρα, ζηλιάρικο*
* forms of common irregular adjectives, for example, *πολύς, πολλή, πολύ, ειδοποιός, ειδοποιός, ειδοποιό, ευγνώμων, ευγνώμων, ευγνώμον*
* adjective matches noun that it modifies in number (singular or plural), gender (masculine, feminine, or neuter) and case (nominative, genitive or accusative), for example, *ο καλός άντρας, του καλού άντρα, τον καλό άντρα/οι καλοί άντρες, των καλών αντρών, τους καλούς άντρες*
 |
| **for recognition and modelled use*** position – adjective before the noun
 | **for recognition and modelled use*** simple comparative and superlative adjectives, for example, *πιο μεγάλος, μεγαλύτερος, ο πιο μεγάλος*
 | comparative and superlative adjectives* comparative and superlative adjectives, for example,*πλούσιος-α-ο, πιο πλούσιος-α-ο/πλουσιότερος-η-ο, ο πιο πλούσιος-α-ο/πλουσιότατος-η-ο*
 |
| Adverbs | frequently used adverbs* adverbs of degree, for example, *λίγο, πολύ*
* adverbs of place, for example, *έξω, μέσα, εδώ, εκεί, πάνω, κάτω, γύρω*
* adverbs of certainty/negation, for example, *ναι, όχι,* *δε*(*ν*)*, μη*(*ν*)

for recognition and modelled use* adverbs of time, for example, *σήμερα, αύριο, χτες*
 | additional adverbs* adverbs of degree or quantity, for example, *όσο, τόσο, πολύ, περισσότερο, λίγο, αρκετά, καθόλου*
* adverbs of place, for example, *πίσω, δίπλα, εκεί, αλλού, ψηλά*
* adverbs of certainty/possibility/ negation, for example, *ναι,* *σίγουρα, όχι,* *βέβαια, μάλιστα,* *ίσως,* *πιθανόν,* *όχι βέβαια*
* adverbs of time, for example, *τότε, σήμερα, αύριο, χτες, πριν, πέρσι, φέτος, ποτέ, κάποτε, κάπου–κάπου*
* adverbs of frequency, for example, *ποτέ, συχνά, συνήθως, πάντοτε*
* adverbs of manner, for example, *όμορφα, ωραία*
 | forming adverbs and adverbial phrases* adverbs of time and place, for example, *κάπου-κάπου, πότε-πότε, εκεί που*
* adverbs to modify and intensify meaning of verbs and adjectives, for example, *ακριβώς, αρκετά, πολύ, λίγο*
* comparatives, *πιό* (more) before the adverb or adjective neuter form+suffix -*τερα*,for example, *γρηγορότερα, αργότερα*
* formation of adverbs from adjectives, for example, *ωραία, χαμηλά*
* adverbs with personal pronouns, for example, *μαζί μας*
* adverbs of manner, for example, *όπως, έτσι, μαζί, ήσυχα*
 |
| Articles  | **articles – masculine, feminine and neuter – singular and plural*** *ο, η, το,* *οι, τα*
 | **definite and indefinite articles*** *ο, η, το/οι, oι, τα*
* *ένας, μία, ένα*
 | **conjugated articles*** *ο, η, το/οι, οι, τα/του, της, του/των, των, των/το*(*ν*)*, τη*(*ν*)*, το/ τους, τις, τα*
 |
| Cognates and false friends | recognition of common cognates* *μπανάνα, καφέ, βάζο, ταξί, τένις, κομπιούτερ, αλφάβητο, βάζο, Σεπτέμβριος, σαλάτα, λεμόνι, Οκτώβριος, Νοέμβριος, Δεκέμβριος*
 | **recognition and use of cognates*** *τηλέφωνο, φωτογραφία, παιδίατρος, δράμα, θέατρο, μπασκετμπολίστας, τενίστας, πάρτυ, χόμπι, μπάσκετ, κομπιούτερ, φωνή*
 | **cognates for technical terms*** *βιογραφία, βιότοπος, βιολογικός, δημοκρατία, ιστορία, γεωγραφία, τηλεσκόπιο, οχτάγωνο*
 |
| false friends* awareness of common false friends, for example*, nαι* (yes)
 | false friends* *ιδιωτική* (private)
* *κόσμος* (world)
 | **false friends*** recognition that false friends can cause misunderstanding or confusion, for example, *λιμάνι* – pronounced *limáni*, sounds like it would mean lemon, but means port
 |
| Conjunctions and connectives | frequently used conjunctions* *και, ή*

**for recognition and modelled use*** *γιατί, αλλά*
 | conjunctions and connectives* γιατί, αλλά, ούτε, μα, μόνο, λοιπόν, που, ότι, σαν, πριν, μόλις, επειδή, να
 | conjunctions and connectives* to link, clarify and sequence ideas and modify meaning, for example*,* *πως, ότι, δηλαδή, για να, όμως, όταν, αφού, αν*
 |
