

# The Australian Curriculum

<b>Subjects</b>	Modern Greek
<b>Year levels</b>	Year 3

## Years 3 and 4 Content Descriptions

### Communicating

#### Socialising

Interact with peers and teacher to exchange personal information about everyday routines involving school and home environment

[Key concept: everyday routines (home and school); Key processes: interacting, participating, exchanging]

(ACLMGC120 - Scootle [↗](#))



#### Elaborations

asking and answering questions to exchange information about self and family, for example, *Πού είναι ο κύριος Παναγιώτης; Να τος. Πού είναι η μαμά σου;*

asking for and sharing information about daily and classroom routines, for example, *Πού είναι το μολύβι; Εδώ. Τι μέρα είναι σήμερα; Σήμερα είναι Δευτέρα. Τι μήνας είναι; Είναι Μάρτιος, Τι ημερομηνία έχουμε σήμερα; Έχουμε 18 Μαρτίου, Ποια εποχή έχουμε; Έχουμε καλοκαίρι, Τι καιρό κάνει σήμερα; Κάνει κρύο. Βρέχει. Δε βρέχει. Ούτε κρύο, ούτε ζέστη.*

using common responses and appropriate body language in response to frequently asked comments or questions, for example, *ναι, μ'αρέσει, δε μ'αρέσει*, understanding that lifting the head means 'no' and is used only in informal situations

exchanging simple correspondence such as notes, invitations or messages in print or digital form

Participate collaboratively in shared class experiences which involve planning and simple transactional exchanges, such as cooking or craft activities, creating a display or taking part in a role-play

[Key concepts: collaboration; creativity; Key processes: contributing, participating]

(ACLMGC121 - Scootle [↗](#))



#### Elaborations

preparing, rehearsing and performing an item for an audience, such as a school assembly, another class or parents

collaborating with peers on tasks, such as designing a poster for a significant event, for example, *25<sup>η</sup> Μαρτίου, Απόκριες*

following simple procedures and using modelled language for shared activities, such as making a simple dish from a recipe (*κουλουράκια, λουκουμάδες, φρουτοσαλάτα*) and naming ingredients, or following instructions in a craft activity

participating in a role-play, for example, buying goods from a shop, using props (*Καραγκιόζη, Τάκη the bear*) to engage in conversation

Participate in everyday classroom activities, such as asking for permission, requesting help, asking how to say or write something, and praising or encouraging peers

[Key concepts: [communication](#), support; Key processes: speaking, contributing, taking turns]

([ACLMGC122 - Scootle](#) )



#### Elaborations

asking for permission and requesting help using set phrases, for example, *Θέλω βοήθεια, ελάτε κυρία, δεν καταλαβαίνω*

asking how to say or write a word or expression, for example, *Πώς το λένε;*

praising and encouraging peers, for example, *Μπράβο σου, Ωραία, Προσπάθησε, Έλα, Πάλι!*

using words, phrases or interjections which can be used in conversation, for example, *Α καλά, έτσι μπράβο, Ποπό! Ωραία! Όπα!*

#### Informing

Locate key information about everyday contexts and routines from written, spoken, digital and visual texts

[Key concepts: home, self, others; Key processes: identifying, selecting, recording]

([ACLMGC123 - Scootle](#) )



#### Elaborations

surveying classmates regarding their likes, interests, routines and activities, and tabulating the results, for example, in birthday charts or graphs

reading profiles and stories in print and digital form about people and animals, and creating a display with names and short descriptions, for example, *Το λιοντάρι είναι μεγάλο, Το ποντίκι είναι μικρό*

locating information relating to school activities in a Greek context, for example, from a sister-school, and comparing with own daily schedule/routine

identifying points of information in short spoken texts with some unfamiliar language, for example, some items on a recorded shopping list

Convey and present information about self, others, home and school life, using simple statements and

support materials such as photos, maps, [digital texts](#) and displays or charts

[Key concepts: home, school, information; Key processes: selecting, presenting]

([ACLMGC124 - Scootle](#))



