

# The Australian Curriculum

<b>Subjects</b>	Modern Greek
<b>Year levels</b>	Year 7

## Years 7 and 8 Content Descriptions

### Communicating

#### Socialising

Initiate and sustain interactions, face-to-face or online, to share information, ideas, thoughts and opinions about people, objects, places and events

[Key concepts: relationships, experiences; Key processes: exchanging, sharing, discussing]

(ACLMGC154 - Scootle [↗](#))



#### Elaborations

interacting with peers, face-to-face or online, to describe everyday aspects of own environment, lifestyles and routines, and making comparisons with those of students in different cultural contexts, for example, school holidays in Australia compared to Greece and Cyprus

exchanging personal information such as languages spoken, family and friends, routines and immediate environment with peers in their class and further afield, using *Η καταγωγή μου είναι από, Τα ενδιαφέροντά μου είναι ...* and other verbs such as *Ασχολούμαι με ...*

sharing views about favourite forms of entertainment, celebrities and other significant figures, expressing preferences, feelings and opinions, for example, *Μου αρέσει, Λατρεύω το ποδόσφαιρο, νομίζω, αισθάνομαι, προτιμώ*

recounting events and describing activities and personal experiences, for example, *Πού πήγες; Τι έκανες; Σου αρέσει η μαγειρική; Πάμε σινεμά;*

Participate in collaborative tasks, activities and experiences which involve making decisions, negotiating, planning and shared transactions

[Key concepts: friendship, task, experience; Key processes: negotiating, collaborating, participating]

(ACLMGC155 - Scootle [↗](#))



#### Elaborations

participating in decision-making scenarios, for example, planning to go to a celebration of *Apokries*, or making arrangements to attend a Greek film festival, agreeing or disagreeing with ideas and suggestions, for example, *Εγώ θα ντυθώ παλιάτσος, Να βρεθούμε έξω από το κινηματογράφο στις εφτά, Θα φάμε έξω.*

participating in the collaborative planning of real or simulated class events, such as a trip to the local market to buy food for a special occasion, hosting students visiting the school on an exchange program, giving a community performance, for example, *Τι θα πρέπει να πάρουμε μαζί μας για το ταξίδι στην Ελλάδα; Τι θα πρέπει να ψωνίσουμε για τη γιορτή;* or arranging an online meeting with

sister-school students in Greece or Cyprus and discussing how the interaction will be organised, for example, *Να επικοινωνήσουμε αύριο με το σχολείο μας στην Ελλάδα με το διαδίκτυο;*

describing plans and arrangements, giving suggestions and reasons for own preferences, and negotiating outcomes, for example, *Πάμε να παίξουμε ποδόσφαιρο;/ Πάμε για ποδόσφαιρο; Όχι, προτιμώ να πάμε σινεμά, γιατί βρέχει*

transacting and negotiating in real or simulated situations, such as comparing similar offers for goods on online Greek language internet sites and discussing preferences and prices, for example, *Το ξενοδοχείο αυτό προσφέρει άνετα δωμάτια σε καλύτερες τιμές, Βρήκα μια μεγάλη και ελαφριά βαλίτσα γαι το ταξίδι μας*

Participate in classroom interactions and exchanges through asking and responding to open-ended questions and offering opinions

[Key concepts: discussion, exchange; Key processes: responding, expressing]

[\(ACLMGC156 - Scootle !\[\]\(e474458956c9a37fbf9586ddb60a7fa1\_img.jpg\)](#))



#### Elaborations

initiating interactions in a class or group activity, such as assigning roles to others, for example, *Γράψε τις προτάσεις, Απάντησε στις ερωτήσεις, Τί γνώμη έχετε γι' αυτό το τραγούδι; Να χωριστείτε σε ομάδες.*

asking for, giving and following instructions in a variety of situations, for example, *Ανοίξτε τα βιβλία σας στη σελίδα ... παρακαλώ; Πρέπει να τελειώσετε αυτή την άσκηση στο σπίτι ...*

asking and responding to questions, for example, *Ποιο μάθημα σου αρέσει καλύτερα και γιατί; Μου αρέσει η ζωγραφική γιατί ...*

expressing opinions using language such as *Πιστεύω, Η γνώμη μου είναι ότι*, and inviting people to give opinions or suggestions, for example, *Τι νομίζεις; Τι προτείνεις;*

discussing and sharing learning strategies, such as developing vocabulary knowledge and expressing ideas and opinions in different ways, for example, *Μαθαίνω νέες λέξεις όταν ακούω ελληνικά τραγούδια, Το μάθημα είναι πιο ενδιαφέρον όταν παίζουμε γλωσσικά παιχνίδια*