| Εtymology, morphemes and Greek root words | **common words of Greek origin*** identification of proper and common nouns of Greek origin, for example, Αlex (*Αλέξης*), Theodore (*Θεόδωρος*), Zoe (*Ζωή*), alphabet (*αλφάβητος*), eucalyptus (*ευκάλυπτος*), hippopotamus (*ιπποπόταμος*), mathematics (*μαθηματικά*), history (*ιστορία*), telephone (*τηλέφωνο*)
 | common morphemes* recognition of common morphemes in Greek and English words, for example, disc, giga-, mega-, metro, anti-, astro-, deca-, geo-, -graph-, hyper-, -ic, -itis, kilo-, macro-, mega-, -meter, micro-, neo-, octo-, -ology, pent-, photo-, -poly-, -scope, tech-, tele-, tri-
 | **morphemes and borrowed words*** morphemes in Greek and English words, to predict meaning and spelling, for example, auto-, bio-, demo-, -gram, hypo-, -ism, -logue, mono-, morph-, peri-, phil-, -phobia, psych-, therm-
* English words in the Greek language, for example, *πάρκινγκ, ζάπινγκ, λοκντάουν, ντελίβερι*
 |
| Idioms and expressions | * *Ώπα!*
* *Πω πω!*
* *κάτσε στ’αυγά σου*
 | * *Γεια μας!*
* *τα κάνω άνω κάτω*
* *άρον άρον*
* *κόκκινος σαν αστακός*
 | * *αλλού αυτά*
* *βρέχει καρεκλοπόδαρα*
* *έγινε άλλος άνθρωπος*
 |
| Interrogatives | **common interrogatives*** *Πού; Πότε; Τι; Γιατί; Πώς; Πόσο, Ποιός/α/ο;*
 | **interrogatives to obtain specific information*** *Tι; Mήπως ξέρεις; Πώς; Πού; Γιατί; Πότε;*
 | **interrogatives that agree in number and gender*** *Ποιοί/ές/ά; Πόσος/η/ο; Πόσοι/ες/α;*
* in closed and open-ended questions, for example, *Σου αρέσουν τα Ελληνικά; Τι σου αρέσει από τα Ελληνικά;*
 |
| Measurement words | **simple measurement words****for recognition and modelled use*** *κιλά, λίτρα, ώρες, μέρες, μήνες, χρόνια, μέτρα, δολλάρια, ευρώ*
 | **length, mass, time, capacity, volume****for recognition and modelled use*** *γραμμάρια, λεπτά, εκατοστά, χιλιόμετρα, φλυτζάνι/ποτήρι, μια κουταλιά, ένα κουταλάκι του γλυκού, κουτάλι της σούπας*
 | **length, mass, time, capacity, volume*** *γραμμάρια, δευτερόλεπτα, λεπτά, χιλιοστά, εκατοστά, φλυτζάνι/ποτήρι, μια κουταλιά, ένα κουταλάκι του γλυκού, κουτάλι της σούπας*
 |
| Nouns | common and proper nouns* article and gender agreement, for example, *η Άννα, ο μπαμπάς, το σκυλί, το πάρκο*
* common and proper nouns, for example, *η πόρτα, η καρέκλα, το σπίτι, ο μπαμπάς, ο Γιώργος, ο Γιάννης, ο Κώστας, η Ελένη, η Μαρία, η Βάσω, η Κύπρος, το Σύδνεϋ, το Λονδίνο, το Βιετνάμ*
* noun+verb number agreement, for example, *Η μαμά μου είναι ...*
* singular forms, for example, *η καρέκλα, ο άντρας, το παιδί*
 | noun endings, agreement* agreement between nouns, adjectives and gender, for example, *Μία μεγάλη τσάντα, δύο μικρές τσάντες, η κόκκινη πόρτα, ο άσπρος γάτος*
* irregular grammatical gender, for example, *η γιατρός*
* common noun endings including -ος, -ας, -ης, ούς, -η, -α, -οι, -ες, -ι, -ο, -μα
* plural forms, for example, *οι καρέκλες, οι άντρες, τα παιδιά*
 | **noun cases*** nominative case, for example, *ο γιατρός/οι γιατροί*
* genitive case, for example, *του γιατρού/των γιατρών*
* accusative case, for example, *τον γιατρό/τους γιατρούς*
* vocative, for example, *γιατρέ*
* noun endings, for example, -ούς, -ου, -μα, -άδες, -ούδες
 |
| Numbers and numerical expressions | **cardinal numbers, date, time*** cardinal numbers, for example, *Είμαι έξι*

**for recognition and/or modelled use*** date, for example, *5 Οκτωβρίου*
* time, for example, *μία η ώρα*
* name for numbers between 13–19 is *δέκα* followed by name of second digit, for example, *δεκατρία*
 | **cardinal and ordinal numbers*** ordinal numbers are adjectives that match form of nouns, for example, *ο πρώτος μαθητής, η δεύτερη τάξη, το τρίτο παιδί*
* cardinal numbers, for example, *ένα αυγό, δύο λουλούδια, τρία παιδιά*