#### Elaborations

creating print or digital texts to describe people, objects or their favourite pets/animals, for example, *Να ο Τάσος, Είναι δέκα χρονών, Του αρέσει να παίζει φούτμπολ, 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 from information collected from peers, for example, creating a chart or database to identify favourite sports, food or colours

presenting information on events or topics of possible interest to children of their own age in Greece or Cyprus, using multimodal resources and authentic materials as support, such as menus, artefacts, brochures, maps

selecting information gained from print, visual and oral texts to design a digital display model or class book, for example, a class timetable or a map of their school for their sister-school in Greece or Cyprus

### Creating

Participate in shared imaginative activities and respond by acting out events, identifying favourite elements, and making simple statements about [characters](#)

[Key concepts: response, action, expression; Key processes: participating, imagining, interpreting]

([ACLMGC125 - Scootle](#))



#### Elaborations

listening to, viewing and reading stories, such as Aesop's fables, or stories by contemporary Greek authors, in a range of text types, and responding to questions about characters, themes and events

comparing a Greek myth or legend to myths and legends of a country of the Asia region, such as China, and highlighting the similarities and differences in characters, events and moral of the story



creating a timeline of the main events of a story using pictures, words and simple sentences

performing a scene from a Greek myth (Theseus and the Minotaur, Icarus, Hercules, Cyclops, Persephone) using simple, modelled language

[Create](#) and perform short spoken and written imaginative texts such as dialogues or collaborative online stories, using formulaic expressions and modelled [language](#)

[Key concepts: fantasy, humour, imagination; Key processes: experimenting, creating, performing]

(ACLMGC126 - Scootle [↗](#))



#### Elaborations

creating and performing simple imaginative texts, using 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, creating a dance to accompany songs

modifying texts such as songs, for example, by substituting words in a well-known song or tune (*Η Μικρή Ελένη, Βγαίνει η βαρκούλα, 'Bob the Builder'*)

creating a new story such as a digital picture book using favourite characters from imaginative texts (*Ηρακλής, Μορμώ, Σποτ*) and adding captions using formulaic expressions and modelled language, for example, *Μια φορά και έναν καιρό, Τέλος, Και ζήσαν αυτοί καλά κι εμείς καλύτερα.*

#### Translating

Translate and interpret words, phrases and sentences used in familiar environments such as school and home, recognising how they may have similar or different meanings to words in English or other known languages

[Key concepts: equivalence, personal world; Key processes: translating, identifying, labelling]

(ACLMGC127 - Scootle [↗](#))



#### Elaborations

playing matching games with Greek and English word cards, for example, days of the week, months, seasons or vocabulary associated with weather

translating simple sentences into Greek, such as requests in the classroom, to understand the gist, noticing how meaning changes when translating into English, as in the case of expressions of politeness, for example, *Ένα μολύβι, παρακαλώ* or *Θα ήθελα ένα μολύβι, παρακαλώ* (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, for example, street signs, addresses, food labels (*Δελφών 30, ΟΔΟΣ ΕΡΜΟΥ, ΦΡΕΣΚΟ ΓΑΛΑ, 4€*), noting that some signs and symbols are universal, for example, the 'stop' sign

Create simple bilingual resources such as picture dictionaries, action games or labels for the classroom

[Key concepts: translation, meaning; Key processes: selecting, explaining]

(ACLMGC128 - Scootle [↗](#))



#### Elaborations

creating handmade or digital greeting cards in both Greek and English for different celebrations and

traditions, for example, *Καλά Χριστούγεννα, Καλό Πάσχα*

creating bilingual texts for different audiences, for example, signs for the school community, a bilingual class digital dictionary, a word chart, a board game for a younger class

creating simple bilingual story books that include captions and images modelled on familiar texts, for example, *Spot the dog*

## Reflecting

Share own experiences of communicating in Greek, recognising how it involves behaviours as well as words

[Key concepts: [language](#), [culture](#), difference; Key processes: noticing, comparing]

(ACLMGC129 - Scootle [↗](#))