#### Informing

Obtain and [interpret](#) information from a range of spoken, written, print or [digital texts](#) related to topics of interest such as leisure, food and diet, entertainment and special occasions

[Key concept: personal world; Key processes: identifying, selecting, interpreting]

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#### Elaborations

collecting information from a range of texts, such as advertisements, signs, announcements, maps and recipes, identifying context, purpose and audience

comparing information from different texts such as a diary entry, song or invitation, about special occasions, evaluating information and discussing culture-specific terms and representations (*Να ζήσεις! Χρόνια πολλά*)

using print and online resources such as dictionaries and grammar references to support understanding of texts

summarising information and viewpoints in a range of texts, using tools such as guided note taking

accessing print and digital texts, such as invitations, cards and messages, summarising main ideas and key information and responding to them, for example, *Ευχαριστώ για το μήνυμα, Θα είμαι εκεί στις εφτά*

Convey and present information and ideas on a range of topics in different types of texts and modes [Key concepts: representation, experience; Key processes: sequencing and ordering, interpreting, presenting]

([ACLMGC158 - Scootle](#))



#### Elaborations

responding to questions on a variety of topics for a range of purposes, for example, a report on a holiday destination, comparing travel brochures and itineraries, identifying transport and accommodation options, costs, and places of interest, for example, *Πόσο μακριά είναι η Ακρόπολη από το Λυκαβηττό; Σε αυτή την εκδρομή μπορούμε να επισκεφθούμε πολλά ιστορικά μέρη*

presenting findings from interviews with peers in own class or in Greek-speaking classes and settings, using formats such as profile posters, charts and timelines, for example, *Πόσα μέλη έχει η οικογένειά σου; Πόσες γλώσσες μιλούν ή μαθαίνουν τα παιδιά στην Αυστραλία;*

summarising and conveying the main points of texts, deducing the meaning of some unknown words and phrases, and identifying known cultural references, images and other content which contribute to the overall meaning, for example, images of the Acropolis and the symbol of the owl, or the olive wreath representing peace and the Olympic Games

organising and presenting information for a Greek-speaking audience, for example, a web page describing and explaining leisure activities of young people in Australia

reporting in either a journal/diary entry or article for a school magazine on own and others' experiences of events such as a concert, school camp, excursion or new educational computer game

#### Creating

Engage with and respond to imaginative texts, describing and expressing thoughts and opinions about key ideas, characters, places and events

[Key concepts: imagination, aesthetic, tradition; Key processes: evaluating, reflecting, analysing, comparing]

(ACLMGC159 - Scootle [↗](#))



#### Elaborations

expressing personal opinions about ideas in Greek imaginative texts in various modes such as myths, legends, stories, film excerpts, paintings, songs or video clips

identifying key messages and beliefs from Greek texts and comparing them with the knowledge, cultural values and belief systems in Aboriginal and Torres Strait Islander stories



responding to imaginative texts, comparing ways in which people, places and experiences are represented, for example, the goddess Athena, Poseidon or characters in modern fiction

stating personal preferences about characters, attitudes and events in texts for example, Pandora's box, Aesop's fable 'The Fox and the Grapes'

Create and perform own and shared texts about imaginary people, places and experiences, to entertain others

[Key concepts: entertainment, imagination; Key processes: composing, expressing, performing]

(ACLMGC160 - Scootle [↗](#))



#### Elaborations

creating texts, using digital technologies, to entertain younger audiences, such as cartoons, photo stories, plays or Big Books based on traditional and other familiar stories

creating the next scene, new character or an alternative ending for imaginative Greek texts, such as a story or drama performance

composing and performing short songs with particular themes, for an occasion such as a performance for classroom guests

illustrating imaginative stories in visual forms such as cartoons or captioned photo stories