* time, dates, quantity, descriptions, for example, *μία η ώρα, πέντε και μισή, εξι και τέταρτο, στις 8 Απριλίου, Πέντε κιλά πατάτες, μισό κιλό, η Γ’ τάξη, μια ντουζίνα αυγά, ένα ζευγάρι κάλτσες*
 | numbers used as adjectives* numbers are not conjugated except 1, 3 and 4
* nominative case, for example, *ένας/μία/ένα*
* genitive case, for example, *ενός/μιας/ενός*
* accusative case, for example, *έναν/μία/ένα*
* large numbers, for example, *χιλιάδες, εκατομμύρια*
 |
| Prefixes and suffixes | simple prefixes and suffixes* *τηλε*-, for example, *τηλέφωνο, τηλεόραση*
* *-άκι,* for example, *τραπεζάκι, γατάκι*
 | **suffixes to vary and intensify meaning*** suffixes to vary and intensify meaning of nouns, adjectives and adverbs, for example, to create diminutives/augmentatives such as *μικρούλι, γατούλα, σπιτάκι, Γιαννάκης, ομαδάρα, σπιταρόνα*
 | **prepositions as prefixes*** prepositions *εν* and *συν* used as prefixes, for example, *ενήλικας,* *συνέδριο*
* retain their form (*εν-* and *συν-*) before a dental (*τ, δ, θ*), for example, *έντιμος, σύνδεσμος*
* become *εμ-* and *συμ-* before a labial (*π, β, φ, ψ*), for example, *εμφύλιος, συμφωνώ*
* become *εγ-* and *συγ-* before a palatal (*κ, γ, χ, ξ*), for example, *έγγραφο, συγγραφέας*
* *συν* becomes *συλ-* before *λ,* for example, *συλλαλητήριο*
 |
| Prepositions | basic prepositions with articles* articles with prepositions *(σε + τον)*, for example, *στον, στην, στο στους, στις, στα*
 | **prepositional phrases to describe position, location or time*** *κάτω από το θρανίο, με τη μαμά, προς τον κινηματογράφο, κατά το μεσημέρι, ως χίλια μέτρα, μετά το φαγητό*
 | prepositions with case* genitive case, such as *από, μετά, υπό, υπέρ,* for example, *υπέρ πατρίδος*
* accusative case, such as *από, υπό,* for example, *από τον μπαμπά*
 |
| Pronouns | personal and possessive pronouns* simple singular and plural personal pronouns *εγώ, εσύ, αυτός/ή/ό, εμείς, εσείς, αυτοί/ές/ά*

**for recognition and modelled use*** possessive forms, for example, *μου/μας/σου/σας/του/της/του/τους/τις /τους, δικό μου, δικό σου*
 | singular and plural pronouns* singular and plural pronouns εμένα, εσένα, εσείς, εμάς, με, σε, τον, την, το, τους, τις, τα
* pronouns such as κάτι, κάποιο as substitutes for nouns in sentences
* possessive pronouns to indicate ownership in plural, for example, δικοί μας, δικές μας, δικά τους
* demonstrative pronouns, for example, εκείνος/εκείνη/εκείνο, αυτός/αυτή/αυτό
 | wider range and use of pronouns* pronouns, for example, *μου, σου, του, της, του, μας, σας, τους, o εαυτός μου, τον εαυτό μου, δικό μου*
* pronouns such as κανείς, κανένα/ς, καμία, κάποιος, τίποτα as substitutes in sentences
* conjugation of pronouns, for example, η μαμά κάποιου φίλου μου
 |
| Syntax and punctuation | basic word order and punctuation* order of words in phrases and sentences, for example, *η μαμά μου, Δεν κάνει κρύο, Nα η θεία μου, Mου αρέσει*
* simple sentences in the subject+verb+object order, for example, *Το βάζο έχει λουλούδια, Η Άννα τρώει μήλο*
* capital letters at the start of sentences and for names and proper nouns
* accent mark
* simple punctuation, for example, question mark (*;*)*,* exclamation mark and full stop
 | word order and punctuation* differences or similarities in word order in simple sentences, for example, μου αρέσει, δε μου αρέσει
* correct word order to ask questions and make requests, for example, Θέλεις το βιβλίο; Τον λένε Γιώργο
* accent mark to distinguish between questions and statements: η/ή, που/πού, πως/πώς
* punctuation in sentences, for example, full stop, question and exclamation marks, commas

**for recognition and modelled use*** speech marks: «...», or the use of a dash (–) to indicate speech
 | **punctation*** punctation such as quotation marks to indicate direct speech, brackets, colon, commas, ellipsis, etc.