## Elaborations

identifying elements of Greek language and culture that feel different to own language and culture, including pronunciation of some sounds, gestures and facial expressions, for example, *έτσι κι έτσι, μπα*

discussing ways of communicating and their appropriateness in Greek and non-Greek contexts, for example, polite and impolite ways of indicating 'yes' or 'no' to an adult, the acceptable practice of using teachers' first names, *κυρία Άννα, κύριε Δημήτρη*

describing to peers what they are confident about when using Greek, what they feel unsure of and what they most enjoy

experimenting with respectful gestures and titles, such as using titles *κυρία, κύριε*

discussing how Australian terms and expressions might be understood from a Greek perspective, for example, 'bushwalking', 'kick a footy' or 'lamington'

Interact with others, noticing how [identity](#) matters, such as use of terms of address, who and what is included and what [language](#) is used

[Key concepts: belonging, [identity](#); Key processes: interacting, noticing]

(ACLMGC130 - Scootle [↗](#))



## Elaborations

recognising how they communicate with each other, their family, teachers and other adults, identifying differences in behaviour and language and explaining why this happens

reflecting on the experience of becoming bilingual or multilingual, considering what advantages this

brings and whether it impacts on identity

creating a digital profile of aspects of their identity, for example, family, background, interests, membership of the Greek language class

discussing which groups they belong to, for example, family, class, learners of Greek and making connections and comparisons between own cultural perspectives and those of different cultural groups

interacting with teachers, other Greek speakers and class friends, and noticing aspects of speech, behaviour and actions that are the same as or different to their own

## Understanding

### Systems of language

Experiment with the [pronunciation](#) and writing of the alphabet letters, recognising sound–letter relationships, letter clusters and vowel–consonant combinations, using the [accent](#) mark to aid [pronunciation](#)

[Key concept: sound and writing system; Key processes: identifying, recognising, repeating]

(ACLMGU131 - Scootle [↗](#))



### Elaborations

identifying and pronouncing the sounds of the Greek alphabet as well as the most common digraphs and letter blends, for example, *ου, αι, ει, οι* (double vowels), *μπ, ντ, γγ, γκ, τσ, τζ* (double consonants), *αι, ευ* (vowel combinations)

practising letter clusters, for example, *σπρ, μπρ*, in common words or in names, *Στράτος, μπράτσο*

beginning to recognise high-frequency words such as *η, ο, το, μου, έχω, είμαι, είναι, θέλω, να*

comparing markings on words in different languages, for example, *αλάτι* (Greek), *français*, (French), *váza* (Czech), *Grüße* (German), *niña* (Spanish) and observing that the markings have different purposes

using the accent mark appropriately in Greek when writing, for pronunciation as well as meaning

applying appropriate punctuation marks such as full stop, comma (in lists), exclamation mark and question mark

using different strategies to remember new sounds, for example, mnemonics

Recognise and use elements of Greek grammar, such as word order, gender and singular/plural forms, to describe people, objects or events

[Key concepts: sentence, grammar, word order; Key processes: recognising, applying, naming]

(ACLMGU132 - Scootle [↗](#))



#### Elaborations

beginning to describe and explain features of Modern Greek using metalanguage, for example, using the terms masculine, feminine, neuter nouns, verbs, tenses, adjectives, conjunctions, in English or Greek

noticing the use of gender in Greek names, singular/plural, and articles, for example, *Η Άννα, η γάτα, οι γάτες, α ψάρια, ο μπαμπάς*

using adjectives to describe characteristics or qualities (such as number, shape and colour) of a person or object (noun), for example, *τρία μικρά γουρουνάκια*, and understanding that adjectives have gender, for example, *καλός, καλή, καλό, ψηλός, ψηλή, ψηλό, κόκκινος, κόκκινη, κόκκινο*

creating simple sentences in the subject–verb–object order, for example, *Το βάζο έχει λουλούδια*

experimenting with compound sentences using conjunctions such as *και* and *αλλά*

using adverbs of place, for example, *έξω, μέσα, πάνω, κάτω, μπροστά, πίσω, δίπλα*

observing singular noun and plural noun endings, for example, *γάτα, γάτες, σπίτι, σπίτια*

understanding that some words can mean different things in different contexts, for example, *μπάνιο* can mean ‘bathroom’, ‘bathtub’ or ‘swimming at the beach’

recognising the differences or similarities in word order in simple sentences, for example, *μου αρέσει, δε μου αρέσει*

expressing negation in simple sentences, for example, *Όχι, δεν το θέλω, δε μ’ αρέσει*

expanding number knowledge up to 100

Recognise the linguistic features and structures of different texts used in familiar contexts, such as stories, songs, recipes and conversations