#### Translating

Translate texts from Greek to English and vice versa, interpreting meaning and identifying words or expressions of specific cultural significance in Greek

[Key concepts: culture, equivalence, idiom; Key processes: translating, interpreting, mediating]

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## Elaborations

translating and interpreting expressions used in routine exchanges in familiar settings and making comparisons with similar exchanges in English

translating texts, such as short video clips (without subtitles), posters, advertisements, signs and symbols such as emoticons, and explaining cultural aspects using subtitles, captions, gestures and commentaries

using dictionaries (traditional, online or electronic) and other translation tools found online, exploring ways of avoiding literal translations that do not reflect intended meaning

comparing translations and interpretations of texts such as songs and advertisements, noticing similarities and differences and reflecting on why interpretations may vary

**Create** bilingual texts in Greek and English, such as menus, posters or brochures on the same theme or event

[Key concepts: equivalence, meaning; Key processes: translating, identifying, interpreting, explaining]

[\(ACLMGC162 - Scootle !\[\]\(f57a85042672c950b99b11973e512ab3\_img.jpg\)](#))

## Elaborations

working individually and collaboratively to create bilingual resources for the home and school environments, such as glossaries, signage, recipes and menus, for example, *Το μενού της ημέρας*

creating English subtitles, footnotes, captions or commentaries for texts such as brochures, video clips, or advertisements that inform the school community about aspects of Greek culture, for example, attending a festival, *Ελάτε με την παρέα σας*, dining at a Greek restaurant, *μεζέδες, ορεκτικά, επιδόρπιο*

creating glossaries, tourist brochures or itineraries for English-speaking travellers to Greece or Cyprus including and explaining key words, phrases and protocol, for example, *Πρόγραμμα εκδρομής, δίκλινα/τρίκλινα δωμάτια, ξεναγός*, the meaning of *πρωινό, μεσημεριανό φαγητό, βραδινό φαγητό* in terms of meeting time

creating vocabulary lists and annotated cultural explanations for Greek-speaking visitors to events such as Australian sports days or family events, explaining culturally specific elements, for example, Australian Rules football final, Anzac Day, Harmony Day, barbeque

**Reflecting**

Participate in intercultural interactions, reflecting on choices and adjustments made to language and behaviour when communicating in Greek and demonstrating awareness of the importance of shared

understanding

[Key concepts: difference, [communication](#), interpretation; Key processes: reflecting, decentring, clarifying]

([ACLMGC163 - Scootle](#) )



#### Elaborations

experimenting with Greek gestures and body language, considering which should and should not be used in interactions with others, for example, signalling downwards to beckon others

making appropriate language choices with awareness of social situations, for example, using the polite plural form when speaking to people who are older or not familiar

interacting, face-to-face or online, with members of Greek-speaking communities, describing the experience and reflecting on the most appropriate ways of interacting with Greek speakers such as an elderly person, or a recent arrival from Greece or Cyprus

reflecting on how own cultural etiquette and behaviour may be interpreted when interacting with Greek speakers, noticing own body language and modifying gestures such as tilting head backward to indicate 'no'

Reflect on how own [biography](#), including personal experiences, family origins, traditions and beliefs, impacts on [identity](#) and shapes own intercultural experiences

[Key concepts: [language](#), [culture](#), [identity](#), experience; Key processes: identifying, reflecting, decentring, making judgments]

([ACLMGC164 - Scootle](#) )



#### Elaborations

reflecting on the experience of learning and using Greek and the role of language and culture in expressing identity, and considering the influence of own background on ways of communicating, such as in the use of gestures and body language

reflecting on how learning Greek may have impacted on own identity and understanding of the world such as an increased awareness of representations of Greece and Cyprus in the media

## Understanding

### Systems of language

Identify and reproduce irregularities of some sound–letter relationships and combinations, such as  $\sigma\mu$ ,  $\alpha\upsilon$ ,  $\epsilon\upsilon$ ,  $\mu\acute{\iota}\alpha/\mu\iota\alpha$ ,  $\acute{\omicron}\iota$ ,  $\acute{\alpha}\iota$ ,  $\omicron\iota$ ,  $\alpha\iota$ ,  $\kappa\iota$   $\epsilon\gamma\acute{\omega}$ , build on [pronunciation](#), using the [accent](#) mark for both [intonation](#) and meaning, spell frequently used words and apply accurate punctuation to writing