* speech marks: «...», or use of a dash (–) to indicate speech
 |
| Verbs | common and present tense verbs* verbs in first person, for example, ε*ίμαι, έχω, κάνω*
* common verbs such as *γράφω, θέλω, τρέχω* to describe simple actions

negative expressions such as *δεν θέλω, μη μιλάς***for recognition and modelled use*** conjugation of present tense of auxiliary verbs ‘to be’ and ‘to have’, for example, *εγώ είμαι, εσύ είσαι, αυτός έχει, εμείς έχουμε*
* verb *μου αρέσει*
 | past, present and future verbs, negation* person and number agreement, *εγώ διαβάζω, εμείς διαβάζουμε*
* conjugation of verbs in active and passive voice in present tense, for example, *εγώ παίζω, εγώ έρχομαι*
* expressions with verbs *κάνω/κάνει κρύο/ζέστη, κάνω δουλειές, κάνω όνειρα, τι κάνεις*
* simple negation in sentences, for example*, Όχι, δεν το θέλω, δε μ’ αρέσει, μη μιλάτε*
 | **verb tenses and conjugations*** present perfect tense, for example, *έχω λύσει, έχω διαβάσει*
* past perfect tense, for example, *είχα λύσει, είχα διαβάσει*
* past simple tense, for example, *έλυσα, διάβασα*
* past continuous tense, for example, *έλυνα, διάβαζα*
* future simple tense, for example, *θα λύσω, θα διαβάσω*
* future continuous tense, for example, *θα λύνω, θα διαβάζω*
* participle, for example, *λύνοντας, διαβάζοντας*
* irregular verbs, for example, *πηγαίνω, βγαίνω*
* impersonal verbs, for example, *πρέπει, μπορεί*
* conditional mood, for example, *θα έλυνα, θα διάβαζα*
* subjunctive mood, for example, *να λύνω, να διαβάσω*
* imperative mood, for example, *λύνε, διαβάστε*
* negation in a variety of tenses, for example, *δεν θέλω, δεν θα πάω*
 |

Part 2: Thematic contexts for language use

Thematic contexts representing perspectives that shape students’ worlds are suggested in Table 2.

Table 2: Thematic contexts for language use

|  |
| --- |
| **Thematic contexts** |
| **Self and others** | **Self and community** | **Personal and global environments** |
| **Beginner** | **Intermediate** | **Advanced** |
| My personal world* introducing self and others, providing information such as name, age, place of residence, for example, *Με λένε Μαρία. Είμαι 5 χρονών. Μένω στην Αυστραλία.*
* describing oneself, for example, *Είμαι ψηλός. Εχω καστανά μάτια.*
* identifying family members and significant people in my life, for example, *Αυτή είναι η μαμά μου.*
* describing friends, for example, *Ο φίλος μου παίζει ποδόσφαιρο.*
* discussing likes and dislikes, such as colours, animals, food, games, sport, activities, for example, *Μου αρέσουν οι γάτες. Σου αρέσει ο γύρος;*
 | Myself and others* describing physical and personality traits, for example, *Έχω γαλανά μάτια και ξανθά μαλλιά.*
* describing self, family members, friends and significant people in my life, for example, *Ο μπαμπάς μου είναι αυστηρός, αλλά η μαμά μου κάνει τα χατίρια.*
* discussing different types of family structures or comparing families in Greek-speaking communities and Australia, for example, *Μένουμε στο ίδιο σπίτι με τη γιαγιά μου.*
* talking about pets and their characteristics, for example, *Έχω δύο σκυλιά που είναι άτακτα.*
* sharing information about things I do with my friends, sport, leisure time activities, and things I do on the weekend, for example, *Κάθε Σάββατο παίζω τένις με τις φίλες μου.*
* talking about relationships, for example, *Είμαι καλή φίλη με την Αλεξάνδρα επειδή ...*
* qualifying likes/dislikes and preferences in movies, video games, music, reading, etc., for example, *Μου αρέσει αυτή η ταινία επειδή ...*
* introducing famous Greek-speaking people or mythological characters, for example, *Ο πιο γνωστός φιλόσοφος είναι ο Αριστοτέλης.*
 | Understanding myself and others* discussing emotions, beliefs and opinions about issues or topics relevant to young people, for example, *Αισθάνομαι πολύ αγχωμένος σήμερα επειδή έχω ένα τεστ στα Μαθηματικά.*
* expressing wishes, dreams, desires, aspirations, for example, *Θα ήθελα να πάω φέτος διακοπές στην Ελλάδα.*
* justifying likes, dislikes and beliefs using opinions and thoughts, for example, *Μου αρέσουν οι ντομάτες γιατί είναι πολύ υγιεινές.*
* explaining preferences regarding healthy lifestyle, training, studying, social and environmental issues, for example, *Κοιμάμαι 8 ώρες την ημέρα γιατί με βοηθάει να συγκεντρώνομαι καλύτερα στο σχολείο.*
* sharing thoughts and opinions about family and/or significant people in my life, for example, *Λατρεύω την αδερφή μου γιατί πάντα με βοηθάει όταν τη χρειάζομαι.*
* discussing responsibilities towards oneself and others, for example, *Πρέπει να ...*