[Key concepts: [genre](#), textual features; Key processes: observing, identifying]

(ACLMGU133 - Scootle [↗](#))



#### Elaborations

identifying the main features of a short narrative, for example, a song, rhyme or poem; and a simple



description or procedure, for example, a recipe, or a conversation

noticing the differences between texts within the same mode, for example, a birthday card and an email, and between multimodal texts, for example, reading the lyrics of a song and hearing it being sung, or 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, web page, or picture book

### Language variation and change

Understand that the context and purpose of interactions influence language choices

[Key concepts: change; register, variation; Key processes: observing, comparing]

(ACLMGU134 - Scootle [↗](#))



#### Elaborations

recognising the differences between formal and informal language in social interactions, for example, *Γεια σου φίλε*, *Γεια σας κύριε*, and how Greek people use body language when communicating, which varies according to relationships

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 phrases used in English in similar contexts

understanding how differences in gestures, register and tone are used to change meaning of speech, for example, *Είσαι καλά;* or *Τι κάνεις;* can have multiple meanings

identifying how emphasis on words can change meaning, for example *έλα* has many meanings depending on how it is said and used, *Έλα εδώ*, *Έλα τώρα!*, *Έλα Άννα (στο τηλέφωνο)*

recognising how the purpose of interaction, for example, command or invitation, can change the emphasis on words

Understand that languages change over time and that they influence each other, recognising words in English that are derived from Greek and words in Greek that are derived from other languages

[Key concepts: continuity, change; Key processes: identifying, processing]

(ACLMGU135 - Scootle [↗](#))



#### Elaborations

recognising that the language used by the Ancient Greeks has developed into the Modern Greek language and that the Greek language has influenced many languages including English

understanding that there is the standard language called ‘Modern Greek’ as well as a number of different dialects spoken throughout Greece and the Greek diaspora

noticing that languages are fluid and ever-evolving and can be incorporated into and influence other languages beyond their own (for example, Ancient Greek has influenced and still influences many languages of the world)

viewing inscriptions on Ancient Greek tombstones (for example, from Vergina), coins (for example, from from Alexander the Great or King Philip’s reign) and vases (for example, from the Hellenistic era)

recognising that some words in Greek are borrowed from other languages, for example, *πάρτυ*, *χόμπυ*, *μπάσκετ*, *κομπιούτερ*

examining the etymology of everyday words in English which are derived from Greek morphemes/words or from Greek myths (for example, aeroplane, Ajax, history, mathematics, Nike, school, story) and discussing the extent to which this has occurred

### Role of language and culture

Make connections between cultural practices and language use, for example, by identifying vocabulary, behaviours and expressions which reflect cultural values, beliefs and traditions

[Key concepts: celebrations, symbolism; Key processes: understanding, identifying]

(ACLMGU136 - Scootle [↗](#))



### Elaborations

examining aspects of authentic Greek culture, for example, sugared almonds at weddings and baptisms, *βασιλόπιτα*, *τσουρέκι*, their symbolism and the language associated with them

understanding concepts and values such as *το γλέντι*, and *η παρέα*, *το πανηγύρι* for example, during Greek festivals, birthdays and name days

recognising and explaining to others the significance of some Greek cultural practices sustained over time, for example, reasons for traditional Greek housing and events, for example, offering visitors food and drink, *το κέρασμα στη γιορτή*

experiencing the importance of music and dance in Greek culture, as an expression of identity and emotions (happiness, joy, sadness, national pride)