[Key concepts: sound and writing systems; Key processes: repeating, experimenting, comparing,

applying]

(ACLMGU165 - Scootle [↗](#))



#### Elaborations

examining differences in digraphs/diphthongs, consonant and vowel combinations, and double consonants

reinforcing the sounds represented by, for example, *δ, θ, β, ξ, ψ, χ*, and comparing similarities and differences between the Greek and Roman scripts

examining and applying the rules of accentuation when using Greek

identifying differences in tone, intonation and rhythm between statements, questions, exclamations and commands, for example, *ορίστε, παρακαλώ*, identifying and using irregularities in the language such as *κι εγώ, μία-μια, δύο-δυο*

applying punctuation and spelling rules to own writing

experimenting with pronunciation of less familiar texts

Apply knowledge of grammatical features, such as tense, voice, regular and irregular verbs, adverbs, pronouns and adjectives, and use conjunctions to construct compound and complex sentences

[Key concepts: tenses, [metalinguage](#); Key processes: identifying, emphasising, expanding]

(ACLMGU166 - Scootle [↗](#))



#### Elaborations

using a range of tenses and voices to describe routines and actions

using a range of regular and irregular verbs to develop sentence structures, for example, *Χτες είδα το Γιάννη και μου είπε τα νέα*

using adjectives to describe and compare people and aspects of the immediate environment, for example, *Ο Γιάννης είναι ψηλός αλλά η Μαρία είναι πιο ψηλή/ψηλότερη*, and using simple word order (subject–verb–object), for example, *Η Άννα τρώει καρπούζι*

using adverbs to modify and intensify the meaning of verbs and adjectives, for example, *αρκετά, πολύ, λίγο*

using pronouns such as *αυτός, κάτι*, as substitutes in sentences

recognising that some Greek nouns do not always reflect their grammatical gender, for example, in *η γιατρός*



using suffixes to vary and intensify the meaning of nouns, adjectives and adverbs, for example, to create diminutives/augmentatives such as *μικρούλι, γατούλα, σπιτάκι, Γιαννάκης, ομαδάρα, σπιταρόνα*

creating compound and complex sentences by using conjunctions, for example, *Δε θα πάω στο σχολείο την Τετάρτη, γιατί θα πάω στη Μελβούρνη με την οικογένειά μου*

Examine the structure and linguistic choices of a range of personal, informative and imaginative texts, such as digital/online diary entries, news reports, cartoons and stories, and consider how these choices were influenced by audience and purpose

[Key concepts: textual conventions, linguistic choices, audience, purpose; Key processes: identifying, comparing]

(ACLMGU167 - Scootle [↗](#))



#### Elaborations

describing the main features of familiar text types, for example, cartoon, digital story/DVD, storyboard, online news report, and identifying features such as sequencing

observing that texts are constructed for a variety of purposes, such as to request, instruct, invite or describe, for example, an invitation to a party or a greeting card

identifying the structure and organisation of a range of text types, for example, comparing emails and letters, written notes, text messages and print and digital versions of a journal/diary entry

identifying and comparing features of language use in different text types, such as formality/informality, headings, and lexical and grammatical choices that distinguish textual purpose and audience

### Language variation and change

Understand how language use varies according to context, purpose, audience and mode of delivery, and how language choices, such as shifting from a formal to an informal style, may signal changes in social settings

[Key concept: register; Key processes: identifying, connecting, analysing]

(ACLMGU168 - Scootle [↗](#))



#### Elaborations

identifying linguistic features used in different types of text, for example, different greetings and levels of formality expressed in conversations, speeches, emails and electronic text messages

identifying differences in language, register and style in a range of contexts, for example, in songs, graffiti and event invitations

understanding that different situations need different levels of politeness depending on the context and the speaker, such as thanking a peer for a gift, apologising to a host for lateness

recognising that there are linguistic choices to ensure appropriate interaction, for example, when giving directions *εδώ είπα, δεξιά παρακαλώ, σταμάτα*