* comparing family structures in Greek-speaking communities with families in Australia, for example, discussing how family traditions have changed or how values have stayed the same
* explaining relationships, for example, why friendship is important
* identifying desirable qualities in a friend, for example, *Ένας καλός φίλος πρέπει πάντα να είναι πιστός.*
* explaining personal choices, for example, *Μου αρέσει ... επειδή ...*
* analysing how social media can influence relationships and communication with others
 |
| This is me* sharing thoughts about what makes me who I am – my language, my culture, my country, my heritage, for example, *Είμαι από ... Μιλάω ...*
* describing family structure(s) and living arrangements
* noticing diversity of languages and cultures in the classroom, for example, *Η Ανίκα είναι από...*
* discussing naming traditions and name-related ceremonies in Greek-speaking communities
 | My language, my culture* sharing opinions and experiences about language and culture, for example, *Τα ελληνικά είναι πιο δύσκολα από τα αγγλικά.*
* sharing ideas about jobs and professions, for example, *Ο μπαμπάς μου μεγαλώνει τα παιδιά και η μαμά μου είναι γιατρός.*
* exchanging expressions associated with cultural practices, for example, *Χρόνια πολλά. Να σας ζήσει.*
* looking at influences of geographical location/place on language, culture and way of life
* comparing and discussing the significance of some symbols and icons of Greek-speaking communities and Australia
* discussing culture and influences on identity, for example, *Πάω στην εκκλησία κάθε Κυριακή.*
 | Living in the 21st century* reflecting on living in a multicultural country, for example, *Είμαι τυχερή που ζω σε μία χώρα που δέχεται πολίτες από όλα τα μέρη του κόσμου.*
* reflecting on what impacts identity formation, for example, sharing different perspectives and experiences
* discussing globalisation and migration, and influences on language, culture and traditions, for example, *Η παγκοσμιοποίηση έχει τα θετικά και τα αρνητικά της.*
* researching Greek influences on Australia, and vice versa, for example, *φαγητό, γλώσσα, πολιτισμός, κουλτούρα*
* exploring regional diversity
* exploring use of technology and the impact on identity and how it has changed and influenced way of life
* researching Ancient Greek versus Modern Greek ways of life, and how history has shaped and influenced modern times
 |
| My classroom* exchanging greetings, for example, formal greetings with teachers, informal greetings with peers, for example, *Γεια σας κύρια ... Γεια σου Γιάννη.*
* responding to roll call, for example, *Παρόν/παρούσα, εδώ*
* responding to classroom instructions
* asking for permission, assistance, clarification, for example, *Μπορώ να πάω στην τουαλέτα;*
* identifying classroom objects and layout, for example, *Αυτή είναι η καρέκλα μου*
* describing the classroom and school, for example, *Η τάξη μου είναι μεγάλη.*
* asking and responding to questions about weather, day and time, for example, *Σήμερα έχει ζέστη. Σήμερα είναι Τετάρτη.*
 | Class and school environment* using appropriate greetings, phrases, expressions and interjections in interactions with teachers and peers, for example, *Κυρίες και κύριοι, καλημέρα σας. Καλημέρα Άννα*
* explaining school rules and responsibilities, for example, *Δεν τρέχουμε μέσα στην τάξη*
* sharing class and school routines and activities, for example, *Κάθε Δευτέρα πηγαίνουμε στο γυμναστήριο.*
* comparing school timetables, subjects, rules, routines
* expressing when things are done using time to the hour, past the hour, half past the hour, for example, *Είναι δύο και μισή.*
* discussing and making comparisons regarding beginning and end of school day/academic year, school canteens, uniforms, holiday breaks, long summer breaks, for example, *Στην Αυστραλιά έχουμε σχολικές διακοπές κάθε 10 εβδομάδες. Η σχολική χρονιά στην Ελλάδα αρχίζει το Σεπτέμβρη.*
 | School life in Greek-speaking communities and Australian contexts* selecting appropriate formal/informal greetings and language relevant to context and relationship, for example, *Γεια σας κε. καθηγητά.*
* sharing opinions about perceived advantages and disadvantages of different education systems and rules, for example, *κρατικά και ιδιωτικά σχολεία*
* comparing choice of subjects, assessments and examinations, graduation, for example, *«Στην Ελλάδα αν δεν περάσεις όλα τα μαθήματα, μένεις στην ίδια τάξη».*
* discussing careers and aspirations for future, for example, *Θα ήθελα να γίνω συγγραφέας.*
* discussing preferred changes to school day/week, for example, *Θα προτιμούσα το πρώτο μάθημα να άρχιζε στις δέκα.*
* comparing attitudes about schooling and education
 |