Recognise that Modern Greek has evolved from Ancient Greek and that changes to the Greek alphabet, number system and style of writing have occurred through the ages; considering factors that have influenced this change

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

(ACLMGU169 - Scootle [↗](#))



#### Elaborations

finding examples of Greek script throughout history, such as on pots and stone slabs, for example, the Rosetta Stone, the entrance to Delphi, tombstones in Vergina, Byzantine artefacts, coins and old books, observing how different styles of writing have developed

understanding that there are different forms of written Greek used in different contexts dating from the ancient world to today

recognising that meanings of particular words and expressions can originate from earlier times, for example, *εντάξει*

### Role of language and culture

Understand how language use reflects cultural ideas, assumptions and perspectives, and reflect on how what is considered acceptable in communication varies across cultures

[Key concepts: attitudes, norms, sameness and difference; Key processes: analysing, interpreting, reflecting]

(ACLMGU170 - Scootle [↗](#))



#### Elaborations

discussing ways of communicating across cultures, the significance of cultural concepts and how social conventions are reflected in language use, for example, *Γεια μας!, Να΄σαι καλά, Σιδερένιος, Να ζήσετε, Πάντα άξιος*, considering assumptions and perspectives

analysing the meaning and use of proverbs, idioms and sayings, for example, *Δείξε μου τον φίλο σου να σου πω ποιος είσαι*, discussing how they reflect culture and traditions

reflect on ways cultural ideas embedded in language influence places occupied by Greek diaspora and the sustainability of those places





## Years 7 and 8 Content Descriptions

### Communicating

#### Socialising

Interact with peers and teacher to exchange information and opinions about self, family, friends and interests, and express feelings, likes and dislikes

[Key concepts: family, friendship, leisure; Key processes: introducing, interacting, describing]

(ACLMGC001 - Scootle [↗](#))



#### Elaborations

engaging in conversations face-to-face or online, with peers and teacher, to exchange information about themselves, their family and friends

introducing self and others in real and imagined situations, for example, *Αυτή είναι η μαμά μου*, kissing on both cheeks when appropriate, and using the singular and plural form for example. *Πώς σε / σας λένε;*

expressing opinions and describing and exchanging information about interests, for example, leisure activities, using modelled language, for example, *Παίζω μπάσκετ. Σου αρέσει η μουσική;*

expressing likes and dislikes in classroom and school ground conversations, for example, *Μ' αρέσει/ Δε μ' αρέσει η τσάντα*

expressing how they are feeling, for example, *Είμαι καλά, έτσι κι έτσι, πολύ καλά*

Participate in collaborative activities, such as performances and presentations, that involve planning and making arrangements

[Key concepts: tasks, performance, transaction, collaborative learning; Key processes: planning and managing tasks, contributing]

(ACLMGC002 - Scootle [↗](#))



#### Elaborations

using language to participate with others in everyday activities, for example, ordering at a restaurant *Θέλουμε/Θα πάρουμε δύο σουβλάκια και μία λεμονάδα*, *shopping at a bakery*, *Πόσο κάνει;* using public transport, *Ένα εισιτήριο, παρακαλώ*, or meeting at the movies, *Ραντεβού στις πέντε*

participating in role-plays relating to making arrangements, for example, *Πάμε στην πόλη το Σάββατο;*

collaborating with peers to present a birthday celebration song to a classmate, for example, *Χρόνια*

**πολλά!**

creating presentations or performances for family, friends or school community to showcase Greek language learning, for example, a Greek Christmas carol such as *Τρίγωνα Κάλαντα*, *Άγια Νύχτα* or a current pop song

accepting or declining an invitation, for example, *Ναι, ευχαριστώ*, *Συγγνώμη*, *δεν μπορώ*

Interact in class routines and exchanges by asking and responding to questions, following instructions and seeking help and permission

[Key concepts: routine, roles; Key processes: participating, questioning, responding]

(ACLMGC003 - Scootle [↗](#))



#### Elaborations

asking and responding to questions relating to the learning environment, for example, *Πού είναι το βιβλίο σου*; *Είναι εδώ/εκεί*, and how to say something in Greek, *Τι είναι αυτό*; *Πώς λένε ...*;

interacting in classroom routines by following instructions, for example, *Άνοιξε την πόρτα!*, *Μάλιστα κυρία/κύριε*, *Σειρά σου/σας*, and responding to the teacher during roll call, *Εδώ κυρία/κύριε*

using formulaic language to ask permission, *Μπορώ να πάω ...*; *Θέλω να ...*;

responding with actions or gestures to questions such as *Τι θέλεις*; *Κατάλαβες*;

#### Informing

Locate and use key points of information, such as main ideas, specific details and general descriptions from a range of spoken, written, visual, digital or multimodal texts

[Key concepts: interconnection across events and actions, discovery; Key processes: listening, reading, identifying, classifying]

(ACLMGC004 - Scootle [↗](#))



#### Elaborations

reading, viewing or listening to texts, such as a map, song, poster, email or interactive game and responding to questions, for example, *Πού είναι η Σαντορίνη*; *Τι χρώμα είναι τα ρούχα*;

obtaining information on a range of topics, such as the life of a student in Greece or Cyprus, for example, *Πώς τον/την λένε*; *Πόσων χρονών είναι*;

identifying main ideas and key points of information in texts and using the information in new ways, for example, reading about an annual event in Greece or Cyprus and producing a program

identifying key and commonly used expressions in texts and using them in own texts, for example, *Απίστευτο! Σπουδαίο! Φοβερό! Τέλειο!*

gathering and collating information from sources such as class surveys, and presenting findings to others in digital formats, for example, posters, wall charts, profiles or timelines

Use spoken, written and multimodal forms of presentation to convey information on selected topics of interest

[Key concepts: representation, [culture](#); Key processes: informing, reporting, speaking, writing]

(ACLMGC005 - Scootle [↗](#))



#### Elaborations

creating texts relating to own experiences, for example, Easter celebrations, using appropriate and related greetings, *Καλό Πάσχα, Χριστός Ανέστη*

describing aspects of life in Australia for an audience in Greece or Cyprus, such as a teenage birthday party

presenting information in different formats for different audiences, for example, writing an email to a pen pal in Greece or Cyprus, introducing a new student to the class

reporting on events in their school life, personal world and immediate environment, for example, in a diary entry

using different modes of presentation to profile significant events, people or places related to Greek-speaking communities, for example, a flyer about a community event, a digital presentation on a favourite musician

### Creating

Access imaginative texts such as cartoons, songs, stories or [digital texts](#), and respond by describing aspects such as [characters](#), events and ideas

[Key concepts: plot, character, experience; Key processes: interpreting, recounting, describing]

(ACLMGC006 - Scootle [↗](#))



#### Elaborations

participating in imaginary exchanges between characters from a story in a performance for the class

accessing digital texts, and responding to questions about characters and events

describing characters, events and key ideas in a shared text using a scaffold, for example, a storyboard

listening to songs such as Greek versions of English language songs, for example, 'Jingle bells'/'*Τρίγωνα Κάλαντα*', and comparing aspects that may be similar or different

**Create** or represent and perform own imagined scenarios, **characters** and events, using stimulus materials and modelled **language**

[Key concepts: imagination, creativity; Key processes: expressing, performing]

(ACLMGC007 - Scootle [↗](#))



#### Elaborations

creating own versions of familiar texts, such as greeting cards for imaginary special occasions or board games, for example, Greek version of Scrabble

creating and telling a story from a stimulus, such as a photograph, using speech bubbles, voice recordings or captions to accompany visuals, using digital technologies

creating and performing a short play or video clip to share with and entertain others, for example, a rap or role-play on Grandparents' Day or Open Day for younger students

composing and participating in imaginary interactions, for example, a conversation between avatars or meeting a character from a Greek story or film for the first time

#### Translating

Translate and **interpret** texts such as emails, signs and notices from Greek to English and English to Greek, using contextual **cues** and familiar textual features and recognising aspects that are similar and different in the two **language** versions

[Key concepts: equivalence, representation; Key processes: interpreting, translating, explaining]

(ACLMGC008 - Scootle [↗](#))