| **Where I call home*** describing home(s) with simple expressions such as *Το σπίτι μου είναι μικρό.*
* using simple adjectives and/or descriptive words, such as *μεγάλος/η/ο, μικρός/ή/ό*
* labelling drawings or plans of inside and outside of my home(s), sketching rooms such as *κουζίνα, μπάνιο, σαλόνι,* and inserting furniture
* identifying places around my neighbourhood, suburb or city and drawing a simple map
* talking about, “Where I like to go in my area” or, “Where I like to spend my time in my neighbourhood”, for example, *Μου αρέσει να πηγαίνω στο πάρκο.*
 | **My home and neighbourhood*** thinking about what makes a house a home, for example,*Η μυρωδιά από τα κουλουράκια της μαμάς μου.*
* sharing information about ‘My favourite place in my home’, and why, for example, *Μου αρέσει το σαλόνι γιατί εκεί είναι η τηλεόραση.*
* explaining advantages and disadvantages of where I live, for example, *Προτιμώ να ζω στην εξοχή γιατί έχει καθαρό αέρα.*
* discussing chores and responsibilities at home, for example, *Κάθε βράδυ πλένω τα πιάτα.*
* describing rooms and spaces in my home, and activities I enjoy there, for example, *Μου αρέσει η κουζίνα γιατί μαγειρεύω με τον μπαμπά.*
* outlining neighbourhood facilities such as schools, shops, cafes, restaurants, parks, and opportunities they provide for activities and socialising
* comparing types of residences in cities, towns, villages and the countryside, etc., for example, *Στην Αυστραλία υπάρχουν πολλές μονοκατοικίες.*
* discussing how geographical location and area can impact lifestyles and opportunities
* designing my ideal home and place to live, for example, Θα ήθελα να ζω σε σπίτι με πισίνα.
 | **My home, my neighbourhood, my world*** describing building architecture and features, for example, *Ο Παρθενώνας συνδυάζει το δωρικό και τον ιωνικό ρυθμό.*
* comparing city living versus country living, for example, *Στις μεγαλούπολεις έχουμε πάντα κυκλοφοριακό πρόβλημα.*
* describing the ideal suburb/city and creating a persuasive brochure
* comparing how Australians and people from Greek-speaking communities socialise in and outside home, for example, *Στην Ελλάδα βγαίνουμε για φαγητό πιο αργά το βράδυ σε σχέση με την Αυστραλία.*
* considering personal and social actions in community, such as saving water, recycling, rubbish disposal, volunteering, reducing carbon footprint, for example, *εθελοντισμός, προστασία του περιβάλλοντος*
* discussing what it means to be part of a community and importance of having a sense of community, for example, sharing interests, connecting with people, making people feel safe and welcome
* discussing the importance of hospitality and inviting others to events, using words such as *φιλοξενία, κέρασμα*
 |
| **Let’s eat*** discussing familiar foods from Greek-speaking countries introduced into the Australian diet, for example, *τζατζίκι, ελιές, φέτα, χαλούμι, χωριάτικη σαλάτα*
* recognising that Australian cuisine has been influenced by many countries
* comparing cuisines from countries represented in the classroom
* using modelled structured expressions about food likes/dislikes and providing other information such as a balanced diet and healthy choices, for example, *Μου αρέσει το μήλο.*
* preparing favourite dishes and following simple, modelled recipes, for example, *Ανακάτεψε τα υλικά.*
* participating in buying and ordering food in real or imagined situations, for example, *Ένα μήλο παρακαλώ.*
* exploring food customs and manners
 | **Eating in/eating out*** participating in real or simulated shopping experiences, for example, *Μπορώ να έχω ένα γύρο σας παρακαλώ;*
* using appropriate measurements, currency, numbers, quantity, shopping lists, and statements such as *Κάνει 10 ευρώ.*
* using cultural expressions in social interactions when ordering, buying, negotiating food choices/ingredients, etc.
* following/creating recipes to prepare traditional Greek foods, for example, *Πλύνε τη ντομάτα και μετά κόψε την.*
* comparing traditional and modern dishes and cuisine, including the tradition of lunch being main meal of day
* planning a special occasion such as a surprise party, and inviting guests, negotiating menus and managing budgets, for example, *Έχουμε 20 δολλάρια για το πάρτυ του Γιάννη.*
* planning a real or imagined outing to a Greek restaurant, inviting friends and suggesting places, for example, *Θέλεις να πάμε στην Εστία το Σάββατο;*
* comparing hospitality and cultural practices related to *ξενία* and the Ancient Greek concept of hospitality
* discussing what to wear in relation to venue, occasion and weather, for example, *Σήμερα τρώμε έξω. Φέρε μία ζακέτα, γιατί θα έχει κρύο*.