#### Elaborations

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*

translating signs and notices from Greek to English and English to Greek, identifying similarities and differences in both language versions

identifying and explaining expressions that need interpretation rather than translation, for example, *Γιάννης - Γιαννάκης, τσάκα-τσάκα*

using bilingual dictionaries and electronic translation tools to become aware of alternative or multiple meanings of words and the importance of context when making meaning, for example, *το κορίτσι/*

## αγόρι μου

**Create** bilingual texts and resources to support their own learning, such as glossaries and personal dictionaries, digital resources and charts

[Key concepts: equivalence, [context](#), meaning; Key processes: translating, interpreting, explaining]

(ACLMGC009 - [Scootle](#) )



### Elaborations

creating bilingual resources for language learning, such as word banks or a personal Greek–English dictionary, with examples and explanations of language use

using dictionaries and electronic translation tools to create bilingual texts, such as posters, maps, menus and schedules, making decisions about language use that are appropriate for the audience

creating bilingual resources, such as picture dictionaries or photo stories with bilingual captions and labels, for example, recreating a village scene in Greece or Cyprus, depicting roads, shops, products and services

creating bilingual signs and notices for the school, such as *το γυμναστήριο, η είσοδος/έξοδος, η αίθουσα*

developing strategies to support understanding of language that cannot be directly translated, for example, in the use of actions and gestures

### Reflecting

Engage with speakers of Greek recognising that interaction involves the expression of cultural experience and values as well as [language](#)

[Key concepts: exchange, awareness, interpretation, cultural frames; Key processes: noticing, reflecting, responding]

(ACLMGC010 - [Scootle](#) )



### Elaborations

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

researching language used in different contexts, for example, informal texts such as text messages, recognising elements that reflect cultural attitudes and trends, for example, *τα λέμε*

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 register



*Καλημέρα σας κυρία/κύριε, Αγαπημένο μου ημερολόγιο ... σε φιλώ, φιλάκια*

participating in intercultural experiences, for example, visiting a Greek cultural establishment, reflecting on etiquette, cultural expressions and language choices

Recognise their own and others' ways of expressing identity, reflecting on the relationship between language, culture and identity

[Key concepts: communication, identity; Key processes: noticing, reflecting, comparing, connecting] (ACLMGC011 - Scootle [↗](#))



#### Elaborations

monitoring own development as a Greek speaker and exploring the relationship between identity, culture and language in relation to learning and using Greek

recognising and exploring how identity is expressed through languages spoken by people in various cultural contexts, including languages spoken by classmates and family or community members

participating in Greek 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

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

## Understanding

### Systems of language

Identify similarities and differences between the phonological and orthographic systems of English and Greek, including accentuation and intonation in oral language, and decode and use the Greek script

[Key concepts: sound system, writing system; Key processes: recognising, imitating, comparing] (ACLMGU012 - Scootle [↗](#))



#### Elaborations

using the Greek alphabet, making connections between spoken and written forms, and recognising similarities and differences to the English alphabet

recognising accentuation and differences such as *πού/που, πώς/πως, ή/η*

developing and using Greek pronunciation, reproducing sounds and combinations

using the Greek alphabet for spelling out names and other words

developing awareness of Greek sounds, rhythms and intonation patterns

becoming familiar with the Greek vowel system

recognising intonation for questions, statements, commands and interjections

knowing when to use *σ/ς*

using vowels to create same sounds, such as *ι, η, υ, ει, οι*

understanding and using punctuation particular to the Greek language, for example, the question mark (;)

Recognise and use vocabulary and grammatical elements such as articles, pronouns and gender forms, and a limited range of common verbs in the present tense to **create** simple sentences and phrases

[Key concepts: vocabulary, grammatical structures; Key processes: understanding, making connections, applying]

[\(ACLMGU013 - Scootle !\[\]\(6a9b39b98eb945faa14c645ec99e4eaa\_img.jpg\)](#))



#### Elaborations

using nouns and verbs, recognising agreement and word order, for example, *Η μαμά μου είναι ...*

understanding and applying the concept of verb conjugation by using appropriate verb endings

indicating quantity using plural forms, for example, *ο, η, το, οι, οι, τα*

using negative expressions such as *δεν, μη*

conjugating the present tense

using common verbs such as *γράφω, θέλω, τρέχω* to describe simple actions

using definite and indefinite articles, for example, *ο, η, το, ένας, μία, ένα*

applying appropriate gender to nouns

using singular and plural pronouns *εγώ, εσύ, αυτός/η/ο, εμείς, εσείς, αυτοί/ες/α*

developing knowledge of vocabulary related to personal world, for example, self, family, friends, school and home, leisure activities, food and drink

Recognise and understand characteristic features of common types of [text](#), comparing them with equivalent texts in English

[Key concepts: equivalence, [genre](#); Key processes: noticing, comparing, explaining]

[\(ACLMGU014 - Scootle !\[\]\(a03a7eb2f4046e1d3c76772003e549ea\_img.jpg\)\)](#)



#### Elaborations

comparing texts in Greek and English by identifying similarities and differences, for example, postcards, diary entries, short emails or a personal note to a friend

identifying characteristic features of familiar text types such as signs, instructions, songs, advertisements and invitations, and noting differences in expression and levels of formality, for example, a wedding invitation or a clothing sale at a store

transforming a simple text, such as a short song, into another text type, for example, a conversation or cartoon, applying the key features of the second text type and making comparisons with transforming a similar text in English

### Language variation and change

Understand that Greek, like all languages, varies according to participants, roles and relationships, [context](#) and [culture](#)

[Key concepts: variation, [register](#); Key processes: noticing, comparing]

[\(ACLMGU015 - Scootle !\[\]\(7d1d6890825e83a6a4a51febe2dcc7f3\_img.jpg\)\)](#)



#### Elaborations

examining differences between formal and informal language in social interactions such as greetings, introductions and farewells, for example, *Γεια σου Γιάννη/Γεια σας παιδιά, Με λένε Μαρία, Καληνύχτα σας*

recognising that language use varies according to context and situation, and variables such as gender, age and the relationship of participants, for example, language used with friends compared to language used in formal situations such as meeting a friend's family for the first time

observing and noticing cultural differences in informal and formal situations and interactions, for example, at a Greek celebration such as a festival

Understand that Greek is a [language](#) that has influenced many global languages and continues to influence and change through interaction with other languages and cultures

[Key concepts: dynamic systems, [communication](#), relationships; Key processes: recognising, comparing, discussing]

(ACLMGU016 - Scootle [↗](#))



#### Elaborations

understanding that Greek is an official language of Greece, Cyprus and the European Union and is also spoken in Greek-speaking communities in the Greek Diaspora

exploring and discussing the influence of the Greek language on English, identifying examples of Greek words and morphemes used in English, such as prefixes, suffixes and base words, using strategies to work out meanings of unknown words, and considering why word borrowing occurs across languages, for example, *anti-*, *astro-*, *auto-*, *bio-*, *cosmos*, *deca-*, *demo-*, *geo-*, *glossary*, *-gram-*, *-graph-*, *hyper-*, *hypo-*, *-ic*, *-ism*, *-itis*, *kilo-*, *-logue*, *mega-*, *-meter-*, *micro-*, *mono-*, *-morph-*, *neo-*, *octo-*, *-ology*, *pent-*, *peri-*, *-phil-*, *-phobia*, *photo-*, *-poly-*, *psych-*, *-scope*, *tech-*, *tele-*, *-therm-*, *tri-*

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*, *λέντι*, *κέφι*, and discussing why these words have been borrowed

#### Role of language and culture

Identify connections between [language](#), [culture](#) and [communication](#), recognising how [communication](#) styles and practices vary across cultures and how intercultural exchange involves the exchange of meaning as well as words

[Key concepts: interdependence, values, norms; Key processes: analysing, making connections]

(ACLMGU017 - Scootle [↗](#))



#### Elaborations

investigating own personal and community practices to identify connections with Greek language and culture, for example, in cooking, sport, music, dance or technology

discussing elements of culture in Greek language and their significance in reflecting values, attitudes and traditions, such as references to saints' days

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

examining culturally specific terms and phrases, such as *η παρέα*, *το κέφι*, *Στην υγειά σου*, *Με γεια*, *Γεια στα χέρια σου/σας*, developing appropriate explanations for them and discussing equivalent terms in other languages