 | International food habits and trends* discussing healthy/unhealthy eating, such as junk/fast food and obesity, changing attitudes towards eating out and eating on the go
* giving and receiving advice about health and wellbeing, for example, *Πρέπει να πίνουμε 8 ποτήρια νερό κάθε μέρα, γιατί είναι καλό για την υγεία.*
* examining food trends, dietary patterns and habits, for example, the impact of Mediterranean diet on health and longevity, for example, *παρθένο ελαιόλαδο, ψάρι, όσπρια*
* presenting information about fusion food or making original fusion dishes to blend the cuisines of different cultures
* researching supermarkets that promote and sell Greek products in Australia
* identifying Greek-inspired food in Australia, and vice versa
* investigating and discussing how supermarkets are changing traditional shopping habits, for example, *αγορές μέσω του διαδικτύου*
* talking about eating according to seasons, for example, seasonal fruits and vegetables
* researching regional specialties such as *ρεβιθάδα Σίφνου,* and what these foods represent for each region
* planning a real or imagined outing to a Greek restaurant, organising transport and providing/following directions, for example, *Το εστιατόριο είναι μακριά. Χρειαζόμαστε ταξί για να πάμε εκεί.*
 |
| **Australia and Greek-speaking countries*** comparing geography, such as size and number of islands, population, for example, *Η Ελλάδα είναι μικρή χώρα.*
* discussing Greek-speaking communities around the world, for example, parts of Cyprus, Italy, Albania, Turkey and Australia
* learning about icons, symbols, national anthems and emblems, for example, *ο εθνικός ύμνος, η ελληνική σημαία*
* exploring Greece–Australia relations, tourism, travel, etc., including popular destinations in Australia for Greek-speaking tourists and vice versa, for example, *Μελβούρνη*
 | **Australian–Greek influences*** researching famous landmarks such as *η Ακρόπολη, το παλάτι της Κνωσού, Σαντορίνη, Μετέωρα*
* exploring cultural and historical artefacts, for example, ceramics, musical instruments, arts, clothing, jewellery
* researching worldwide Greek influences on food, fashion, language, medical research, science and technology, etc.
* profiling famous Greek Australians and their success and impact on Australian society
 | **Australian–Greek connections and relations*** discussing the dynamism of the Greek diaspora in Australia, for example, success of academics, scientists, entrepreneurs, journalists and artists of Greek descent
* investigating the presence of vibrant Greek-Australian communities and associations in Australia
* studying immigration and travel, migration patterns and historical settlement
* exchanging stories of family members and migration, for example*, Ο παππούς μου ήρθε στην Αυστραλία το 1959.*
* discussing the adoption of a Mediterranean diet, and the popularity of Greek cuisine and customs
* researching trade and economic ties
* planning and talking about student exchange programs and school trips
 |
| **Let’s celebrate*** learning about Greek festivals and celebratory events, for example, *γεννέθλια, ονομαστική εορτή, Χριστούγεννα, Πάσχα*
* identifying special cuisine, for example, *κατσικάκι, πατσάς, τσουρέκι*
* listening to or reading stories and mythology associated with celebrations and festivals, for example, *Τα Ραγκουτσάρια* (*το καρναβάλι της Καστοριάς*)
* talking about ways that people celebrate birthdays and coming of age
* identifying Greek celebrations and festivals that may take place in Australia, for example, *Το Γλέντι, το Ελληνικό Πάσχα, η γιορτή του Όχι*
 | **Celebrating my culture and traditions*** describing how people celebrate, cultural/historical reasons and different ways to celebrate
* researching the origin and purpose of celebrations and festivals, such as Christmas, Easter, Greek Independence Day
* learning expressions associated with special holidays and events, for example, *Χρόνια πολλά, Καλή χρονιά, Καλό Πασχα*
* identifying festival food and customs, such as *σουβλάκι, γύρος, κοκορέτσι*
* participating in a real or simulated Greek festival and/or a school festival, experiencing foods, practices, activities associated with festivals, for example, *παραδοσιακοί χοροί*
* discussing own cultural practices and traditions, and how they shape identity
 | **The significance of celebrations and festivals*** comparing different ways of acknowledging and celebrating events, holidays and special dates, around the world, for example, *ονομαστική εορτή*
* discussing festivals and seasonal activities/customs in Greek-speaking countries and regions, for example, *το Πατρινό καρναβάλι*
* examining cultural, historical, and/or the religious significance associated with celebrations/festivals, for example, Easter, New Year, Christmas, weddings, baptisms
* studying the importance of celebrations and festivals in relation to identity and sense of national pride, and collective identity
* analysing the changing ways traditional festivals are celebrated
 |
| **Let’s explore where we live*** talking about places around my area, for example, *Το σχολείο είναι κοντά.*
* discovering forms of transport, buying tickets and looking at timetables and maps, for example, *Δύο εισητήρια παρακαλώ.*
* examining different currencies, for example, Euro versus Australian dollar
* following simple directions to get to a destination or ask where something is located, for example, *πήγαινε ευθεία, στρίψε δεξιά*
* participating in real or simulated ‘Getting around the area’ scenarios, for example, following simple modelled spoken or written directions around school, such as *πάω στη βιβλιοθήκη*
 | **Holidays/travelling*** researching useful questions to assist in planning a trip, for example, *Μπορώ να κλείσω ένα εισιτήριο για την Ελλάδα τον Αύγουστο;*
* considering clothes to suit a variety of activities and for different weather conditions,for example, *Χρειαζόμαστε μπότες για τα χιόνια. Μην ξεχάσεις να πάρεις μαζί σου μαγιώ.*
* getting around, for example, reading maps, timetables, giving and following directions, and locating places
* comparing beach culture in Greece and Australia, such as *Στην Ελλάδα έχουμε ξαπλώστρες στις παραλίες.*
* describing my real or imagined last holiday, including place, activities, etc., for example, *Πήγα στα ελληνικά νησιά και πήγα να κολυμπήσω.*
* planning for my next holiday, for example, *Θέλω να επισκεφτώ την Κύπρο αυτό το καλοκαίρι.*
* discussing and comparing attitudes to travel and travel patterns
* travelling around Australia and abroad
 | **A trip to a Greek-speaking country/region*** debating advantages and disadvantages of participating in exchange program in Greece or Cyprus, for example, language and cultural barriers, homesickness, culture shock, learning about culture, improving language, making friends
* preparing a real or imagined tour, looking at budget, timing and weather, what to pack, issues to consider, places to visit within a timeframe, for example, *Πόσα λεφτά θα πρέπει να ξοδέψουμε σε αυτές τις διακοπές;*
* presenting a multimodal presentation on ‘My ideal/dream holiday’, for example, *Ονειρεμένες διακοπές*
* researching places or historical sites that are lesser-known destinations for tourists
* researching products ‘Made in Greece’, considering quality, style, innovation, aesthetics, the arts, architecture, etc.
* researching popular souvenirs such as *Βυζαντινά κοσμήματα, Μαστίχα Χίου, τσαρούχι, κομπολόι, ματόχαντρο*
* evaluating my holiday and what I would do differently, and why, for example, *Την επόμενη φορά θέλω να πάω στην Κρήτη για διακοπές και όχι στη Μύκονο.*
* experiencing customs and traditions (real, simulated or through authentic material), for example, name days, weddings, Greek Easter, baptisms, dancing, singing
 |
| **How I pass my time*** sharing information about activities, hobbies and pastimes,such as *Ακούω μουσική. Βλέπω τηλεόραση.*
* learning about favourite sports in Greek- speaking countries and regions, for example*, ποδόσφαιρο, καλαθοσφαίριση*
* investigating sports and sporting events that originated from Ancient Greece, for example, *πένταθλο, μαραθώνιος αγώνας, Ολυμπιακοί αγώνες*
* discovering cognates related to sport, hobbies, pastimes and activities
* researching traditional games, for exampl*e, τάβλι, χαρτιά*
 | **Recreation, routines and responsibilities*** planning and discussing activities, chores, responsibilities, for example, *Κάθε μέρα μετά το βραδινό πρέπει να πλένω τα πιάτα.*
* discussing books, movies, music, games, TV shows, subject preferences, for example, *Το αγαπημένο μου βιβλίο είναι «Τα μυστικά του βάλτου».*
* comparing community sports and hobbies in Greek-speaking countries and Australia
* preparing a presentation about a day at home or a typical day at school in Australia for a student who lives in a Greek town
* sharing information and opinions about personal routines with peers, for example, *Ξυπνάω με δυσκολία το πρωί στις 7 η ώρα*.
* identifying a person or people I like to spend time with, and why, for example, *Μου αρέσει να βλέπω τον παππού μου γιατί παίζουμε τάβλι.*
* discussing the use of technology and social media, for example, *Η μαμά μου δε μ’αφήνει να χρησιμοποιώ το κινητό μου μετά τις 8 μ.μ*
 | **Reflecting on the past and planning for the future*** remembering activities I used to do when I was younger, for example, *Όταν ήμουν πέντε χρονών έκανα ενόργανη γυμναστική*.
* writing a personal biography and timeline of milestones and key events, for example, Γεννήθηκα στα Γιαννιτσά το 2007. *Τη μαμά μου τη λένε Φρόσω και τον μπαμπά μου Γιώργο.*
* sharing views and opinions about ‘How I have changed as I grow up’
* discussing influences that have shaped my life, for example, role models and experiences
* sharing first memories of school; influences of school
* discussing use of social media and technology and how these influence relationships/leisure time, for example, Επικοινωνώ με τους φίλους μου μόνο μέσω του ίντερνετ.
* comparing how previous generations spent their leisure time, for example, finding out and documenting what my parents/grandparents did in their free time when they were my age, Η γιαγιά μου συναντιόταν με τις φίλες της κάθε απόγευμα για παιχνίδι και τραγούδι.
* sharing plans for the future, such as travel, career aspirations,for example, *Σκοπεύω να πάω στην Ελλάδα για διακοπές όταν τελειώσω το σχολείο.*
* exchanging views and opinions about where I will be in 10 years’ time, for example, *Σε δέκα χρόνια θα ...*
 |